



2009-2010

Course Catalog & Educational Planning Guide



CENTRAL FRESHMAN CAMPUS

CENTRAL HIGH SCHOOL

LAKE VIEW HIGH SCHOOL



SAISD

San Angelo Independent School District

Mission Statement

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

Goals

The district goals for 2008-2013 are to:

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

Students and Parents,

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

SAN ANGELO INDEPENDENT SCHOOL DISTRICT

**1621 University
San Angelo, Texas 76904
325-947-3700**

SAISD AMDINISTRATION

DR. CAROL ANN BONDS
Superintendent

JEFF BRIGHT
Assistant Superintendent of
Support Services

SHELLY HULLIHEN
Assistant Superintendent of
Educational Support Services

EXECUTIVE DIRECTORS OF SCHOOLS

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ASSURANCE OF NONDISCRIMINATION

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

Inquiries and complaints regarding discrimination are to be directed to:

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

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Section A

General Information

Consult this section for information about

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



SAN ANGELO

INDEPENDENT SCHOOL DISTRICT

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

January 26, 2009

Dear Parents and Students:

This high school course catalog and educational planning guide is intended to assist students as they make important decisions in planning their high school graduation plan, as well as post graduation careers. This guide can link the selection of courses with possible career paths that students may pursue following graduation.

This document can be used in assisting students in developing graduation plans that meet their interests and personal educational goals. Courses need to be selected wisely; therefore consultation with counselors about course selection is important. The decisions the students make now will impact them for years to come. We challenge students to pursue courses that are stimulating and inspire greater academic achievement.

Best Wishes,

Carol Ann Bonds, Ph. D.
Superintendent

Planning Your High School Program

Or

Texas Achievement Plan

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

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

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

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

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

All information in this course catalog is absolute as of the printing date. Changes can occur at the state and/or district level which could change any information concerning courses, grade placements, and pre-requisites requirements.

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE NINE IN 2005-2006 & 2006-2007

SUBJECT	RECOMMENDED PROGRAM	TEXAS SCHOLARS	DISTINGUISHED ACHIEVEMENT
ENGLISH	4 credits	4 credits	4 credits
MATHEMATICS	3 credits (must include Algebra I, Geometry, and Algebra II)	3 credits (must include Algebra I, Geometry, and Algebra II)	3 credits (must include Algebra I, Geometry, and Algebra II)
SCIENCE	3 credits (must include Biology, Integrated Physics and Chemistry and Chemistry I)	3 credits (must include Biology, Integrated Physics and Chemistry and Chemistry I)	3 credits (must include Biology, Integrated Physics and Chemistry and Chemistry I)
SOCIAL STUDIES	1 credit—WORLD GEOGRAPHY	1 credit—WORLD GEOGRAPHY	1 credit—WORLD GEOGRAPHY
	1 credit—WORLD HISTORY	1 credit—WORLD HISTORY	1 credit—WORLD HISTORY
	1 credit—UNITED STATES HISTORY	1 credit—UNITED STATES HISTORY	1 credit—U. S. HISTORY
	½ credit—GOVERNMENT	½ credit—GOVERNMENT	½ credit—GOVERNMENT
	½ credit—ECONOMICS	½ credit—ECONOMICS	½ credit—ECONOMICS
HEALTH	½ credit	½ credit	½ credit
PHYSICAL EDUCATION	1½ credits** (to include foundations of personal fitness)	1½ credits** (to include foundations of personal fitness)	1½ credits** (to include foundations of personal fitness)
TECHNOLOGY APPLICATIONS	1 credit computer course	1 credit computer course	1 credit computer course
FINE ARTS	1 credit	1 credit	1 credit
LANGUAGES OTHER THAN ENGLISH	2 credits (must be Level I & II in the same language)	3 credits (must be Level I, II, & III in the same language)	3 credits (must be Level I, II, & III in the same language)
SPEECH	½ credit (Communications Applications I)	½ credit (Communications Applications I)	½ credit (Communications Applications I)
ELECTIVES	3½ credits	2½ credits (selected from Options I, II, & III)	2½ credits
TOTAL	24 CREDITS	24 CREDITS	24 CREDITS + 4 ADVANCED MEASURES

**Students may earn no more than 4 semesters in Physical Education toward state graduation requirements.

TEXAS SCHOLARS ELECTIVE OPTIONS FOR STUDENTS ENTERING GRADE NINE IN 2005-2006 & 2006-2007

1. Option One: Mathematics, Science, and Electives

- Math – 1 credit above the required math courses
- Science – One credit above the required science courses
- Electives – $\frac{1}{2}$ credit of student's choice

Total = 2 $\frac{1}{2}$ credits

2. Option Two: Career and Technology

- 2 $\frac{1}{2}$ credits in a coherent sequence of courses for career and technology.
(Includes Tech Prep courses, but does not include JROTC)

Total = 2 $\frac{1}{2}$ credits

3. Option Three: Academic

- 2 $\frac{1}{2}$ credits in state approved courses in
 - Language Arts
 - Science
 - Social Studies
 - Mathematics
 - Languages other than English
 - Fine Arts, or
 - Technology Applications—computer course

Total = 2 $\frac{1}{2}$ credits

DISTINGUISHED ACHIEVEMENT ADVANCED MEASURES FOR STUDENTS ENTERING GRADE NINE IN 2005-2006 & 2006-2007

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

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

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### Graduation Requirements for Students with Disabilities

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

## GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE NINE IN 2007-2008 and Beyond

| SUBJECT                         | RECOMMENDED PROGRAM                                                                                                                                                                     | DISTINGUISHED ACHIEVEMENT                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH                         | 4 credits                                                                                                                                                                               | 4 credits                                                                                                                                                                       |
| MATHEMATICS                     | 4 credits<br>(must include Algebra I,<br>Geometry, and Algebra II, MMA may not be taken after<br>Algebra II)                                                                            | 4 credits<br>(must include Algebra I,<br>Geometry, and Algebra II, fourth credit may not be MMA or<br>AP Computer Science)                                                      |
| SCIENCE                         | 4 credits<br>(must include Biology and 3 additional credits selected<br>from IPC, Chemistry, Physics, Environmental Systems,<br>AP's, Concurrent Enrollment in College Science Courses) | 4credits<br>(must include Biology, Chemistry, Physics, the 4 <sup>th</sup> credit may<br>be Environmental Systems, AP's or Concurrent Enrollment<br>in College Science Courses) |
| SOCIAL STUDIES                  | 1 credit—WORLD GEOGRAPHY                                                                                                                                                                | 1credit—WORLDGEOGRAPHY                                                                                                                                                          |
|                                 | 1 credit—WORLD HISTORY                                                                                                                                                                  | 1 credit—WORLD HISTORY                                                                                                                                                          |
|                                 | 1 credit—UNITED STATES HISTORY                                                                                                                                                          | 1 credit—U. S. HISTORY                                                                                                                                                          |
|                                 | ½ credit—GOVERNMENT                                                                                                                                                                     | ½ credit—GOVERNMENT                                                                                                                                                             |
|                                 | ½ credit—ECONOMICS                                                                                                                                                                      | ½ credit—ECONOMICS                                                                                                                                                              |
| HEALTH                          | ½ credit                                                                                                                                                                                | ½ credit                                                                                                                                                                        |
| PHYSICAL EDUCATION              | 1½ credits**<br>(to include foundations of personal fitness)                                                                                                                            | 1½ credits**<br>(to include foundations of personal fitness)                                                                                                                    |
| TECHNOLOGY APPLICATIONS         | 1 credit computer course                                                                                                                                                                | 1 credit computer course                                                                                                                                                        |
| FINE ARTS                       | 1 credit                                                                                                                                                                                | 1 credit                                                                                                                                                                        |
| LANGUAGES OTHER<br>THAN ENGLISH | 2 credits<br>(must be Level I & II in the same language)                                                                                                                                | 3 credits<br>(must be Level I, II, & III in the same language)                                                                                                                  |
| SPEECH                          | ½ credit<br>(Communications Applications I)                                                                                                                                             | ½ credit<br>(Communications Applications I)                                                                                                                                     |
| ELECTIVES                       | 3½ credits                                                                                                                                                                              | 2½ credits                                                                                                                                                                      |
| <b>TOTAL</b>                    | <b>26 CREDITS</b>                                                                                                                                                                       | <b>26 CREDITS +<br/>4 ADVANCED MEASURES</b>                                                                                                                                     |

\*\*Students may earn no more than 4 semesters in Physical Education toward state graduation requirements.

## **ADDITIONAL COURSE INFORMATION FOR STUDENTS ENTERING GRADE NINE IN 2007-2008 AND BEYOND**

|                         |                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Mathematics     | English I, II, III, IV<br>Algebra I, Algebra II, and Geometry, 4 <sup>th</sup> credit may be Pre-calculus, AP's, Mathematics Models with Applications (may not be taken after Algebra II), AP Computer Science, Concurrent Enrollment in College Math Courses                                                                       |
| Science                 | Biology, 3 additional credits, one of which may be IPC (until 2012-2013 for the Recommended Graduation Plan), Chemistry, Physics, Principles of Technology, Environmental Systems, Anatomy and Physiology, AP's, Concurrent Enrollment in College Science Courses.<br>Distinguished Graduation Plan does not allow IPC as a choice. |
| Social Studies          | World Geography, World History, US History and Government/Economics                                                                                                                                                                                                                                                                 |
| Foreign Language        | 2 credits in same language for Recommended and 3 credits in same language for Distinguished                                                                                                                                                                                                                                         |
| Health                  | ½ credit (Health Science Technology 1 credit will waiver for Health credit)                                                                                                                                                                                                                                                         |
| Fine Art                | 1 credit selected from Art, Theatre, Band, Orchestra, Choir                                                                                                                                                                                                                                                                         |
| Physical Education      | 1 ½ credits (Approved substitutions are athletics, 1 <sup>st</sup> semester of Band, ROTC, 2 or 3 credit Career and Technical Education course, Work Coop Program, or athletic trainer)                                                                                                                                             |
| Technology Applications | 1 credit selected from Business Computer Information Systems I, Advanced Computer Applications, Multimedia, Web Page Design & Telecommunications, Computer Science I and II                                                                                                                                                         |
| Speech                  | ½ credit must be Communications Application                                                                                                                                                                                                                                                                                         |

## **ADDITIONAL INFORMATION FOR DISTINGUISHED ACHIEVEMENT PROGRAM BEGINNING 2007-2008 FOR STUDENTS ENTERING GRADE NINE IN 2007-2008 AND BEYOND**

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

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

## **DISTINGUISHED ACHIEVEMENT ADVANCED MEASURES FOR STUDENTS ENTERING GRADE NINE IN 2007 – 2008 and Beyond**

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

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

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Graduation Requirements for Students with Disabilities

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

Texas Achievement Plan

Name: _____ **Student ID#** _____
 Print Last Name First Name

Graduation Plan: _____ **Recommended** _____ **Distinguished** _____ **Career Cluster** _____

Graduation Year: 20____ **Credits Required:** 24 for Class of 2010 and 26 for Class of 2011 and beyond

	English	Math	Science	Social Studies					
8th Grade High School Credits earned in 8 th Grade									
9th Grade	English I	Math	Biology	World Geography					
10th Grade	English II	Math	Chemistry	World History					
11th Grade	English III	Math	Science	US History					
12th Grade	English IV	Math	Science	Government Economics					

Student Signature _____ **Parent Signature** _____

Section B

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

Consult this section for information about

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

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

Pre-Registration Course Selection

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

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

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

Admissions

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

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

Classification Credits

Students are classified according to the number of credits they have earned. Students enrolled in the 9th grade prior to 2007-2008 school year will be classified according to the following:

- Freshman (9th) 0 – 4 ½ credit
- Sophomore (10th) 5 credits
- Junior (11th) 10 credits
- Senior (12th) 15 credits

Students enrolled in the 9th grade in 2007-2008 and beyond will be classified according to the following:

- Freshman (9th) 0 – 5 ½ credit, and at least first year in high school
- Sophomore (10th) 6 – 11½ credits, and at least second year in high school
- Junior (11th) 12 – 17½ credits, and at least third year in high school
- Senior (12th) 18 credits, and at least fourth year in high school

Programs Designed For Academically Talented Students

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

Gifted/Talented Program

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

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

Secondary students are served in the four core areas of English, math, science, and social studies. These students will be clustered in the AP and pre-AP sections. Identified gifted students will receive appropriate enrichment and extension, to include research and

independent study, within the framework of these settings. The Independent Research Class is available for GT students. Curriculum for these classes will be aligned with the Advanced Placement Program of the College Board. Students completing these courses will be expected to take the Advanced Placement tests in the spring. Weighted GPA will be assigned only for participation in classes that carry this weight according to board policy.

FURLOUGH POLICY—TEMPORARILY EXITED

An identified gifted student may be furloughed for any reason for one semester/one year at the request of the parent.

PERMANENT EXIT FROM GIFTED PROGRAMS

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

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

TRANSFER POLICY FOR GIFTED PROGRAMS

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

APPEAL POLICY FOR GIFTED PROGRAMS

At the request of a parent, the selection committee may reconsider a student's

qualifications and special needs. Further screening may be requested by the committee prior to a final determination.

Pre-AP and Advanced Placement Programs

The Pre-AP and Advanced Placement courses seek to provide the most academically talented students with opportunities for creative/critical thinking and problem solving.

Advanced Placement courses provide college level curriculum that prepares students to take the College Board Advanced Placement examination. The College Board placement test is used by participating colleges and universities to award actual college credit to deserving students. Colleges vary as to how they use the scores for awarding credit.

Pre-AP and Advanced Placement courses are available in English, mathematics, science, social studies, and foreign language. Additionally, the high school curriculum includes Advanced Placement courses for those students who have special abilities in the arts and computer science.

The goal of the Pre-AP and Advanced Placement programs is to challenge and stimulate the students to the highest level of their abilities.

SAISD will pay 50% of the student's portion of the AP exam fee for those students currently enrolled in the AP class. For students with financial hardship please contact your counselor or the campus AP Coordinator. Students not enrolled in the AP class who wish to take the AP exam will be responsible for 100% of that test fee.

Academic Dual Credit Enrollment

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

Correspondence Courses

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

Credit By Examination (Without Prior Instruction)

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

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

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

Credit By Examination (With Prior Instruction)

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. An exam is available at no cost one time each year. Students are allowed to take the local exam one time a year. San Angelo ISD currently administers Texas Tech credit by exams. The local credit by exam is offered three times per semester. A copy of the testing schedule and application deadlines may be obtained in the counseling center offices or the district assessment office. Study guides are available on the Texas Tech web site: www.dce.ttu.edu.

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

SAT/ACT Preparation

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

ACT— www.act.org/aap/index.html

SAT— www.collegeboard.com/splash/

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

Career and Technical Education Program

Tech Prep Courses

Many career and technical courses offered in San Angelo ISD are Tech Prep/articulated courses. These courses are college-level technical courses that allow high school students to qualify for college credit through local formal agreements with community colleges. High school teachers teach the

courses after receiving TEA-required training. Locally articulated courses may be awarded college credit after completion of the course. Articulated courses are tuition free, however, students may have to pay a small fee to have the college credit hours placed on their transcript. These courses provide technical job-related skills, and several programs provide additional certifications which enable students to exit to the workforce and/or continue their post-secondary education.

Vocational/Technical Dual Credit Courses

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

West Texas Training Center

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

Texas Scholars' Program

Texas Scholars is a program that remains in place for the graduating classes of 2010. Each senior graduating having completed the Texas Scholars' program receives a medallion to wear during graduation ceremonies. Beginning with students entering grade nine in 2005-2006, the San Angelo Business and Education Coalition

will recognize students graduating with Option One as **Texas Scholars with Distinction**. Texas Scholar graduates are also noted in the graduation program. Beginning with students entering the 9th grade in 2007-2008 the Texas Scholar program dissolves into the new Recommended graduation plan mandated by the Texas Education Agency.

English Language Learners

The English Language Learners Program is an integral part of the regular education program required under Chapter 74 Curriculum requirements. It is an intensive program of instruction designed to develop academic proficiency in the comprehension, speaking, reading, and composition in the English language for limited English proficient students. Instruction in English is commensurate with the student's level of English proficiency and level of academic achievement. The Language Proficiency Assessment Committee (LPAC) will recommend appropriate services including content courses provided through sheltered instructional approaches by certified and trained ESL teachers. All members of the LPAC, including the parents, will be acting for the school district and will observe all laws and rules governing confidential information concerning individual students. The district will be responsible for the orientation and training of all members, including the parents, of the LPAC. LPAC meetings will be held within four weeks of the enrollment of LEP students and at the end of each school year in accordance with Chapter 89.

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

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

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

AND

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

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

The academic requirements for continuing in the program are:

For awards made on or after 09/01/2005

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

Where may awards be used?

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

How can you apply?

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

Extracurricular Activities

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

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

PAYS

PAYS – Preparing Area Youth for Success – is an alternative educational setting operating as an optional flexible school day program. Eligible students are in grades 9-12 who are at risk of dropping out of school. PAYS students follow the [minimum graduation plan](#). They are included in the enrollment count of their home campus but are not ranked in the traditional method with other students.

Special Education Programs

A free, appropriate, public education is available for all students in the San Angelo Independent School District. A continuum of instructional services and a variety of facilities are available to students to ensure a successful high school experience and smooth transition into the student's post school setting. Each student identified as a student with a disability in one or more of the disability categories as specified in the Individuals with Disabilities Education Improvement Act is eligible for any combination of special education services. Such service plans (called Individual Education Plans) are developed by the student's Admission, Review, and Dismissal (ARD) Committee. Depending on the student's needs and the student's goals for the future, any combination of the following services can be provided in addition to all other appropriate services offered in the general instructional programs.

GENERAL CURRICULUM

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

MODIFIED CURRICULUM

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

ALTERNATIVE CURRICULUM STANDARDS

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

ALTERNATIVE SETTINGS

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

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

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

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

Additional Courses Serving Students With Disabilities

Course offerings specifically designed with modified or alternative achievement standards based on the TEKS as well as courses that meet specific needs related to the student's disability are **included within Section C, Course Descriptions of all SAISD courses**. These are courses taught in some cases by special education teachers, some by general education teachers in collaboration with special education teachers. Modification in content is determined by the student's ARD committee in order to meet the needs of an individual student who is identified as having a disability as specified in the Individuals with Disability Education Improvement Act. Placement and course selections for each student are reviewed at least once annually. These courses are indicated with an "*" to designate that they are courses provided specifically for students identified with a disability who have specific educational needs.

Students who are not identified as a student with a disability as specified in IDEIA are not eligible to participate in these courses for credit toward graduation. Please note that enrollment in these courses may affect specific graduation requirements and class rank.

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

- 4 – Modified Curriculum in a specialized support classroom
- 5 – Curriculum with alternative standards in a specialized support classroom
- 6 – Modified Curriculum in a general education classroom
- 9 – Any curriculum offered in the Behavior Management Transition classroom

Section C

Course

Descriptions

Consult this section for information about

- English/Language Arts
- Journalism
- Speech
- Mathematics
- Science
- Social Studies
- Languages Other Than English
- Art
- Theater Arts
- Choir
- Band and Orchestra
- Health
- Physical Education
- Interscholastic Competitive Sports (Athletics)
- Agricultural Science and Technology
- Career Orientation
- Health Science Technology
- Family and Consumer Sciences
- Trade and Industrial
- Cooperative Education
- Marketing Education
- Business/Office Technology
- Technology Applications
- Military Science (ROTC)
- *Courses for students receiving Special Education

*Courses with this designation are for students with disabilities as specified in the Individual with Disabilities Improvement Act. Please see page B6 regarding special education programs and additional courses for students with disabilities.

ENGLISH/ LANGUAGE ARTS

English I (ENG 1)

Credit: 1.0 100932

Grade Placement: 9-12

Prerequisite: None

Site: CFC, CHS, LVHS

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

English I PreAP (ENG 1)

Credit: 1.0 PreAP-100931

Grade Placement: 9 GT-102031

Prerequisite: Teacher Approval

Site: CFC, LVHS

This course is for students who wish to prepare for the PreAP English II class. The focus will be on advanced grammar, extensive writing, vocabulary preparation, intensive review of usage for the TAKS, and literature of all genres including novels. Independent reading will be required. The literature program is organized by genre with the preponderance of instructional time devoted to higher order thinking skills. The language program is literature-based; specific themes are provided to which students react and respond utilizing the writing process in a recursive manner in accordance with the purposes defined in the Texas Essential Knowledge and Skills guides. Students are introduced to skills and terms designed to prepare them for the Advanced Placement Exam. Independent reading outside of class time will be required.

*Basic English I (BENG 1)

Credit: 1.0 10093_

Grade Placement: 9/ARD Committee

Approval

Prerequisite: None

Site: CFC, CHS, LVHS

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

English II (ENG 2)

Credit: 1.0 101032

Grade Placement: 10-12

Prerequisite: English 1

Site: CHS, LVHS

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

English II PreAP (ENG 2)

Credit: 1.0 PreAP 101031

Grade Placement: 10 GT 102131

Prerequisite: Teacher Approval

Site: CHS, LVHS

This course is designed for students who wish to prepare for AP English III and IV courses and subsequent college work. The emphasis in the course is on all aspects of language; vocabulary preparation for the College Board AP tests; a study of the grammatical system of the English language; an intensive review of usage for the TAKS; experimentation in writing a variety of papers, among them the literary and persuasive essays; a major research project; and literature of all genres, including many

novels and full-length works. Independent reading outside of class time will be required.

*Basic English II (BENG 2)

Credit: 1.0 10103_

Grade Placement: 10/ ARD

Committee Approval

Prerequisite: English I

Site: CHS, LVHS

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

ESOL I (ENG 1) 100937

ESOL II (ENG 2) 101037

Credit: 1.0

Grade Placement: 9, 10

Prerequisite: LPAC placement

Site: CFC, CHS, LVHS

This course provides the student whose native language is not English with instruction in reading, spelling, and writing the English language. The course stresses concepts and skills in listening, speaking, reading, and writing found in the TEKS objectives.

Students may earn credits to satisfy English I and II requirements.

English III (ENG 3)

Credit: 1.0 101132

Grade Placement: 11-12

Prerequisite: English II

Site: CHS, LVHS

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

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

Dual Credit (English 1301, 1302)
Tuition Required

This class is for students who plan to attend college. The focus will be on advanced grammar, extensive writing, and college-preparatory reading. Independent reading outside of class time will be required.

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

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

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

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

Basic English III is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English III course with modified achievement standards. This course is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a

variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading will be required.

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

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

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

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

This course is designed for the college-bound students. It will involve the study of British and world authors with an emphasis on literary analysis and research. Independent reading outside of class time will be required.

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

This course is designed for the academically advanced college-bound student. English IV AP provides an intensive study of representative works from a variety of periods and genres, with emphasis on form, meaning, and value of literature and its relationship to contemporary experience, as well as to the time in which it was written. In addition, students will become more sensitive to the power of language and the tools of the writer: diction, syntax, irony, and tone. Although most of the composition assignments will relate to literature, writing and discussions will

include effective development of ideas, clear organization, and the use of appropriate language. This course will prepare students for the Advanced Placement. Independent reading outside of class time will be required.
Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

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

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

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

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

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

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

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

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

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

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

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

During this semester course, each student will create an in-depth product at the collegiate/professional level. This product will be documented with a portfolio and will be completed with a mentor from the community. Each student will present their final product at the end of the semester to a panel of judges for critique and evaluation. Students enrolled in this class must exhibit skills in self-directed learning, thinking, research, and communication. A student may enroll in this course twice if completely

different fields of study are pursued. This course can meet the Distinguished Achievement Program requirement for an advanced measure

JOURNALISM

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

Journalism I is an introduction to all forms of journalism beginning with the basic interview. Students will improve their writing skill through the study of news writing, feature writing, headline writing, and editorial writing as beat reporters for Lake View High School or the Campus Corral at Central High School. Students will also study newspaper design, yearbook design and advertising, as well as the history of journalism. Students will also be introduced to broadcast journalism and photography. Students complete a portfolio at the end of the course, as well as several smaller projects throughout the year. Deadlines are stressed. A willingness to write is essential. Students who successfully complete the course will be eligible to work on the newspaper staff the following year subject to acceptance of application.

Photojournalism (PHOTJOUR)
Credit: 1.0 151032
Grade Placement: 9-12
Prerequisite: Camera & Teacher Approval
Site: CHS

Photojournalism begins with the history of photography and takes students through the production of their own photographs. Students will learn to process their own film and print their own photos. This course deals with black and white photography only. Students must furnish their own 35mm single lens reflex camera equipped with a 50mm lens. Other lenses are optional. The camera must have at least a manual option: fully manual is preferable. Students must supply their own black and white film and printing paper, or they can purchase bulk film and paper from the journalism department for approximately \$100.00 for the year. Deadlines will be stressed. Students

will be asked to take some group shots, candid shots, and action shots for possible inclusion in the school newspaper and yearbook. They will also learn portraiture. Students who successfully complete the course will be eligible to apply to work on the newspaper staff or yearbook staff the following year.

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

These courses provide instruction in the computer program used, basic news gathering, and reporting. The newspaper staff is entirely responsible for the production of 6-7 issues of the **Campus Corral**, the school's newspaper, including researching topics, interviewing sources, writing stories, editing, page design, and computer paste up. Each staffer is responsible for selling a predetermined amount of ad space to fund the production of the newspaper since the class operates as a business. Staff members may be asked to attend a summer workshop. Each staffer is required to meet each deadline as determined by the advisor. Students will be required to work after school or on Saturdays to meet specific production deadlines. Photographers will be required to shoot, develop, and print pictures, as well as write stories. The third year class places an emphasis on editorial leadership, computer graphics, layout, design, and advanced writing.

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

These classes will publish a yearbook. This includes selling ads (each member of the staff must sell ads); taking, developing, and printing photographs that are used in the yearbook; coordinating organization and sport photographs with sponsors and coaches; writing stories; and laying out pages with the computer. It also includes checking proofs and, most importantly, meeting deadlines.

It will require after school hours and/or Saturdays and dedication from each staff member. Some staff members may be asked to attend a summer workshop. The third year class places additional emphasis on editorial leadership, computer graphics, layout, and design.

**Independent Study Journalism/
Photojournalism (INDJOUR)**

Credit: 1.0 155032

Grade Placement: 12

Prerequisite: Administrative App.

Site: CHS, LVHS

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

SPEECH

Communications Applications

Speech

(COMM APP)

160942

Credit: 0.5

Grade Placement: 9-12

Prerequisite: None

Site: CFC, CHS, LVHS

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

(This course is the only speech credit that will count for the required speech graduation credit).

Debate I (DEBATE 1)

164032

Credit: 1.0

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

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

Debate II (DEBATE 2) 164132

Debate III Adv (DEBATE 3) 164231

Credit: 1.0

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

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

**Independent Study Speech
(INDSPCH)**

165032

Credit: 1.0

Grade Placement: 11-12

Prerequisite: Teacher Approval

Site: CHS

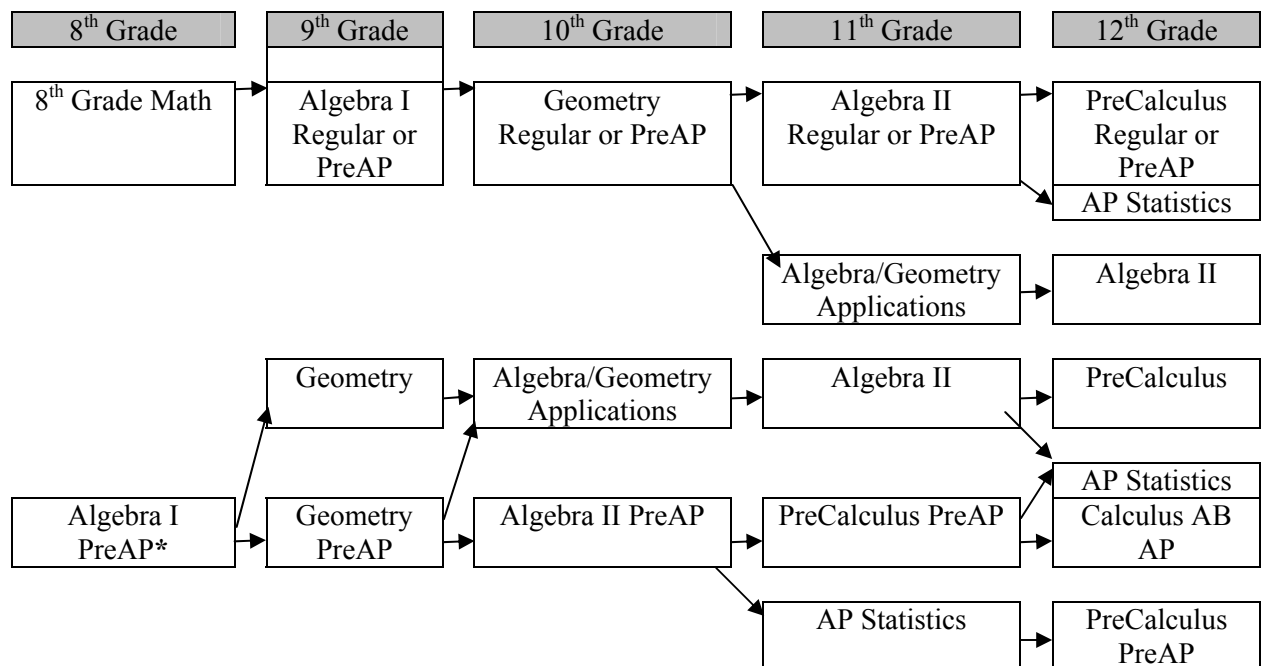
This course is designed for the student who has specific communication projects he/she wishes to develop. Students will write a proposal of the independent study and work with the teacher on a project.

MATHEMATICS

SAISD Mathematics Course Offerings

Course#	Course Name	Course#	Course Name
210932	Algebra 1	221332	PreCalculus
210931	Algebra 1 PreAP	221331	PreCalculus PreAP
211132	Geometry	221431	Calculus AB AP
211131	Geometry PreAP	211531	AP Statistics
201232	Algebra/Geometry Applications		
211032	Algebra II		
211031	Algebra II PreAP		

Mathematics Sequence Grades 8-12



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

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

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

Algebra I PreAP (ALG 1)
Credit: 1.0 PreAP 210931
Grade Placement: 9 GT 212931
Prerequisite: None
Site: CFC, LVHS

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

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

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

Geometry (GEOM)
Credit: 1.0 211132
Grade Placement: 10-12
Prerequisite: Algebra I
Site: CFC, CHS, LVHS

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

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

This college-preparatory course will contain the same Texas Essential Knowledge and Skills as the regular geometry course. Concepts will be explored in greater depth and with rigor designed to properly prepare students to be successful in Pre-Advanced Placement Algebra 2. A major research project is required for this course.

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

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

Algebra-Geometry Applications (MTHMOD)
Credit: 1.0 201232
Grade Placement: 10-12
Prerequisite: Alg. 1, Geom., and Teacher approval
Site: CHS, LVHS

In this course students continue to build on the Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators, with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

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

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

Algebra II (ALG 2)
Credit: 1.0 221032
Grade Placement: 10-12
Prerequisite: Alg. I and/or Geom.
Site: CHS, LVHS

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

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

This college-preparatory course covers the same material presented in regular Algebra 2 in addition to other topics that will better prepare students for Pre-Advanced Placement Pre-Calculus. Concepts will be explored in greater depth and problem-solving will be more varied and demanding. A research project is required for this course.

***Basic Algebra II (9BALGII)**
Credit: 1.0 221103_
Grade Placement: 10-12/ARD
Committee Approval
Prerequisite: Basic Algebra I and
Basic Geometry
Site: CHS, LVHS

Basic Algebra II is based on the TEKS of the general education Algebra II course with modified achievement standards to meet the individual learning requirements of students. This course includes, but is not limited to, building a basic understanding of fundamental mathematical concepts through such topics as graphing; linear and quadratic functions; non-linear

functions including polynomial, radical, rational, and exponential functions and systems of equations. Emphasis is on both real-world applications and abstract concepts.

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

Pre-Calculus combines the use of the real number coordinate system with an extensive study of functions and their graphs, including trigonometric functions and their periodicity, inverse, composite, polynomial, rational, exponential, and logarithmic functions. Functions, sequences and series, conic sections, parametric representations, and vectors will be used to model real life situations.

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

This college-preparatory course is intended for students who have displayed a high degree of understanding in their previous math courses. It is designed to prepare students for AP Calculus. It includes the same concepts covered in Pre-Calculus but explored in greater depth, and problem-solving will be more varied and demanding. A major research project is required for this course. **Students who satisfactorily complete this course may take Calculus AB AP.**

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

Advanced Placement Calculus AB is designed for students who have a thorough knowledge of college preparatory mathematics including Algebra, Geometry, Trigonometry, and Elementary Analysis. This course includes a study of elementary functions, properties of limits, the derivative and applications, techniques of integration, and applications of the definite integral. The content of this

course is prescribed by the College Board publication Advanced Placement in Calculus given by the College Board. This course prepares students to take the Advanced Placement Exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP Statistics (APSTATS)
Credit: 1.0 211531
Grade Placement: 11-12 GT 221531
Prerequisite: Algebra II
Site: CHS, LVHS

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

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

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

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

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

SCIENCE

SAISD Science Course Offerings

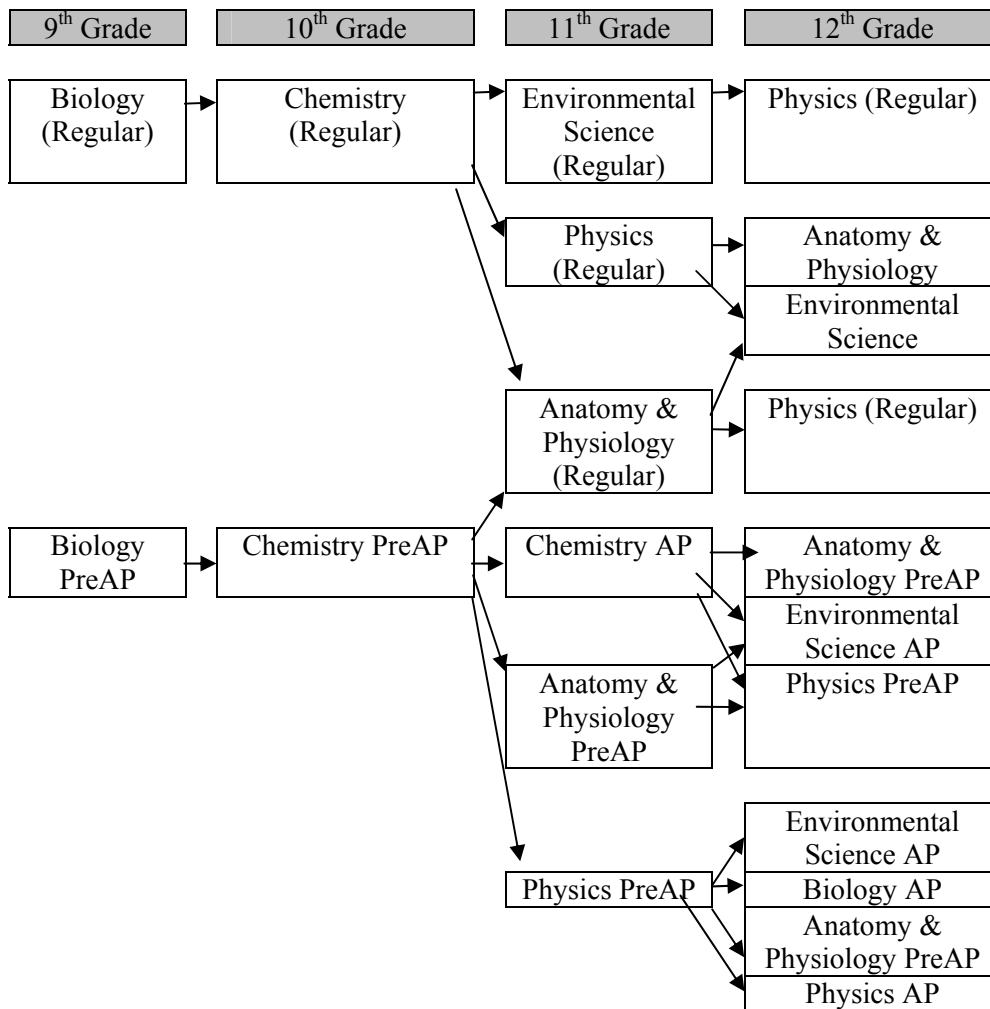
Course# Course Name

301032	Biology
301031	Biology PreAP
311032	Chemistry
311031	Chemistry PreAP
311131	Chemistry AP
301232	Anatomy & Physiology of Human Systems

Course# Course Name

321232	Physics
321231	Physics PreAP
321331	Physics B-AP
330932	Environmental Science
330931	Environmental Science AP

Science Sequence Grades 9-12



Biology (BIO)**Credit:** 1.0 301032**Grade Placement:** 9-12**Prerequisite:** None**Site:** CFC, CHS, LVHS

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

Biology PreAP (BIO)**Credit:** 1.0 PreAP 301031**Grade Placement:** 9 GT 302031**Prerequisite:** Teacher Approval**Site:** CFC, LVHS

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

Basic Biology (BBIO)*Credit:** 1.0 30103_**Grade Placement:** 9/ARD Committee Approval**Prerequisite:** None**Site:** CFC, CHS, LVHS

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

Biology AP/Dual Credit (AP BIO)**Credit:** 1.0 Dual Credit 304131**Grade Placement:** 12 AP 303131

GT 302131

Prerequisite: Biology, Chemistry and Teacher Approval**Site:** CHS, LVHS

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

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

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

Chemistry PreAP (CHEM)**Credit:** 1.0 PreAP 311031**Grade Placement:** 10 GT 312131**Prerequisite:** Alg. I and enrolled in Geometry or upper level math and Teacher Approval**Site:** CHS, LVHS

Chemistry PreAP covers an in-depth and extensive study of chemical reactions and a comprehensive understanding of chemical processes

such as atomic structure, stoichiometry, behavior of gases, chemical periodicity, and bonding. In addition, the course study includes properties of solutions, reaction rates and equilibrium, acids and bases, neutralization, oxidation and reduction, electrochemistry, nuclear chemistry, and organic chemistry with functional groups. Laboratory work will be done at least 40% of the time.

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

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

Basic Chemistry (9BCHEM1)*Credit:** 1.0 31103_**Grade Placement:** 10/ARD**Committee Approval****Prerequisite:** Basic Algebra I and Completed or Concurrent**Enrollment in Basic Geometry****Site:** CHS, LVHS

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

course has a reduced emphasis on math as compared to Chemistry I.

Anatomy & Physiology of Human Systems (ANAT&PHY)

Credit: 1.0 301232

Grade Placement: 11-12

Prerequisite: Biology & Chemistry

Site: CHS, LVHS

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

Anatomy & Physiology of Human Systems PreAP (ANAT&PHY)

Credit: 1.0 301231

Grade Placement: 11-12

Prerequisite: Biology & Chemistry and Teacher Approval

Site: CHS, LVHS

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

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

Credit: 1.0 30123_

Grade Placement: 12/ARD

Committee Approval

Prerequisite: Basic Biology and Basic Chemistry

Site: CHS, LVHS

Basic Anatomy and Physiology of Human Systems is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Anatomy and Physiology course with modified achievement standards to meet the individual learning requirements of students. In this course students will conduct in-depth investigations of the anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will also learn environmental

factors that affect the body and how the body maintains homeostasis.

Physics (PHYSICS)

Credit: 1.0 321232

Grade Placement: 11-12

Prerequisite: Chemistry, Enrolled Algebra II and Teacher Approval

Site: CHS, LVHS

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

Physics PreAP (PHYSICS)

Credit: 1.0 PreAP 321231

Grade Placement: 11-12 GT 322231

Prerequisite: Algebra 1, Biology, Concurrent enrollment in Algebra II and Teacher Approval

Site: CHS, LVHS

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

Physics B-AP (APPHYSB)

Credit: 1.0 AP 321331

Grade Placement: 12 GT 322331

Prerequisite: Concurrent enrollment in Pre-Calculus, Calculus and Teacher Approval

Site: CHS, LVHS

AP Physics is for the student who desires a college-level physics

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

***Basic Physics (9BPHY)**

Credit: 1.0 32123_

Grade Placement: 11-12/ARD

Committee Approval

Prerequisite: Basic Chemistry and Completed or concurrent enrollment in Basic Algebra II

Site: CHS, LVHS

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

Environmental Science (ENVIRSYS)

Credit: 1.0 330932

Grade Placement: 11-12

Prerequisite: Biology & Chemistry or Physics or taking concurrently

Site: CHS, LVHS

In Environmental Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that include the following: biotic and abiotic

factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Over 40% of the time, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

Environmental Science AP (AP-ENVIR)

Credit: 1.0 330931
Grade Placement: 11-12
Prerequisite: Biology & Chemistry or Physics
Site: CHS, LVHS

The goal of the AP Environmental Science course is 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 Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs that cut across the many topics included in the study of environmental science. The following themes provide foundations for the structure of the AP Environmental Science Course: Science as a process, energy conversion underlying all ecological processes, the Earth as an interconnected system, humans altering natural systems, cultural and social context of environmental problems and human survival that depends on developing sustainable practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

***Basic Environmental Science (BEVSYS)**

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

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

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

***Science Skills 1-8 (SCSK)**

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

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

***Real Life Science 1-8 (REALSCI)**

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

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

SOCIAL STUDIES

World Geography (W GEO)

Credit: 1.0 401132
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

World Geography PreAP (W GEO)

Credit: 1.0 PreAP 401131
Grade Placement: 9 GT 402131
Prerequisite: Teacher Approval
Site: CFC, LVHS

World Geography PreAP is the challenging study of the traditional topics covered in world geography but with much greater scope and depth. Students should have above average grades, be self-motivated, and have good organizational skill and a strong desire to be in challenging learning environment.

***Basic World Geography (BWGEO)**

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

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

World History (WHIST)

Credit: 1.0 401032
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

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

World History PreAP (WHIST)

Credit: 1.0 PreAP 401031
Grade Placement: 10 GT 402031
Prerequisite: Teacher Approval
Site: CHS, LVHS

World History PreAP exceeds the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both

the diversity and commonality of mankind's behavior.

***Basic World History (BWDHIS)**

Credit: 1.0 40103_

Grade Placement: 10/ARD

Committee Approval

Prerequisite: None

Site: CHS, LVHS

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

United States History (USHIST)

Credit: 1.0 400932

Grade Placement: 11-12

Prerequisite: None

Site: CHS, LVHS

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

U.S. History Dual Credit (USHIST)

Credit: 1.0 Dual Credit 411931

Grade Placement: 11 GT 422931

Prerequisite: Application Approval

Site: CHS, LVHS

Dual Credit (HIST 1301, 1302)

Tuition Required

U.S. History Advanced exceeds the traditional study of topics and problems covering U.S. history from 1492 to the present. Sufficient depth is given to covering the economic, social, and political forces that have shaped American culture.

U.S. History AP (APUSHIST)

Credit: 1.0 AP 403931

Grade Placement: 11 GT 402931

Prerequisite: Teacher Approval

Site: CHS, LVHS

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

***Basic US History (BUSHIS)**

Credit: 1.0 40093_

Grade Placement: 11/ARD

Committee Approval

Prerequisite: None

Site: CHS, LVHS

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

Economics (ECO-FE)

Credit: 0.5 411242

Grade Placement: 12

Prerequisite: None

Site: CHS, LVHS

Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Study of the stock market (buying and selling stock) is taught. Current situations serve as a basis for illustrations. The course also makes a survey of economic principles of which all consumers need a working knowledge. Teaching strategies include problem-solving activities for involving the learner.

Economics Dual Credit (ECO-FE)

Credit: 0.5 Dual Credit 451341

Grade Placement: 12 GT 453341

Prerequisite: Application Approval

Site: CHS, LVHS

Dual Credit (ECON 2301)

Tuition Required

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

Economics AP (APMACECO)

Credit: 0.5 AP 422241

Grade Placement: 12 GT 423241

Prerequisite: Teacher Approval

Site: CHS, LVHS

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

***Basic Economics (BECO)**

Credit: 0.5 41124_

Grade Placement: 12/ARD

Committee Approval

Prerequisite: None

Site: CHS, LVHS

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

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

Government (GOVT)

Credit: 0.5 401242

Grade Placement: 12

Prerequisite: None

Site: CHS, LVHS

United States Government introduces students to the effects of history and political theories on the development of American political behavior and institutions. Topics include the structure and functions of government, political processes, and the role of citizens in a democracy at national, state, and local levels.

Government Dual Credit (GOVT)

Credit: 0.5 Dual Credit 451241

Grade Placement: 12 GT 423341

Prerequisite: Application Approval

Site: CHS, LVHS

Dual Credit (GOVT 2301)

Tuition Required

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

Government AP (APUSGOVT)

Credit: 0.5 AP 421241

Grade Placement: 12 GT 423141

Prerequisite: Teacher Approval

Site: CHS, LVHS

AP Government provides a college level perspective on government and politics in the United States. The course looks at general concepts and specific case studies of American politics. Institutes, traditions, beliefs, attitudes, and values will be included in the curriculum. The political process as well as public policies will be covered. The student must be self-motivated, as the course requires extensive outside reading and writing. Students must be able to do independent work as well as

participate in classroom discussions. Students will prepare to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

***Basic Government (BUSGOV)**

Credit: 0.5 40124_

Grade Placement: 12/ARD

Committee Approval

Prerequisite: None

Site: CHS, LVHS

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

Social Studies Special Topics

Bible History (BIBHIST)

Credit: 1.0 131132

Grade Placement: 11-12

Prerequisite: None

Site: CHS

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

***Citizenship 1-8 (ACMCT)**

Credit: 1.0 490135 to 490835

Grade Placement: ARD Committee

Approval

Prerequisite: Taken in order

Site: CHS, LVHS

The Citizenship courses address alternative achievement standards as defined by the Essence Statements of Texas Essential Knowledge and Skills (TEKS) as well as those defined by the Links to TEKS for the enrolled grade level (i.e. 9th-World Geography, 10th-World History, 11th-US History, 12th-

Govt./Eco.). Citizenship explores the rights, privileges, and responsibilities of students within their school, community, and employment settings. Concepts include voting, laws, consequences of unlawful behavior, honesty, integrity, community volunteerism, and rules and regulations. Students are instructed on how to be productive and safe in a variety of community situations. Students will become familiar with the basic concepts of personal responsibility related to being productive, contributing members of society. As the student moves through the levels of instruction, skills build and expand to promote transition to independent living.

LANGUAGES OTHER THAN ENGLISH

French I (FREN 1)

Credit: 1.0 560932

Grade Placement: 9-12

Prerequisite: None

Site: CFC, CHS

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

French II (FREN 2)

Credit: 1.0 561032

Grade Placement: 10-12

Prerequisite: French I

Site: CHS

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

understanding of various French-speaking cultures is gained.

French II PreAP (FREN 2)

Credit: 1.0 561031

Grade Placement: 10-12

Prerequisite: French I and Teacher Approval
Site: CHS

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

French III PreAP (FREN 3)

Credit: 1.0 561131

Grade Placement: 11-12

Prerequisite: French I and II and Teacher Approval
Site: CHS

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

French IV AP (APFRLANG)

Credit: 1.0 561231

Grade Placement: 12

Prerequisite: French I, II, III and Teacher Approval
Site: CHS

Students at the French IV level will continue to improve their proficiency in the language while preparing for continued study at the college level. This level studies rules and conventions for grammatical structures already mastered and increases vocabulary through extensive reading and conversation. The course will

prepare students to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Latin I (LATIN 1)

Credit: 1.0 580932

Grade Placement: 09-12

Prerequisite: None
Site: CFC, CHS

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

Latin II (LATIN 2)

Credit: 1.0 581032

Grade Placement: 10-12

Prerequisite: Latin I
Site: CHS

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

Latin II PreAP (LATIN 2)

Credit: 1.0 581031

Grade Placement: 10-12

Prerequisite: Latin I and Teacher Approval
Site: CHS

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

Latin III PreAP (LATIN 3)

Credit: 1.0 581131

Grade Placement: 11-12

Prerequisite: Latin I and II, and Teacher Approval
Site: CHS

Latin III places more emphasis on reading comprehension and

vocabulary. Selections are from Homer, Virgil, Ovid, and the Vulgate. This course will continue preparing students to take the College Board Advanced Placement exam.

Latin IV AP (LATIN4AP)

Credit: 1.0 581231

Grade Placement: 12

Prerequisite: Latin I, II and III, and Teacher Approval
Site: CHS

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

Spanish I (SPAN 1)

Credit: 1.0 590932

Grade Placement: 9-12

Prerequisite: None
Site: CFC, CHS, LVHS

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

Spanish II (SPAN 2)

Credit: 1.0 591032

Grade Placement: 9-12

Prerequisite: Spanish I
Site: CFC, CHS, LVHS

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

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

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

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

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

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

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

throughout the year. Some independent reading will be required.

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

The reading, writing, and pace of this course will be increased. The daily assignments will consist of grammar exercises, reading, writing, or vocabulary which will require approximately 45 minutes to master. (This will vary for each student.) Emphasis will be on communication skills requiring that the student be able to comprehend Spanish spoken by native speakers; read short stories, newspapers, and magazines with comprehension; and express oneself correctly with some fluency in both writing and speaking. The course will prepare students to take the College Board Advanced Placement exam. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Spanish V AP (APSPALIT)
AP Spanish Literature
Credit: 1.0 591231
Grade Placement: 12
Prerequisite: Spanish I, II, III, IV and Teacher Approval
Site: CHS, LVHS

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

FINE ARTS

Art

Art I (ART 1)
Credit: 1.0 600932
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

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

Art II-Drawing (ART2DRAW) 603032
Art III-Drawing (ART3DRAW) 603132
Art IV-Drawing (ART4DRAW) 603232
Credit: 1.0
Grade Placement: 10-12
Prerequisite: Art I or Teacher Approval
Site: CFC, CHS, LVHS

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

Studio Art Drawing Portfolio AP (APSTARTD)
Credit: 1.0 606131
Grade Placement: 11-12
Prerequisite: Art I and II, or Teacher Approval and Portfolio Review
Site: CHS, LVHS

This is a rigorous course intended for students highly committed to studying art. It stresses the development of light and shadow to create form perspective and the importance of

drawing from life. For those students for whom it is appropriate to their future educational goals, they will submit a portfolio of their art works for review by the College Board Advanced Placement program for possible college credit.

Art II Sculpture (ART2SCLP) 605032
Art III-Sculpture (ART3SCLP) 605132
Art IV-Sculpture (ART4SCLP) 605232
Credit: 1.0
Grade Placement: 10-12
Prerequisite: Art I or Teacher Approval
Site: CHS, LVHS

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

Art II-Painting (ART2PATG) 604032
Art III-Painting (ART3PATG) 604132
Art IV-Painting (ART4PATG) 604232
Credit: 1.0
Grade Placement: 10-12
Prerequisite: Art I or Teacher Approval
Site: CHS, LVHS

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

Studio Art 2-D Design Portfolio/AP (AP2DDP) 606031
Credit: 1.0
Grade Placement: 11-12
Prerequisite: Art I and II or Teacher Approval and Portfolio Review
Site: CHS, LVHS

This course is a studio class intended for highly motivated college-bound and art career-oriented students. Students will be challenged to demonstrate purposeful decision-making using the Elements & Principles of Design in an integrative two-dimensional way while producing original artwork. Emphasis will be placed on the production of quality artwork while developing mastery of concept, composition and execution of personal ideas. Students will submit a portfolio of artwork for review by the College Board Advanced Placement Program for possible college credit.

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

This class is intended for highly motivated students who are interested in the study of 3-D art at the college level. The course will focus on 3-D art through a wide variety of mediums including clay, stone, metal, wood, cardboard, and found objects. Students may submit a portfolio for evaluation by the College Board at the end of the school year to earn college credit and/or advanced placement credit.

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

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

Choir

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

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

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

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

Band and Orchestra

Band I (MUS1BAND)	620932
Band II (MUS2BAND)	621032
Band III (MUS3BAND)	621132
Band IV (MUS4BAND)	621232

Credit: 1.0

Grade Placement: 09-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

PE Waiver (Fall Semester Only)

These courses consist of marching, concert playing, sight-reading, small ensemble playing, and individual instrumental technique. All bands are required to perform in public performances throughout the year. Students in grades nine through twelve will comprise various classes according to achievement levels monitored during periodic auditions. The names of these classes differ with the school on which they are organized. These groups may participate in UIL competitions.

Jazz Band I (MUS1JZBD)	630932
Jazz Band II (MUS2JZBD)	631032
Jazz Band III (MUS3JZBD)	631132
Jazz Band IV (MUS4JZBD)	631232

Credit: 1.0

Grade Placement: 09-12

Prerequisite: Audition, Director Approval, and Concurrent Enrollment in a band or orchestra class.

Site: CFC, CHS, LVHS

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

Orchestra I (MUS1ORCH)	660932
Orchestra II (MUS2ORCH)	661032
Orchestra III (MUS3ORCH)	661132
Orchestra IV (MUS4ORCH)	661232

Credit: 1.0

Grade Placement: 09-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

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

Instrumental Ensemble I (MUS1INEN)	650932
Instrumental Ensemble II (MUS2INEN)	651032
Instrumental Ensemble III (MUS3INEN)	651132
Instrumental Ensemble IV (MUS4INEN)	651232

Credit: 1.0

Grade Placement: 09-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

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

Theater Arts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HEALTH

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

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

***Basic Health (BHLTH)**
Credit: 0.5 50094
Grade Placement: ARD Committee
Approval
Prerequisite: None
Site: CFC, CHS, LVHS

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

***Personal Health/Hygiene1-8(APHH)**
Credit: 0.5/sem 502135 to 502835
Grade Placement: ARD Committee
Approval
Prerequisite: Taken in order
Site: CHS, LVHS

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

PHYSICAL EDUCATION

Students are required to earn at least 1 ½ units of credit in Physical Education, but may earn no more than 2 units of credit in physical education toward state graduation requirements.

Students may receive only ½ credit of PE or PE Equivalent per semester.

Students may receive a waiver from physical education classes through the following.

P.E. Waivers:

- Each semester of UIL competition sport
- Each semester of ROTC
- Each semester of Cheerleading or Drill Team
- Fall semester of marching band
- Any Career and Technology course that earns 2 or 3 credits

Foundations of Personal Fitness (PE 1A) 510942
Credit: 0.5
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Students will receive basic information related to physical fitness, nutrition, and healthful living. Class activities will include activities that promote an understanding of this information. Physical activities heavily emphasize the development of personal fitness levels. **This course is required for graduation unless you have a PE waiver.**

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

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

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

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

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

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

Aerobics (PE AA) 525042
Credit: 0.5
Grade Placement: 10-12
Prerequisite: None
Site: CHS

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

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

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

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

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

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

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

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

This class offers a unique and rewarding experience for students who are interested in working as partners with students with disabilities in adapted team sports activities. The course will be taught by a physical education teacher with the assistance of staff trained in adaptive physical education techniques. Class size will be limited to approximately 20 students, half of whom are students without disabilities and the other half will be students with disabilities. All students will learn various team sports, such as softball, floor hockey, basketball, swimming, weight lifting, and more. Students will develop skills in relationships and diverse individuals, peer problem solving, and teamwork. The initial three weeks of the class will be directed at instruction for students without disabilities regarding the special needs of students with disabilities.

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

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

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

Adapted Physical Education involves adapting, modifying, and changing a physical activity so it is appropriate for the person with a disability. It is a specially designed program of motor activities for the individual student. The motor activities focus on development of fundamental motor skills which lead to the acquisition of physical fitness, enabling the student to participate to the maximum extent possible in aquatics, dance, body management, group games, and sports.

PE Equivalent - Cheerleading (PE EQ)
Credit: 0.5-1.0 548032
Grade Placement: 9-12
Prerequisite: Sponsor Approval
Site: CHS

Cheerleaders are determined by tryouts each spring. Students will perform at athletic events and special functions throughout the year. PE credit is granted for fall semester only. Student cannot be in athletics and this course concurrently.

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

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

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

This class will be an in-depth look at the athletic training career. Students will learn care, prevention, evaluation, and rehabilitation of athletic injuries, as well as basic medical terminology and documentation. Student Trainers will be required to attend practices and games, as well as travel with teams out of town as scheduled.

INTERSCHOLASTIC COMPETITIVE SPORTS

(PE EQ)

Credit: 0.5-1.0 (Students may earn up to 2.0 credits toward graduation)

Grade Placement: 9-12

Prerequisite: Approval of Head Coach

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

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

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

CAREER & TECHNICAL COURSES

AGRICULTURAL SCIENCE AND TECHNOLOGY

Introduction to World Ag Science and Technology (INWOAGSC)

Credit: 0.5 741042
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This is a basic introductory course designed to introduce beginning students in Agricultural Science to global agriculture. Emphasis is also given to parliamentary procedure, the FFA organization, leadership, and communication.

Applied Ag Science and Technology (APAGSCTE)

Credit: 0.5 741142
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This is a basic applied course designed to enhance the comprehension of beginning students in Agricultural Science. Soils, plants, animals, food science, mechanics, and careers in the agricultural industry are the major focal points.

Plant and Animal Production (AMPPROTP)

Credit: 0.5 741442
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This is a course that includes the principles of animal and plant production, and the management of soils as related to agriculture.

Animal Science (ANIMSCTP)

Credit: 0.5 742542
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This is a course designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals. Emphasis is placed on the practical application of information as applied to a real ranching situation.

Introduction to Ag Mechanics (INAGMECH)

Credit: 0.5 741242
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

Tech Prep

This course is designed to familiarize students with basic theory and specialized skills in the areas of tool identification, safety, carpentry, electricity, plumbing, masonry, metalworking, fencing, and welding. Emphasis is placed on the applications of such practices from the agriculturist standpoint.

Ag Metal Fabrication Technology (AGMFTECH)

Credit: 0.5 742242
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

Tech Prep

This is a laboratory/shop course designed to enable students to develop skills in metal equipment assembly and joining processes. It also covers careers, leadership opportunities and supervised agricultural experience programs. Emphasis will be placed on the design and construction of a small metal project such as a utility trailer or gate.

Introduction to Veterinary Assistant Technology (INVETECH)

Credit: 0.5 743542
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This course will provide training in the veterinary assistant field and veterinary office procedures. It will include animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation, and injection techniques.

Equine Science (EQUINESTP)

Credit: 0.5 742742
Grade Placement: 9-12
Prerequisite: None
Site: LVHS

Tech Prep

This course is designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

Wildlife and Recreation Management (WIRECMGT)

Credit: 0.5 743242
Grade Placement: 10-12
Prerequisite: None
Site: CHS

This is a course designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Hunter safety certification will be offered as part of the curriculum. West Texas wildlife species, wildlife habitat conservation strategies along with the impact of wildlife on production agriculture will be covered.

Agricultural Mechanics/Welding I (AGMECH)

Credit: 2.0 735032
Grade Placement: 10-12 TDC735031
Prerequisite: None
Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit (11-12 only) PE Waiver

This is a laboratory/shop course designed to develop student skills in basic Agricultural Mechanics (welding). Students will be introduced to the World of Welding through basic theory in the classroom and actual hands-on experience in the laboratory/ shop area. This course will cover SMAW (Arc Welding), GMAW (Mig or Wire Welding) and Oxyacetylene welding; along with blueprints, tool identification and safety in the shop. Emphasis will be placed on the design and construction of a small metal project.

*****Large Laboratory/Shop with Top Quality Equipment*****

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

**Agricultural Mechanics/Welding II
(AGMECHII)**
Credit: 2.0 735132
Grade Placement: 11-12 TDC735131
Prerequisite: Ag Mech/Welding I
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit
PE Waiver

This course is a continuation of Agricultural Mechanics/Welding I. Students will be introduced to more critical welding processes and applications. This course will cover SMAW (Arc Welding), GMAW (Mig or Wire Welding) as well as GTAW (Tig Welding). Students will be working with more challenging metals such as Aluminum and Stainless Steel. Emphasis will be placed on designing and constructing larger and more challenging metal projects.

*****Large Laboratory/Shop with Top Quality Equipment*****

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

**Agriculture Independent Study
(AGINSTDY)**
Credit: 0.5 743442
Grade Placement: 11-12
Prerequisite: Previous Ag. Science Courses, Application, and Teacher Approval
Site: CHS, LVHS

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

CAREER ORIENTATION

Career Connections (CCO)
Credit: 0.5 702042
Grade Placement: 10-12
Prerequisite: None
Site: CHS

Learn more about yourself and plan your future! Find out your personality type, your true color, your interests and values, and aptitudes and skills that will help you graduate with the right courses as you set your career goals. Learn the tools to research careers. Participate in a job shadowing activity and spend the day with someone who works in this career field. Completing job applications and learning interview techniques will enhance your chances of landing a job. Students will be provided the opportunity to evaluate and amend their graduation plans.

HEALTH SCIENCE TECHNOLOGY

**Health Science Technology I
(HSTI-TP)** 722032
Credit: 2.0 TDC 722031
Grade Placement: 11
Prerequisite: Application and Teacher Approval
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit
PE Waiver

This course offers the student the opportunity to explore a variety of occupations in the health care field. Academic studies include history of the health care field, effective communication, personal qualities, legal responsibilities, infection control, body mechanics to prevent accidents and injuries, fire safety, first aid, adult cardiopulmonary resuscitation (CPR), medical terminology, and body systems. During the second semester, the students observe and practice skills in which they have demonstrated proficiency in local health care facilities.

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

One credit of Health Science Technology can waive the required Health credit.

**Health Science Technology II
(HSTII-TP)** 722132
Credit: 2.0 TDC 722131
Grade Placement: 12
Prerequisite: Health Science I, Application and Teacher Approval
Site: CHS, LVHS

Tech Prep
Technical Dual Credit
PE Waiver

This course is designed to provide training for students interested in entering a career in health care. The first semester is designed around the Texas Nurse Aide Curriculum with State Certification Testing (CAN) to be completed at the end of the semester. This includes assisting with activities of daily living, body mechanics, safety, CPR recertification, and vital sign measurement skills. The second semester is focused on preparing the student for an internship in their chosen health care profession. The student will complete the semester with a six-week internship in their selected profession.

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

**Health Science Technology
Independent Study (HSTIS)**
Credit: 0.5 712142
Grade Placement: 12
Prerequisite: Health Science Tech I
Site: CHS, LVHS

A project-based learning experience developed by a student or group of students and an interdisciplinary mentor team. The project provides opportunities for an in-depth study of at least one aspect of the health care industry. The student or group demonstrates the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of a project. On-line pharmacy technician training is available as a project. **This course is completed out-side the regular school day.**

FAMILY AND CONSUMER SCIENCES

Personal and Family Development (PERFAMDV)

Credit: 1.0 700932

Grade Placement: 9-12

Prerequisite: None

Site: CFC, CHS, LVHS

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills, decision-making, promotion of family strengths and well being, developing positive relationships with peers, child development and care, and clothing selection and maintenance. Other studies address nutrition and dietary practices, food selection and preparation, budgeting and consumer buying practices, and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple families, community, and wage earner roles are included.

Apparel (APPAREL) 701242

Credit: 0.5

Grade Placement: 9-12

Prerequisite: Personal and Family Development recommended

Site: CHS, LVHS

Apparel is a laboratory course designed to cover the concepts and skills related to apparel and the career options within this occupational area. This course includes apparel construction, the characteristics of fabrics and the skills for selection, apparel decision making, and management. An emphasis is placed on managing the apparel dollar, apparel repair, wardrobe planning, and the study of fibers, fabrics and their care. The study of clothing designs, body shape, and overall appearance of the individual to enhance personal appearance is included.

Nutrition and Food Science

(NU&FDSCI) 701142

Credit: 0.5 TDC 701141

Grade Placement: 9-12

Prerequisite: Personal and Family Development Recommended

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

This one semester technical laboratory course is designed with a strong component in nutrition as it relates to dietary needs and nutrient sources. Content includes food safety and sanitation, nutrition, nutrient retention in food preparation, cultural influences of food patterns, management techniques, and careers in food science and nutrition. Lab experiences will include food science experiments and principles of food preparation.

Individual and Family Life

(INDV&FAM)

Credit: 0.5 701542

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

This course is designed to address the individual and the family. This course explores basic functions and roles of the family unit and the factors that affect family living. This includes communication skills, decision making, goal setting, developing healthy relationships (including friends, dating, marriage, and parenting), responsibilities of adulthood, and other crisis situations within the family unit. The responsibilities of parenting are practiced by participating in the "flour baby" project.

Interior Design (INTR-DSG) 703342

Credit: 0.5 TDC 703341

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

This hands-on laboratory course will focus on interior design; furnishings; floor plan drawings; decoration; wall, floor, and window coverings; and many other aspects of residential and non-residential interior environments. Students will learn to make wise consumer decisions, explore career opportunities in the area of interior design, and have the opportunity to visit business environments and homes to explore the design industry.

Preparation for Parenting

(PRPAR-TP)

Credit: 0.5 701342

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Tech Prep

This course is designed to focus on parenthood education, including the responsibilities involved in parenting from conception through childbirth and interrelationships of parenting behavior towards children from parental stages through young adult stages. Emphasis is on solving problems of the family, special parenting needs, and situations such as single parenting and blended families. Various experiences provide students with the opportunity to evaluate careers in working with children, observing children, and examining their perceptions of what it would take to be a good parent.

Child Development (CHDEV-TP)

Credit: 0.5 701742

Grade Placement: 10-12

Prerequisite: Preparation for Parenting

Site: CHS, LVHS

Tech Prep

This technical laboratory course is designed to focus on knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality child care, career options related to the care and education of children, and the management of multiple community and family roles.

Ready, Set, Teach I (TEACH1TP)

762232

Ready, Set, Teach II (TEACH-II)

762332

Credit: 1.0-2.0

Grade Placement: 11-12

Prerequisite: Teacher Approval and Application Required

Site: CHS, LVHS

Tech Prep

PE Waiver (for 2.0 credit class)

The Ready, Set, Teach courses are designed to provide occupationally specific training in the area of education and childcare. Instruction will be delivered through classroom

training and students will also serve as interns and teacher assistants in local SAISD classrooms. Course content includes careers related to education, child development, classroom management procedures, safety, confidentiality, children's behavior, and techniques for teaching. **Travel to local schools will be required. Students will provide their own transportation.**

Culinary Arts I (FPMSI-TP) 724032
Credit: 2.0 TDC 724031
Grade Placement: 10-12
Prerequisite: PFD or Nutrition Food Science Recommended
Site: CHS

Tech Prep

Technical Dual Credit

PE Waiver

This course is designed to develop skills for employment training in the area of food production, management, and services, with the possibility of earning college credit in Culinary Arts. Instruction includes concepts and skills related to equipment operation, quantity food production, pastry and short order cooking, catering, safety and sanitation, and management techniques. The course includes a major focus on employment opportunities for chefs in the food and hospitality industry including restaurant management/ownership, travel and tourism, and catering.

Culinary Arts II (FPMSII-TP) 724132
Credit: 2.0 TDC 724131
Grade Placement: 11-12
Prerequisite: Culinary Arts I
Site: CHS

Technical Dual Credit

PE Waiver

This course provides students an internship with local chefs in food service facilities. Internships are designed to highlight a variety of food service facilities and allows the student to utilize knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. **Students will provide their own transportation for internships.**

***CTED FCS Production Management and Services 1 (FDPMS1)**
Credit: 2.0 710835
Grade Placement: 9-12
Prerequisite: ARD Committee Approval
Site: CHS

***CTED FCS Production Management and Services 2 (FDPMS2)**
Credit: 2.0 710935
Grade Placement: 9-12
Prerequisite: ARD Committee Approval
Site: CHS

PE Waiver

This course is designed to develop skills for employment training in the area of food production, management, and services. Basic knowledge is provided in nutrition, as well as skills for retention of nutrients during food preparation and service. Instruction includes concepts and skills related to management techniques, equipment operation, quantity food production, catering, safety, and sanitation, with a major focus on the development of concepts and skills for managing the dual roles of homemaker and wage earner.

TRADE AND INDUSTRIAL

Introduction to Construction Careers (ICC)
Credit: 1.0 730532
Grade Placement: 9-12
Prerequisite: None
Site: CFC, LVHS

This is a course designed to provide a basic understanding of career opportunities, training requirements, and minimal skills in seven construction-related careers – heating, ventilation, air conditioning and refrigeration (HVACR), bricklaying/stone masonry, carpentry, electrical trades, painting and decorating, plumbing/pipefitting, and industrial/heavy construction.

Introduction to Precision Metals Manufacturing Careers (IPMMC)
Credit: 1.0 730332
Grade Placement: 9-12
Prerequisite: None
Site: CFC

Articulated Credit

This is a course designed to provide broad introductory skills and basic

understanding of career opportunities and training requirements for four metal manufacturing related careers – metal trades, welding, sheet metal, and machine shop.

Introduction to Transportation Services Careers (ITSC)
Credit: 1.0 730432
Grade Placement: 9-12
Prerequisite: None
Site: CFC, LVHS

This course is designed to provide a broad understanding of career opportunities and training requirements and to introduce skills in six transportation related services careers – air craft mechanics, auto body and collision repair, automotive technology, diesel engine mechanics, small engine repair, and mechanics.

Fire Fighter I (FF1)
Credit: 3.0 738432
Grade Placement: 11
Prerequisite: Application & Background Check Required
Site: WTTC, City Fire Training Facility (CHS, LVHS)

Fire Fighter II (FF2)
Credit: 1.5 738512
Grade Placement: 12
Prerequisite: Successful completion Of FF1
Site: WTTC, City Fire Training Facility (CHS, LVHS)

EMT Basic (HST3EMTP)
Credit: 1.5 738622
Grade Placement: 12
Prerequisite: Successful completion Of FF1 and FF2
Site: WTTC, City Fire Training Facility (CHS, LVHS)

PE Waiver

Firefighting is a public service career that requires specialized training and physical stamina. Fire Fighting I training will include academic and applied/hands-on training to identify equipment, describe safety procedures, explore fire science and suppression, and to analyze fire cause. A candidate for this course should be able to pass physical ability test and be committed to a two year program of study. This course will be taught by the San Angelo Fire Department Training Academy instructors and will follow the Texas Commission of fire protection Basic Fire Suppression Certification Curriculum. Classroom instruction will

be at West Texas Training Center with demonstration and hands-on training at San Angelo Fire Training Facility.

Fire Fighter II and Basic EMT training will take place after successful completion of FF1. Rescue procedures, inspections, and reports and records are part of the second year curriculum. Students will participate in live fire training and work toward competency of a physical ability test. After completing Fire Fighter II training a student will be eligible to take the Basic Fire Suppression Certification Exam. Basic EMT training will be required the last semester of a student's senior year. Basic EMT is required for final Basic Fire Suppression Certification.

Drafting I (ECAD-TP) 738032
Credit: 2.0 TDC 738031
Grade Placement: 10-12
Prerequisite: Dual Credit App
Site: WTTC (CHS, LVHS)

Technical Dual Credit (11-12 only)
PE Waiver

This course, taught by Howard College staff, is designed to aid students who wish to pursue careers related to architecture, engineering, and other related major industries. Drafting I will focus on basic drafting techniques involved in freehand and instrument drawing. Architectural and mechanical drafting procedures, practices, and symbols will be studied as well as an introduction to computer-aided drafting. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS. PE waiver granted for this course.**

Drafting II (ECAD2-TP) 738132
Credit: 2.0 TDC 738131
Grade Placement: 11-12
Prerequisite: Drafting I
Site: WTTC (CHS, LVHS)

Technical Dual Credit
PE Waiver

Drafting II is taught by Howard College staff and will continue to focus on Architectural and Mechanical drafting using the latest AutoCAD software packages. Preparations for working drawings in construction and manufacturing will be learned as well as an introduction to 3D modeling. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Criminal Justice I 721132

- **Intro to Criminal Justice (TICJ)**
Credit: 1.0 (Fall Semester)
- **Fundamentals of Criminal Law (FNCRLATP)**
Credit: 1.0 (Spring Sem.)

Grade Placement: 11
Prerequisite: Application and Teacher Approval
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit

Criminal Justice I is a pre-employment lab course that offers the student a realistic view of our criminal justice and the criminal law. Classroom studies are supplemented by additional topics of interest including but not limited to: handwriting analysis, basic fingerprinting, felony traffic stops, handcuffing, profiling the serial killer, crime scene forensics, use of force scenarios, and weapons handling. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Criminal Justice II 721232

- **Criminal Investigations (CRIMINV)**
Credit: 1.0 (Fall Semester)
- **Basic County Corrections Officer (BCCO)**
Credit: 0.5 (Spring Sem.)
- **Emergency Telecommunication (ECOM)**
Credit: 0.5 (Spring Sem.)

Grade Placement: 12
Prerequisite: Criminal Justice I and Teacher Approval
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit

Criminal Justice II is a continuation of Criminal Justice I. The first semester focuses on the investigative aspects of policing. Topics include: advanced handwriting analysis, DNA testing and crime scene analysis, homicide investigation, undercover investigation, advanced fingerprinting, and profiling serial killers and sex offenders. The second semester focuses on practical aspects of corrections and telecommunications. The crowning jewel of this course is the out of class internship allowing students six weeks to work in a real life criminal justice setting alongside law enforcement and corrections professionals. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Computer Maintenance Technician I (CMTN-TP) 731032
Credit: 2.0 TDC 731031
Grade Placement: 11-12
Prerequisite: Dual Credit App
Site: WTTC (CHS, LVHS)

Technical Dual Credit
PE Waiver

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

Computer Maintenance Technician II (CTRMTN 2) 731432
Credit: 2.0 TDC 731431
Grade Placement: 12
Prerequisite: Dual Credit App, CMTI
Site: WTTC (CHS, LVHS)

Technical Dual Credit
PE Waiver

This course, taught by Howard College staff, is designed to provide job-specific training for entry-level employment in personal computer maintenance and repair field. Students will train on a personal computer using a computer training system software program. Instruction will include troubleshooting, maintenance, and repair on an actual PC. Students will also do advanced computer repair, build computers, and intern with computer maintenance technicians.

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

Automotive Collision Repair and Refinishing Technology I (ACRRT) 731132
Credit: 2.0 TDC 731131
Grade Placement: 10-12
Prerequisite: None
Site: CHS

Technical Dual Credit (11-12 only)
PE Waiver

This course is a laboratory course designed to provide job-specific training for entry-level employment in the rapidly changing automotive field of auto body repair and refinishing. Instruction emphasizes frame and

unibody repair: sheet metal, fiberglass, and synthetic materials repair; welding skills; and preparation for/and application of primer and paints. Instruction includes entrepreneurship, safety, leadership training, and career opportunities awareness.

Automotive Collision Repair and Refinishing Technology II (ACRRT2) 731232
Credit: 2.0 TDC 731231
Grade Placement: 11-12
Prerequisite: Auto Collision I
Site: CHS

Technical Dual Credit

PE Waiver

This course is a laboratory course designed to provide job-specific training for entry-level employment in the rapidly changing automotive field of auto body repair and refinishing. Instruction emphasizes frame and unibody repair: sheet metal, fiberglass, and synthetic materials repair; welding skills; and preparation for/and application of primer and paints. Instruction includes entrepreneurship, safety, leadership training, and career opportunities awareness.

Automotive Technician I (AUTOTEC) 732032
Credit: 2.0
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

PE Waiver

This is a laboratory course designed to provide job-specific training for entry-level employment in automotive engine repair and service career field. Instruction emphasizes use of repair manual, service, and repair of basic components of an automobile: fuel systems engine emission control, power trains chassis; electrical brakes, heat and air conditioning. Students will be responsible for a large amount of class work including daily worksheets or questions, job sheets, and written essays. Instruction includes entrepreneurship, safety, leadership training, and career opportunities awareness.

Automotive Technician II (AUTO-TP)
Credit: 2.0 732132
Grade Placement: 11-12
Prerequisite: Auto Tech I
Site: CHS, LVHS

PE Waiver

This is a laboratory course designed to provide job-specific training for entry-level employment in automotive engine repair and service career field. Instruction emphasizes use of repair manual, service, and repair of basic components of an automobile: fuel systems engine emission control, power trains chassis; electrical brakes, heat and air conditioning. Students will be responsible for a large amount of class work including daily worksheets or questions, job sheets, and written essays. Instruction includes entrepreneurship, safety, leadership training, and career opportunities awareness.

Building Trades I (BLDGTR)
Credit: 2.0 733032
Grade Placement: 10-12
Prerequisite: None
Site: CHS

Articulated Credit

PE Waiver

This is a laboratory course designed to provide job-specific training for entry-level employment in industrial/heavy construction and home building. Special emphasis on instruction in carpentry, shingling, sheet rocking, brick laying, form setting, load rigging, entrepreneurship, safety, leadership training, and career opportunities awareness. Students will build a house during the year.

Building Trades II (BLDGTR2)
Credit: 2.0 733132
Grade Placement: 11-12
Prerequisite: Building Trades I
Site: CHS

PE Waiver

This is a laboratory course designed to provide job-specific training for entry-level employment in industrial/heavy construction and home building. Special emphasis on instruction in carpentry, shingling, sheet rocking, brick laying, form setting, load rigging, entrepreneurship, safety, leadership training, and career opportunities awareness. Students will build a house during the year.

Cosmetology I (CSMT) 737032
DC 737031
Cosmetology II (CSMT2) 737132
Credit: 3.0 DC 737131
Grade Placement: 11-12
Prerequisite: Application and Teacher Approval
Site: CHS, LVHS

Technical Dual Credit

PE Waiver

This is a laboratory course designed to provide job-specific training for entry-level employment in a cosmetology career. Instruction includes sterilization and sanitation processes, shampooing and rinsing hair, application of conditioning creams and color rinses, application of scalp and hair treatments, shaping and thinning hair, hair styling, permanent waving, hair coloring, manicuring, facial massage, and make-up. This course meets the cosmetology commission requirements. Entrepreneurship, safety, leadership training, and career opportunities are also included. Upon completion of program, students will take the state exam and have the opportunity to receive an official cosmetology license. This course is a 2 year Howard College course and will require Saturdays and extra hour requirements.

This course is taught at West Texas Training Center. Students must provide their own transportation.

***CTED Building Maintenance I (BLDGMT1)** Resource: 711034
Credit: 2.0 Self-Contained: 711035
Grade Placement: 9-12
Prerequisite: ARD Committee Approval
Site: CHS

***CTED Building Maintenance II (BLDGMT2)** Resource: 711134
Credit: 2.0 Self-Contained: 711135
Grade Placement: 10-12
Prerequisite: ARD Committee Approval
Site: CHS

PE Waiver

This is a foundation course designed to provide employment skills which are transferable and immediately useful. Instruction includes a basic understanding of career opportunities and training requirements for five fundamental occupational areas: carpentry, electrical trades, painting, plumbing, and building cleanliness and sanitation. Entrepreneurship, safety, and leadership training are included in instruction.

COOPERATIVE EDUCATION

Students who participate in Cooperative Education programs must be 16 years of age and employed at an approved training station. The students should meet with the appropriate Cooperative Education instructor before school begins to ensure employment. Students will be employed a minimum of 15 hours per week. Students without appropriate employment will be removed from this course. Students are responsible for transportation to and from work.

**Business Education Career
Preparation I (ADVADPR1)** 771032
TDC 771031

**Business Education Career
Preparation II (ADVADPR2)** 771132
Credit: 3.0 TDC 771131
Grade Placement: 11-12
Prerequisite: 16 years old
Site: CHS, LVHS

Tech Prep
Technical Dual Credit
PE Waiver

This course is designed to provide continued study of concepts and skills necessary for workplace experience. Special emphasis is placed on duties and responsibilities common to most offices, focusing on planning and organizing work, establishing priorities, oral and written skills relating to effective communications, operation of equipment, technology skills and working knowledge of the transcription machine and calculator. Communications is expanded through leadership skills in Business Professionals of America.

Career Preparation I (CP1) 773032
Career Preparation II (CP2) 773132
Credit: 3.0
Grade Placement: 11-12
Prerequisite: 16 years old
Site: CHS, LVHS

PE Waiver

This course is designed to develop school and work-based training in an approved Career and Technical training area. Students will receive practical work related training, employability skills, leadership and management skills, work ethics, safety, communication and financial management training. The student is expected to retain employment at an

approved training site a minimum of 15 hours per week. This course is designed for students with employment in a large variety of areas other than business/office employment or employment in the area of Marketing.

MARKETING EDUCATION

**Marketing Dynamics Career
Preparation I (MKTDYN)** 772032
**Marketing Management Career
Preparation II (MKTMGT)** 772132
Credit: 3.0
Grade Placement: 11-12
Prerequisite: 16 years old
Site: CHS, LVHS

Tech Prep
PE Waiver

This is an occupationally specific course focused on the study of marketing concepts and their practical applications. This course requires working a minimum of 15 hours a week in an approved marketing type job. Students must have teacher approval and maintain good grades and attendance.

Marketing Yourself (MKTSELF)
Credit: 0.5 772042
Grade Placement: 9-12
Prerequisite: None
Site: LVHS

An introductory course designed as a portfolio-based personal development course for all students. Students will develop a systematic approach for evaluating and seeking career opportunities by discovering how personal qualities relate to successful performance.

BUSINESS/OFFICE TECHNOLOGY

**Business Computer Information
Systems I (BCIS1-TP)** 751032
Credit: 1.0
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Tech Prep

Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations focusing on word processing,

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

This course can fulfill the required graduation credit for Technology Applications.

**Advanced Computer Applications
(ABCIS-TP)** 751132
Credit: 2.0 TDC 751131
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)

Tech Prep
Technical Dual Credit (11-12)
PE Waiver

Ready, set, get creative...In the Advanced Computer Applications class you will be given the freedom to spread your creative wings using the Adobe Creative Suite. After receiving instruction in Premiere (Adobe's industry leading video editing software) and Photoshop, you will create multiple projects including a game show, a green screen studio set, and a music video (something of your choice) to name a few. In addition, you will learn how to create basic 2D and 3D animations using After Effects, create custom audio tracks using Adobe's Soundbooth audio software, and put the whole process together on a DVD using Adobe's DVD authoring tool, Encore DVD. Plus, you will also be exposed to a number of advanced features of the MS Office suite. This class is all about having fun and learning while you do it...come join us!
This course can fulfill the required graduation credit for Technology Applications.

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

***CTED Basic Business Computer
Information Systems (BBCIS)**
Credit: 1.0 75103_
Grade Placement: ARD Committee
Approval
Prerequisite: None
Site: CHS, LVHS

Basic Business Computer Information Systems, based on the Texas Essential Knowledge and Skills (TEKS) of the general education Business Computer Information Systems course, is modified to meet the individual learning requirements of students. Students will develop skills for success in the workplace.

Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations focusing on word processing, spreadsheets, data bases, desktop publishing, presentation management, networking, telecommunications, operating systems, and emerging technologies.

This course can fulfill the required graduation credit for Technology Applications.

***Introduction to Keyboarding (AKEYB)**

Credit: 0.5/sem 80094_
Grade Placement: ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

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

Multimedia (BIM&M-TP)

Credit: 1.0 861032
Grade Placement: 9-12 TDC 861031
Prerequisite: None
Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12)

Multimedia provides an introduction to technology fundamentals through the use of a variety of multimedia tools. The course develops proficiencies in designing, importing and manipulating advanced text, graphics, audio, and video used in presentation management, multimedia productions, publishing systems, and emerging technologies. Students develop skills in creating, editing, and designing graphics by creating animated interactive multimedia movie presentations for CD's and the Web. Students will learn 2D animation and 3D graphics creation implementing video and sound. Students will be using a variety of electronic input devices such as scanners, voice/sound recorders, video, and digital cameras to gather information; create and communicate information to others; and learn to use a variety of

strategies and formats to select, evaluate, and apply information.

This course can fulfill the required graduation credit for Technology Applications.

Web Page Design and Telecommunications (TLNET-TP)

Credit: 1.0 871032
Grade Placement: 9-12 TDC 871031
Prerequisite: None
Site: CHS, LVHS

Tech Prep

Technical Dual Credit (11-12 only)

Web Page Design and Telecommunications provides a basic introduction to the development and impact of Telecommunications and the operational and technical aspects of network and telecommunication systems. This course explores the various types and uses of networks and on-line services; develops skills in accessing, navigating, and applying on-line services; and develops skills in creating, editing, and installing web pages. Elements of web page design, tool selection, and responsible, productive Internet usage are the focus of this course. Students will use a variety of software packages and tools such as a scanner, voice/sound recorder, or digital cameras while publishing WWW pages.

This course can fulfill the required graduation credit for Technology Applications.

Business Education Independent Study (BUSINDSY)

Credit: 1.0 841232
Grade Placement: 12
Prerequisite: Previous Business or Computer courses and Teacher Approval
Site: CHS, LVHS

This course is a project-based learning experience developed by a student or group of students, teacher, and an interdisciplinary mentor team. The project provides opportunities for an in-depth study in the business area. The student or group demonstrates the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of the project. This activity meets one of the Distinguished Achievement Program measures.

Cisco Internetworking I 739032 (INTNET1&2) – Fall Semester

TDC 739031
Cisco Internetworking II 739132 (INTNET3&4) – Spring Semester
Credit: 2.0 TDC 739131
Grade Placement: 11-12
Prerequisite: Teacher Approval And Computer Aptitude
Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit

PE Waiver

Want to explore one of the hottest and highest paying job fields in the country? The Cisco Internetworking class provides a wonderful opportunity for students to explore the field of computer networking. In the course, students will learn all about how the Internet and network communication really works. Developed by Cisco Systems, the leader in the networking industry, the course is web based and is full of rich multimedia interaction using state of the art simulation networking exercises. Students will be given a "hands on" opportunity to build a personal local area network and wide area networks using Cisco switches and routers. Upon completion of the course, students who are interested are encouraged to take the entry level Cisco certification exam. With the explosion of Internet connected devices, the timing is perfect for students wanting to get a head start on the path to a rewarding and "in demand" career field.

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

3-D Computer Animation (ANI)

739232
TDC 739231

3-D Computer Animation 2 (ANI2)

Credit: 2.0 739332
Grade Placement: 11-12 TDC 739331
Prerequisite: Previous Computer Experience/Courses
Site: WTTC (CHS, LVHS)

Tech Prep

Technical Dual Credit

PE Waiver

This project-oriented course consists of an introduction to 3-D scenes and computer animation using industry standard software and hardware in a state of the art classroom. Software will include graphic programs and 2-D/3-D animation; 2-D shapes will be used to create 3-D models; create and use story boards. Design and composition will be used to create 3-D scenes. This course will use the

Internet and other resources to research and develop animated computer projects. This course will also research various areas of the animation industry.

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

Record Keeping (RECDKPNG)

Credit: 0.5 811242

Grade Placement: 10-12

Prerequisite: None

Site: CHS

Record Keeping is designed to help students develop skills for keeping accurate records at home or work. Students will learn personal financial management skills as well as, business skills such as budgeting, cashier's records, handling money, making loans and establishing credit, calculating wages, reconciling bank statements, preparing tax returns, and other business or personal records. Activities also include keeping records involving employees, receipts and payments, and financial records for small retail businesses. Bookkeeping principles and procedures are taught. Use of calculating machines is introduced.

Accounting I (BACCT-TP)

Credit: 1.0 821032

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Tech Prep

This first year accounting course provides a background in the basic accounting procedures used to operate a business. The complete accounting cycle is covered for a service business organized as a proprietorship and for a merchandising business organized as a partnership and as a corporation. Payroll records and business checking accounts are also included.

Accounting II (ADVACCTI)

Credit: 1.0 821132

Grade Placement: 11-12

Prerequisite: Accounting I

Site: CHS, LVHS

Tech Prep

This accounting course provides opportunities for accounting practices in corporations and computerized accounting.

TECHNOLOGY APPLICATIONS

These Career & Technology courses will also fulfill the Technology Application credit required for graduation. (Course descriptions for these classes and additional information are listed under Career & Technology and Business/Technology sections.)

Business Computer Information

Systems I 751032

Advanced Computer App 751132

Multimedia 861032

Web Page Design &

Telecommunications 871032

Computer Science I (TACSI)

Credit: 1.0 281032

Grade Placement: 10-12

Prerequisite: Algebra I/Geometry

Credit or Teacher Recommendation

Site: CHS

Computer Science I is the study of the beginning skills and concepts associated with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used to teach concepts. No prior knowledge of computer science is assumed or required; however, it is recommended. Computer Science I helps to prepare college-bound students by modeling the approach used in college.

This course can fulfill the required graduation credit for Technology Applications.

Computer Science I-AP (APTACSI)

Credit: 1.0 281031

Grade Placement: 10-12

Prerequisite: Algebra II PreAP

or Teacher Recommendation

Site: CHS

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

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

This course can fulfill the required graduation credit for Technology Applications.

Independent Study in Technology Computer Science II (TAIND1)

Credit: 1.0 281132

Grade Placement: 11-12

Prerequisite: Computer Science IAP

Site: CHS

Computer Science II is an advanced programming course designed for students who wish to extend their programming skill in Java. The course provides an expansion of the concepts learned in Computer Science I AP with an in-depth study of programming methodology, algorithms, and data structures.

WebMastering (TAWEBMAS)

Credit: 1.0 881032

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

Web Page Design and Telecommunications provides a basic introduction to the development and impact of Telecommunications and the operational and technical aspects of network and telecommunication systems. This course explores the various types and uses of networks and on-line services; develops skills in accessing, navigating, and applying on-line services; and develops skills in creating, editing, and installing web pages. Elements of web page design, tool selection, and responsible, productive Internet usage are the focus of this course. Students will use a variety of software packages and tools such as a scanner, voice/sound recorder, or digital cameras while publishing WWW pages.

This course can fulfill the required graduation credit for Technology Applications.

Multimedia (TAMULTIM)**Credit: 1.0**

880932

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

Multimedia provides an introduction to technology fundamentals through the use of a variety of multimedia tools. The course develops proficiencies in designing, importing and manipulating advanced text, graphics, audio, and video used in presentation management, multimedia productions, publishing systems, and emerging technologies. Students develop skills in creating, editing, and designing graphics by creating animated interactive multimedia movie presentations for CD's and the Web. Students will learn 2D animation and 3D graphics creation implementing video and sound. Students will be using a variety of electronic input devices such as scanners, voice/sound recorders, video, and digital cameras to gather information; create and communicate information to others; and learn to use a variety of strategies and formats to select, evaluate, and apply information.

This course can fulfill the required graduation credit for Technology Applications.

Basic Business Computer Information Systems (BBCIS)*Credit: 1.0**

75103_

Grade Placement: ARD Committee Approval**Prerequisite: None****Site: CHS, LVHS**

Basic Business Computer Information Systems, based on the Texas Essential Knowledge and Skills (TEKS) of the general education Business Computer Information Systems course, is modified to meet the individual learning requirements of students. Students will develop skills for success in the workplace. Students will use the computer lab and updated software packages to develop technology skills with application to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies.

This course can count for one credit of Technology Applications.

MILITARY SCIENCE

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

Aerospace Science I (ROTC1)**Credit: 1.0**

530932

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

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

Aerospace Science II (ROTC2)**Credit: 1.0**

531032

Grade Placement: 10-12**Prerequisite: Successful completion of ROTC 1****Site: CHS, LVHS****PE Waiver**

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

leader. Students will continue wellness education started in ROTC I.

Aerospace Science III (ROTC3)**Credit: 1.0**

531132

Grade Placement: 11-12**Prerequisite: ROTC 2****Site: CHS, LVHS****PE Waiver**

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

Aerospace Science IV (ROTC4)**Option One or Two****Credit: 1.0**

531232

Grade Placement: 12**Prerequisite: ROTC 3****Site: CHS, LVHS****PE Waiver**

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

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

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

TRANSITION SKILLS

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

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

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

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

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

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

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

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

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

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

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

Occupational Investigation courses include achieving proficiency in decision-making and problem solving as an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, career interest/information, and or Community Based Vocational Instruction to set and achieve realistic career and education goals. Students will examine the rights and responsibilities of employees and employers including safety issues and guidelines, "comp" time versus overtime, reasonable work hours, benefits and withholding (taxes, social security), social skill development, job search and descriptions, and availability to work. Portfolio development will be reviewed and updated regularly. This course is taught and coordinated by the Vocational Adjustment Coordinator.

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

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

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

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

Section D

Educational Planning For Life: Finding the Right Key for Unlocking Your Future

Consult this section for information about

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

College Timeline Checklist

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

8th Grade

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

9th Grade Freshman Year

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

10th Grade Sophomore Year

AUGUST

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

SEPTEMBER

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

OCTOBER

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

DECEMBER/JANUARY

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

THROUGHOUT THE YEAR

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

11th Grade Junior Year

AUGUST

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

SEPTEMBER

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

OCTOBER

- Take the PSAT for National Merit Scholar recognition.

OCTOBER/NOVEMBER

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

DECEMBER

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

JANUARY/FEBRUARY

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

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

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

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

FEBRUARY/MARCH

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

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

→Take as many academic courses as possible.

→Participate in community service activities.

MAY/JUNE

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

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

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

SUMMER (Before Senior Year)

→Student athletes should register with the NCAA Clearinghouse.

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

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

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

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

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

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

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

www.utexas.edu/academic/tsi/

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

NCAA (National Collegiate Athletic Association Eligibility Regulations.)

www.ncaaclearinghouse.net

12th Grade Senior Year

AUGUST

→Research scholarships and loan possibilities.

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

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

SEPTEMBER

→Meet with your guidance counselor to review your records.

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

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

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

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

→Update all information throughout the year.

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

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

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

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

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

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

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

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

→Consider participating in the SAT or ACT prep course.

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

OCTOBER

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

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

→ Arrange sending of transcript and recommendations to colleges.

→ Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, and punctuation, etc.

→ Meet application deadlines for early decision (usually November 1), for housing, scholarships, or financial aid.

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

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

NOVEMBER

→ Continue to study hard because your GPA still counts until the end of your **fifth** six weeks.

→ Complete college applications for admissions.

→ Follow up on letter of recommendation. Request transcripts as needed. Copy **ALL** forms before you mail them. Be sure to check and comply with deadlines.

DECEMBER

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

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

IMMEDIATELY.

→ Ask your parents to begin gathering their financial information.

→ Take the SAT II that is required by the colleges of your choice.

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

NCAA (National Collegiate Athletic Association Eligibility Regulations.)

www.ncaaclearinghouse.net

JANUARY

→ Complete financial aid forms (FAFSA and/or FFS) and mail as soon after January 31 as possible. Mail any supplemental financial forms required by the colleges of your choice.

→ Continue to research scholarships and loans.

→ Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

FEBRUARY/MARCH

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

APRIL

→ Look for acceptance notices in the mail. April 15 is the most popular date for colleges to notify students. Let your guidance counselor know what has happened, and keep your counselor informed as college acknowledgments come in as to the need for any follow up.

→ Carefully choose your college, and write the college a letter of acceptance.

→ Write other colleges to decline their acceptances.

→ If you are wait-listed and wish to be kept in consideration, be sure to advise the college.

→ If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.

→ Finalize plans for housing, financial aid, and/or scholarships.

→ Make any deposits required by the institution you plan to attend. May 1 is the generally accepted nationwide deadline for deposits for fall term. Check the college catalogs for deadlines.

→ If applicable, register to take Advanced Placement Test(s).

MAY

→ Make your final choice of college or university if you have not already done so, and complete all details concerning college admissions.

→ Notify your guidance counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, musical, **AND FINANCIAL AID.**)

→ Request that a final transcript be sent to the college of your choice.

→ Take Advanced Placement Test(s) as previously decided.

SPRING BEFORE COLLEGE FRESHMAN YEAR

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

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

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

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

Helpful Hints for a Visit to a College Campus

Sample Letters for College Inquiries:

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

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

Street Address
City, State Zip Code

Date

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

To Whom It May Concern:

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

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

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

Thank you.

Sincerely,
Name

Tests for College-Bound Students

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

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

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

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

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

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

PLAN (Practice ACT)

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

College Admission Tests

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

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

SAT I (Scholastic Aptitude Test)

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

- Critical Reading
- Mathematics
- Test of Standard Written English

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

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

ACT (American College Testing Program)

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

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

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

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

Texas Success Initiative (TSI)

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

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

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

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

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

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

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

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

College Credit and Placement Tests

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

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

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

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

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

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

Vocational-Technical or Business School

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

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

Military Service

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

Overview of the State Migrant Education Program

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

Identifying the population

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

Goal

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

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

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

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

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

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

Section E

District Standards and Supplemental Information

Consult this section for information about

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

Schedule of College Entrance Examination Dates and Offerings 2009-2010

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

Central HS Code: 446-115

Lake View HS Code: 446-110

Test Dates

Posted in the counseling center on your campus, or

Visit the site www.collegeboard.com

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

Test Dates

October 2009

October 2009

Location

Central High School

Lake View High School

Registration

Registration information

available from Counseling Centers

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

Central HS Code: 446-115

Lake View HS Code: 446-110

Test Dates

Posted in the counseling center on your campus, or

Visit the site www.actstudent.org

PLAN (Pre-ACT)

October 2009

October 2009

Central High School

Lake View High School

Registration information

available from Counseling Centers

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

Test Dates

May 4 – May 8, 2009

May 11 – May 15, 2009

May 3 – May 7, 2010

May 10 – May 14, 2010

Tutorials

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

Conditions for Dropping a Class

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

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

Method of Marking Grades

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

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

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

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

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

Exemptions

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

The following criteria will be utilized:

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

Approved 5/2006

Grade Average and Rank in Class EIC (Local)

RANK IN CLASS	<p>The following guidelines shall be used in the District to determine grade point averages for ranking graduates:</p>
GRADE WEIGHTING	<p>Effective with the class of 2007, students shall have ten points added to each semester grade of local advanced and pre-advanced placement courses and 15 points added to each semester grade of advanced placement courses and college-level dual credit courses that are equivalent to high school advanced placement courses.</p> <p>Credit shall be awarded for dual credit courses if the course includes all TEKS required for high school course credit. No weighted value for dual credit courses shall be allowed unless the high schools offer an equivalent course at the advanced placement level.</p> <p>Courses modified as to methodology shall earn the same grade points as regular courses; those modified as to content shall earn ten fewer grade points.</p> <p>All other courses shall be considered grade-level courses and shall not receive the benefit of the weighted grade averages.</p> <p>The resulting weighted grade values shall be added together and the sum divided by the number of semester grade entries.</p> <p>Weighted courses used in determining the GPA/class rank that are listed on the transcript of a transferring student must have been offered as part of academic program of the respective Ninth Grade Education Planning Guide that applies to the particular graduating class of the receiving District high school.</p>
INCLUSIONS	<p>The following grades shall be used in calculating the numerical grade average and rank in class, and in determining the honor graduates:</p> <ol style="list-style-type: none"> a. Semester grades earned for high school credit during the eighth grade; b. Semester grades earned during grades ninth, tenth, and 11th grades; c. The first semester of the 12th grade; and d. The average of the fourth and fifth six-week grades of the 12th grade. <p>Physical education and physical education equivalent courses shall be used in the calculation of GPA/class rank.</p>
EXCLUSIONS	<p>Driver's education, correspondence, credit by exam, and audited courses shall be excluded from computations of rank in class.</p>
TIES	<p>In case of a tie in class rank, the following procedure shall be followed to determine the ranking. These criteria are listed in order of importance; the campus principal shall apply them sequentially to the extent necessary to identify the student with the highest class rank:</p> <ol style="list-style-type: none"> a. The student with the most advanced placement/dual credit courses b. The student with the highest numerical grade average of all advanced

placement/dual credit courses taken

TOP TEN PERCENT	All students whose cumulative grade point averages comprise the top ten percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for the local procedure for determining valedictorian and salutatorian shall not apply to the procedure for determining the top ten percent as indicated under Early Graduates.
EARLY GRADUATES	A student who completes high school requirements in fewer than four years shall be eligible to be ranked in the top ten percent of the class with which he or she actually graduates for purposes of automatic admission noted above, but shall not be eligible to be selected valedictorian, salutatorian, or top ten percent for District honors.
SELECTION OF VALEDICTORIAN, SALUTATORIAN, AND OTHER HIGH-RANKING GRADUATES	The selection of valedictorian, salutatorian, and other high-ranking honor graduates to be recognized during graduation activities and ceremonies is not an essential component of education and therefore not a right similar to the right to receive an education. In order to be selected as valedictorian, salutatorian, or a top ten high-ranking honor graduate, the student shall meet the academic requirements, have attained the appropriate rank in class (first through tenth place), and must be enrolled in the same high school in the District for all of the last two years in high school.

Revised 1/2009

School Attendance Zone Plan for High School

- The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to San Angelo ISD. Specific information relating to school attendance zone may be obtained at each campus or at the San Angelo ISD Administration Building or at <http://busroute.saisd.org/edulog/webquery/>
- Students shall attend the high school as determined by the attendance zone in which the legal guardian resides.
- If the student moves within the district to a new attendance zone, the pre-registration at the previous school does not guarantee enrollment into the same courses at the new school of attendance.
- Power of Attorney is not sufficient to establish a student's residence attendance zone.
- Transfer request forms are available in the Director of Pupil Services office.
- Transfer request documentation must be resubmitted yearly. No transfer for the 2009-2010 school year will be reviewed prior to May 1, 2009.

Guide for College-Bound Student Athletes

National Collegiate Athletic Association Eligibility Regulations

NCAA CLEARINGHOUSE

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

THE GUIDELINES PRINTED BELOW ARE THOSE IN EFFECT AT THE TIME OF PUBLICATION.

Division I

2008 and Later

If you enroll in a Division I college in 2008 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 16 core courses:
 - 4 years of English
 - 3 years of math (algebra 1 or higher, excluding MMA)
 - 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - 1 extra year of English, math or natural or physical science
 - 2 years of social science
 - 4 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale on page 9 (for example, a 2.400 core-course grade-point average needs a 860 SAT).

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science courses.

Division II

2005 and Later

If you enroll in a Division II college in 2005 or later and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school;
- Complete these 14 core courses:
 - 3 years of English
 - 2 years of math (algebra 1 or higher)

- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 2 extra years of English, math or natural or physical science
- 2 years of social science
- 3 years of extra core courses (from any category above, or foreign language, nondoctrinal religion or philosophy);
- Earn a 2.000 grade-point average or better in your core courses; and
- Earn a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II.

Note: Computer science courses can be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school's core-course list as a math or science courses.

It is the student's responsibility to see that appropriate verification of course and grade point average forms are requested. The NCAA frequently revises standards and effective dates, so the student should contact your prospective college for current information.

www.ncaaclearinghouse.net

BE PROACTIVE

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

Section F

Connecting Education And Careers

Consult this section for information about

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

Preparing a Personalized Education Plan

Texas Achievement Plan—TAP

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

Perhaps the most important decision students make is the course they choose to follow after graduating from high school. What will they do? Where will they go? Who will support them? Will they continue their education? Will they work *and* go to school? If they go to school, what will their major be? These are all very important questions. In order to answer them, students (with the help of parents, teachers, counselors, and other career professionals) need to explore their interests and make informed decisions about their futures.

Students' interests and aptitudes are very important indicators of the type of career they decide to pursue; and as they acquire new knowledge and experience, they will discover the career area best suited for their personality. To assist students in planning wisely, a set of career areas has been included in this course catalog to help students choose a general path to follow in high school. After selecting the appropriate option under the high school programs of the State Board of Education (Recommended, Distinguished Achievement, IEP), students need to consider the elective courses they will need to take.

A description of the career area, typical college majors, career opportunities by educational requirements, related high school courses, and suggested high school activities are included in each of the seven career areas: Agriculture Science & Technology; Art, Communication & Media Business and Marketing; Health Science; Management & Service; Industrial & Engineering Technology Careers; and Personal & Protective Services. Once students determine a career area of interest, they should pay special attention to the electives they choose when developing their four-year plan. Students should select elective courses identified in the **Related High School Courses** section of their career interest area.





What is Achieve Texas?

AchieveTexas is a new education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway models have been developed for each of the Career Clusters. These models represent a recommended sequence of coursework based on a student’s interest or career goal.

A detailed brochure of each of the 81 career pathway models established in the 16 Career Clusters can be viewed and printed at www.careerclusters.org or www.achievetexas.org. Each brochure will highlight core courses and career-related electives in high school that will help prepare students for career goals. The models are based upon the Recommended High School Graduation Plan and can easily be adapted for the Distinguished Achievement High School Graduation Plan. The career pathway models also highlight examples of extended learning experiences that can enhance a student’s knowledge and skills for their specific career goals. A student can also find examples of curricular activities, such as participation in career and technical student organizations like Business Professionals of America or Skills USA, work-based learning experiences and extracurricular activities. The models also indicate industry licensures/certifications and on-the-job training experiences that may be available while still in high school as well as various levels of postsecondary education and examples of career options available to students once they have completed that level of education and training.

Focusing Education on the Future

The 16 Career Clusters

Career Clusters provide a way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as knowledge and skills structures and brochures are available for each of the sixteen clusters listed below at www.careerclusters.org, as well as more examples of postsecondary majors and career choices.

	<p>Focuses on careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Example postsecondary majors include Environmental Science, Wildlife Management, Agriculture Business and Management and Natural Resources Management. Career opportunities include Agriculture Extension Agent, Fish & Game Warden, Plant Nursery Manager, and Landscape Architect.</p>
	<p>Focuses on careers in designing, planning, managing, building and maintaining the built environment. Example postsecondary majors include Architecture, Engineering, Interior Design, Urban Planning, Drafting and CAD, or Consumer Economics. Career opportunities could include Civil Engineer, Building Inspector, Landscape Designer, Architect, Interior Designer, or an Urban Planner.</p>
	<p>Focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Example postsecondary majors include Graphics Arts, Advertising, Art Education, Journalism, Web Design/Development, or Radio, Television & Film. Career opportunities include Graphic Designer, Camera Operator, Illustrator, Network Systems Analyst, Public Relations Director, or an Art Gallery Manager.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Possible postsecondary majors include Accounting, Financial Management, Public Administration, Banking and Finance, Marketing, or Human Resource Management. Career opportunities might include Accountant, Risk Manager, Stockbroker, Real Estate Appraiser, or a Credit Analyst.</p>

	<p>Focuses on careers in planning, managing and providing education and training services, and related learning support services. Example postsecondary majors include Child Development, Family and Consumer Sciences, Multidisciplinary Studies, Early Childhood Education, Guidance and Counseling, or a Subject Specific Degree with Teacher Certification. Example career opportunities could include Elementary or Secondary Teacher, Curriculum Specialist, School Counselor, or a Child Care Administrator.</p>
	<p>Focuses on careers in planning, services for financial and investment planning, banking, insurance, and business financial management. Example postsecondary majors might include Accounting, Finance, Economics, Management, Computer Information Systems, or Business Administration. Example career opportunities could include Loan Officer, Accountant, Actuarial Analyst, Bank Examiner, or an Internal Revenue Agent.</p>
	<p>Focuses on careers in executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. Example postsecondary majors include Government, Political Science, Criminal Justice, Law Enforcement, Law, Homeland Security, or History. Example career opportunities could include State Government, Lobbyist, Military Service, Consular Officer, or a position in Municipal Administration.</p>
	<p>Focuses on careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Example postsecondary majors include Medical Technology, Histology, Healthcare Management, Social Work, Chemistry, Biology, Biomedical Engineering, or Food and Nutrition. Example career opportunities could include Forensic Scientist, Paramedic, Social Worker, Healthcare Administrator, Registered Nurse, Physician Assistant, or a Radiographer.</p>
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. Example postsecondary majors could include Hospitality Administration, Hotel and Restaurant Management, Tourism Management, Business Administration/Management, or Science, History, Archaeology (or other museum specialty). Example career opportunities include Culinary Arts Instructor, Caterer, Food and Beverage Manager, Independent Chef/Owner, Convention Services Manager, or Museum Technician.</p>
	<p>Human Services careers prepare individuals for employment in career pathways that relate to families and human needs. Example postsecondary majors include Child Psychology, Sociology, Dietetics, Family and Consumer Sciences, Early Childhood Education, Gerontology Counseling Services, Management, Business Administration, Marketing, Health and Wellness Promotion, or Public Relations. Example career opportunities include Fashion Consultant, Social Service Worker, Adult Educator, Dietitian, Child Care Administrator, Personal Financial Advisor, Retail/Wholesale Buyer, or a Sales Manager</p>

	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. Example postsecondary majors include Management Information Systems, Computer Programming, Telecommunications, Natural Resource Management or Visual Arts Studies. Example career opportunities include Database Manager, Multimedia Specialist, Geologist, or a Graphic Designer.</p>
	<p>Focuses on careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Example postsecondary majors include Criminal Justice, Government, Social Work, Public Administration, Sociology, Business, or Law. Example career opportunities include Correctional Officer, Probation Officer, Department of Homeland Security, Private Law Practice, or Information Security.</p>
	<p>Focuses on careers in planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Example postsecondary majors include Engineering Technology, Technology Management, Design Technology, or Industrial Technology. Example career opportunities include Safety Manager, Automation Technician, Electromechanical Technician, or a Quality Assurance Manager.</p>
	<p>Focuses on careers in planning, managing, and performing marketing activities to reach organizational objectives. Example postsecondary majors include Purchasing, Business Administration, General Management, Linguistics, Consumer Science and Merchandising, Electronic Commerce, Advertising, International Marketing, or Communications. Example career opportunities include Marketing Manager, Transportation Engineer, Promotions Manager, Public Relations Manager, Statistician, or a Commercial Designer.</p>
	<p>Focuses on careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. Example postsecondary majors include Aerospace, Chemical Engineering, Chemistry, Physical Science, Mathematics, or Electrical Engineering. Example career opportunities include Engineer, Engineering Technologist, Biologist, Mathematician, Chemist, or a Statistician.</p>
	<p>Focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. Example postsecondary majors include Industrial Management, Business, Engineering, Environmental Science, or International Business. Example career opportunities include Industrial Engineer, Occupational Safety and Health Administration, Logistician, Air Traffic Controller, or an Aviation Inspector.</p>