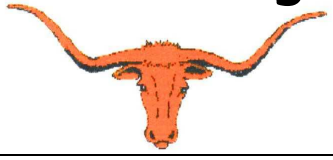
# United ISD High School Course Catalog

J.B. Alexander High

LBJ High School

United South High

United High



2010
2011

# High School Course Catalog

The purpose of this course catalog is to help one develop an understanding of the secondary school programs and course offerings at each of the United Independent School District's High Schools.

The information provided in this publication is designed to assist students and their parents in planning and making choices for the student's high school career. Based on graduation requirements and preliminary post high school plans, a personalized graduation plan is developed in a team effort by the student, parents, and the school. Students and parents may review the graduation plan and if they have any questions they may contact the appropriate counselor at:

J. B. Alexander High School (956) 473-5800
L. B. Johnson High School (956) 473-5100
United High School (956) 473-5600
United High School Annex (956) 473-2400
United South High School (956) 473-5400

# United Independent School District
# High Schools

John B. Alexander High School
3600 E. Del Mar Blvd.
Laredo, Tx. 78041
(956) 473-5800

Lyndon B. Johnson High School
5626 Cielito Lindo Blvd.
Laredo, Tx. 78046
(956) 473-5100

United High School Annex
8800 McPherson Rd.
Laredo, Tx. 78045
(956) 473-2400

United High School
2811United Avenue
Laredo, Tx. 78045
(956) 473-5600

United South High School
4001 Ave. Los Presidentes
Laredo, Tx. 78046
(956) 473-5400

# Table of Contents

## General Information (High School)

### Planning Your High School Program

Welcome to high school! This guide is designed to help you select courses that you will take in high school. You have the opportunity to make some decisions that will impact your future. The planning of your high school program is an important transition in your life. The choices you make with regards to the courses you select will have a direct influence upon your future. At this time you may decide what career pathway you would like to begin. This process should not be overwhelming, but it should be taken seriously.

Gaining admission to college or any post-secondary educational institution or just getting a job is highly competitive. For that reason, it is important for you to plan as challenging a program as you can. Although it may appear tempting to take the easier program so that you can enjoy the many activities that high school has to offer this may have drastic and negative consequences for you in the long run. You should try to find courses that meet your needs and that prepare you for your potential career rather than just taking the courses that will allow you to graduate. In United ISD, you have many avenues that will help to prepare you for your future. There is a wide range of programs designed to prepare students for post-high school experiences such as: college, business or technical school, military service, fine arts, immediate employment and many others. These programs will allow you to choose the one that is best suited to meet your needs.

In the following pages you will see the graduation requirements and the graduation plans that are available to you. There is also information relating to career planning that will also be helpful to you. These pages should assist you in personalizing your plan. You will find a description of the courses offered along with any information on prerequisites or grade level placement. Please take some quality time to make a serious effort in planning YOUR future.

High schools in United ISD operate on an Accelerated Block schedule. The student will take four classes per day during the fall semester and four additional classes per day during the spring semester for a maximum total of eight credits per school year. Each course is 90 minutes in length.

Enrollment in any Pre-AP or Advanced Placement (AP) course is determined by the student's willingness to engage in a rigorous academic experience. Pre-AP and AP courses are more complex and abstract than regular curriculum.

AP places emphasis on implementing higher levels of cognitive skills: using processing skills independently; engaging in critical and creative skills regularly; interacting with broad-based issues, concepts and problems; and refining oral and written communication skills in a variety of formats. AP classes prepare students to take College Board Advanced Placement tests that may result in college credit. **All students enrolled in AP classes are strongly encouraged to take AP exams.**

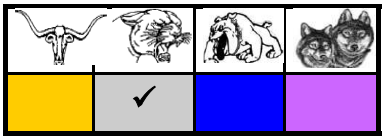
**Credits earned in Middle School:**

United ISD has mandated an initiative where the students will take health and speech in the eighth grade. Those students who successfully complete these courses with a 70 or better will receive 0.5 credits for each course or a possible total of 1.0 credit. Students are also expected to take Spanish I in the 8th grade for 1.0 credit. In addition, students who earn a vertical score of 725 or above on the 7th grade TAKS test are eligible to enroll in Pre-AP Algebra I for high school credit.

All grades earned in courses for high school credit will be calculated into the student's high school grade point average (GPA). Earning high school credits in the 8th grade requires that students commit to their studies since future educational opportunities will be dependent on a student's GPA.

UISD offers **Career and Technical Education (CTE)** programs to interested students in 16 of the Achieve Texas career clusters. Student admission to these programs is based on interest and aptitude, age appropriateness, class space available and program availability at the campuses. Interested students can pre-register for CTE programs through their counselors, who will develop individualized four-year plans based on individual student interest. Four-year plans are reviewed yearly and revised based on student needs.

Decisions as to whether particular courses will be taught are based upon the number of students requesting the course and the availability of personnel. Furthermore, some courses are only offered at certain campuses due to their magnet schools. In this catalog, availability of programs in the different campuses is indicated by a checkmark (✓) below the school mascot.




**Class Standing**

Students are classified by the number of academic credits they have earned at the **beginning of the school year:**

| Credits | Grade |
|---|---|
| 0-5.5 | 9th |
| 6-11.5 | 10th |
| 12-17.5 | 11th |
| 18-above | 12th |

**Graduation Requirements**

***See Table on Page** 7-8

Incoming freshmen entering 2001 and thereafter must have 24 credits to graduate under the Distinguished Achievement Program or Recommended Program. Incoming freshmen entering 2007-08 must have 26 credits to graduate under the Distinguished Achievement Program or Recommended Program.

All incoming freshmen at UISD are expected to follow the Distinguished Achievement Program. The counselor should ensure that each student entering the 9th grade in the 2007-2008 school year and thereafter enroll in the courses necessary to complete the curriculum requirements identified by the Sate Board for the Distinguished Program. If for some reason the student is unable to complete the requirements under the Distinguished Program all efforts should be made to graduate the student under the Recommended Program.

A student must have satisfactorily met all state and local requirements, including course credits and passing scores on state-mandated assessment requirements, to receive a diploma. All juniors must pass TAKS exit-level tests in English/Language Arts, Math, Science, and Social Studies in order to graduate. Students may retake any of the failed state-mandated tests in the next regularly scheduled testing cycle.

If graduation requirements are not met by the beginning of a new school year, the diploma will not read the previous year even if the courses are finished in September.

A student **may not** participate in graduation commencement ceremonies if he/she has satisfactorily completed all course credits, but has failed to pass the required exit-level tests.

**Schedule Changes**

A student may request to drop a course and replace it with an approved course without any penalties if done within the first 5 days for a 9 week course and within 10 instructional days for an 18 week course of the grading period.

If a student drops a course after this time in the semester, the student will receive a “WF” (withdrawn/failing) grade. The “WF” will be recorded on the student’s report card for the remaining weeks period and on the student’s permanent record for the semester. This grade averages as a 50 for class ranking purposes for the student’s GPA.

A grade of “WF” will make the student ineligible for that grading period for participation in extracurricular activities in accordance with UIL rules. Dropping an advanced class (Pre-AP or AP), which is exempted from no-pass no-play, does not cause loss of eligibility at anytime unless full time status is affected or the school has adopted a more stringent policy.

Changes in a schedule or a course may only be made within an acceptable timeframe. Requests for schedule changes will be honored for the following reasons:

1. Error in scheduling
2. Student failed the prerequisite course
3. Change in program (athletics, band, dance, etc).
4. Level changes as recommended by teachers and counselor with principal approval.

**Top Ten Percent Rule**

The Texas public college or university of your choice shall admit an applicant for admission to the institution as an undergraduate student if the applicant graduated with a grade point average in the top 10% of the student's high school graduating class in one of the two school years preceding the academic year for which the applicant is applying for admission and the applicant graduated from a public or private high school in this state. The applicant must successfully have completed at a public high school, the curriculum requirements for the recommended or advanced high school program. The student must submit a completed application before the expiration of any filing deadline established by the college.

**Other Learning Opportunities**

High school counselors may provide information, answer questions, and possibly assist students enroll in courses outside the regular school day. The following options are available to United I. S. D. students:

OdysseyWare - Credit Recovery/Acceleration

OdysseyWare is an online curriculum program. Eligible students may be able to take a course via OdysseyWare either during zero-hour or during regular schedule for credit recovery purposes or for advancement. Students wanting to exercise this option must see their counselor to determine eligibility and for an application. These courses are approved by the Executive Director of Secondary Education.

Credit - By- Exam without Prior Instruction
Credit -By-Exam will serve primarily as a means for students to be given credit for a course they have not yet formally taken. The student must earn a passing grade of 90 or better in order to obtain credit. The passing grade and the credit earned on the credit - by - exam will be recorded on the student's academic achievement record and the grade will be computed in the student's grade point average unless the parent/guardian declines the credit in writing within 30 days of being notified of the score.
A student planning to take an examination for acceleration shall be required to register with the principal or designee at least 30 days prior to the scheduled testing date. Each student is required to complete and submit an application of Intent to Test. The exams are scheduled once in the fall semester and once in the spring semester. The credit - by - exams are ordered from Texas Tech University.

Credit - by - Exam with Prior Instruction
Students in grades 8-12 may use credit– by - exam with prior instruction to demonstrate mastery to regain credit in selected academic courses with the prior approval of the appropriate administrator. To receive credit, students must score a grade of 70 or better on the exam. Passing scores earned on credit - by - exam shall be recorded on the student's Academic achievement record and will be calculated in the student's grade point average. These exams may be ordered at any time by the counselor from Texas Tech University or The University of Texas at Austin.

The cost of taking the credit - by– exam with prior instruction to earn or regain credit shall be the student's or the parent's responsibility.

Dual High School/College Credit—House Bill I Initiative
United I S D along with Laredo Community College and Texas A & M International University have entered into an agreement allowing students who meet specified criteria to earn both high school credit and college credit for certain high school courses.
Students with an 85 grade point average or better are selected at the end of their sophomore year to prepare and take the THEA (Texas Higher Education Assessment). Students who pass the THEA and meet the college entrance requirements may enroll in the course for dual credit. The courses offered in the House Bill I Initiative are the following: U. S. History 1302, English 1301, English 1302 and College Math 1314.

# REQUIREMENTS FOR GRADUATION
# For Incoming Freshmen 2001 through 2006

As a district initiative, 8th grade students will be placed on a Distinguished Achievement Program (DAP) for graduation with the exception of those students with an individualized education plan. Annual reviews with grade level counselor for the progress toward earning measures will take place. The Recommended Program will be the default plan for students not being able to successfully complete the required advanced measures or other necessary requirement under the DAP.

## GRADUATION PROGRAMS

| Discipline | Recommended | Distinguished Achievement (DAP) |
|---|---|---|
| English | 4.0 | 4.0 |
| Mathematics | 3.0 | 3.0 |
| Science | 3.0 | 3.0 |
| Social Studies | 3.5 | 3.5 |
| Economics | .5 | .5 |
| Language other than English | 2.0 | 3.0 |
| Physical Education* | 1.5 | 1.5 |
| Health | .5 | .5 |
| Technology Applications | 1.0 | 1.0 |
| Fine Arts | 1.0 | 1.0 |
| Communication Applications | .5 | .5 |
| State Approved Electives | 3.5 | 2.5 |
| **Total Credits Required** | **24.0** | **24.0** |

.*Students may substitute certain physical activities for the one and one-half credit required for physical education. Such substitutions are cheerleading, dance, drill team, and marching band during the fall semester only. In addition, Junior Reserve Officer Training (JROTC); athletics and two or three credit career and technology work based training courses may also substitute for the Physical Education requirement. Note: A student may not earn more than two credits in physical education toward state graduation requirements.

To graduate with the Distinguished Achievement Program a student also must achieve any combination of four of the following advanced measures. Original research/projects which may not be used for more than two of the four advanced measures, test data (a score of 3 or above on the College Board advanced placement examination; 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), college academic courses and tech-prep articulated college courses with a grade of 3.0 (B) or better, and/or a science project that competed in the UISD Regional Science Fair which received a minimum score of 80.

# *REQUIREMENTS FOR GRADUATION*
# *For Incoming Freshmen 2007-2008*

As a district initiative, 8th grade students will be placed on a Distinguished Achievement Program (DAP) for graduation with the exception of those students with an individualized education plan. Annual reviews with grade level counselor for the progress toward earning measures will take place. The Recommended Program will be the default plan for students not being able to successfully complete the required advanced measures or other necessary requirement under the DAP.

## *GRADUATION PROGRAMS*

| Discipline | Recommended | Distinguished Achievement (DAP) |
|---|---|---|
| English | 4.0 | 4.0 |
| Mathematics | 4.0 | 4.0 |
| Science | 4.0 | 4.0 |
| Social Studies | 3.5 | 3.5 |
| Economics | .5 | .5 |
| Language other than English | 2.0 | 3.0 |
| Physical Education * | 1.0 | 1.0 |
| Health | .5 | .5 |
| Technology Applications | 1.0 | 1.0 |
| Fine Arts | 1.0 | 1.0 |
| Communication Applications | .5 | .5 |
| State Approved Electives | 4.0 | 3.0 |
| **Total Credits Required** | **26.0** | **26.0** |

*Students may substitute certain physical activities for the one credit required for physical education. Such substitutions are cheerleading, dance, drill team, and marching band. Students may also earn credit for PE through participating in JROTC. Students may earn up to three state elective credits and one credit for P.E. substitution. The State Board of Education also changed the number of credits a student may earn toward graduation through participating in athletics. The student may now earn up to four credits by enrolling in athletic courses.

To graduate with the Distinguished Achievement Program a student also must achieve any combination of four of the following advanced measures. Original research/projects which may not be used for more than two of the four advanced measures, test data (a score of 3 or above on the College Board advanced placement examination; 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), college academic courses and tech-prep articulated college courses with a grade of 3.0 (B) or better, and/or a science project that competed in the UISD Regional Science Fair which received a minimum score of 80.

# Four-year Plan Accelerated Block
## Students entering grade 9 2010-2011

*Distinguished Achievement Program*

| 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| | English I* | English II* | AP English III/English III | AP English IV/English IV *English 1302 Dual Credit for English IV when taken with English 1301* |
| | Pre-AP Algebra I | Geometry* | Algebra II* | Pre-Calculus, AMDM or College *Algebra (Dual Credit for 4th Math)* AP Calculus AB |
| | Biology* | Chemistry* | Physics* | AP Chemistry or AP Physics or AP Biology or College Biology (Dual Cr. for 4th Science) |
| | World Geography* | World History* | U.S. History or *College U.S. History (Dual Credit)* AP U.S. History | Govt./Economics or *College Govt./Eco. for Dual Credit AP Government & AP Economics* |
| | P.E./Athletics/Band/ Cheerleading/ Dance/ROTC | Athletics/Band/Cheerleading/ Dance/ ROTC or Elective | Athletics/Band/Cheerleading/ Dance/ROTC, elective or ****TAKS Intervention Course* | Athletics/Band/Cheerleading/Dance/ ROTC, elective or **** TAKS Intervention Course* |
| Speech/Health | Athletics/Band/Cheerleading/ Dance/ROTC/or Elective | Athletics/Band/Cheerleading/ Dance/ROTC/or Elective | Athletics/Band/Cheerleading/ Dance/ROTC, elective or ****TAKS Intervention Course* | Athletics/Band/Cheerleading/Dance/ ROTC, elective or ****TAKS Intervention Course* |
| Spanish I | Spanish II or French I | Spanish III or AP Spanish IV or French II | English 1301 (Dual Cr. for English IV with ENG 1302) or elective | Fine Arts for students who are not in Band/Internship or Externship in career path. |
| | Business Information Management I | Achieve Texas Required Elective Career Pathway | French III or Achieve Texas Career Pathway Elective | Achieve TX required elective. Internship or Externship in Career Pathway |

Four Advanced Measures are required for the Distinguished Achievement Program. They will be fulfilled by the following:

1. _____ 2. _____ 3. _____ 4. _____

NOTES: * May be taken as a Pre-AP course. *****Students who did not meet the TAKS standard in 10th grade will be required to take TAKS Intervention Courses. Students will also have to take the TAKS Intervention courses in the 12th grade if they have not passed EXIT Level. Must test successfully with TAKS or TAKS A to graduate DAP.** UISD graduation for the DAP exceeds HB 3 requirements. It is the policy of the United I.S.D. not to discriminate on the basis of race, color, national origin, gender, or disability, in its Educational and Career and Technical programs, activities or employment as required by the Title VI of the Civil Rights Act of 1964.

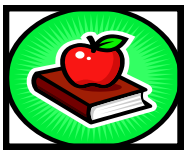
# Four-year Plan Accelerated Block
## Students entering 9 in 2010-2011

**Recommended Program**

| 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|---|---|---|
| | English I* | English II* | English III** | English IV** |
| | Algebra I-A | Geometry* | Math Models or Algebra II | Algebra II* or Pre-Calculus or Advanced Mathematical Decision Making (AMDM) |
| | Biology* | Integrated Physics & Chemistry or Chemistry | Chemistry or Physics | Physics or 4th Yr. Science-Lab based course or *College Biology (Dual Cr. for 4th Science)* |
| | World Geography* | World History* | U.S. History** or College U.S. History for Dual Cr. | Govt.** & Economics** or *College Govt./Eco. For Dual Credit* |
| Spanish I | Algebra I-B | Spanish II/III /AP Spanish IV or French II or III | Math TAKS Intervention or elective | Fine Arts for those students not in Band |
| Speech/Health | P.E./Athletics/Band/Dance/ Cheerleading/ROTC | Athletics/Band/Dance/ Cheerleading or ROTC or elective | Athletics/Band/Dance/ Cheerleading/ROTC, elective or ***TAKS ELA Intervention | Athletics/Band/Dance/ Cheerleading/ROTC or elective or ***TAKS Intervention Course |
| | Athletics/Band/Dance/ Cheerleading/ROTC, French I or elective | Athletics/Band/Dance/ Cheerleading/ROTC or elective | Athletics/Band/Dance/ Cheerleading/ROTC, elective or *** TAKS Science or Soc. Studies Intervention | Athletics/Band/Dance/ Cheerleading/ROTC or elective<br>or ***TAKS Intervention Course |
| | Business Information Management I | Achieve Texas required Elective Career Pathway | Achieve Texas required Elective Career Pathway | Achieve Texas required Elective Career Pathway |

NOTES: * denotes may be taken as Pre-AP. **denotes may be taken as AP. ***Students who did not meet TAKS standard in 10th grade will be required to take TAKS Intervention courses. Students will also have to take TAKS Intervention courses in the 12th grade if they have not passed the EXIT LEVEL. Note: Must test successfully with TAKS or TAKS-A to graduate Recommended. UISD graduation for the RHSP exceeds HB 3 requirements.

It is the policy of the United I.S.D. not to discriminate on the basis of race, color, national origin, gender, or disability, in its Educational and Career and Technical programs, activities or employment as required by the Title VI of the Civil Rights Act of 1964.



# English Language Arts

## English I

*Credit:* 1

This course is comprised of varied literary genres that stem from world literature and Greek mythology to multi-culture narratives and novels. Elements of the short story, characterization, and literary elements are emphasized to examine and interpret facets of given selections. Writing, revising, and editing are integral parts of this course. Students write to persuade, support thesis, and to describe. Students continue with extensive grammar and vocabulary study to further foster their writing skills. Students are also introduced to basic TAKS objectives through open-ended questions / responses and reflective essay writing.

## (Pre-AP) English I

*Credit: 1*

This course is comprised of varied literary genres that stem from world literature and Greek mythology to multi-cultural narratives and novels. Students will focus on the College Board AP reading list. Novel chapter summaries and discussions will lead to analytical writing. Elements of the short story, characterization, and literary elements are emphasized to examine and interpret facets of given selections. Writing, revising, and editing are integral parts of this course. Students will produce a variety of compositions including documented research and literary analysis with the use of technology to aid revising, editing, and research. Students continue with extensive grammar and vocabulary study to further foster their writing skills. Students are also introduced to basic TAKS objectives through open-ended questions / responses and reflective essay writing.

## English II

*Credit: 1*

This course emphasizes reflective and persuasive forms of communication. Students use the writing process to produce effective arguments that include information from primary and secondary sources. Communication will demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. This course explores the TAKS objectives through a revising and editing review and the practice of writing open-ended responses to particular prompts. Students will also read widely and critically, analyzing and responding to a variety of literature including American, Shakespearean, and world selections.

## (Pre-AP) English II

*Credit: 1*

This course includes advanced mechanics, syntax, usage and vocabulary in preparation for the AP examination taken in English III AP. Students focus on critical thinking skills to aid in the analyzation of discourse in persuasive and informative texts as well as the short documented essay. This course requires critical reading of classical and contemporary selections found in both the literature book and novels from the AP reading list. Compositions emphasize writer's style and purpose. They require the use of technology to produce error-free essays and documented research papers.

## English III

*Credit 1*

This course involves an intensive study of advanced usage and vocabulary including analogies. This course also includes an overview of TAKS objectives including revising and editing, open-ended responses, and composition drafts. A survey of American literature literary and nonfiction selections provides the source for critical thinking and literary essays including a documented research paper. Emphasis in composition includes style and literary elements that may be identified to support the précis, reflective essays, critical essays, and research projects. The composition projects may require the use of technology to produce error-free writing. Students will present and critique oral communications and multimedia products which will include a variety of visual representations.

### AP English Language and Composition
*Credit: 1*
The Advanced Placement English Language and Composition course is the equivalent of the introductory year of college composition course work. Students become skilled readers of prose written in a variety of disciplines and rhetorical contexts. This course emphasizes the expository, analytical, and argumentative writing; students move beyond the fundamental writing formats to become better prepared for the AP exam and for college. Elements of non-fiction and American Literature are examined. Students will also be expected to read specific novels and write research papers.

### English IV
*Credit: 1*
This course emphasizes a wide variety of British genres and world literature analyzing literary forms and interpreting the influence of culture and history. English IV compositions emphasize informative, persuasive, and literary discourse, which demonstrates sophisticated syntax, style, and vocabulary. Students use technology to produce error-free research with documentation. Students present and critique oral communications that include visuals and other media.

### AP English Literature and Composition
*Credit: 1*
The Advanced Placement English Literature and Composition course is designed for English IV students who wish to study challenging literature and seek the opportunity to gain college credit for their work. This course includes intensive reading and critical analysis of British and world literature; it further examines the components of literature, in such works as: Beowulf, The Canterbury Tales, Shakespearean Tragedies, and in varied classic novels. Research projects are required with every reading selection.

### Research/Technical Writing
*Credit: 1*
This course emphasizes the basic skills of reading comprehension and writing comprehension and writing with a concentration in spelling, vocabulary, and revising and editing. This course is designed to strengthen the test taking skills of ELA students.

### Speech
### Communication Applications
*Credit: 1/2*
This course affords students the opportunity to practice and improve their communication skills in professional and social forums. Students design and present oral communications wherein effective communication skills are practiced. Students work independently, interpersonally, and collaboratively to prepare and present informative, persuasive, and motivational speeches. The Communication Applications course is a high school graduation requirement and provides one half credit.

## ESOL

### English SOL I
*Credit: 1*
This course enables non-English speaking students to increase and refine beginning vocabulary and communication skills. Oral and reading skills are stressed. High school students are expected to focus on listening and speaking while reading and writing skills are improved. Students read English using cues, syntax, visuals, the context of the text, and the prior knowledge of language and structure of text. Students brainstorm, draft, and complete written compositions on a regular basis.

**English SOL II**
*Credit: 1*
This course enables the limited English-speaking student at the intermediate or advanced level to continue to increase and refine communication skills. ESOL students read a variety of texts for various purposes with an increasing accuracy to address a specific purpose and audience in language arts and all content areas. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include responses to literature, reflective essays, or autobiographical narratives.

**Reading I**
*Credit: 1*

**Reading II**
*Credit: 1*

**Reading III**
*Credit: 1*
These courses are designed for those students who have not passed the Reading and Social Studies TAKS in 8th grade. A maximum of three units of reading may be offered for state graduation credit. In this elective course, emphasis is placed on developing students word attack skills, reading comprehension and fluency skills, vocabulary, study techniques and reading enjoyment.


## Mathematics

**Algebra I**
*Credit: 1*
*Prerequisite: None*
In Algebra I, students should have opportunities to build on earlier mathematical experiences, both deepening their understanding of relation and functions and expanding their repertoire of familiar functions. Students should use technological tools to represent and study the behavior of linear and beginning quadratic functions, among others. They will learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also should provide students with insights into mathematical abstraction and structure through the content strands of work in many situation to set up equations and use a variety of methods to solve these equations. Students use a variety of representations (concrete, numerical, algorithmic, graphical and model mathematical situations to solve meaningful problems).

**(Pre-AP) Algebra I**
*Credit: 1*
*Prerequisite*: None
This course covers the same concepts as Algebra I. The content is studied in greater depth and at a faster pace.

**Geometry**
*Credit: 1*
*Prerequisite:* Algebra I Recommended
High school students should develop facility with a broad range of ways of representing geometric ideas-including coordinates, networks, transformations-that allow multiple approaches to geometric problems and that connect geometric interpretations to other contexts. Students should recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

### (Pre-AP) Geometry
*Credit: 1*
*Prerequisite:* Algebra I Recommended
This course covers the same concepts as Geometry. The content is studied in greater depth and may include additional topics.

### Mathematical Models with Applications
*Credit: 1*
In Mathematical Models with Applications, students continue to build on the K-8 and Algebra I 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, change, 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.

### Algebra II
*Credit: 1*
*Prerequisite:* Algebra I; Geometry is recommended
In Algebra II, students should have opportunities to build on Algebra I and Geometry experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Students should use technological tools to represent and study the behavior of polynomial, exponential, rational, and periodic functions, among others. They will learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. As they do so, they will come to understand the concept of a class of functions and learn to recognize the characteristics of various classes. Algebra II also should provide students with insights into mathematical abstraction and structure through the content strands of Foundations for Functions, Algebra and Geometry, and Quadratic, Square Root, Rational, Exponential, and Logarithmic Functions

### (Pre-AP) Algebra II
*Credit: 1*
*Prerequisite:* Algebra I; Geometry is recommended
This course covers the same concepts as Algebra II. The content is studied in greater depth and may include additional topics

### (Pre-AP) PreCalculus
*Credit: 1*
*Prerequisite: Algebra II*
The student defines functions, describes characteristics of functions, and translates among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. The student interprets the meaning of the symbolic representations of functions and operations on functions within a context and uses functions and their properties to model and solve real-life problems. The student uses sequences and series to represent, analyze, and solve real life problems, and uses conic sections, their properties, parametric representations and vectors to model physical situations.

### AP Statistics
*Credit: 1*
*Prerequisite: Algebra II*
Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college credit.

### AP Calculus AB
*Credit: 1*
*Prerequisite: PreCalculus*
Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit. For Advanced Placement courses information, please access http://apcentral.collegeboard.com/course/descriptions.

### AP Calculus BC
*Credit: 1*
*Prerequisite: PreCalculus*
Course includes all Calculus AB topics plus additional topics in differential and integral calculus, including parametric, polar and vector functions. This course prepares students for the College Board AP Calculus BC Examination for possible college credit. For advanced Placement courses information, please access httlp:// apcentral.collegeboard.com/course/descriptions.

### Advanced Mathematical Decision Making (AMDM)
*Credit: 1*
Advanced Mathematical Decision Making (AMDM) is a mathematics course that follows Algebra I, Geometry, and Algebra II. AMDM builds on, reinforces, and extends what you have learned in these courses, and it covers a range of interesting topics, many of which have not been part of high school mathematics courses-such as statistics in the media, managing data, network graphs, and understanding credit, debt, and investments.

## Science

### Biology
*Credit: 1*
*Prerequisite: None*
This course provides a conceptual knowledge of biology as outlined in the Texas Essential Knowledge and Skills and supported by the UISD Instructional Planning Guide. It emphasizes critical thinking skills, problem solving and laboratory experiences. Students will make informed decisions on biological topics in the world today such as ecology, organization of cells, energy transformation, cell reproduction, genetics, and evolutionary processes.

### (Pre-AP) Biology
*Credit: 1*
This study includes topics similar to those covered in the Biology course; however, the topics are more thoroughly investigated. A greater amount of material is covered and topics are explored in greater depth. The level of instruction will focus on preparing the student for AP Biology.

### Chemistry
*Credit: 1*
*Prerequisite: Algebra 1*
Chemistry includes a descriptive study of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, gas laws, nuclear chemistry, and their mathematical relationships. This laboratory-based course emphasizes the practical applications of chemistry. Texas law requires 40% field and laboratory experience during the course.

### (Pre-AP) Chemistry
*Credit: 1*
AP Chemistry is a college level study of organic chemistry, macromolecules, colloids, and properties of solutions. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination Please consult your science teacher or counselor for more information.

## Physics

*Credit: 1*

*Prerequisite: Algebra 1; Geometry*

.Physics includes a descriptive analysis of equilibrium, motion, momentum, energy, forces, waves, thermodynamics, and quantum phenomena. It emphasizes practical applications, problem solving, critical thinking, and conceptual knowledge. Texas law requires 40% field and laboratory experience during the course.

## (Pre-AP) Physics

*Credit: 1*

*Prerequisite: Completion of or concurrent enrollment Pre-calculus*

This is an advanced science course that includes the in-depth development of all topics presented in Physics plus curvilinear, rectilinear, and circular motion. It emphasizes the mathematical quantification, scientific reasoning, and statistical evaluation of data. Field and laboratory experience and a research component are included. Texas law requires 40% field and laboratory experience during the course.

## AP Biology

*Credit: 1*

*Prerequisite: One unit Biology and one unit Chemistry (Chemistry may be taken concurrently with AP Biology.)*

AP Biology is a college-level study of the chemical and structural organization of cells, energy transformation, cell reproduction, genetics and evolutionary processes. Laboratory and independent investigative skills are developed through statistical evaluation of data and use of technical scientific readings and research reports. This course prepares students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information.

## AP Physics B

*Credit: 1*

*Prerequisite: Physics and concurrent enrollment in Pre-calculus; Honors Physics recommended*

AP Physics B is a college-level study of mechanics; including forces and energy, conservation laws, oscillating motion; wave and particle phenomena including light and sound, quantum theory; fluid dynamics; laws of thermodynamics including concepts of temperature and heat; kinetic theory; electricity and magnetism and associated fields, circuits and measuring devices. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information.

## AP Chemistry

*Credit: 1*

*Prerequisite: Chemistry, Algebra II and Pre-calculus recommended*

AP Chemistry is a college level study of organic chemistry, thermodynamics, electrochemistry, macromolecules, colloids, and properties of solutions. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination. Please consult your science teacher or counselor for more information.

## Scientific Research and Design I and II

*Credit: 1*

*Prerequisite: Biology and Chemistry*

This course is designed to extend student knowledge and develop skills used in conducting long-term, original research projects that lead to publishable results. Students model professional scientists working in research laboratories. Wherever possible, students are placed in actual research laboratories to carry out all or part of the research project. Students will be afforded the opportunity to use appropriate technologies at all levels of the research project including experimentation, data analysis, and presentation. Students completing projects in this course will present their findings to an audience for external review. This course will suffice as the 4th science after the successful completion of Biology, Chemistry I, and Physics. If a student has previously earned credit for a 4th science, this course will count as an elective. Texas law requires 40% field and laboratory experience during the course.

### Anatomy and Physiology
*Credit: 1*
Anatomy and Physiology is a laboratory– oriented course for students who are interested in pursuing a career in health occupations. This course will allow students to observe anatomical structures and models and examine physiological systems. Students will acquire experience in skills integrating morphology with physiological functions.

### Environmental Systems
*Credit: 1*
In this course students conduct laboratory and field 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: 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, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. This course will suffice the 4th science course after successful completion of Biology, Chemistry I, and Physics.

### Forensic Science
*Credit: 1*
This course uses a structured, scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. This course will suffice the 4th science course after successful completion of Biology, Chemistry I and Physics.

## Social Studies

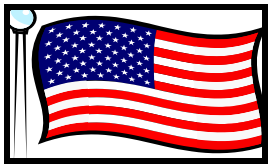
### World Geography
*Credit: 1*
This course includes physical, political, cultural, and historical perspectives of the world examining the physical and human aspects of our world and people and their cultures. Students are introduced to the scientific methods of geographers by asking questions, gathering and organizing data and drawing conclusions that help them understand our complex world. The themes of location, place, human/environmental interaction, movement, and regions provide the framework for studying and researching the contemporary world.

### (Pre-AP) World Geography
*Credit: 1*
This course includes the same broad topics of study as World Geography Studies. The emphasis is on reading and evaluating literature, journal articles, and current events and preparing research projects. The skills taught in this course prepare students for success in AP courses.

### World History
*Credit: 1*
This course provides students with an overview of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in World History are identified as students analyze important events and issues in civilization.

### (Pre-AP) World History
*Credit: 1*
The purpose of this course is to foster a greater understanding of the evolution of global developments and interactions. It focuses on the nature of change in international frameworks including their causes and consequences and builds on an understanding of cultural, institutional, and technological elements. Students are expected to master important analytical skills as well as specific factual information.

### U.S. History since Reconstruction
*Credit: 1*
This course traces the emergence and growth of the United States following Reconstruction to the present. The course helps students understand how people and events of history have shaped the present and will continue to affect the future.



### AP U.S. History
*Credit: 1*
This course begins with exploration and settlement of the continent and continues through the contemporary period. College credit may be earned by demonstrating competence on the AP Examination.

### United States Government
*Credit: 1/2*
This course focuses on the structure and function of government as well as on the founding documents and their impact on the U.S. political system.

### AP United States Government and Politics
*Credit: 1/2*
Topics of study will include the kind of government established by the Constitution, including the federal system, separation of powers, major historical events and the structure and development of the three branches of government and the American political system.

### Economics
*Credit: 1/2*
This course focuses on the pervasive impact of economics on the lives of people. Economics emphasizes the basic principles of production, consumption, and distribution of goods and services in the United States and a comparison with those of other countries.

### AP Economics (Macro-Economics)
*Credit: 1/2*
This course focuses on the principles of economics that apply to an economic system including the relationship between national and international economic decisions. College credit may be earned by demonstrating competence on the AP Economics Examination.

### Sociology
*Credit: 1/2*
This course includes the systematic, scientific study of human behavior, social groups, and society. Using case studies, current events, research, and primary documents, students will study components of culture, history of sociology, research methods, social structure, stratification, the socializing process, deviation and social control and social movements.

### Psychology
*Credit: 1/2*
This introduction to the field of psychology includes opportunities for students to study the historical development of the field of psychology; consider the development of the individual and personality; and to learn various topics including emotion, motivation, learning and dysfunctional behavior.

## Health Education

*Credit: 1/2*

This course is designed to ensure that students acquire the health information and skills necessary to become healthy adults. The major areas of study are: emotional, mental, and physical health; the ill effects of alcohol, drugs, and tobacco on the body and environment; first aid; the prevention of accidents, AIDS education, and diseases.

## Advanced/Outdoor Education

*Credit: 1/2*

Students enrolled in advanced outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

## Aerobic Activities

*Credit: 1/2*

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the students to design a personal fitness program that uses aerobic activities as a foundation.

## Individual Sports

*Credit: 1/2*

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

## Physical Education

Athletics (Physical Education Substitute)

*Credit: 1/2*

(9-12) Numerous athletic courses under UIL affiliation are offered for students in the high schools. Students who participate in these athletic courses (UIL sports) may earn a maximum of 4 units in P.E. credits. Since these athletic teams compete with other 5A schools, students must try out for the teams by demonstrating strong ability in the skills needed for field performance.

PR: Tryout

## Foundations of Personal Fitness

*Credit: 1/2*

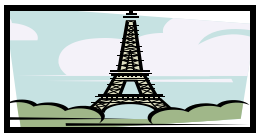
Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

## Cheerleading (Prerequisite tryouts)

Students who participate in cheerleading squads earn a maximum of one P.E. credit. Students must compete for places on the cheer squad by demonstrating the skills needed for membership. The major function of the cheer squads are to serve as spirit, service and performing squads for both competitive and non-competitive exhibitions.

## Dance Team (Prerequisite tryouts)

Students who participate in dance teams earn a maximum of one P.E. credit. Students must compete for places on the dance team by performing the skills needed for membership. The major function of the dance teams are to serve as spirit, service, and performing teams for both competitive and non-competitive exhibitions.



# Other Languages

### Spanish I Monolingual English
*Credit: 1*
This course serves as an introduction to the Spanish language and culture. The student will have the opportunity to master the basic skills under the general requirements of novice Spanish. Basic listening, speaking, reading, writing, viewing and showing skills will be developed. Students will develop communication skills by using knowledge of the language, including grammar and culture, communication and learning strategies, technology, and content from other subject areas. Students will socialize, acquire and provide information, express feelings and opinions and get others to adopt a course of action. Cultural awareness is enhanced through literature and real life experiences. The pacing of this course will be less accelerated and communication skills are the primary focus of this course. The class will be conducted entirely in Spanish using Spanish as a Second Language (SSL) strategies.

### Spanish I (For Spanish Speakers)
*Credit: 1*
This course serves as a study of the Spanish language and culture. The student will have the opportunity to master skills under the general requirements of Spanish. Communication skills including listening, speaking, reading, writing, viewing and showing skills will be developed. Students will develop communication skills by using knowledge of the language, including grammar and culture, communication and learning strategies, technology, and content from other subject areas. Students will socialize, acquire and provide information, express feelings and opinions and get others to adopt a course of action. Cultural awareness is enhanced through literature and real life experiences. Communication skills are the primary focus of this course. The class will be conducted entirely in Spanish.

### Spanish II Monolingual English
*Credit: 1*
This course is intended for students who have successfully completed Spanish I or have acquired the language skills taught in Spanish I. Students will increase their knowledge of the Spanish language with a focus on verb tenses and grammatical structures and the expansion of their vocabulary. The focus will continue to be communication skills including listening, speaking, reading, writing, viewing, and showing capabilities. Cultural awareness is enhanced through literature and real life experiences. The pacing of this course will be less accelerated. The class will be conducted entirely in Spanish using Spanish as a Second Language (SSL) strategies.

### Spanish II (For Spanish Speakers)
*Credit: 1*
This course is intended for students who have successfully completed Spanish I or have acquired the language skills taught in Spanish I. Students will increase their knowledge of the Spanish language with a focus on verb tenses and grammatical structures and the expansion of their vocabulary. The focus will continue to be communication skills including listening, speaking, reading, writing, viewing and showing capabilities. Cultural awareness is enhanced through literature and real life experiences. The class will be conducted entirely in Spanish.

### Spanish III
*Credit: 1*
This course is intended for students who have successfully completed Spanish II or have acquired the language skills taught in Spanish II. Students will expand their ability to perform tasks of the intermediate language learner. Students should reach intermediate proficiency in reading by the end of this course. Emphasis will be placed in using verb conjugations and grammatical structures in conversational Spanish and in literature. Writing is integrated into the spoken language and the literature studied in this course. Cultural awareness is enhanced through literature and real life experiences. The class will be conducted entirely in Spanish.

## AP Spanish Language and Composition

*Credit: 1*

This course will focus on listening, speaking, reading, and writing at the advanced proficiency level. Preparation for the Advanced Placement Spanish Language and Composition Exam will be addressed. According to the College Board's *AP Spanish Course Description,* students are expected to "summarize main points and significant details" in literature and in conversation, "recognize cultural elements implicit in oral written texts," "interpret linguistic cues to infer social relationships", "communicate via formal and informal written correspondence", and to "use language that is semantically and grammatically accurate according to a given context" (2007).

## French I

*Credit: 1*

This course serves as an introduction to the French language. In Level I, students will develop language proficiency through a functional approach in language instruction by relating each grammar point to its role in communication. A variety of activities from structured practice to open–ended communication gives students practice in listening, speaking, reading, and writing skills. Students will integrate new vocabulary and structures while communicating about their daily lives. In addition, a broad range of cultural insights will be developed through readings and dialogues, increasing the students' awareness of the French-speaking world, as compared to their own. Students will also connect and further their knowledge of other disciplines through French and will be encouraged to use the French language both within and beyond the school setting.

## French II

*Credit: 1*

This course begins with a review of materials introduced in Level I. Level II reinforces the development of vocabulary and structure of French and continues to develop language proficiency using carefully sequenced diverse tasks ranging from dialogues and contextualized drills to creative and open-ended activities. This functional approach to grammar and vocabulary builds naturally on the communication skills students have already acquired. In addition, a broad range of cultural insights will be developed through readings and dialogues, increasing the students' awareness of the French-speaking world, as compared to their own world. Students will also continue to connect and further their knowledge of other disciplines through French and will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

## French III

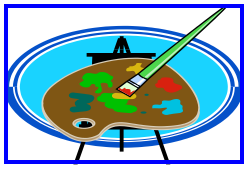
*Credit: 1*

This course begins with a review of material introduced in Level II. In Level III students will continue to develop vocabulary and structural patterns of French with a greater emphasis on communicative and written skills. Students will learn to engage in longer conversations, read and interpret more challenging texts, and understand French-language films and videos. They will also have the opportunity to use the French language to learn about history, art, music, social concerns, and civic responsibilities.

## American Sign Language

*Credit: 1*

This course is designed to introduce students to American Sign Language in order to provide the principles and methods of communicating with individuals who are deaf. The development of expressive and receptive sign and finger spelling skills will be emphasized. Students will also develop knowledge of the deaf community and its unique culture, the history of ASL and its development as a language. One-year foreign language credit will be awarded at the high school level. Students are responsible for inquiring and ensuring that the college they are planning to attend will accept ASL as their foreign language requirement.



# Fine Arts

## Visual Arts

## Art I:

*Credit: 1*

This course allows students to study & design general characteristics in artworks from varied artists, styles, techniques and historical periods while using a variety of art media. Students will analyze, interpret and evaluate their own artwork as well as that of well-known artists and by peers.

**Art II:**
*Credit: 1*
This course continues to further the experience of Art I. Students will begin to explore the use of additional art media.

**Art III:**
*Credit: 1*
This course is designed to provide a more advanced level by preparing a personal portfolio of selected artworks. The artwork should be an in-depth exploration of one or more themes.

**Art IV:**
*Credit: 1*
This advanced course allows prepared art students to create artworks & explore a desired media (s) of their selection. The advanced students will be prepared to exhibit their high level of creativity and expertise in one or more art areas.

**Theatre Arts I**
This course serves as a general introduction to the fundamental aspects of the theatre and to the development of theatre production, stagecraft skills, expression, and historical influences on theatre.

**Theatre Arts II**
Theatre Arts II develops the skills and concepts introduced in Theatre Arts I with emphasis on the application of acting, analysis of dramatic structure, and production skills through public performance.

**Theatre Arts III**
Theatre Arts III is an advanced performance & directing level course. This course also continues student development in production style and technique through advanced acting, directing, and analysis of production elements.

**Theatre Arts IV**
Theatre Arts IV is a highly advanced performance & production level course for students who will be directly involved with acting, casting, directing, research & rehearsal plans, technical design and blocking. Students take a leadership role in the development of the theatrical production.

## Band, Orchestra, and Choir

**Band I**
*Credit: 1*
*Prerequisite: Audition and / or Director Approval*
Students will develop their musical skills, read and write music notation, and perform at events and competitions. During the Fall, students will coordinate physical movement (marching) with their instrumental performance. Students are required to attend football games. After marching season, students will concentrate on developing their musical knowledge and skills in a concert setting. This course will require that students attend summer band rehearsals, practice before and after school normal hours, and participate in performances and competitions.

**Band II**
*Credit: 1*
Students continue to develop their musical skills, read and write music notation, and perform at events and competitions. During the Fall, students will coordinate physical movement (marching) with their instrumental performance. Students are required to attend football games. After marching season, students will concentrate on developing their musical knowledge and skills in a concert setting. This course will require that students attend summer band rehearsals, practice before and after school normal hours, and participate in performances and competitions.

## Band III
*Credit: 1*
Students will further develop their musical skills, read and write music notation, and perform at events and competitions. During the Fall, students will coordinate physical movement (marching) with their instrumental performance. Students are required to attend football games. After marching season, students will concentrate on developing their musical knowledge and skills in a concert setting. This course will require that students attend summer band rehearsals, practice before and after school normal hours, and participate in performances and competitions.

## Band IV
*Credit: 1*
Students will develop advanced musical skills, read and write music notation, and perform at events and competitions. During the Fall, students will coordinate physical movement (marching) with their instrumental performance. Students are required to attend football games. After marching season, students will concentrate on developing their musical knowledge and skills in a concert setting. This course will require that students attend summer band rehearsals, practice before and after school normal hours, and participate in performances and competitions.

## Choir
*Credit: 1*
Students perform a varied repertoire of music as they develop their skills in vocal training, reading and writing music/ music notation, learning music theory and participating in performances/ competitions. This course will require additional rehearsals beyond regular school hours.

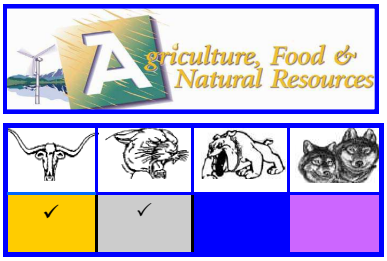
## Instrumental Ensemble I
## Music I
*Credit: 1*
Instrumental ensemble is a course for students seeking to perform literature designed for specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

## Music II
*Credit: 1*
Instrumental ensemble II is for students seeking to continue performing literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

## Music III
*Credit: 1*
Instrumental ensemble III is for students that seek to continue performing advanced literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

## Music IV
*Credit: 1*
Instrumental ensemble IV is for advanced students that wish to continue performing literature designed for a specific instrumentation as well as literature designed for each solo instrument. Groups such as mariachi and medium ensembles have an opportunity to work together to learn advanced musical literature. Instrumentation is to be determined by the director.

# Career and Technical Education




## Agriculture Mechanics & Metal Technologies

*Credit: 1*

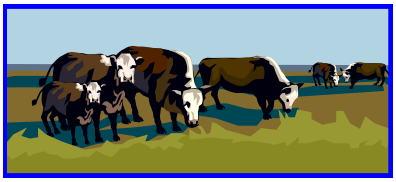
A course designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal-working techniques.

## Agricultural Power Systems

*Credit: 1*

*Prerequisite: None*

This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.



## Equine Science

*Grade Placement 10-12*

*Credit 1*

*Prerequisite: None*

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

## Horticulture Science

*Grade Placement 10-12*

*Credit: 1*

*Prerequisite: None*

A course designed to develop skills in the production of greenhouse/nursery plants and the maintenance of plant growth and propagation structures.

## Livestock Production

*Credit: 1*

*Prerequisite: None*

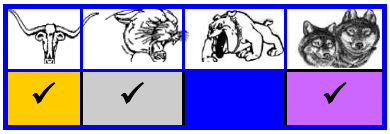
A course designed to provide principles of animal production. Animal species may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, rabbits, and poultry.

## Principles of Agriculture, Food and Natural Resources

*Credit: ½*

*Prerequisite: None*

A basic course designed to provide an introduction to global agriculture. The course includes instructional units in agricultural career development, leadership, communications, globalization, industry standards, details, practices and expectations.

**Construction Technology**
Credit: 2

**Advanced Construction Technology**
Credit: 2
Students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for postsecondary education in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes and framing. Second year instruction students are introduced to exterior and interior finish out skills.

**Heating, Ventilation, Air-Conditioning, Refrigeration Technology**
*Credits: 2*
**Advanced Heating, Ventilation, Air-Conditioning and Refrigeration Technology**
*Credits: 2-3*
*Recommended Prerequisite: Intro. to Construction Careers*
First-year instruction is designed to provide entry-level training in the HVAC and Refrigeration industry as technicians, building maintenance technicians or supervisors or to prepare for a postsecondary degree. Second-year instruction is designed to provide advanced knowledge and skills in the HVAC and Refrigeration industry as technicians, building maintenance technicians or supervisors or to prepare for a postsecondary degree.

**Principles of Architecture and Construction**
*Credits:* 1
Overview to fields in architecture, interior design, construction science and construction technology. Information technology applications include systems, safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.


**Graphic Design and Illustration**
*Credits:* 1-2

**Advanced Graphic Design and Illustration**
*Credits: 2-3*
*Recommended Prerequisite: None*
First-year instruction is designed to provide Careers in Graphic Design and Illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster., students will be expected to develop an understanding of the industry with a focus on fundamental elements and principals of visual art and design. Second-year instruction is designed to build ad-


### Business Information Management I
*Credit: 1*

### Business Information Management II
*Credit: 1*
*Recommended prerequisite: Keyboarding, ½ credit or equivalent*
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets, formulate databases and make electronic presentations.

### Principles of Business, Marketing and Finance
*Credits: 1*
*Recommended Prerequisite: Keyboarding*
Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

### Global Business
*Credit: 1*
*Recommended Prerequisites: 2 business courses, including Keyboarding, ½ credit or equivalent*
Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs.

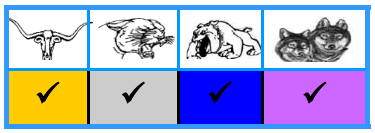
### Practicum in Business Management
*Credits: 2*
The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience.


### Instructional Practice in Education and Training
*Credits:2*

## Practicum in Education and Training

*Credits: 2*

This course is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary, middle, and high-school aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with recordkeeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

## Accounting I

*Credit: 1*

*Recommended Prerequisite: None*

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

## Accounting II

*Credits: 1*

*Recommended Prerequisite: Accounting I*

Students continue investigating the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

## Financial Analysis

*Credit: 1*

Students apply technical skills to develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement. Additionally, the course will guide students through basics of tax law and tax return preparation. Students will be prepared to test and become certified as volunteer income tax preparers.

## Securities and Investments

*Credit: 1*

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 securities and investments. The student or group will demonstrate the ability to utilize a variety of resources, advanced technology, and communication skills in the development and presentation of the project. This activity


## Anatomy and Physiology

*Credit: 1*

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students will study the structures and functions of the human body and body systems. This course must Include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

## Principles of Health Science

*Credits (s): 1*

*Recommended Prerequisites:* Introduction to Health Science Technology and Biology

A course designed to provide students with an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development.

## Health Science

*Credit (s): 2*

*Recommended Prerequisites: Principles of Health Science and Biology*

A course designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as pre-employment laboratory, clinical rotation, or paid or unpaid work based learning.

## Practicum in Health Science

*Credit( s): 2-3*

*Recommended Prerequisites: Health Science and Biology*

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Medical Microbiology

*Credit: ½*

*Recommended Prerequisite: Biology and Chemistry, Chemistry may be concurrent In this course*

Students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students will study the relationships of microorganisms to wellness and disease. They develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific diseases, causative agents, and treatment options. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry.

## Medical Terminology

*Credit: ½*

*Recommended Prerequisite: None*

A course designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

## Pathophysiology
*Credit: 1*
Recommended prerequisite: 3 science credits
Students conduct laboratory and field investigations, use scientific method, and make informed decisions using critical thinking and scientific problem solving. Students study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

## Problems and Solutions I
## Problems and Solutions II
*Credit*: 1
Project-based course for students who have the desire to research real-world problems. Students develop their project based on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

## Scientific Research and Design I (STEM)
## Scientific Research and Design II (STEM)
*Credit: 1*
*Recommended Prerequisite: 1 unit of high school science*
Students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. The student actively formulates a problem related to health science, designs the research and procedures to be used, and plans a final product that will involve a formal presentation to representatives of the scientific community.

## World Health Research
*Credit*: 1
This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical care issues.


## Culinary Arts I
*Credit: 1*

## Practicum in Culinary Arts
*Credits: 2*
Recommended Prerequisites: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Advanced students participate in actual career experiences. Students can pursue a national sanitation certification, a Texas culinary specialist certification or any other appropriate industry certification.

## Hospitality Services

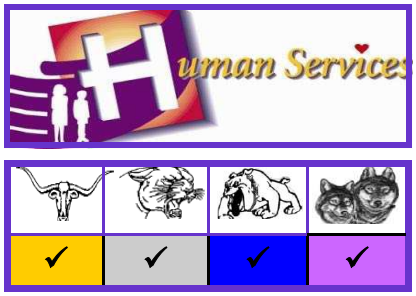
*Credit: 1*

## Practicum in Hospitality Services

*Credits: 2*

*Recommended Prerequisites: Restaurant Management*

This course provides occupationally-specific training designed to develop knowledge and skills for employment in the multifaceted hospitality services industry. Emphasized are career options in the industry; managing multiple family, community, and career roles; business procedures; laws; industry technology applications; safety; sanitation; customer relations; and other knowledge and skills for employment in lodging operations, and food and beverage operations. Content includes an orientation to supportive operations such as sales and marketing, quantity food production, human resources, accounting, security, and engineering. Practicum students participate in actual business and industry career experiences.




## Interpersonal Studies

*Credit: 1/2*

This course examines how the relationships between individuals and among family members significantly affect their quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

## Child Development

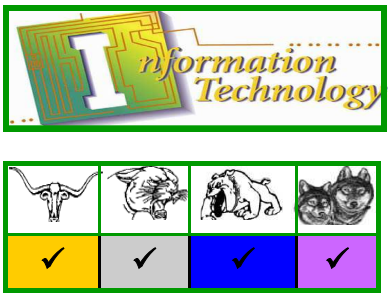
**Credit: 1/2**

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended-learning experiences such as CTSOs and other leadership and extracurricular organizations.

## Dollars and Sense

*Credit: 1/2*

This course focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in CTE organizations and other leadership organizations.




## Digital and Interactive Media

*Credit: 1*

*Recommended Prerequisite: Keyboarding, ½ credit or equivalent*

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem.

## Computer Maintenance Technician I and II

*Credit: 2*

First-year instruction is designed to provide job-specific training for entry-level employment in the rapidly expanding computer maintenance field. Instruction includes electricity/electronic theory, computer systems, data-communications, digital electronics, installations, inspections, adjustments, and repair and maintenance. Second-year instruction is designed to enhance the job-specific training for entry-level employment.

## CISCO Networking Academy

*Credits: 1-4*

Students who participate in CISCO Networking Academy earn academic credit while being trained on designing, installing and maintaining practical, cost-effective networks. Students will learn the information needed to prepare them with recognized industry-standard training. CISCO addresses the nation-wide shortage of Information Technology employees.

## Computer Programming

*Credit (s): 1*

## Advanced Computer Programming

*Credit (s): 2*

Focuses on structured programming and analytical problem-solving skills; develops advanced programming skills, with emphasis on methodologies, algorithms, and data structures; investigates programming languages and operating systems; analyzes computer systems through programming applications; and examines confidentiality and security of information as well as employment opportunities in various business environments.

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## Correctional Services

*Credits: 1*

Students prepare for certification required for employment as a correctional officer. Students will learn the roles and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures in a correctional setting.

## Courts Systems and Practices

*Credit: 1*

*Recommended Prerequisite: Introduction to Criminal Justice*

The elements of this course include the judiciary in the criminal justice system including state and federal courts; structure of the American court system; prosecution; right to counsel; pre-trial release; grand juries; adjudication processes; types and rules of evidence; and sentencing. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation

## Criminal Investigation

*Credit: ½-1*

*Recommended Prerequisite: Introduction to Criminal Justice*

This course provides a basic understanding of investigative theory, collection and preservation of evidence, and sources of information. Methods of conducting interviews and interrogations will also be covered. Students will be provided opportunities to discover uses of forensic sciences and preparation for cases and trials. This course can be part of a Tech Prep coherent sequence in Criminal Justice with appropriate approval.

## Forensic Science

*Credit: 1 (Will satisfy 4th state science credit under RP/DAP)*

Students must meet 40% laboratory and fieldwork requirement identified in 74.3 (b)(2)(C).

This course uses a structured and scientific approach to the investigation of crimes. Students will learn terminology and investigative procedures. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes.

## Law Enforcement I

*Credit: 1*

This course is an overview of the history, organization, and functions of local, state and federal law enforcement. This course includes the rule of Constitutional law the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

## Law Enforcement II

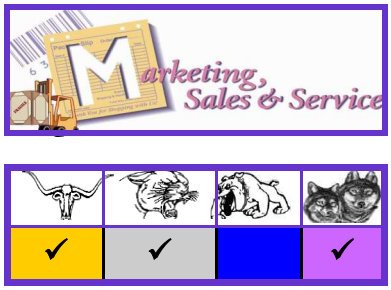
*Credit 1*

This course provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

## Principles of Law, Public Safety, Corrections, and Security

*Credit: 1*

This course prepares students for professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.




## Advertising and Sales Promotion

Credit: 1

This course is an introduction to principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reacj

## Entrepreneurship

Credit: 1

Students will learn principles of beginning and operating a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, prepare a business plan, determine feasibility of an idea using research, and develop a plan to organize and promote the business and its products and services. In addition, students understand capital, return on investment, and potential for profit.

## Retailing and E-tailing

*Credit: 1*

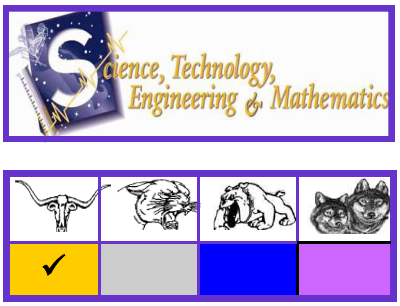
Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

## Marketing Dynamics

*Credit (s): 1-3*

*Prerequisite: None*

An occupationally specific course designed to focus on the study of marketing concepts and principles and their practical applications. Students will gain a working knowledge of the marketing concept and its application. The number of credits earned will depend on whether the classroom instruction includes a work based component.




## Advanced Engineering Design and Presentation

*Credits: 2*
*Recommended Prerequisite:* Engineering Design and Presentation
This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields.

## Concepts of Engineering & Technology

*Credit: 1*
*Prerequisite: None*
An overview course that introduces the concepts and practices that underlie careers in science, technology, engineering and math. Students will use a variety of computer hardware and software applications to complete assignments and projects.

## Advanced Engineering Design & Problem Solving

*Credits: 2*
*Recommended Prerequisite:* Concepts of Engineering and Technology
Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. This course further develops the process of engineering, thought and application of the design process.

## Practicum in Manufacturing

*Credit:* 2
*Prerequisite:* None
This course is an unpaid work experience for students participating in the Engineering Magnet.

## Robotics and Automation

*Credit:* 1
*Prerequisite:* None
Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs.


## Collision Repair and Refinishing
*Credits: 2*

## Advanced Collision Repair and Refinishing
*Credit (s): 2*
Instruction is designed to provide job-specific training for entry-level employment in the automotive after-market field of auto body repair and refinishing. Instruction emphasizes frame and body repair; metal, fiberglass, and synthetic materials repair; welding skills; preparation and application of primers and paints.

## Automotive Technology
*Credits: 2*

## Advanced Automotive Technology
*Credit (s): 2*
Instruction is designed to provide job-specific training for entry-level employment in the automotive engine repair and service career field. First-year instruction emphasizes use of repair manuals, service and/or repair of basic automobile components—fuel systems, engines, emission controls, power trains, chassis, electrical systems, brakes, heating and air conditioning. Second-year instruction is designed to enhance job-specific training for employment in automotive engine repair and service career field.

### Principles of Transportation, Distribution, and Logistics
Credits: 1

A modular-lab computer based curriculum designed to introduce students gain to the safe application, design, production, and assessment of products, services, and systems used in the Transportation cluster with an emphasis on Automotive Technology. This knowledge includes the history, laws and regulations, and common practices used in the Automotive Technology programs.


United Independent School District
201 Lindenwood Dr. Laredo, Texas 78045
(956) 473-6201

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The United Independent School District offers Career and Technical Education programs in sixteen career clusters. Admission to these programs is based on interest and aptitude, age appropriateness, and program availability at the campuses.

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, Rita Garner, at (956) 473-6284, 301 Lindenwood, and/or the Section 504 Coordinator, Guadalupe Gorordo at (956) 473-2090, 4410 Texas Highway 359, Laredo, Texas.