



SAN ANGELO ISD

2017-2018

COURSE CATALOG & EDUCATIONAL PLANNING GUIDE

LAKE VIEW HIGH SCHOOL | CENTRAL HIGH SCHOOL | CENTRAL FRESHMAN CAMPUS



SAISD

San Angelo Independent School District

Mission Statement

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

Goals

The district goals for 2013-2018 are to:

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

Students and Parents,

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

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ASSURANCE OF NONDISCRIMINATION

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

Inquiries and complaints regarding discrimination are to be directed to:

- ❖ **Title VII** (race, color, or national origin) (student inquiries)
Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507 (student)
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- ❖ **Title IX**
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- ❖ **American with Disabilities ACT and Section 504 Nondiscrimination ACT**
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GENERAL INFORMATION

REGISTRATION/ADMISSIONS

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

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

CLASSIFICATION CREDITS

Students are classified according to the number of credits they have earned.

- Freshman (9th) 0 – 5.5 credit, and at least first year in high school
- Sophomore (10th) 6 – 11.5 credits, and at least second year in high school
- Junior (11th) 12 – 17.5 credits, and at least third year in high school
- Senior (12th) 18 credits, and at least fourth year in high school (exception for early graduates)

A student may choose to graduate from high school in fewer than four years. This decision needs to be considered early in their high school career as much planning is required. Graduating juniors will be classified as seniors at semester. For more information, contact your school counselor.

TEXAS ASSESSMENT PROGRAM

The State of Texas Assessments of Academic Readiness (STAAR) is the name of the state assessment program. For grades 3 – 8, the STAAR program will assess reading and mathematics in grades 3 – 8, writing in grades 4 and 7, science in grades 5 and 8, and social studies in grade 8. At high school, the freshman class of 2011-2012 and beyond will have to meet the passing standard on 5 end-of-course assessments: English I, English II, Algebra I, Biology, and U.S. History.

A student must complete all the requirements in a specified graduation plan and pass the state's assessment requirements before being awarded a diploma.

COURSE SELECTION

In the course description section of this book, you will find a brief description of each course offered in the San Angelo ISD high schools, at the grade levels during which specified courses may be taken and any possible prerequisites. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered, and an alternative selection will be made. Finally, changes can occur at the state and district level that could change course offerings, information concerning grade placements and prerequisite requirements. Also, some elective subjects may not be available at the high school you will be attending. Course selections will take place in February and March each school year, and students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from the school counselors during the course selection process, **the responsibility for selecting career and graduation choices rests with students and parents.** Students will choose specific courses with parental approval, and counselors will verify that those choices will meet graduation requirements.

EXTRACURRICULAR ACTIVITIES

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

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

CAREER AND TECHNICAL EDUCATION PROGRAM

Technical Dual Credit or Articulated Courses

San Angelo ISD offers many career and technical courses that a student may take to earn technical dual credit or articulated credit. Dual credit courses offered to students in San Angelo ISD are college-level career and technical courses taken by high school students for which they receive high school and college credit at the same time. Howard College teachers or high school college-approved instructors teach these courses. Dual credit is available for students in grades 10-12 who are in good academic standing. High school counselors will provide specific eligibility requirements. Grades are awarded in the same way as college students who take the same courses. Howard College awards credit for a dual credit course immediately after successful completion of the course. Credit for articulated courses is given at graduation from high school. Technical dual credit courses are tuition free to students in San Angelo ISD.

Meningitis Vaccination Requirement

*The 82nd Texas Legislature approved SB 1107 requiring all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter, to provide documentation they have had a meningococcal (bacterial meningitis) vaccine or “booster” dose – **within the last five years and at least 10 days prior to the first day of class. Students who fail to submit required meningitis vaccinations documents will be restricted from registering for classes.** For more information, contact your school counselor.*

West Texas Training Center

The West Texas Training Center is a state-of-the-art training facility for SAISD students from Central and Lake View. Howard College is an educational partner in this facility. Students have the opportunity to take a variety of Career and Technical programs including advanced computer applications, agricultural mechanics/ welding, computer maintenance, cosmetology, criminal justice, heating ventilation and cooling, health science, internetworking technology, 3-D animation, auto tech, auto body, construction, digital graphics, and audio video production. Transportation is provided from the two high school campuses. WTTC is located at 3501 North US Hwy. 67.

CORRESPONDENCE COURSES

Correspondence courses are an option for those students who do not have room for all courses in their schedule. These courses must meet graduation requirements and be approved by a school counselor. Correspondence courses do not count towards class rank. Courses can be taken through Texas Tech University or the University of Texas in Austin at the student's expense. For additional information contact the counseling center. It is the procedure of this district that students be advised to not take correspondence courses until they enter high school (9th grade and beyond).

TEXAS VIRTUAL SCHOOL NETWORK

During the 80th Texas Legislative Session, Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Students may not take any Pre-AP/AP course through the TxVSN that is offered on the high school campus. **Tuition, required by Texas Virtual School Network, is the responsibility of the student.**

CREDIT BY EXAMINATION (With Prior Instruction)

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. Students who qualify are allowed to take the exam one time a year at no cost. San Angelo ISD currently administers Texas Tech credit by exams. Study guides are available on the Texas Tech web site:

http://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php

Testing schedule and application deadlines may be obtained in the counseling center offices. A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

CREDIT BY EXAMINATION (Without Prior Instruction)

Credit by exam is available to students who are enrolled in grades 9 through 12 and who are interested in being awarded credit toward high school graduation. The student must not have been previously enrolled in the class. Credit is granted to students who attain eighty percent (80%) or above mastery on the examination for acceleration. Students who qualify are allowed to take the exam one time a year at no cost. San Angelo ISD currently administers the Texas Tech credit by exams. Study guides are available on the Texas Tech web site:

http://www.depts.ttu.edu/ttuisd/cbe_review_sheets.php

Testing schedule and application deadlines may be obtained in the counseling center offices. A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

A student may also receive credit by challenging an AP exam for a class they have not taken. If the student scores a 3 or better the student may receive credit for the equivalent "regular" class if it is a class that is offered in San Angelo ISD schools. (Example, challenging the English Literature and Composition AP exam could result in a credit of English IV, not English IV AP). Credit received by an exam is not subject to GPA or class rank.

A score of 3 gives the student a grade of 90

A score of 4 gives the student a grade of 95

A score of 5 gives the student a grade of 100

(Effective May 11, 2014)

PAYS

PAYS – Preparing Area Youth for Success – is an alternative educational setting operating as an optional flexible school day program. Eligible students are in grades 9-12 who are at risk of dropping out of school. PAYS students follow a graduation plan that is not considered to be college preparatory. Students must be enrolled at their home campuses and are included in the enrollment count of their home campus but are not ranked in the traditional method with other students.

ENGLISH LANGUAGE LEARNERS

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

SPECIAL EDUCATION PROGRAMS

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

GENERAL CURRICULUM

Many students with disabilities benefit from instruction in the general curriculum, and all planning for students begins with this assumption. Support may be provided through **maximum support** (2 staff members in the classroom), **minimum support** (support facilitation, paraprofessional support, or peer supports), or through **external support** (for example, support materials prepared prior to instructional delivery).

MODIFIED CURRICULUM

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

ALTERNATIVE CURRICULUM STANDARDS

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

ALTERNATIVE SETTINGS

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

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

19+ PROGRAMS

Students who are receiving special education services to help them transition from school to post-high school life, may continue to receive services through the age of 22. These students may be assigned to age-appropriate work or instructional settings throughout San Angelo that better prepare them for life after high school.

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

GLOSSARY OF SPECIAL EDUCATION TERMS

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

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

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

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

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

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

STAAR Alternate: One of the alternative tests required by federal law, STAAR Alternate is designed for the purpose of assessing students in grades 3 – 8 and high school who have significant cognitive disabilities and are receiving special education services. Students in grades 3 through 11 who meet the participation requirements for an alternate assessment based on alternate academic achievement standards will take STAAR Alternate test.

MIGRANT EDUCATION PROGRAM

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

Identifying the population

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

Goal

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

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

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

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

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

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

PROGRAMS DESIGNED for ACADEMICALLY TALENTED STUDENTS

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

GIFTED/TALENTED PROGRAM

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

Following the Texas Education Agency guidelines, a multi-criteria approach is used in the identification process. This will include a parent request, teacher observations, along with various assessments of creativity, fluency and flexibility of thought.

Secondary students are served in the four core areas of English, math, science, and social studies. These students will receive targeted instruction in the AP, DC and pre-AP sections. Identified gifted students will receive appropriate enrichment and extension, to include research and independent study, within the framework of these settings. Curriculum for AP classes will be aligned with the Advanced Placement Program of the College Board. Students completing these courses will be expected to take the Advanced Placement tests in the spring.

FURLOUGH POLICY—TEMPORARILY EXITED

An identified gifted student may be furloughed for any reason for one semester/one year at the request of the parent. Students not enrolled in a Pre-AP/AP class will automatically be furloughed. If a student is not enrolled in the Pre-AP/AP class for a second year, the student will be dismissed from the GT program.

PERMANENT EXIT FROM GIFTED PROGRAMS

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

TRANSFER POLICY FOR GIFTED PROGRAMS

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

APPEAL POLICY FOR GIFTED PROGRAMS

At the request of a parent, the selection committee may reconsider a student's qualifications and special needs. Further screening may be requested by the committee prior to a final determination.

PRE-AP & ADVANCED PLACEMENT PROGRAMS

SAISD encourages all students to enroll in available Advanced Placement (AP) and Pre-AP classes to enhance their academic experience. Students must have passed the most current STAAR Reading assessment in order to enroll in Pre-AP ELA, Social Studies, or Science classes. Students must have passed the most current STAAR Math assessment in order to enroll in Pre-AP Math classes.

AP and Pre-AP classes offer a high degree of rigor designed to prepare the student for success in higher academic pursuits. The purpose of a Pre-AP course is to prepare students for college-level work that they will experience in AP classes and Dual Credit classes. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who successfully complete AP exams may receive college credit.

AP courses differ from regular high school courses in that instructors use advanced curricula that is outlined by the College Board and authorized through the College Board's audit process. Pre-AP courses focus on in-depth preparation in a subject area that is necessary to master skills required to achieve success in AP or Dual Credit courses. These courses are characterized by content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.

To ensure students allow sufficient time to become acclimated to the classes and what the Pre-AP and AP curriculum can offer, the District expects that any student who enrolls in a Pre-AP or AP class will remain in the course for the entire first six-weeks grading cycle.

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

At the end of each grading period, students enrolled in **Pre-AP** classes must have maintained at least a 70 average. Any student with an average below 60 will automatically be placed in a regular level class. A student with an average between 60 and 69 will have an opportunity to bring their average back to the minimum 70. If the average falls below 70 at the end of a second grading period, the student will automatically be moved to a regular level class.

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

ACADEMIC DUAL CREDIT ENROLLMENT

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

Meningitis Vaccination Requirement

*The 82nd Texas Legislature approved SB 1107 requiring all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter, to provide documentation they have had a meningococcal (bacterial meningitis) vaccine or "booster" dose – **within the last five years and at least 10 days prior to the first day of class. Students who fail to submit required meningitis vaccinations documents will be restricted from registering for classes.** For more information, contact your school counselor.*

Top Ten Gets You In—In accordance with Texas Education Code 51.803, you are eligible for automatic admission to a Texas public college or university of your choice as an undergraduate student if you earn a grade point average in the top 10 percent of your high school graduating class, or the top 7 percent for admission to the University of Texas at Austin. You must complete the requirements for the Recommended or Distinguished Achievement Plan. Seniors 2018 and beyond must complete the Foundation Plan with Endorsement(s) at the Distinguished Level of Achievement. For more information, contact your school counselor. *(This is always subject to change).*

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

SCHOOL ATTENDANCE ZONE PLAN FOR HIGH SCHOOL

The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to San Angelo ISD. Specific information relating to school attendance zone may be obtained at each campus, at the San Angelo ISD Administration Building, or at www.saisd.org.

Students shall attend the high school as determined by the attendance zone in which the legal guardian resides. If the student moves within the district to a new attendance zone, the pre-registration at the previous school does not guarantee enrollment into the same courses at the new school of attendance.

Power of Attorney is not sufficient to establish a student's residence attendance zone.

Transfer request forms are available in the Director of Pupil Services office.

Transfer request documentation must be resubmitted yearly. No transfer for the 2016-17 school year will be reviewed prior to May 1, 2016.

CREATING YOUR TEXAS ACHIEVEMENT PLAN

The state of Texas sets the requirements for graduation. Students must meet the following requirements to be able to earn a diploma in the state of Texas.

- Earn 26 specific required credits.
- Meet STAAR Requirements for 5 End of Course Exams

Planning a four-year Texas Achievement Plan is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have several other choices to make during your years of school. The courses you select will be guided largely by your plans for the future.

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

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

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

All information in this course catalog is absolute as of the printing date which is early in the preceding school year, so some changes in procedure, policy, or course offerings may be required. Changes can occur at the state and/or district level which could change any information concerning courses, grade placements, and pre-requisite requirements. Updated information is always available at <http://www.saisd.org>.

**GRADUATION REQUIREMENTS FOR STUDENTS
ENTERING GRADE NINE IN 2014-2015 and BEYOND**

SUBJECT	FOUNDATION WITH ENDORSEMENT PROGRAM	DISTINGUISHED LEVEL OF ACHIEVEMENT
ENGLISH	4 credits - English I, English II, English III 4 th credit selected from - English IV, Oral Interpretation III, Debate III, Independent Study in Journalism, AP English Literature & Composition, Independent Study in Speech, Newspaper III, Yearbook III, or College Prep ELA (Only for students not meeting TSI requirements before their senior year). Dual Credit Option available as approved.	4 credits - English I, English II, English III 4 th credit selected from - English IV, Oral Interpretation III, Debate III, Independent Study in Journalism, AP English Literature & Composition, Independent Study in Speech, Newspaper III, Yearbook III, or College Prep ELA (Only for students not meeting TSI requirements before their senior year). Dual Credit Option available as approved.
MATHEMATICS	4 credits - Algebra I, Geometry, 2 additional credits selected from: Mathematical Models with Applications, Algebra II, Pre-calculus, AP Statistics, AP Calculus AB, AP Computer Science, or Algebra III. Dual Credit Option available as approved.	4 credits - Algebra I, Geometry, Algebra II A 4 th credit selected from: Pre-calculus, AP Statistics, AP Calculus AB, AP Computer Science, Mathematical Models with Applications, or Algebra III. Dual Credit Option available as approved.
SCIENCE	4 credits – Biology; 1 credit selected from: IPC, Chemistry, Physics, AP Physics 1; 2 credits selected from: Chemistry, Physics, Environmental Systems, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Environmental Science, Anatomy & Physiology. Dual Credit Option available as approved.	4 credits - Biology; 1 credit selected from: IPC, Chemistry, Physics, AP Physics 1; 2 credits selected from: Chemistry, Physics, Environmental Systems, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Environmental Science, Anatomy & Physiology. Dual Credit Option available as approved.
SOCIAL STUDIES	1 credit - World Geography or World History	1 credit - World Geography or World History
	1 credit - United States History	1 credit - United States History
	0.5 credit - Government	0.5 credit - Government
	0.5 credit - Economics	0.5 credit - Economics
PHYSICAL EDUCATION	1 credit - (Approved substitutions are athletics, 1 st semester of band, JROTC, cheerleading, drill team, or athletic trainer). A maximum of 4 credits may be earned.	1 credit - (Approved substitutions are athletics, 1 st semester of band, JROTC, cheerleading, drill team, or athletic trainer). A maximum of 4 credits may be earned.
TECHNOLOGY	1 credit (SAISD Requirement) - Selected from Business Information Management, Digital and Interactive Media, Introduction to Audio Video Production. See other CTE courses designated in this catalog.	1 credit (SAISD Requirement) - Selected from Business Information Management, Digital and Interactive Media, Introduction to Audio Video Production. See other CTE courses designated in this catalog.
FINE ARTS	1 credit - Art, Theatre, Band, Orchestra, Choir, or Mariachi	1 credit - Art, Theatre, Band, Orchestra, Choir, or Mariachi
LANGUAGES OTHER THAN ENGLISH	2 credits (any two levels in the same language)	2 credits (any two levels in the same language)
SPEECH	0 credit - Demonstrate Proficiency in Communication Skills after successful completion of English I, II, and III (SAISD)	0 credit - Demonstrate Proficiency in Communication Skills after successful completion of English I, II, and III (SAISD)
ELECTIVES	6 credits – as necessary to fulfill a required endorsement	6 credits – as necessary to fulfill a required endorsement
TOTAL	26 CREDITS	26 CREDITS

Students must also meet STAAR (EOC) Testing Requirements: Algebra I, Biology, English I, English II and U.S. History.

**GRADUATION ENDORSEMENT OPTIONS FOR STUDENTS
ENTERING GRADE NINE IN 2014-2015 and BEYOND**

STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Mathematics • Science • CTE courses with a final course from the Science, Technology, Engineering, and Mathematics cluster • A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • English electives to include debate, advanced newspaper, and advanced yearbook • A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Health Science; Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two languages in Languages Other Than English • Courses from one or two categories (art, music, and theater) in fine arts
Multidisciplinary Studies	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

Only students meeting the Distinguished Level of Achievement, requiring Algebra II and at least one endorsement, are eligible for the top 10% Automatic Admissions to state Colleges and Universities.

Performance Acknowledgments (not related to Distinguished Level of Achievement): Outstanding performance in Dual Credit, on an AP exam, the PSAT, SAT, **OR** ACT; Bilingualism and Biliteracy; **OR** Earning a Nationally or Internationally recognized Business or Industry Certificate or License. (for more information refer to page 33)

Arts and Humanities Endorsement Options

Social Studies Option for Arts and Humanities -AHSS:

A total of 5 social studies credits:

- World History
- World Geography
- US History
- Government (.5)
- Economics (.5)
- Psychology (.5)
- Sociology (.5)
- US History through Film
- Research in Social Studies
- AP Psychology
- AP US History
- AP World History
- AP Human Geography
- AP Government (.5)
- AP Economics (.5)
- Dual Credit Available as Approved

Foreign Language Bilingual Option for Arts and Humanities -AHFL:

Four years (levels) of Languages other than English (LOTE) selected from:

- Spanish

Foreign Language Trilingual Option for Arts and Humanities - AHTRI:

Two years (levels) of the same language and two years (levels) of a different language selected from:

- French
- Spanish

Fine Arts Option for Arts and Humanities- AHFA:

A coherent sequence of 4 years (credits) selected from one or two disciplines of Fine Arts:

- Art
- Music
- Theatre

Business and Industry Endorsement Options

English Language Arts Option for Business and Industry Endorsement - BIELA:

Four English elective credits to include three years (levels) in one of the following:

- Advanced Journalism: Newspaper
- Advanced Journalism: Yearbook
- Debate

CTE Option for Business and Industry Endorsement - BICTE:

4 or more credits meeting the following criteria:

- *At least 2 courses from the same cluster*
- *At least 1 advanced CTE course*
- *The final course must come from the * Cluster*

Clusters:

- *Agriculture, Food, and Natural Resources**
- *Architecture and Construction**
- *Arts, Audio/Video Technology, and Communications**
- *Business Management and Administration**
- *Finance**
- *Hospitality and Tourism**
- *Information Technology**
- *Manufacturing**
- *Marketing**
- *Transportation, Distribution, and Logistics**

Combination Option for Business and Industry Endorsement - BICMB:

- A coherent sequence of four credits from the ELA or CTE Options for the Business and Industry Endorsement.

Public Services Endorsement Options

<p><u>ROTC Option for Public Services Endorsement - PSRTC:</u> Four courses of JROTC:</p> <ul style="list-style-type: none"> • Aerospace Science I • Aerospace Science II • Aerospace Science III • Aerospace Science IV 	<p><u>CTE Option for Public Services Endorsement - PSCTE:</u> 4 or more credits meeting the following criteria:</p> <ul style="list-style-type: none"> • At least 2 courses from the same cluster • At least 1 advanced CTE course • The final course must come from the * Cluster <p><u>Clusters:</u> *Education and Training Cluster *Health Science Cluster *Human Services Cluster *Law, Public Safety, Corrections, and Security Cluster</p>
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STEM Endorsement Options

<p><u>Math Option for STEM - STEMM:</u> Must take Algebra II, Chemistry, and Physics A total of 5 credits in math by successfully completing Algebra I, Geometry, Algebra II and 2 additional math courses for which Algebra II is a prerequisite:</p> <ul style="list-style-type: none"> • Pre-Calculus • Algebra III • AP Statistics • AP Calculus AB • AP Computer Science <p>Dual Credit available as approved</p>	<p><u>Science Option for STEM - STEMS</u> Must take Algebra II, Chemistry, and Physics A total of 5 credits in science by successfully completing Biology, Chemistry, Physics, and two additional science courses selected from:</p> <ul style="list-style-type: none"> • Aquatic Science • Environmental Systems • AP Biology • AP Chemistry • AP Physics 1 • AP Physics 2 • AP Environmental Science • Anatomy and Physiology <p>Dual Credit available as approved</p>	<p><u>Combination Option for STEM - STEMC:</u> Must take Algebra II, Chemistry, and Physics In addition to Algebra II, Chemistry, and Physics, a coherent sequence of three additional credits from the Math and/or Science Options of the STEM.</p>	<p><u>CTE Option for STEM- STEMCTE:</u> 4 or more credits meeting the following criteria:</p> <ul style="list-style-type: none"> • At least 2 courses from the same cluster • At least 1 advanced CTE course • The final course must come from the * Cluster <p><u>Clusters</u> *Science, Technology, Engineering, and Mathematics</p>
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Multidisciplinary Studies Endorsement Options

<p><u>Foundation Courses Option for Multidisciplinary Studies Endorsement MDFND:</u> Four Credits in <u>each</u> of the four foundation subjects:</p> <ul style="list-style-type: none"> • 4 credits in English to include English IV • 4 credits in Mathematics • 4 credits in Science to include Chemistry and/or Physics • 4 credits in Social Studies 	<p><u>Foundation AP/Dual Credit Course Option for Multidisciplinary Studies Endorsement -MDFAP:</u> Four AP or Dual Credit courses selected from:</p> <ul style="list-style-type: none"> • English • Mathematics • Science • Social Studies • Economics • Languages Other Than English • Fine Art 	<p><u>Workforce or Postsecondary Education Option for Multidisciplinary Studies Endorsement- MDWK:</u></p> <ul style="list-style-type: none"> ▪ Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.
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Career and Technical Course Options for Specific Clusters (*Indicates Advanced CTE)

Career and Technical Course Options for Specific Clusters (*Indicates Advanced CTE)						
Agriculture, Food, & Natural Resources		Architecture and Construction		Arts, A/V Technology and Communications	Business Management and Administration	Career Development
Principles of Agriculture, Food, & Natural Resources (1) Equine Science (.5)* Livestock Production (1) Small Animal Management (.5) Veterinary Medical Application* (1) Ag Power Systems (2) Agriculture Mechanics and Metal Technology* (Weld) (1) Horticulture Science (1) Greenhouse Operation and Production (1) Landscape Design and Management (.5)* Wildlife, Fisheries and Ecology Management *(1) Oil and Gas Production Systems* (2)		Principles of Construction I (1) Principles of Construction II (1) Construction Technology I* (2) Construction Technology II * (2) Interior Design (1) Heating Ventilation & Cooling* I (2) Heating Ventilation & Cooling* II (2)		3-D Animation* I (2) 3-D Animation* II (2) Intro to Audio Video Prod (1) Audio Video Production* I (2) Audio Video Production* II (2) Fashion Design* (1) Professional Communication (.5)	Principles of Business, Marketing, & Finance (1) Business Information Management* I (1) Business Information Management II * (1) Business Law *(1) Business Management* (1)	Career Preparations I * (3) Career Preparation II * (3)
Education and Training	Finance		Government and Public Administration	Health Science	Hospitality and Tourism	Human Services
Principles of Education Training (1) Human Growth & Develop (1) Instructional Practices in Education and Training* (2) Practicum in Education & Training* (2)	Money Matters (1) Banking & Financial Services* (.5) Accounting I* (1) Accounting II* (1) Financial Analysis (1)		Not offered in San Angelo ISD.	Health Science I* (2) Health Science II* (2) Anatomy & Physiology* (1)	Prin of Hospitality & Tourism (1) Travel & Tourism Mgt (1) Culinary Arts* (2) Advanced Culinary Arts* (2)	Human Services (1) Interpersonal Studies (.5) Lifetime Nutrition & Wellness* (.5) Child Development* (1) Cosmetology I* (3) Cosmetology II* (3)
Information Technology	Law, Public Safety, Corrections and Security		Manufacturing	Marketing	Science, Technology, Engineering, and Mathematics	Transportation, Distribution and Logistics
Digital Media (1) Computer Technician I* (2) Computer Technician II* (2) Cisco Internetworking* (2)	Criminal Justice I * (2) Criminal Justice II* (2)		Intro to Welding (1) Welding I *(2) Welding II *(2)	Advertising * (.5) Fashion Marketing* (.5) Sports and Entertainment Marketing* (.5) Social Media Marketing *(.5)	Robotics and Automation I* (2) Robotics and Automation II* (2)	Automotive Tech I* (2) Automotive Tech II* (2) Collision Repair I* (2) Collision Repair II* (2) Practicum in Transportation Systems* (2)

Black – CHS & LVHS

Green – WTTC

Bold –CFC, CHS, & LVHS

Orange – CHS only

Burnt Yellow – CFC only

Blue – LVHS only

PERFORMANCE ACKNOWLEDGMENTS

- (a) Outstanding Performance in Dual Credit: A student may earn a performance acknowledgment on his/her transcript for outstanding performance in a dual credit course by successfully completing:
- (1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
 - (2) an associate degree while in high school.
- (b) Bilingualism and/or Biliteracy: A student may earn a performance acknowledgment on his/her transcript for outstanding performance in bilingualism and biliteracy as follows.
- (1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - (A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - (B) satisfying one of the following:
 - (i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - (iv) demonstrated proficiency in one or more languages other than English through one of the following methods:
 - (I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - (II) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
 - (2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - (A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - (B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).
- (c) A student may earn a performance acknowledgment on his/her transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:
- (1) a score of 3 or above on a College Board Advanced Placement examination; or
 - (2) a score of 4 or above on an International Baccalaureate examination.
- (d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on the PSAT®, the SAT®, or the ACT® by:
- (1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
 - (2) earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
 - (3) earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

(e) A student may earn a performance acknowledgment on his/her transcript for earning a nationally or internationally recognized business or industry certification or license as follows.

- (1) A student may earn a performance acknowledgment with:
 - (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.
- (2) Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
 - (A) a national or international business, industry, or professional organization;
 - (B) a state agency or other government entity; or
 - (C) a state-based industry association.
- (3) Certifications or licensures for performance acknowledgements shall:
 - (A) be age appropriate for high school students;
 - (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
 - (C) include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Source: The provisions of this §74.14 adopted to be effective July 8, 2014, 39 TexReg 5149

COURSE DESCRIPTIONS

ENGLISH/LANGUAGE ARTS

English I (ENG 1) **Credit: 1.0** 100932
Grade Placement: 9-12
Site: CFC, LVHS

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

English I Pre-AP (ENG 1) **Credit: 1.0** 100931
Grade Placement: 9
Site: CFC, LVHS

This course is designed for students who wish to prepare for the Pre-AP English II, AP or Dual Credit English III and IV classes and subsequent college work. The focus will be on advanced grammar, extensive writing, vocabulary preparation for the College Board PSAT, SAT, and AP Exams, as well as the ACT, intensive review of vocabulary usage for the STAAR, and literature of all genres including novels. The literature program is organized by genre with the preponderance of instructional time devoted to higher-order thinking skills. The language program is literature-based; specific themes are provided to which students react and respond utilizing the writing process in a recursive manner in accordance with the purposes defined in the Texas Essential Knowledge and Skills guides. Independent reading outside of class time will be required.

ESOL I (ENG 1) **Credit: 1.0** 100937
Grade Placement: 9
Credit: 1.0

Prerequisite: LPAC placement
Site: CFC, CHS, LVHS

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

Student may earn credit to satisfy English I requirement.

English II (ENG 2) **Credit: 1.0** 101032
Grade Placement: 10-12
Prerequisite: English 1

Site: CHS, LVHS

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

English II Pre-AP (ENG 2) **Credit: 1.0** 101031
Grade Placement: 10
Prerequisite: English I

Site: CHS, LVHS

This course is designed for students who wish to prepare for AP and/or Dual Credit English III and IV courses and subsequent college work. The emphasis in the course is on all aspects of language; vocabulary preparation for the College Board PSAT, SAT, and AP exams, as well as the ACT; a study of the grammatical system of the English language; an intensive review of vocabulary usage for the STAAR; experimentation in writing a variety of papers, among them the literary and persuasive essays; a major research project; and literature of all genres, including many novels and full-length works. Independent reading outside of class time will be required.

ESOL II (ENG 2) **Credit: 1.0** 101037
Grade Placement: 10
Prerequisite: LPAC placement

Site: CFC, CHS, LVHS

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

Student may earn credit to satisfy English II requirement.

English III (ENG 3) **Credit: 1.0** 101132
Grade Placement: 11-12
Prerequisite: English II

Site: CHS, LVHS

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

English III Dual Credit (ENG 3) **Credit: 1.0** 111131

Grade Placement: 11

Site: CHS, LVHS

Dual Credit (English 1301, 1302) Tuition Required

The focus will be on advanced grammar, extensive writing, and college-level reading. Independent reading outside of class time will be required. (Dual Credit English III taken at ASU requires English 1301, 1302, and 2324 respectively, in three consecutive semesters.)

AP English III (APENGLAN) **Credit: 1.0** 103231

English Language & Composition AP

Grade Placement: 11

Prerequisite: English II

Site: CHS, LVHS

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

AP/Dual Credit English III (APENGLAN) **Credit: 1.0** 113231

English Language & Composition AP

Grade Placement: 11

Application Approval for Dual Credit

Site: LVHS

Dual Credit (English 1301, 1302) Tuition Required for Dual Credit

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

English IV (ENG IV) **Credit: 1.0** 101232

Grade Placement: 12

Prerequisite: English III

Site: CHS, LVHS

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

English IV Dual Credit (ENG IV) **Credit: 1.0** 111231

Grade Placement: 12

Application Approval for Dual Credit

Site: CHS, LVHS

Dual Credit (English 2332, 2333) Tuition Required

Prerequisite English 1301 and 1302

This course is a college course. It will involve the study of British and world authors with an emphasis on literary analysis and research. Independent reading outside of class time will be required. (Dual Credit English IV taken at ASU requires English 2323 and 2325)

AP English IV (APENGLIT) **Credit: 1.0** 103331

English Literature & Composition AP

Grade Placement: 12

Prerequisite: English III AP Recommended

Site: CHS

This course is designed for the academically advanced college-bound student. English IV AP provides an intensive study of representative works from a variety of periods and genres with emphasis on form, meaning, and value of literature and its relationship to contemporary experience, as well as to the time in which it was written. In addition, students will become more sensitive to the power of language and the tools of the writer: diction, syntax, irony, and tone. Although most of the composition assignments will relate to literature, writing and discussions will include effective development of ideas, clear organization, and the use of appropriate language. Independent reading outside of class time will be required. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP/Dual Credit English IV (APENGLIT) **Credit: 1.0** 113331
English Literature & Composition AP
Grade Placement: 12
Application Approval for Dual Credit
Site: LVHS
Dual Credit (English 2332, 2333) Tuition Required for Dual Credit
Prerequisite English 1301 and 1302

This course is aligned with both the Advanced Placement program of the College Board and Howard College competencies for dual credit. This course is designed for the academically advanced college-bound student, providing an intensive study of representative works from a variety of periods and genres, with emphasis on form, meaning, and value of literature and its relationship to contemporary experience, as well as to the time in which it was written. In addition, students will become more sensitive to the power of language and the tools of the writer: diction, syntax, irony, and tone. Although most of the composition assignments will relate to literature, writing and discussions will include effective development of ideas, clear organization, and the use of appropriate language. Independent reading will be required. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Practical Writing (PRACTWR) **Credit: 0.5-1.0** 140932
Grade Placement: 11-12
Prerequisite: Placed
Site: CHS, LVHS

The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing, as well as the writing of others, ensures that students completing this course are able to analyze and evaluate their writing.

Creative Writing (CREATWR) **Credit: 0.5-1.0** 142032
Grade Placement: 11-12
Prerequisite: Placed
Site: CHS, LVHS

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing, as well as the writing of others, ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

Reading I (READ I) **Credit: 1.0** 120932
Reading II (READ II) **Credit: 1.0** 121032
Grade Placement: 9- 12
Site: CFC, CHS, LVHS

Reading I & II offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

College Prep for English Language Arts (CPELA) **Credit: 1.0** CPELA3
Grade Placement: 12
Prerequisite: Placed
Site: CHS, LVHS

College Prep for English Language Arts will extend studies beyond English 3. Students will read and write in multiple forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

JOURNALISM

Journalism I (JRNLSM) **Credit: 1.0** 150932
Grade Placement: 9-12
Site: CHS, LVHS

Journalism I is an introduction to all forms of journalism beginning with the basic interview. Students will improve their writing skills through the study of news writing, feature writing, headline writing, and editorial writing as beat reporters for school publications. Students will also study newspaper design, yearbook design and advertising, as well as the history of journalism. Students will be introduced to broadcast journalism and photography. Students are taught how to deal professionally with all the pressures and challenges of producing broadcast news and shows. Students will learn ethical decision-making, understand copyright laws and understand the First Amendment. Students complete a portfolio at the end of the course, as well as several smaller projects throughout the year. Deadlines are stressed. A willingness to write is essential. Students who successfully complete the course will be eligible to work on the newspaper staff the following year subject to acceptance of application.

Photojournalism (PHOTJOUR) **Credit: 1.0** 151032
Grade Placement: 10-12
Site: CHS

Photojournalism begins with the history of photography and takes students through the principals behind photo composition and editing. Students are encouraged to furnish their own cameras. The camera must be a digital camera. It is recommended that the camera have at least 12 megapixels and have the ability to zoom. Students are also encouraged to have a 4GB SD card (minimum) for the camera. Students will print photographs during the class and will need to pay printing costs, which will be minimal. Deadlines will be stressed. Students will be asked to take some group shots, candid shots, and action shots for possible inclusion in the school newspaper and yearbook. Students will learn portrait photography also. Students who successfully complete the course will be eligible to apply to work on the newspaper staff or yearbook staff the following year.

Advanced Journalism:

Newspaper I (NP1) **Credit: 1.0** 152032
Newspaper II (NP 2) **Credit: 1.0** 152132
Newspaper III (NP 3) **Credit: 1.0** 152332

Grade Placement: 10-12
Site: CHS, LVHS

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

Advanced Journalism:

Yearbook I (YBK1) **Credit: 1.0** 153032
Yearbook II (YBK2) **Credit: 1.0** 153132
Yearbook III (YBK3) **Credit: 1.0** 153232

Grade Placement: 9-12
Site: CHS, LVHS

These classes will publish a yearbook. This includes selling ads (each member of the staff must sell ads); taking, developing, and printing photographs that are used in the yearbook; coordinating organization and sport photographs with sponsors and coaches; writing stories; and laying out pages on the computer. It also includes checking proofs and, most importantly, meeting deadlines. It will require after school hours and/or Saturdays and dedication from each staff member. Some staff members may be asked to attend a summer workshop. The third year class places additional emphasis on editorial leadership, computer graphics, layout, and design.

Independent Study Journalism (INDJOUR) **Credit: 1.0** 155032
Grade Placement: 12
Prerequisite: Administrative Approval
Site: CHS, LVHS

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

SPEECH

Students will be provided the opportunity to demonstrate proficiency in communication skills through English 1, English 2 and English 3. The Texas Education Agency requires students demonstrate proficiency in communication skills prior to graduation.

Professional Communication/SPEECH (PROFCOMM) **Credit: 0.5** 770342

Grade Placement: 9-12

Site: CHS, LVHS, CFC

Be prepared for careers in the global economy that require you to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course blends written, oral, and graphic communication in a career-based environment. Students will have the opportunity to expand their ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research. Performances before a classroom audience will be required.

Communications Applications (COMMAPP) **Credit: 0.5** 160942

Grade Placement: 8 or Dual Credit (11-12)

Site: SAISD Middle Schools or college campus

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. *Juniors or seniors may take as Dual Credit. Tuition, textbooks, and fees are responsibility of student.*

Debate I (DEBATE 1) **Credit: 1.0** 164032

Grade Placement: 9-12

Site: CHS, LVHS

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

Debate II (DEBATE 2) **Credit: 1.0** 164132

Debate III (DEBATE 3) **Credit: 1.0** 164232

Grade Placement: 10-12

Site: CHS

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

Independent Study Speech (INDSPCH) **Credit: 1.0** 165032

Grade Placement: 11-12

Prerequisite: Teacher Approval Recommended

Site: CHS

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

Oral Interpretation I (ORALINT1) **Credit: 1.0** 163032

Grade Placement: 10-12

Site: CHS

Oral Interpretation I is a course in which students will learn basic principles of analysis and performance of literature. Students will participate in various forms of performance from prose and poetry to dramatic and humorous interpretations of literature. Students will learn about performance through theories and techniques of group and individual oral interpretation. Students are required to perform in class and are strongly encouraged to participate in Speech and Debate competitions.

Oral Interpretation II (ORALINT2) **Credit: 1.0** 163132

Oral Interpretation III (ORALINT3) **Credit: 1.0** 163232

Grade Placement: 10-12

Prerequisite: Oral Interpretation I

Site: CHS

Oral Interpretation II and III are competitive activity courses for students interested in participating with the Speech and Debate Team. The purpose of these courses is to prepare for forensic competition (Individual speech and Debate events), and for career opportunities within communication and performance. These courses will help students gain valuable skills in the areas of confidence, literature analysis, cultural analysis, professional presentation, and public performance. Students must be willing to be a part of the traveling team in order to take these courses.

MATHEMATICS

Algebra I (ALG 1) **Credit: 1.0** 210932

Grade Placement: 9

Prerequisite: Grade 8 math or equivalent

Site: CFC, CHS, LVHS

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

Algebra I Pre-AP (ALG 1) **Credit: 1.0** 210931

Grade Placement: 8-9

Prerequisite: Grade 8 math or equivalent

Site: Middle Schools, CFC, LVHS

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

Mathematical Models with Applications (MTHMOD) **Credit: 1.0** 201232

Grade Placement: 10-12

Prerequisite: Algebra I

Site: CHS, LVHS

Mathematical Models with Applications is designed to build on and reinforce previously acquired mathematic skills and provides a path for students to succeed in courses such as Geometry and Algebra 2. This course will prepare students for various post-secondary choices by learning to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to solve problems and communicate solutions

Geometry (GEOM) **Credit: 1.0** 211132

Grade Placement: 9-12

Prerequisite: Algebra I

Site: CFC, CHS, LVHS

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

Geometry Pre-AP (GEOM) **Credit: 1.0** 211131

Grade Placement: 9-10

Prerequisite: Algebra I (Pre AP Recommended)

Site: CFC, CHS, LVHS

This college-preparatory course will contain the same Texas Essential Knowledge and Skills as the regular geometry course. Concepts will be explored in greater depth and with rigor designed to properly prepare students to be successful in Pre-Advanced Placement Algebra 2. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

Algebra II (ALG 2) **Credit: 1.0** 211032

Grade Placement: 10-12

Prerequisite: Algebra I (Geometry Recommended)

Site: CHS, LVHS

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

Algebra II Pre-AP (ALG 2) **Credit: 1.0** 211031

Grade Placement: 10-12

Prerequisite: Algebra I (Pre AP Geometry Recommended)

Site: CHS, LVHS

This college-preparatory course covers the same material presented in regular Algebra 2 in addition to other topics that will better prepare students for Pre-Advanced Placement Pre-Calculus. Concepts will be explored in greater depth and problem-solving will be more varied and demanding. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

Algebra III (INSTUMTH) **Credit: 1.0** 212332

Grade Placement: 11 & 12

Prerequisite: Algebra II

Algebra III is a college preparatory class. This course extends and reinforces concepts taught in Algebra 2 and is an introduction to trigonometric functions, analytic trigonometry, sequences, series and probability. This course is designed for students who will take mathematic courses at the college level.

Pre-Calculus (PRECALC) **Credit: 1.0** 221332

Grade Placement: 11-12

Prerequisite: Algebra II, Geometry

Site: CHS, LVHS

Pre-Calculus combines the use of the real number coordinate system with an extensive study of functions and their graphs, including trigonometric, polynomial, rational, exponential, and logarithmic functions. Students will spend half the year learning trigonometric functions which will be applied to real life situations. Other topics covered will be sequences and series, parametric representations, and vectors

Pre-Calculus Pre-AP (PRECALC) **Credit: 1.0** 221331

Grade Placement: 11-12

Prerequisite: Algebra II, Geometry (Pre AP Recommended)

Site: CHS, LVHS

This college-preparatory course is intended for students who have displayed a high degree of understanding in their previous math courses. It is designed to prepare students for AP Calculus. It includes the same concepts covered in Pre-Calculus but explored in greater depth, and problem-solving will be more varied and demanding. A major research project is required for this course. Real world projects will be given to help with critical thinking skills. These projects will primarily be completed outside of the classroom.

AP Calculus AB (APCALCAB) **Credit: 1.0** 221431

Grade Placement: 11-12

Prerequisite: Pre-Calculus (Pre AP Recommended)

Site: CHS, LVHS

Advanced Placement Calculus AB is designed for students who have a thorough knowledge of college preparatory mathematics including Algebra, Geometry, Trigonometry, and Elementary Analysis. This course includes a study of elementary functions, properties of limits, the derivative and applications, techniques of integration, and applications of the definite integral. The content of this course is prescribed by the College Board publication Advanced Placement in Calculus. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Dual Credit MATH (INSTUMTH) **Credit: 1.0** 21103D – ASU 2103HD – Howard

Dual Credit College Algebra (INSTUMTH) **Credit: 0.5** 21101D – ASU 2101HD – Howard

Dual Credit Business Math (INSTUMTH) **Credit: 0.5** 21102D – ASU 2102HD – Howard

Grade Placement: 11 - 12

Prerequisite: Algebra 2 and completion of Mathematics Texas Success Initiative (TSI) requirements.

Site: CHS, LVHS

In college math courses students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics. Howard College math courses are usually on-line which requires an Access Kit costing about \$140 per semester plus tuition fees.

AP Statistics (APSTATS) **Credit: 1.0** 211531

Grade Placement: 11-12

Prerequisite: Algebra II

Site: CHS, LVHS

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

AP Computer Science I (APTACSI) **Credit: 1.0** 281031

Grade Placement: 10-12

Prerequisite: Algebra II (Recommended: Pre-AP Algebra II and Computer Science)

Site: CHS

Computer Science I AP is the study of the beginning skills and concepts associated with programming methodology, programming languages data types, data structures, algorithms, and applications of computing. Design of computer systems and social implications of computer systems are integrated throughout the course. Java programming language is used. This course teaches more in-depth study of computer concepts and more advanced programming techniques than Computer Science I. It is intended for students who seek a technology major in college such as engineering, science, mathematics, or computer science; and for students who accept the challenge and enrichment of an advanced placement course. Students enrolled in this class are expected to take the Advanced Placement Examination for Computer Science A at the end of the course. ***This course will meet the locally required technology credit for graduation. This course can count as a mathematics credit.***

College Prep Course for Math (CPMAT) **Credit: 1.0** CPMAT3

Grade Placement: 12

Prerequisite: Placed

Site: CHS, LVHS

In College Prep Math students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics.

SCIENCE

Biology (BIO) **Credit: 1.0** 301032

Grade Placement: 9-12

Site: CFC, CHS, LVHS

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

Biology Pre-AP (BIO) **Credit: 1.0** 301031

Grade Placement: 9

Site: CFC, LVHS

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

AP Biology (AP BIO) **Credit: 1.0** 303131

Grade Placement: 11-12

Prerequisite: Recommended Biology & Chemistry

Site: LVHS

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

AP/Dual Credit Biology (AP-BIO) **Credit: 1.0** AP/DC 304131 AP 303131

Grade Placement: 11-12

Prerequisite: Biology, Chemistry

Application Approval for Dual Credit

Site: CHS

Dual Credit (Biology 1481 and 1482)

This course is designed to meet the requirements of both the College Board Advanced Placement course and the Competencies for Angelo State University General Biology lecture and lab portions. Students will be encouraged to focus on understanding important relationships, processes, and mechanisms and potential extensions and applications of concepts. The course will cover molecules and cells, heredity and evolution, and organisms and diversity. The course will include the 12 required AP labs which are quantitative, illustrate important biological principles, and utilize modern techniques currently used by practicing biologists. The students will gain experience in planning and carrying out laboratory work at least 40% of the time. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Integrated Physics and Chemistry (IPC) **Credit: 1.0** 300932

Grade Placement: 9-12

Site: CFC, CHS, LVHS

Integrated Physics and Chemistry is a study of the basic physical principles which govern the materials and forces around us. One semester shall be chemistry, consisting of communication with chemical symbols and the introduction to atomic energy, the periodic chart, formation of ions, and chemical reaction/equations. The second semester shall consist of physics principles of measurement, motion, mechanics, light, sound, and electricity. Laboratory work will be done at least 40% of the time.

Chemistry (CHEM) **Credit: 1.0** 311032

Grade Placement: 10 - 12

Prerequisite: Algebra I and 1 year of high school science, (Recommended Geometry or upper level math or taking concurrently)

Site: CHS, LVHS

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

Chemistry Pre-AP (CHEM) **Credit: 1.0** 311031

Grade Placement: 10-11

Prerequisite: Algebra I and 1 year of high school science, (Recommended Geometry or upper level math or taking concurrently)

Site: CHS, LVHS

This course includes the Chemistry TEKS taught in the regular Chemistry course while also preparing students for the rigors of Advanced Placement courses and exams. Chemistry Pre-AP covers an in-depth and extensive study of chemical reactions and a comprehensive understanding of chemical processes such as atomic structure, stoichiometry, behavior of gases, chemical periodicity, and bonding. In addition, the course study includes properties of solutions, reaction rates and equilibrium, acids and bases, neutralization, oxidation and reduction, electrochemistry, nuclear chemistry, and organic chemistry with functional groups. Laboratory work will be done at least 40% of the time.

AP Chemistry (AP-CHEM) Credit: 1.0 311131

Grade Placement: 11-12

Prerequisite: Recommended successful completion of Chemistry and Algebra 2

Site: CHS, LVHS

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

Anatomy & Physiology (ANATPHYS) Credit: 1.0 301232

Grade Placement: 11-12

Prerequisite: Recommended 3 credits of science

Site: CHS, LVHS

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

Physics (PHYSICS) Credit: 1.0 321232

Grade Placement: 10-12

Prerequisite: Recommended Algebra I

Site: CHS, LVHS

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

AP Physics 1 (APPHYS1) Credit: 1.0 321531

Grade Placement: 10-12

Prerequisite: Recommended Algebra I and Geometry or taking concurrently)

Site: LVHS

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP Physics 2 (APPHYS2) Credit: 1.0 321431

Grade Placement: 11- 12

Prerequisite: AP Physics 1, (Recommended Pre-Calculus or taking concurrently)

Site: LVHS

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP/Dual Credit Physics 1 (APPHYS1) Credit: 1.0 321631

Grade Placement: 10-12

Prerequisite: Algebra 1, (Recommended Geometry and Algebra II or taking concurrently)

Site: CHS

Dual Credit (Physics 1421)

This course is designed to meet the requirements of both the College Board Advanced Placement course and the Competencies for Angelo State University Physics lecture and lab portions. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

AP/Dual Credit Physics 2 (APPHYS2) Credit: 1.0 321731

Grade Placement: 11-12

Prerequisite: AP Physics 1, (Recommended Pre-Calculus or taking concurrently)

Site: CHS

Dual Credit (Physics 1422)

This course is designed to meet the requirements of both the College Board Advanced Placement course and the Competencies for Angelo State University Physics lecture and lab portions. AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course also focuses on time spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Environmental Systems (ENVIRSYS) Credit: 1.0 330932

Grade Placement: 10-12

Prerequisite: Biology, (Recommended completion of IPC, Chemistry, or Physics)

Site: CHS, LVHS

In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that include the following: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments. Over 40% of the time, this course will be in the laboratory or on field trips where students will get "hands-on" experience with the environment.

AP/Dual Credit Environmental Science (AP-ENVIR) Credit: 1.0 330931

Grade Placement: 11-12

Prerequisite: Recommended Algebra 1 and Biology, Chemistry or Physics

Site: CHS

Dual Credit (Biology 2406)

This course is designed to meet the requirements for the College Board Advanced Placement course The AP Environmental Science course provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs that cut across the many topics included in the study of environmental science. The following themes provide foundations for the structure of the AP Environmental Science Course: Science as a process, energy conversion underlying all ecological processes, the Earth as an interconnected system, humans altering natural systems, cultural and social context of environmental problems and human survival that depends on developing sustainable practices. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Aquatic Science (AQUA SCI) Credit: 1.0 331232

Grade Placement: 10-12

Prerequisite: Biology, (Recommended Chemistry or concurrent enrollment)

Site: CHS

Aquatic Science is an upper level, yearlong science course. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

SOCIAL STUDIES

World Geography (W GEO) **Credit: 1.0** 401132
Grade Placement: 9-12
Site: CFC, LVHS

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

World Geography Pre-AP (W GEO) **Credit: 1.0** 401131
Grade Placement: 9
Site: CFC, LVHS

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World Geography Pre-AP is the challenging study of the traditional topics covered in world geography but with much greater scope and depth. Students should have above average grades, be self-motivated, have good organizational skill, and have a strong desire to be in challenging learning environment.

AP Human Geography (APHUMGEO) **Credit: 1.0** 413931
Grade Placement: 9-12
Site: CFC

The AP Human Geography course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications.

World History (WHIST) **Credit: 1.0** 401032
Grade Placement: 9-12
Site: CFC, CHS, LVHS

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

World History Pre-AP (WHIST) **Credit: 1.0** 401031
Grade Placement: 9-12
Site: CFC, CHS

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World History Pre-AP exceeds the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students may only receive credit for World History Pre-AP or World History AP, not both.

AP World History (APWHIST) **Credit: 1.0** 412031
Grade Placement: 10 -12
Site: CHS, LVHS

This course is designed for students who wish to prepare for AP and/or Dual Credit Social Studies courses and subsequent college work. World History AP is the traditional study of the geography, history, and culture of both western and non-western nations. This course provides a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students may only receive credit for World History Pre-AP or World History AP, not both.

U.S. History (USHIST) **Credit: 1.0** 400932
Grade Placement: 10-12
Site: CHS, LVHS

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

U.S. History Dual Credit (USHIST) **Credit: 1.0** 411931
Grade Placement: 10 - 12
Prerequisite: Application Approval for Dual Credit
Site: CHS, LVHS

Dual Credit (HIST 1301 and 1302) Tuition Required

This course is designed to meet the competencies for Howard College U.S. History. It exceeds the traditional study of topics and problems covering U.S. history from 1492 to the present. Sufficient depth is given to covering the economic, social, and political forces that have shaped American culture.

AP U.S. History (APUSHIST) **Credit: 1.0** 403931
Grade Placement: 10 - 12
Site: CHS, LVHS

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

AP/Dual Credit U.S. History (APUSHIST) **Credit: 1.0** 424931
Grade Placement: 10 - 12
Prerequisite: Application Approval for Dual Credit
Site: LVHS

Dual Credit (HIST 1301, 1302) Tuition Required

The AP/DC course is designed to meet the requirements of both the College Board Advanced Placement Course and the competencies for Howard College. This course will provide students with the rigors of a college class while examining in-depth a series of problems and topics covering U.S. history from exploration through the present. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course.

Economics (ECO-FE) **Credit: 0.5** 411242
Grade Placement: 11 -12
Site: CHS, LVHS

Economics is an elementary survey of business organizations, money, credit, banking, production, nature and distribution of our national income, government finance, foreign trade and exchange, and personal money management. Study of the stock market (buying and selling stock) is taught. Current situations serve as a basis for illustrations. The course also makes a survey of economic principles of which all consumers need a working knowledge. Teaching strategies include problem-solving activities involving the learner. As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of economics with emphasis on the free enterprise system and its benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

Economics Dual Credit (ECO-FE) **Credit: 0.5** 451341
Grade Placement: 11 -12
Prerequisite: Application Approval
Site: CHS, LVHS

Dual Credit (ECON 2301) Tuition Required

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

AP Economics (APMACECO) **Credit: 0.5** 422241
Grade Placement: 11, 12
Site: CHS

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

Government (GOVT) **Credit: 0.5** 401242
Grade Placement: 12
Site: CHS, LVHS

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

Government Dual Credit (GOVT) **Credit: 0.5** 451241
Grade Placement: 12
Prerequisite: Application Approval
Site: CHS, LVHS

Dual Credit (GOVT 2305) Tuition Required

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

AP Government (APUSGOVT) Credit: 0.5 421241

Grade Placement: 12

Site: CHS

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

Psychology (PSYCH) Credit: 0.5 441142

Grade Placement: 10-12

Site: CHS, LVHS

In this elective course students consider the development of the individual and his/her personality and how the knowledge, methods, and theories of this discipline are applied to the explanation of human behavior. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Content emphases are human development, elements of learning, motivation, bases of behavior, personality, social psychology, and careers in psychology.

AP Psychology (APPSYCH) Credit: 0.5 441141

Grade Placement: 10-12

Site: CHS, LVHS

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students enrolled in this class are expected to take the Advanced Placement Examination at the end of the course. (Lake View students will be required to take Research Method in Social Studies following this course.)

Research Methods in Social Studies (SS RES) Credit: 0.5 431442

Grade Placement: 10-12

Site: CHS, LVHS

In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or qualitative and/or quantitative methods of inquiry. The content of this specific course will support and extend AP Psychology. Students will present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings. (This course is mandatory for Lake View students to take following AP Psychology)

Sociology (SOC) Credit: 0.5 441242

Grade Placement: 10-12

Site: CHS, LVHS

In this elective course students study dynamics and models of individual and group relationships as well as basic institutions. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, mass communication, and contemporary problems.

U.S. History through Film (SPTSS) Semester 1 Credit: 0.5 401042

U.S. History through Film (SPTSS2) Semester 2 Credit: 0.5 402042

Grade Placement: 10-12

Site: CHS, LVHS

In this elective course, students will study American history through the medium of film, film clips, documentaries, and presentations of history (re-enactments of historical events.) Students may examine the historiography of slavery, the Great Depression, the Holocaust, various wars, the Civil Rights Movement, and other events relevant to the history of the United States. A majority of the class will involve watching and critically analyzing films. This is a Special Topics in Social Studies course that may be taken to fulfill the requirements of the Humanities.

LANGUAGES OTHER THAN ENGLISH

French I (FREN 1) **Credit: 1.0** 560932

Grade Placement: 9-12

Site: CHS

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

French II (FREN 2) **Credit: 1.0** 561032

Grade Placement: 10-12

Prerequisite: French I

Site: CHS

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

French II Pre-AP (FREN 2) **Credit: 1.0** 561031

Grade Placement: 10-12

Prerequisite: French I

Site: CHS

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

French III Pre-AP (FREN 3) **Credit: 1.0** 561131

Grade Placement: 11-12

Prerequisite: French I and II

Site: CHS

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

Spanish I (SPAN 1) **Credit: 1.0** 590932

Grade Placement: 8-12

Site: CFC, CHS, LVHS and Middle Schools

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

Spanish II (SPAN 2) **Credit: 1.0** 591032

Grade Placement: 9-12

Prerequisite: Spanish I

Site: CFC, CHS, LVHS

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

Spanish II Pre-AP (SPAN 2) **Credit: 1.0** 591031

Grade Placement: 9-12

Prerequisite: Spanish I

Site: CFC, CHS, LVHS

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

Spanish III (SPAN 3) **Credit: 1.0** 591132

Grade Placement: 10-12

Prerequisite: Spanish I and II

Site: CHS, LVHS

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

Spanish III Pre-AP (SPAN 3) **Credit: 1.0** 591431
Grade Placement: 10-12
Prerequisite: Spanish I, II
Site: CHS, LVHS

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

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

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

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

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

FINE ARTS

ART

Art I (ART 1) **Credit: 1.0** 600932
Grade Placement: 9-12
Site: CFC, CHS, LVHS

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

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

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

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

This course is intended for highly motivated students who are interested in the study of college level drawing techniques. The focus will be on the mastery of a wide range of drawing concerns such as drawing from observation, effective use of light and shade, line quality, surface manipulation, spatial awareness – perspective, and composition. Students will explore a variety of different media which could include drawing pencils, pastels, colored pencils, paint, mixed media, printmaking, etc. Artwork may vary from Realism to Abstract. Students enrolled in this class are expected to submit a portfolio of 24 artworks for review by the College Board. Students may receive possible college credit for this course.

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

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

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

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

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

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

AP Studio Art 3-D Design (AP3DDP) Credit: 1.0 606231

Grade Placement: 11-12

Prerequisite: Art II Ceramics, Art II Sculpture or Portfolio Review

Site: CHS, LVHS

This class is intended for highly motivated students who are interested in the study of 3-D art at the college level. The course will focus on 3-D art through a wide variety of mediums including clay, stone, metal, wood, cardboard, and found objects. Students enrolled in this class are expected to submit a portfolio of 24 artworks for review by the College Board. Students may receive possible college credit for this course.

Art II Ceramics (ART2CRMC) Credit: 1.0 607032

Art III Ceramics (ART3CRMC) Credit: 1.0 607132

Art IV Ceramics (ART4CRMC) Credit: 1.0 607232

Grade Placement: 10-12

Prerequisite: Art I

Site: CHS, LVHS

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

Art II Design (ART2DES) Credit: 1.0 602332

Art III Design (ART3DES) Credit: 1.0 602432

Art IV Design (ART4DES) Credit: 1.0 602532

Grade Placement: 10-12

Prerequisite: Art I

Site: CHS, LVHS

This is a visual design theory course that introduces the core concepts of visual design — *visual elements, principles of design and creative process*. Composition issues and strategies valid in all areas of visual design are explored through examples, exercises, critiques and creative projects. Student interest include, Fine Arts, Graphic/Marketing Design, drawing, painting & photography.

MUSIC

Choir I (MUS1CHOR) Credit: 1.0 670932

Choir II (MUS2CHOR) Credit: 1.0 671032

Choir III (MUS3CHOR) Credit: 1.0 671132

Choir IV (MUS4CHOR) Credit: 1.0 671232

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

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

Vocal Ensemble 1 (MUS1VOEN) Credit: 1.0 672032

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: CHS

In this class, students perform a wide variety of musical styles including traditional choral music, all-state repertoire, madrigal, show choir, jazz, swing, and popular music. Performance is stressed and some time is devoted to choreography.

Band I (MUS1BAND) Credit: 1.0 620932

Band II (MUS2BAND) Credit: 1.0 621032

Band III (MUS3BAND) Credit: 1.0 621132

Band IV (MUS4BAND) Credit: 1.0 621232

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

PE Substitution Marching Band is earned concurrently (Fall Sem. Only) (SUBMB) Credit: 0.5–1.0 520012

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

Jazz Band I (MUS1JZBD)	Credit: 1.0	630932
Jazz Band II (MUS2JZBD)	Credit: 1.0	631032
Jazz Band III (MUS3JZBD)	Credit: 1.0	631132
Jazz Band IV (MUS4JZBD)	Credit: 1.0	631232

Grade Placement: 9-12

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

Site: LVHS

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

Orchestra I (MUS1ORCH)	Credit: 1.0	660932
Orchestra II (MUS2ORCH)	Credit: 1.0	661032
Orchestra III (MUS3ORCH)	Credit: 1.0	661132
Orchestra IV (MUS4ORCH)	Credit: 1.0	661232

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: CFC, CHS, LVHS

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

Instrumental Ensemble I (MUS1INEN)	Credit: 1.0	650932
Instrumental Ensemble II (MUS2INEN)	Credit: 1.0	651032
Instrumental Ensemble III (MUS3INEN)	Credit: 1.0	651132
Instrumental Ensemble IV (MUS4INEN)	Credit: 1.0	651232

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: LVHS

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

Mariachi I (MUS1MAR)	Credit: 1.0	653932
Mariachi II (MUS2MAR)	Credit: 1.0	653032
Mariachi III (MUS3MAR)	Credit: 1.0	653132
Mariachi IV (MUS4MAR)	Credit: 1.0	653232

Grade Placement: 9-12

Prerequisite: Audition and Director Approval

Site: LVHS

Mariachi consist of students who want to learn and experience a different style of music based in the Mexican culture. Any student can join. Prior knowledge of instrument is preferred but not required. 9-12.

DANCE

Dance I, Principles of Dance I (DANCE 1)	Credit: 1.0	690932
Dance II, Principles of Dance II (DANCE 2)	Credit: 1.0	691032
Dance III, Principles of Dance III (DANCE 3)	Credit: 1.0	691132
Dance IV, Principles of Dance IV (DANCE 4)	Credit: 1.0	691232

Grade Placement: 9-12

Prerequisite: Tryout and selection to squad each spring.

Site: LVHS, CHS

This course is only for students who have been selected to the squads of:

Lake View Chiefettes

Central Tex-Anns

Central cheerleading

This course is only offered if SAISD has staff certified to offer these courses.

THEATER

Theater Arts I (TH1) **Credit: 1.0** 610932
Grade Placement: 9-12
Site: CFC, CHS, LVHS

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

Theater Arts II (TH2) **Credit: 1.0** 611032
Theater Arts III (TH3) **Credit: 1.0** 611132
Theater Arts IV (TH4) **Credit: 1.0** 611232
Grade Placement: 10-12
Site: CHS, LVHS

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

Technical Theater I (TH1TECH) **Credit: 1.0** 612032
Technical Theater II (TH2TECH) **Credit: 1.0** 612132
Technical Theater III (TH3TECH) **Credit: 1.0** 612232
Grade Placement: 9-12
Site: CFC, CHS, LVHS

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

Theater Production I (TH1PROD) **Credit: 0.5-1.0** 613032
Theater Production II (TH2PROD) **Credit: 0.5-1.0** 613132
Theater Production III (TH3PROD) **Credit: 0.5-1.0** 613232
Grade Placement: 10-12
Prerequisite: Audition and Teacher Approval
Site: CHS, LVHS

Theater Production is for students involved in their school's fall or spring semester theater production as an actor, technician, or manager. Students must spend at least 80 hours outside of school time working on the production to earn credit. **This course is not offered during the school day.**

TEEN LEADERSHIP

Teen Leadership (TEENLDR) **Credit: 1.0** 938132
Grade Placement: 10-12
Site: CHS

Students will participate in a variety of community and campus service projects while learning fundamental social and interpersonal skills. Students will practice public speaking, goal setting, and team building in a creative and interactive environment. This course includes money management, resume building, and communication in today's interactive world while teaching leadership skills students may use for the rest of their lives.

Student Leadership (STULDR) **Credit: 1.0** 938332
Grade Placement: 10-12
Site: CHS

This course provides opportunities to study, practice, and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills, and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration and the community. This class demonstrates a hands-on, active learning approach to leadership. It is available to all high school students. The course can be customized to meet the needs of a Student Council, but is also adaptable to a broader student population.

HEALTH

Health (HLTHED) **Credit: 0.5** 500942
Grade Placement: 10-12
Site: CHS, LVHS

This class provides health information in such a way that it influences students to change their lifestyles so that they take positive action to improve their health. Its goal is to help people live long, zestful, and productive lives.

PHYSICAL EDUCATION

- ❖ Students are required to earn at least 1 unit of credit in Physical Education.
- ❖ The total number of allowable P.E. credits for graduation purposes is 4.0.
- ❖ Students may receive only ½ credit of P.E. or P.E. substitution per semester.

P.E. Substitutions may be earned through the following:

- Each semester of UIL competition sport
- JROTC 1
- Two semesters of Cheerleading or Drill Team
- Two Fall semesters of marching band earned concurrently when taking Band I and II

Foundations of Personal Fitness (PEFOUND) Credit: 1.0 510932

Grade Placement: 9-12

Site: CFC, LVHS

Students will receive basic information related to physical fitness, nutrition, and healthful living. Class activities will promote an understanding of this information. Physical activities heavily emphasize the development of personal fitness levels.

Individual/Team Sports (PEITS) 1 credit only of any combination of the following:

PE Partners (PEITS) Credit: 1.0 522032
Grade Placement: 10-12
Site: CHS, LVHS

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

Team Sports (PEITS) Credit: 1.0 521032
Grade Placement: 9-12
Site: CFC, CHS, LVHS

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

Individual Sports (PEITS) Credit: 1.0 511032
Grade Placement: 9-12
Site: CFC and LVHS

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

Beginning Gymnastics (PEITS) Credit: 1.0 513032
Grade Placement: 10-12
Site: CHS

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

Weight Training (PEITS) Credit: 1.0 516032
Grade Placement: 10-12
Site: CHS

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

Aerobic Activities (PEAA) 1 credit only of the following:

Aerobics (PEAA) Credit: 1.0 525032
Grade Placement: 10-12
Site: CHS, LVHS

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

Outdoor Education/Adventure Sports (PEAOE) Credit: 1.0 526032

Grade Placement: 10-12

Site: CHS

Students will learn basic skills in outdoor activities such as backpacking, camping, canoeing, kayaking, hiking, orienteering, climbing, and repelling. The class promotes leadership, self-awareness, self-confidence, and teamwork. For Safety reasons, this course may include a mandatory swim skills unit.

P.E. Substitutions may be earned one time each for one credit:

PE Substitution–Drill Team (SUBDT) **Credit: 1.0** 548532
Grade Placement: 9-12
Prerequisite: Sponsor Approval
Site: CHS, LVHS
 The drill team is a performing group for various athletic activities. Membership is determined through tryouts.

PE Substitution - Cheerleading (SUBCHLDG) **Credit: 1.0** 548032
Grade Placement: 9-12
Prerequisite: Sponsor Approval
Site: CHS
Cheerleaders are determined by tryouts each spring. Students will perform at athletic events and special functions throughout the year.

PE Substitution - Aerospace Science I (SUBJ1) **Credit: 1.0** 530032
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS
PE Substitution
 This course will introduce students to aerospace history, basic leadership, and wellness skills. “A Journey into Aviation History” explores the evolution of flight from ancient myths/legend to the future of air and space power. Leadership Education I includes such areas as the background of Air Force JROTC, proper wear of the uniform, customs and courtesies, basic drill, and citizenship responsibilities. The wellness portion provides physical fitness training and information concerning physical and mental well-being.

INTERSCHOLASTIC COMPETITIVE SPORTS

Athletic Trainer (SUBATH1) **Credit: 1.0** 549032
Grade Placement: 9-12
Prerequisite: Trainer Approval
Site: CHS, LVHS
 This class will be an in-depth look at the athletic training career. Students will learn care, prevention, evaluation, and rehabilitation of athletic injuries, as well as basic medical terminology and documentation. Student Trainers will be required to attend practices and games, as well as travel with teams out of town as scheduled.

(SUBATH1) (SUBATH2) (SUBATH3) (SUBATH4) **Credit: 1.0**
 (Students may earn up to 4.0 credits toward graduation)
Grade Placement: 9-12
Prerequisite: Approval of Head Coach
 In these courses students may develop individual and team skills fundamental to success in their chosen sport. Competition, travel, and additional practice times are required outside of school time. Athletes are required to have a record of a physical examination, medical history, and other forms required by the UIL on file before they will be allowed to practice or compete in any sport. Academic subjects are stressed. All participants must be eligible under TEA and UIL rules. Athletics is a privilege and not a right and therefore students who wish to participate will be held to higher standards than those students who choose not to participate. Interscholastic sports class requirements exceed those of general physical education. Two successfully completed semesters of competitive sports will fulfill the one unit of required physical education credit.

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

Female Athletic Classes		Male Athletic Classes	
Sport		Sport	
Athletic Trainer	54903-	Athletic Trainer	54903-
Basketball	55153-	Baseball	55003-
Cross Country	55853-	Basketball	55103-
Golf	55303-	Cross Country	55853-
Gymnastics *	54453-	Football	55253-
Soccer	55553-	Golf	55303-
Softball	55053-	Gymnastics *	55403-
Swimming *	54603-	Soccer	55503-
Tennis	55703-	Swimming *	54603-
Track	55813	Tennis	55703-
Volleyball	55903-	Track	55803-
* sport available at CHS only		* sport available at CHS only	

Participation in extracurricular activities is a privilege, not a right.

By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

MILITARY SCIENCE

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

Aerospace Science I (ROTC 1) * **Credit: 1.0** 530932
PE Substitution (JROTC - SUBJ1) **Credit: 1.0** 530032

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

Cadets begin **Cultural Studies: An Introduction to Global Awareness** where they learn to see their world through many different perspectives. This course introduces students to the study of world affairs, regional studies, and cultural awareness. Students will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places. **Leadership Education 200** covers communication/life skills, critical thinking, and conflict resolution/problem solving, and developing as a leader. Cadets participate in **Wellness** education consisting of physical fitness training and information concerning physical and mental well-being.

Aerospace Science II (ROTC 2) * **Credit: 1.0** 531032

Grade Placement: 10-12

Prerequisite: ROTC 1, Senior Instructor Approval

Site: CHS, LVHS

Cadets begin **Cultural Studies: An Introduction to Global Awareness** where they learn to see their world through many different perspectives. This course introduces students to the study of world affairs, regional studies and cultural awareness. Students will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places. **Leadership Education 200** covers communication/life skills, critical thinking, conflict resolution/ problem solving and developing as a leader. Cadets participate in **Wellness** education consisting of physical fitness training and information concerning physical and mental well-being.

Aerospace Science III (ROTC 3) ** **Credit: 1.0** 531132

Grade Placement: 11-12

Prerequisite: Senior Instructor Approval

Site: CHS, LVHS

This course utilizes the **Exploring Space: The High Frontier** text to teach cadets the latest information available in space science and space exploration. Topics addressed this year will include the space environment and exploring space. Cadets will focus on **Life Skills & Career Opportunities** to include charting their financial course, career opportunities, aiming towards a college degree, and charting their future to prepare cadets for "Life after High School". Cadets will learn **Principles of Management**, focusing on skills that pertain to leadership and management of the cadet corps. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct. Cadets continue **Wellness** education and start to take on a leadership role during various physical training activities.

Aerospace Science IV (ROTC 4) ** **Credit: 1.0** 531232

Grade Placement: 12

Prerequisite: ROTC 3 & Senior Instructor Approval

Site: CHS, LVHS

This course utilizes the **Exploring Space: The High Frontier** text to teach cadets the latest information available in space science and space exploration. Topics addressed this year will include the space environment and exploring space. Cadets will focus on **Life Skills & Career Opportunities** to include charting their financial course, career opportunities, aiming towards a college degree, and charting their future to prepare cadets for "Life after High School". Cadets will **manage the Cadet Corps** by focusing on the skills acquired in the **Principles of Management** that pertain to leadership and management. Cadets learn to apply theories and techniques of leadership, strengthen organizational skills, develop decision making skills, and apply Air Force standards of discipline and conduct. Cadets continue **Wellness** education and start to take on a leadership role during various physical training activities.

* Note: ROTC 1 & ROTC 2 are taught as a blended course. Cadets will cover material from ROTC 2 courseware this school year (2017-2018) and ROTC 1 courseware during the 2018-2019 school year. Leadership Education 100 curriculum covering fundamentals of the AFJROTC program: uniform wear, customs and courtesies, etc., will be covered/reviewed at the beginning of each school year.

** Note: ROTC 3 & ROTC 4 are taught as a blended class. Course material is organized so cadets do not repeat any material over two academic years

*** Note: Sophomores, Juniors and Seniors may take ROTC 2 & 3 classes during the same academic year (with Instructor approval) if desiring to complete the four-year program before graduation.

CAREER & TECHNICAL COURSES

AGRICULTURE, FOOD, & NATURAL RESOURCES CLUSTER

Principles of Agriculture (PRINAFNR) Food & Natural Resources Grade Placement: 9-12 Prerequisite: None Site: CHS, LVHS Fall Semester Students will learn about the diversity of agriculture in our world and the historical, current and future significance of the agricultural industry. Students will also learn basic information about soils, plants, and various livestock species. Students will learn techniques to expand their leadership and communication skills while focusing on the elements of FFA.	Credit: 1.0	741032	
Livestock Production (LIVEPROD) Grade Placement: 10-12 Recommended Prerequisite: None Site: CHS, LVHS Spring Semester Technical Dual Credit Students will learn about the livestock industry, livestock management, nutrition, genetics, reproduction, and common diseases and pests in animals. Animal species to be addressed in this course include beef cattle, dairy cattle, swine, sheep, goats, and poultry.	Credit: 1.0	741132	TDC 741131
Small Animal Management (SMANIMGT) Grade Placement: 9-12 Prerequisite: None Site: CHS, LVHS Spring Semester Technical Dual Credit (10-12) Students will attain knowledge and skills related to animal identification, animal behavior, anatomy, and the care and management of animals ranging from small mammals such as dogs and cats to amphibians and reptiles.	Credit: 0.5	742542	TDC 742541
Equine Science (EQUINSCI) Grade Placement: 10-12 Recommended Prerequisite: None Site: LVHS Fall Semester Technical Dual Credit Students will learn the importance of the equine industry; nutrition, anatomy and physiology. They will also study the maintenance of equine health and soundness. Students will study selection, nutrition, reproduction, handling and management to prepare for a career in the horse industry.	Credit: 0.5	742742	TDC 742741
Horticulture Science (HORTISCI) Grade Placement: 10-12 Prerequisite: None Site: LVHS With hands-on training in the green house, students will develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Students will also learn about career opportunities in horticulture and the entry requirements for those careers.	Credit: 1.0	742932	
Greenhouse Operation and Production (GREOP) Grade Placement: 10-12 Prerequisite: None Site: LVHS Students will develop an understanding of greenhouse production techniques and practices to help prepare them for careers in horticultural systems. Students will be able to classify greenhouse plants, investigate environmental factors controlled in the greenhouse and learn the difference in greenhouse structures and costs.	Credit: 1.0	745232	
Veterinary Medical Application (VETMEDAP) Grade Placement: 11-12 Recommended Prerequisite: Equine Science, Small Animal Management, or Livestock Production Site: CHS, LVHS Technical Dual Credit Students will learn the necessary skills needed for an entry level career in veterinary medicine. The course will provide many hands-on learning experiences with small and large animals that include surgery techniques, office management, ethics, clinical exams, and hospital care.	Credit: 1.0	743532	TDC 743531
Oil and Gas Production • Oil and Gas Production I (OILGP1) • Oil and Gas Production II (OILGP2) Grade Placement: 10-12 Prerequisite: None Site: WTTC (CHS, LVHS) Technical Dual Credit Students will be offered an exploratory course covering the many facets of oil and gas production. From drilling the well to the final refined petroleum products, students will be provided an overview of this multi-billion dollar industry. This course will be taught in a blended format including online learning, computer simulations, hands-on practice, and field trip experiences. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.	Credit: 2.0	793532	TDC 793531

Wildlife, Fisheries and Ecology Management (WFECGT) **Credit: 1.0** 743232 TDC 743231
Grade Placement: 9-12
Prerequisite: None
Site: CHS Fall Semester
Technical Dual Credit (10-12 only)

Students will examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students will also examine the management of game and non-game wildlife species and their ecological needs. Students are able to obtain their Hunter Safety Certification during the course.

Landscape Design and Management (LNDMGT) **Credit: 0.5** 743942
Grade Placement: 10-12
Prerequisite: None
Site: LVHS

Students will develop an understanding of landscape design and management techniques and practices. Students will identify plants used in designing landscapes as well as identify structures and hardscape materials used in designing landscapes. This course will provide students with the ability to analyze different landscape design styles and the different aesthetic and environmental factors of each style.

Agriculture Mechanics & Metal Technology (AGMECHMT) **Credit: 1.0** 741232 TDC 741231
Grade Placement: 9-12
Prerequisite: Principles of Agriculture Recommended
Site: CHS, LVHS
Technical Dual Credit (10-12 only)

Students will learn in a hands-on environment tool operation, electrical wiring, plumbing, carpentry, and metal working techniques as related to the agricultural industry. Students will learn to use the cutting torch and MIG welders laying a foundation of useful skills for the future.

Agriculture Power Systems (AGPOWSYS) **Credit: 2.0** 735432
Grade Placement: 10-12 Recommended
Prerequisite: Principles of Agriculture Recommended
Site: LVHS

Students will learn in this hands-on course to explore safety practices, shop equipment and tools, small engines, automotive engines, and diesel engines. Students will learn how these systems operate, how to work on them, and what they are used for. This foundation course provides basic instruction in the repair and service of cooling, air, fuel, lubricating, electrical, and ignition and mechanical systems as well as small engine overhauls.

ARCHITECTURE AND CONSTRUCTION CLUSTER

Principles of Construction I (PRINCON) Credit: 1.0 738832
Grade Placement: 9-12
Prerequisite: None
Site: CFC, LVHS

**Principles of Construction II
Agricultural Structures Design & Fabrication (AGSDF)** Credit: 1.0 738932
Grade Placement: 11-12 Recommended
Prerequisite: Principles of Construction I
Site: LVHS

Principles of Construction I and II are hands-on, project-based courses utilizing various tools and equipment used in the construction industry. Students will explore employer expectations and work ethics found in a successful construction environment. Students will read blueprints, operate hand tools, construct projects and utilize workplace safety skills.

Interior Design (INTERDS1) Credit: 1.0 703332 TDC 703331
Grade Placement: 10-12
Prerequisite: English I and Algebra I
Site: CHS, LVHS
Technical Dual Credit

This is a technical course that addresses the needs of an individual by enhancing the areas in which they live and work. Students will gain skills related to interior and exterior environments, construction, and furnishings to make consumer decisions. Student will use Envisioneer CAD software. Students will have the opportunity to join FCCLA—a student leadership organization.

Construction Technology I (CONTECH1) Credit: 2.0 733332 TDC 733331
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)
Technical Dual Credit

This laboratory course is designed to provide job-specific training for entry-level employment in industrial/heavy construction and home building. Special emphasis is placed on instruction in carpentry, shingling, sheet rocking, brick laying, form setting, load rigging, safety, leadership training, and career opportunities awareness. Students will complete a major construction project. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Construction Technology II (CONTECH2) Credit: 2.0 733432 TDC 733431
Grade Placement: 11-12
Prerequisite: Construction Technology I
Site: WTTC (CHS, LVHS)
Technical Dual Credit

This is a continuation of Construction Technology I with continued emphasis on skills needed for entry level employment in industrial/heavy construction and home building. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Heating Ventilation and Cooling Credit: 2.0 TDC 734431
• Heating Ventilation and Cooling I (HVACREF1) 734411/734421
• Electrical Technology I (ELECTEC1) 734511/734521
Grade Placement: 11-12
Site: WTTC (CHS, LVHS)

Heating Ventilation and Cooling II (HVACREF2) Credit 2.0 TDC 734031
Grade Placement: 11-12
Prerequisite: Howard College Requirements
Site: WTTC (CHS, LVHS)
Technical Dual Credit

Through hands-on learning, students will examine how the transfer of heat and energy affects our everyday lives. Students will acquire knowledge and skills in safety, electrical theory, and use of tools, codes, installation of commercial HVAC equipment, heat pumps, and trouble-shooting techniques, various duct systems and maintenance practices. Students will learn the knowledge and skills needed to enter the industry.

These CTE courses will fulfill the technology credit required by San Angelo ISD for graduation:

3-D Animation
Introduction to Audio Video Production
Audio Video Production I
Business Information Management I
Digital Media
Computer Maintenance
Cisco Internetworking
Career Preparation
Robotics and Automation

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS CLUSTER

3-D Animation (ANILAB1) **Credit: 2.0** 739532 TDC 739531
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)
Technical Dual Credit

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation motion graphics. 3D Modeling is a tedious process that takes patience and long hours at the computer. By working in teams, students will develop ideas for 3D animation short film, write short screenplays, technical scripts, draw storyboards, and produce animation projects. Student teams will learn pre-visualization, production and post production. **This course is taught at WTTC in conjunction with the co-requisite lab in a double blocked period. Transportation will be provided from CHS and LVHS. (This course will meet the locally required technology credit for graduation.)**

3-D Animation II (ANILAB2) **Credit: 2.0** 749532 TDC 749531
Grade Placement: 11-12
Prerequisite: 3-D Animation I (Grade of 85 or better—teacher signed approval sheet)
Site: WTTC (CHS, LVHS)
Technical Dual Credit

3D Animation II advanced students will be expected to demonstrate proficiency in rigging, character models developing character personality voice synchronization, lighting, color, camera and visual effects. Students will have project-based assignments and create short 3D films to be entered in competition. It is the students' responsibility to main eligibility throughout competition season. **This course is taught at WTTC in conjunction with the co-requisite lab in a double blocked period. Transportation will be provided from CHS and LVHS.**

Introduction to Audio Video Production (AVPROD1) **Credit: 1.0** 862132
(Audio Video Production I)
Grade Placement: 9
Prerequisite: None
Site: CFC

Introduction to Audio Video Production gives students the opportunity to learn the basics of audio and video production. The A/V course at Central Freshman Campus will start with the basics of shot composition, camera movements, and simple camera operation. Students will learn basic video editing and audio editing software to create AV projects. **This course will meet the locally required technology credit for graduation. (This course will meet the locally required technology credit for graduation.)**

Audio Video Production I (AVPLAB1) **Credit: 2.0** 862732 TDC 862731
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)
Technical Dual Credit

The AV Production I course provides students the opportunity to explore software and hardware components required to create audio and video productions. In this course, students will utilize cameras and recording equipment and the Adobe Creative Suite of video editing software to create a variety of AV projects including music videos, TV commercials, and documentaries. Students will also learn Protocols, the industry standard for audio editing. **This course is taught at West Texas Training Center in conjunction with its co-requisite lab in a double blocked period. This course will meet the locally required technology credit for graduation. Transportation will be provided from CHS and LVHS. (This course will meet the locally required technology credit for graduation.)**

Audio Video Production II (AVPLAB2) **Credit: 2.0** 862932 TDC 862931
Grade Placement: 11-12
Prerequisite: Audio Video Production I
Site: WTTC (CHS, LVHS)
Technical Dual Credit

The AV Production II course provides students the opportunity to build on the A/V concepts learned in AV Production I. Students will create multiple audio/video projects working independently and in small groups with the expectation of developing intermediate to advanced AV production skill sets. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Fashion Design (FASHDSN1) **Credit: 1** 701232 TDC 701231
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Technical Dual Credit

This course will cover all aspects of the textile and apparel industries. Students will be expected to develop an understanding of the fashion industry with an emphasis on design. Students will have the opportunity to join Family, Career and Community Leaders of America (FCCLA) which is a student leadership organization.

Professional Communication (PROFCOMM) **Credit: .5** 770342
Grade Placement: 9-12
Prerequisite: None
Site: CHS, LVHS

This course blends written, oral, and graphic communication in a career-based environment. Students will have the opportunity to expand their abilities to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

Principles of Business, Marketing, and Finance (PRINBMF) **Credit: 1** 784132
Grade Placement: 9-12
Pre-Requisite: BIMM I Recommended
Site: CHS, LVHS

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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.

Business Information Management I (BUSIM1) **Credit: 1** 751032
Grade Placement: 9-12
Pre-Requisite: None
Site: CFC, CHS, LVHS

Articulated Credit (11-12)

The Business Management and Administration Career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and post-secondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Students will have the opportunity to earn a Microsoft Office Specialist (MOS) Certification in specific Office programs. *(This course will meet the locally required technology credit for graduation.)*

Business Information Management II (BUSIM2) **Credit: 1** 752132 TDC 752131
Grade Placement: 11-12
Pre-Requisite: BIMM 1
Site: CHS, LVHS

Technical Dual Credit

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or post-secondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Students will have the opportunity to earn a Microsoft Office Specialist (MOS) Certification, as well as Microsoft Office Expert Certification in specific Office programs.

Business Law (BUSLAW) **Credit: 1** 811032 TDC 811031
Grade Placement: 11-12
Pre-Requisite: BIMM I Recommended
Site: CHS, LVHS

Technical Dual Credit

Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk- management, and real property. Highly recommended for students seeking a business or law career path.

Business Management (BUSMGT) **Credit: 1** 820132 TDC 820131
Grade Placement: 11-12
Pre-Requisite: BIMM I Recommended
Site: CHS, LVHS

Technical Dual Credit

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

CAREER DEVELOPMENT

Career Preparation I **Credit: 3** 773032 TDC 773031

- Career Preparation I (CAREERP1)
- Extended Career Preparation

Grade Placement: 11-12 (must be at least 16 years old)

Prerequisite: None

Site: CHS, LVHS

Technical Dual Credit

(This course will meet the locally required technology credit for graduation.)

Career Preparation II **Credit: 3** 773132 TDC 773131

- Career Preparation II (CAREERP2)
- Extended Career Preparation

Grade Placement: 12

Prerequisite: Career Preparation I

Site: CHS, LVHS

Technical Dual Credit

Students will complete employment portfolios, study the rights and responsibilities of the workplace, money management, entrepreneurship, and business etiquette. Students must work a minimum of 15 hours per week in an approved training station in general employment. Your supervisor at work and your classroom instructor will be working together to assess your progress. Students are responsible for their transportation and must obtain approved employment within the first two weeks of school.

Project-Based Research (PROBS1) **Credit: 1** 841232

Grade Placement: 11-12

Prerequisite: Prior coursework in program of study

Site: CHS, LVHS, WTC

Students will develop a comprehensive research project working with an instructor and a mentor from the business/professional community who will guide them and assess their progress. At the completion of the project, the student will make a presentation to a panel of experts in the field being addressed. **Students may repeat this course with different course content for up to three credits. This course is designed to provide students graduating in 2017 the opportunity to earn an advanced measure for the Distinguished Achievement Plan.**

EDUCATION AND TRAINING CLUSTER

Principles of Education and Training (PRINEDTR) **Credit: 1.0** 762432

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

This course is designed to introduce the various careers available in the Education and Training career cluster. It will focus on planning, managing, and providing education and training services and related learning support services. Students will have the opportunity to join FCCLA which is a student leadership organization for Family and Consumer Science students.

Human Growth and Development (HUGRDEV) **Credit: 1.0** 762532 TDC 762531

Grade Placement: 10-12

Prerequisite: None

Site: CHS, LVHS

Technical Dual Credit

This course will provide students with the opportunity to study human development across the lifespan (from birth to death) with emphasis on theories and common physical, cognitive, emotional, and social developmental milestones. Students will have the opportunity to join FCCLA which is a student leadership organization.

Instructional Practices (INPRAC) **Credit: 2.0** 762232 TDC 762231

Grade Placement: 11-12

Prerequisite: Principles of Education and Training Recommended

Site: CHS, LVHS

Technical Dual Credit

This course is a field-based internship that provides students with the knowledge of child development as well as principles of effective teaching and training. Students will work under the direction and supervision of a high school and an elementary teacher. Students will learn to plan and direct individual and group activities, assist with record keeping and complete other responsibilities of a teacher. **Students must provide their own transportation for the elementary internship.**

Practicum in Education and Training (PRACEDT1) **Credit: 2.0** 762332

Grade Placement: 12

Prerequisite: Instructional Practices

Site: CHS, LVHS

This course is a continuation of Instructional Practices. Students will continue in a field-based internship at an elementary school under the joint direction of a high school and an elementary teacher. Students will learn to prepare educational materials, assist with record keeping, and complete other responsibilities of classroom teachers. **Students must provide their own transportation for the elementary internship.**

FINANCE CLUSTER

Money Matters (MONEYM) **Credit: 1.0** 832132
Grade Placement: 9-12
Pre-Requisite: BIMM I Recommended
Site: CFC, CHS, LVHS

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

Banking and Financial Services (BANKFIN) **Credit: .5** 822142 TDC 822141
Grade Placement: 10-12
Pre-Requisite: Principles of Business, Marketing, and Finance Recommended
Site: CHS, LVHS

Technical Dual Credit

This course offers the chance to learn about the international market, financial institutions, and global trade. Students will develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Accounting I (ACCOUNT1) **Credit: 1** 821032 TDC 821031
Grade Placement: 10-12
Pre-Requisite: BIMM I Recommended
Site: CHS, LVHS

Technical Dual Credit

In Accounting I, students will 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 will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Highly recommended for students seeking a business, finance, or law career path.

Accounting II (ACCOUNT2) **Credit: 1** 821132 TDC 821131
Grade Placement: 11-12
Pre-Requisite: Accounting I
Site: CHS, LVHS

Technical Dual Credit (11-12 only)

In Accounting II, students will continue the investigation of 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 will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The mathematical process standards describe ways in which students are expected to engage in the content. Students will analyze mathematical relationships to connect and communicate mathematical ideas.

Financial Analysis (FINANAL) **Credit: 1** 822232 TDC 822231
Grade Placement: 11-12
Pre-Requisite: Accounting I
Site: CHS, LVHS

Technical Dual Credit

Students apply technical skills to develop knowledge and skills in the economic, 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.

HEALTH SCIENCE CLUSTER

Health Science I **Credit: 2** 712032 TDC 712031

- **Medical Terminology (MEDTERM)** 721012
- **Principles of Health Science (PRINHLSC)** 721912/22
- **Health Science Tech** 722022

Grade Placement: 11

Prerequisite: None

Site: WTTC (CHS, LVHS)

Technical Dual Credit

This course is designed for students who desire to pursue a health care career. Students will gain a broader view of the medical field by learning basic anatomy and physiology and hands-on skills used in the medical field. In addition, students will learn the structure of medical terms including prefixes, suffixes, and word roots. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Practicum in Health Science (PRACHLS1) **Credit: 2** 712132 TDC 712131

Grade Placement: 12

Prerequisite: Health Science I and teacher approval

Site: WTTC (CHS, LVHS)

Technical Dual Credit

Students will have a chance to experience the medical field first hand. During the course, there will be an emphasis on earning a Certified Nurse Aide license. Students will have one-on-one interaction with nursing home residents and staff. In addition, students will continue to study medical terminology. **Students are responsible for their own transportation to clinical visits. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

HOSPITALITY AND TOURISM CLUSTER

Principles of Hospitality and Tourism (PRINHOSP) **Credit: 1** 710732

Grade Placement: 9-12

Prerequisite: None

Site: LVHS

This course introduces students to an industry that covers lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students will learn communication, time management, customer service, history of the hospitality and tourism industry. Students will have the opportunity to join a student leadership organization--Family, Career, and Community Leaders of America (FCCLA).

Travel and Tourism Management (TRTORMGT) **Credit: 1** 710832

Grade Placement: 10-12

Prerequisite: None

Site: CHS

Focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services. It will incorporate management principles and procedures of the industry as well as destination geography. Students will have the opportunity to join FCCLA which is a student leadership organization.

Culinary Arts (CULARTS) **Credit: 2** 724032

Grade Placement: 10-12

Prerequisite: None

Site: CHS

Culinary Arts in a lab-based course in a commercial kitchen where students learn the basic skills needed to become a culinary chef or pastry chef. Major emphasis is placed on safety and sanitation, catering skills, cake decorating, dining etiquette, and meal preparation. Students will have the opportunity to join a student leadership organization and to compete in culinary contests.

Advanced Culinary Arts (ADCULART) **Credit: 2** 724132 TDC 724131

Grade Placement: 11-12

Prerequisite: Culinary Arts I

Site: CHS

Technical Dual Credit

Advanced Culinary Arts extends the content and skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education certifications and/or immediate employment. Students will have an internship in a local restaurant. Students will have the opportunity to join a student leadership organization and to compete in culinary contests. **Students must provide their own transportation for the internship experience.**

HUMAN SERVICES CLUSTER

Human Services (PRINHUSR) **Credit: 1** 700932
(Principles of Human Services)
Grade Placement: 9-12
Prerequisite: None
Site: CFC, CHS, LVHS

Human Services is a laboratory course that will enable students to investigate and enhance career effectiveness in the Human Services career cluster. Career pathways of study include families and human needs such as personal care and consumer services, counseling and mental health, early childhood development, family and community needs, nutrition throughout the life span and meal preparation, fashion design with clothing selection and maintenance, and interior design. Students have the opportunity to join Family, Career, and Community Leaders of America (FCCLA)—a student leadership organization.

Interpersonal Studies (INTERSTU) **Credit: .5** 701542
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students will learn skills to foster quality relationships, enhance personal development, promote wellness of family members and manage multiple adult roles. Students will have the opportunity to join FCCLA—a student leadership organization.

Lifetime Nutrition and Wellness (LNURTWEL) **Credit: .5** 711142 TDC 711141
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS
Technical Dual Credit

This is a laboratory course that encourages students to make informed choices that promote wellness and food preparation as well as pursue careers related to Hospitality and Tourism, Education and Training, Human Services, and Health Sciences. Students will have the opportunity to earn the Food Handler certification. Students will have the opportunity to join FCCLA—a student leadership organization.

Child Development (CHILDDEV) **Credit: 1** 701732 TDC 701731
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS
Technical Dual Credit

This is a technical laboratory course that addresses child growth and development from prenatal to school-age, using Real Care computer baby simulation and in-depth projects. These skills will promote the well-being and healthy development of children and careers related to the care and education of children. Students will have the opportunity to join FCCLA—a student leadership organization.

Cosmetology I **Credit: 3** TDC 737031

- Principles of Cosmetology Design & Color Theory (PRICOSMO)
- Cosmetology I (COSMET1)

Cosmetology II **Credit: 3** TDC 737131

- Introduction to Cosmetology (INTCOSMO)
- Cosmetology II (COSMET2)

Grade Placement: 11-12
Prerequisite: Application to Howard College/Teacher Selection
Site: WTTC (CHS, LVHS)
Technical Dual Credit

This is a laboratory course designed to provide job-specific training for entry-level employment in a cosmetology career. Instruction includes sterilization and sanitation processes, shampooing, application of conditioning creams and color rinses, application of hair treatments, shaping and thinning hair, hair styling, permanent waving, hair coloring, manicuring, facial massage, and make-up. This course meets the cosmetology commission requirements. Upon completion of the two-year program, students will have the opportunity to take the state exam and receive a cosmetology license. *This course is a two-year Howard College course and will require Saturdays and extra-hour requirements including before school (Cosmo I) and after school (Cosmo II).* **This course is taught at West Texas Training Center. Students must provide their own transportation.**

INFORMATION TECHNOLOGY CLUSTER

Digital Media (DIMEDIA) **Credit: 1.0** 861032 TDC 861031

Grade Placement: 9-12

Prerequisite: None

Site: CHS, LVHS

Technical Dual Credit (10-12 only)

Students will learn to design multimedia projects. The course will provide exposure to emerging technology used in the industry and will offer a hands-on approach to real-world problems. Students will gain foundational skills creating 2-D and 3-D graphic and animation projects using state of the art software and equipment. *(This course will meet the locally required technology credit for graduation.)*

Computer Maintenance I (COMMTLAB) **Credit: 2.0** TDC 731031

Grade Placement: 11-12

Prerequisite: Howard College Requirements

Site: WTTC (CHS, LVHS)

Technical Dual Credit

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

Computer Maintenance II (PRACIT1) **Credit: 2.0** TDC 731431

(Practicum in Information Technology)

Grade Placement: 12

Prerequisite: Successful completion of Computer Maintenance I

Site: WTTC (CHS, LVHS)

Technical Dual Credit

This course is a continuation of Computer Maintenance I—also taught by Howard College staff. Students will do advanced computer repair and continue to focus on high-level operating systems. Students will have the opportunity to prepare for recognized certifications in the industry. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Cisco Internetworking **Credit: 2.0** TDC 739031

- **Internetworking Technologies I (INTNET1)**
- **Internetworking Technologies II (INTNET2)**

Grade Placement: 11-12

Prerequisite: Strong Computer Aptitude

Site: WTTC (CHS, LVHS)

Technical Dual Credit

In this course, students will learn the engineering of how the internet and network communication really work. Developed by Cisco Systems, this on-line course will provide students with the opportunity to build personal local area networks and wide area networks using Cisco Switches and routers. Interested students will be prepared to take the entry level Cisco certification exam. *This course will meet the locally required technology credit for graduation. This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.*

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CLUSTER

Criminal Justice I **Credit: 2.0** 721132 TDC 721131

- **Principles of Law, Public Safety, Corrections & Security (PRINLPSC)**
- **Law Enforcement I (LAWENF1)**

Grade Placement: 11-12

Prerequisite: Application

Site: WTTC (CHS, LVHS)

Technical Dual Credit

Criminal Justice I introduces students to professions in law enforcement. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. In addition, students will receive an overview of the history, organization, and functions of local, state and federal law enforcement. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Criminal Justice II **Credit: 2.0** 721232 TDC 721231

- **Court Systems & Practices (COURTSP)**
- **Correctional Services (CORRSRVS)**

Grade Placement: 12

Prerequisite: Criminal Justice I and Teacher Approval

Site: WTTC (CHS, LVHS)

Technical Dual Credit

Criminal Justice II is a capstone of Criminal Justice I. Students may prepare for certification for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional office and discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities. Students will receive an overview of the federal and state court systems. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

MANUFACTURING CLUSTER

Introduction to Welding (INTRWELD) Credit: 1.0 735632
Grade Placement: 9
Prerequisite: None
Site: CFC

Welding is a hands-on course that demonstrates a variety of welding processes. This course introduces oxy-fuel braze welding, oxy-fuel flame cutting, gas metal arc welding, plasma cutting, and shielded-metal arc welding. It covers the history of welding, safety and terminology. It will develop correct welding procedures for various applications using lab work to enhance welding skills. Students will have the opportunity to construct various projects as a result of each study of welding and measuring.

Welding I (WELD1) Credit: 2.0 735732 TDC 735731
Grade Placement: 10-12
Prerequisite: None
Site: WTTC (CHS, LVHS)

Technical Dual Credit

In this course, students will be introduced to welding through basic theory in the classroom and actual hands-on experience in the lab/shop area. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) and oxyacetylene welding along with blueprints, tool identification and safety in the shop. Emphasis will be placed on the design and construction of a small metal project. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Welding II (WELD2) Credit: 2.0 735832 TDC 735831
Grade Placement: 11-12
Prerequisite: Successful completion of Welding I
Site: WTTC (CHS, LVHS)

Technical Dual Credit

This course is a continuation of Welding I. Students will be introduced to more critical welding processes and applications. This course will cover SMAW (arc welding), GMAW (MIG or wire welding) as well as GTAW (TIG welding). Students will be working with more challenging metals such as aluminum and stainless steel. Emphasis will be placed on designing and constructing larger and more challenging metal projects. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

MARKETING CLUSTER

Advertising (ADVERTIS) Credit: 0.5 783332 TDC 783331
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Technical Dual Credit

The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives. Advertising will introduce students to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course will explore the social, cultural and legal issues of advertising, and media decision processes.

Fashion Marketing (FASHMKTG) Credit: 0.5 778032 TDC 778031
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Technical Dual Credit

This course is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

Sports and Entertainment Marketing (SPORTSEM) Credit: 0.5 844042 TDC 844041
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Technical Dual Credit

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

Social Media Marketing (SMEDMKTG) Credit: 0.5 779132 TDC 779131
Grade Placement: 10-12
Prerequisite: None
Site: CHS, LVHS

Technical Dual Credit

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

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS CLUSTER

Robotics I

Credit: 2.0

791432

- Principles of Applied Engineering (PRAPPENG) 791401/791402
- Robotics I (ROBOTIC1) 791412/791422

Grade Placement: 10-12

Prerequisite: None

Site: WTTC (CHS, LVHS)

Robotics will introduce students to robotics concepts, industry, and careers. Focus on structural design, mechanical design, electronics, machining customization, etc. Students are eligible to compete in competitions with hands on activities and challenges with robot systems. Robotics follows a STEM Curriculum, heavy in science and mathematics with a focus on 21st century skills. Students will demonstrate mastery of project management, communications, documentation, problem solving and teamwork. Organizational skills, computer skills, a solid academic foundation, and willingness to work will serve well in robotics. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS. This course will meet the locally required technology credit for graduation.**

Robotics II

Credit: 2.0

791832

- Engineering Design and Presentation (ENGDSRP1) 791401/791402
- Robotics II (ROBOTIC2) 791412/791422

Grade Placement: 11-12

Prerequisite: Robotics I

In Robotics II, students will explore programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. The course weaves knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. **This course is taught at WTTC. Transportation will be provided from CHS and LVHS. This course will meet the locally required technology credit for graduation.**

TRANSPORTATION, DISTRIBUTION, & LOGISTICS CLUSTER

Automotive Technology I (AUTOTEC1)

Credit: 2.0

777032

TDC 777031

Grade Placement: 10-12

Prerequisite: None

Site: WTTC (CHS, LVHS)

Technical Dual Credit

Take advantage of a state of the art facility at the West Texas Training Center in the laboratory course designed to provide job-specific training for entry level employment in automotive repair and service career fields. Instruction will be on maintenance and light vehicle repair. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability. **This course will be taught at the West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Automotive Technology II (AUTOTEC2)

Credit: 2.0

777132

TDC 777131

Grade Placement: 11-12

Prerequisite: Successful completion of Auto Tech I

Site: WTTC (CHS, LVHS)

Technical Dual Credit

This course is a continuation of Auto Tech 1. Instruction will be on the knowledge of the major systems and the principles of diagnosing and servicing these systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus will be Safety, tool identification, proper tool use, and employability. **This course will be taught at the West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Collision Repair I (COLLISR)

Credit: 2.0

777232

TDC 777231

Grade Placement: 10-12

Prerequisite: None

Site: WTTC (CHS, LVHS)

Technical Dual Credit

Take advantage of a state of the art facility at West Texas Training Center in this rigorous classroom/laboratory course designed to provide industry established and I-CAR certified training in the advancing field of auto body repair and refinishing. Instruction emphasizes safety, shop procedures, vehicle construction, basic metal repair, welding, estimating costs, and preparation for/and application of primer and paints. Instruction includes comprehensive classroom theories followed by hands-on application in lab setting. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Collision Repair II (PAINTREF)

Credit: 2.0

777332

TDC 777331

(Paint and Refinishing)

Grade Placement: 11-12

Prerequisite: Collision Repair I

Site: WTTC (CHS, LVHS)

Technical Dual Credit

This course is a continuation of Collision Repair I. Students will complete advanced methods of collision damage repair including estimating costs, structural analysis and repair, mechanical and electrical components, advanced sheet metal and part replacement, advanced refinishing, frame repair, and steering and suspension. Students will continue in leadership training, professional standards and career opportunities awareness. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

Practicum in Transportation Systems (PRACTRS1)

Credit: 2.0

732332

TDC 732331

Grade Placement: 12

Prerequisite: Successfully completion of a sequence of two years of study in either Automotive Technology or Collision Repair or a combination of one year in each course.

Site: WTTC (CHS, LVHS)

Upon taking the practicum course, students can participate in either a paid or unpaid work or lab based practical application experience related to the transportation systems. These can be appropriate locations based on the nature and level of experience mastered by the student in the prerequisite courses. Students will be in a supervised practical application such as mentorship, internship, independent study, or laboratories. These can be school lab based or work based. **This course is taught at West Texas Training Center. Transportation will be provided from CHS and LVHS.**

COURSES SERVING STUDENTS WITH DISABILITIES

The following list contains course offerings which include state developed courses with modified or alternative achievement standards based on the Texas Essential Knowledge and Skills Statements, as well as courses that meet specific needs related to the student's disability. In most cases these courses are taught by special education teachers, but in some cases may be taught by general education teachers in collaboration with special education teachers. . Modification in content is determined by the student's ARD committee in order to meet the needs of an individual student who is identified as having a disability as specified in the Individuals with Disability Education Improvement Act. Placement and course selections for each student are reviewed at least once annually. The levels of support for special education students in the general education settings are external support, minimum support, and maximum support.

External Support: Student is tracked by a special education teacher; no direct instruction is provided; special education teacher may provide modified materials, information, and ideas for successful classroom instruction.

Minimum Support: Special education teacher or paraprofessional coming into the class 2-3 times a week to the extent necessary to meet student needs (at least ½ period) providing teacher assistance in affirming that all students are receiving required accommodations and modifications.

Maximum Support: Two credentialed teacher partners fully sharing the instruction, planning together, in class together the entire period OR to a lesser degree, a credentialed teacher and a paraprofessional supporting the class daily, sharing the support responsibilities but not fully responsible for the class.

ENGLISH/LANGUAGE ARTS

English I Modified (ENG 1) **Credit: 1.0** ENG1MOD

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

English I Modified is a state-approved course that addresses enrolled grade level knowledge and skills statements. It provides a year-long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I modified students read in multiple genres from world literature including selected stories, dramas, novels, and poetry. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

English I Alternate (ENG 1) **Credit: 1.0** ENG1ALT

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

English I Alternate is a state-approved course that addresses enrolled grade level knowledge and skills statements through prerequisite skills. It provides a year-long integrated study of reading, writing, listening, and speaking skills with students practicing all forms of writing including: describing, reporting, and persuading. Improved grammar usage, spelling, and vocabulary are stressed along with an emphasis on organizing logical arguments with clearly expressed thesis and evidence. English I alternate students read in multiple genres from world literature, including selected stories, dramas, novels, and poetry. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

English II Modified (ENG 2) **Credit: 1.0** ENG2MOD

Grade Placement: 10/ARD Committee Approval

Prerequisite: English I Course (determined by ARD committee)

Site: CHS, LVHS

English II Modified is a state-approved course that addresses enrolled grade level knowledge and skills statements. This course provides a year-long integrated study of reading and writing skills with special emphasis on preparing for the STAAR English II EOC test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

English II Alternate (ENG 2) **Credit: 1.0** ENG2ALT

Grade Placement: 11/ARD Committee Approval

Prerequisite: English II Course (determined by ARD committee)

Site: CHS, LVHS

English II Alternate is a state-approved course that addresses enrolled grade level knowledge and skills statements through the prerequisites. This course provides a year-long integrated study of reading and writing skills with special emphasis on preparing for the STAAR Alternate English II EOC test. Emphasis is placed on writing techniques concentrating on persuasive writing and a research writing component. A thematic study of world literature is included. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

English III Modified (ENG 3) **Credit: 1.0** ENG3MOD

Grade Placement: 11/ARD Committee Approval

Prerequisite: English II Course (determined by ARD committee)

Site: CHS, LVHS

English III Modified is a state-approved course that is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on modified state standards and presentations of materials are adapted to the students' needs, based on their disabilities.

English III Alternate (ENG 3) **Credit: 1.0** ENG3ALT

Grade Placement: 11/ARD Committee Approval

Prerequisite: English II Course (determined by ARD committee)

Site: CHS, LVHS

English III Alternate is a state-approved course that is a survey of American literature from the beginning of America literature through contemporary times. The survey includes representative writers and their contributions to the literary heritage of the United States through a variety of genres. The course also integrates writing skills and grammatical skills with the study of literature and the research process. Independent reading outside of class time will be encouraged for post-secondary goals. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

SCIENCE

Biology Modified (BIO) **Credit: 1.0** BIOMOD

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

This state-approved course is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, classification of living organisms, genetics, change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time or as established by the ARD Committee. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

Biology Alternate (BIO) **Credit: 1.0** BIOALT

Grade Placement: 9/ARD Committee Approval

Prerequisite: None

Site: CFC, CHS, LVHS

This state-approved course is the study of living things and how they are related to each other and to their environment. It includes the study of cellular structure, cell physiology, classification of living organisms, genetics, change over time, anatomy, physiology, and ecology. Laboratory work will be done 40% of the time or as established by the ARD Committee. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

Environmental Systems Modified (ENVIRSYS) **Credit: 1.0** ENVSYSMOD

Grade Placement: ARD Committee Approval

Prerequisite: Biology

Site: CHS, LVHS

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Environmental Systems course with modified achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will have "hands-on" experiences with the environment.

Environmental Systems Alternate (ENVIRSYS) **Credit: 1.0** ENVSYSALT

Grade Placement: ARD Committee Approval

Prerequisite: Biology

Site: CHS, LVHS

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Environmental Systems course with alternate achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will have "hands-on" experiences with the environment.

Integrated Physics and Chemistry Modified (IPC) **Credit: 1.0** IPCMOD

Grade Placement: ARD Committee Approval

Prerequisite: Biology

Site: CHS, LVHS

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Integrated Physics and Chemistry course with modified achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will have "hands-on" experiences.

Integrated Physics and Chemistry Alternate (IPC) **Credit: 1.0** IPCALT

Grade Placement: ARD Committee Approval

Prerequisite: Biology

Site: CHS, LVHS

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Integrated Physics and Chemistry course with alternate achievement standards. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Over 40% of the time, or as determined by the ARD Committee, this course will be in the laboratory or on field trips where students will have "hands-on" experiences.

SOCIAL STUDIES

World Geography Studies Modified (W GEO) **Credit: 1.0** WGEOGMOD
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

This state-approved course is the study of countries and cultures of the Earth. This course examines the interrelationship of the physical environment and the people who live in it. There is emphasis on reading, writing, and social studies. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

World Geography Studies Alternate (W GEO) **Credit: 1.0** WGEOGALT
Grade Placement: 9/ARD Committee Approval
Prerequisite: None
Site: CFC, CHS, LVHS

This state-approved course is the study of countries and cultures of the Earth. This course examines the interrelationship of the physical environment and the people who live in it. There is an emphasis on reading, writing, and social studies. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

World History Studies Modified (W HIST) **Credit: 1.0** WHISTMOD
Grade Placement: 10/ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

This state-approved course includes the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

World History Studies Alternate (W HIST) **Credit: 1.0** WHISTALT
Grade Placement: 10/ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

This state-approved course includes the geography, history, and culture of western and non-western countries. Sufficient depth is given to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs, based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

US History Studies Since 1877 Modified (US HIST) **Credit: 1.0** USHISTMOD
Grade Placement: 11/ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

state-approved course that provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs based on their disability.

US History Studies Since 1877 Alternate (US HIST) **Credit: 1.0** USHISTALT
Grade Placement: 11/ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

This state-approved course provides students the opportunity to understand some of the social, economic, and political forces that have shaped American society, as well as to understand the historical basis for many current problems in the United States. There is an emphasis on post-reconstruction events, issues, and problems which have their roots in the past. This course curriculum is based on alternate state standards. Presentation supports, materials, and student response modes are all adapted to the students' needs based on their disabilities. Such extensive student adaptations enable students to access the content and demonstrate their skills to the best of their abilities.

Economics Modified (ECO-FE) **Credit: 0.5** ECOMOD
Grade Placement: 12/ARD Committee Approval
Prerequisite: None
Site: CHS, LVHS

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education Economics course with modified achievement standards. Economics is an elementary survey of business organizations, money, credit, banking, production, nature, and distribution of our national income, government finance, foreign trade and exchange, and personal money management. This course curriculum is based on modified state standards and presentation of materials is adapted to the students' needs, based on their disabilities.

PHYSICAL EDUCATION

PE Partners1 (PEITS)	Credit: 1.0	PEPART1
PE Partners2 (PEFOUND)	Credit: 1.0	PEPART2
PE Partners3 (PEAOA)	Credit: 1.0	PEPART3
PE Partners4 (PEAA)	Credit: 1.0	PEPART4

Grade Placement: 9-12

Prerequisite: ARD Committee Approval

Site: CHS, LVHS

Students will work with a partner to be able to enjoy physical activities. The course will be taught by a physical education teacher with the assistance of staff trained in adaptive physical education techniques. Partner students will assist students with physical disabilities.

TRANSITION SKILLS/CAREER PREPARATION

CTED Business Information Management (BUSIM1) Credit: 1.0 751035

Grade Placement: ARD Committee Approval

Prerequisite: None

Site: CHS, LVHS

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

This course can fulfill the required graduation credit of Technology.

CTED Human Services Credit: 2.0 710035

- Principles of Human Services (PRINHUSR)
- Family & Community Services (FAMCOSRV)

Grade Placement: 9-12

Prerequisite: ARD Committee Approval

Site: CHS

This course will enable students to explore career opportunities in the human services cluster, including early childhood development, family and community, and personal care services. **(This course is designed for those students who need the extra training prior to the practicum).**

CTED Practicum in Human Services (PRACHUS1) Credit: 2.0 720035

Grade Placement: 10-12

Prerequisite: Human Services and/or ARD Committee Approval

Site: CHS

This course is a practicum of Human Services. Enhanced training provides for hands-on skills for occupational preparation for entry-level careers in the human services industry. Students will need to be able to work independently. **This course is designed for students who are ready for the practicum and may not need to take the prerequisite CTED Human Services.**

CTED Child Development (CHILDDEV) Credit: 1.0 701735

Grade Placement: 10-12

Prerequisite: ARD Committee Approval

Site: CHS

Child Development will cover effective parenting skills, pregnancy, and the development of the child. Students will have the opportunity to have hands-on training with computerized babies.

CTED Building Maintenance Technology (BUILDMA1) Credit: 2.0 711035

Grade Placement: 9-12

Prerequisite: ARD Committee Approval

Site: CHS

CTED Advanced Building Maintenance Tech (BUILDMA2) Credit: 2.0 711135

Grade Placement: 10-12

Prerequisite: ARD Committee Approval

Site: CHS

These courses are foundational courses designed to provide training in the building services industries. Instruction includes carpet care, floor care, cleaning and disinfection, residential electrical and residential plumbing. Students will receive training in entrepreneurship and safety. Leadership and competition opportunities will be provided by participating in SkillsUSA.

LOCAL COURSES FOR TRANSITION

Communications 1-8 (COMM1-8) Credit: 1.0 190135 to 190835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

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

Community Skills 1-8 (ACOMSK) Credit: 1.0 979135-979835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

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

Recreation/Leisure 1-8 (ARECL) Credit: 1.0 529135 to 529835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

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

Personal/Social Skills 1-8 (APSS) Credit: 1.0 97813_ to 93883_

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

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

Activities of Daily Living 1-8 (AADL) Credit: 1.0 977135 to 977835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CFC, CHS, LVHS

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

Occupational Preparation for a field in Agriculture and Animal Care 1-8 (OCPRPAAC) Credit: 1.0 906135 to 906835

Grade Placement: ARD Committee Approval

Prerequisite: Taken in order

Site: CHS

This class entails a specific focus on skills needed in the fields involving Agriculture, Farming, Animals Science and Animal Care. This class will prepare students to enter the job market through a study of employment issues including Safety and Measurement of Small Tools, Plant Science, Classifying Living Things, Animal Care and Livestock Production, Mathematical Application to Agriculture and Animal Science, and the Production of Farm Products.

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

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

Occupational Investigation 1-2 (BOCINV) **Credit: 1-2** 967135 to 967435
Grade Placement: VAC/ARD Committee Approval
Prerequisite: Taken in order
Site: CHS, LVHS

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

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

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

19+ Program 1-2 (19+PROG) **Credit: 1-2** 96PROG
Grade Placement: VAC/ARD Committee Approval
Prerequisite: Application Process
Site: CHS, LVHS

This program is a two year program that promotes relationship building in natural environments with age appropriate peers. Activities in this course emphasize strategies that prepare the student for participation in the community, including government, social, recreational, leisure, shopping, banking, transportation, related services, employment and other opportunities. The program for individual students will be developed using a person-centered approach.

EDUCATIONAL PLANNING FOR LIFE:

COLLEGE TIMELINE CHECKLIST

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

8TH GRADE YEAR

1. Develop your 4-year Texas Achievement Plan.
2. Pre-register for high school courses.
3. Develop good study habits.
4. Participate in a variety of extracurricular activities.
5. Participate in community service activities.

9TH GRADE - FRESHMAN YEAR

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

10TH GRADE- SOPHOMORE YEAR

AUGUST/SEPTEMBER

- Check credits to make sure you are on schedule for graduation.
- Check with your counselor to make sure your courses meet college entrance requirements.
- Student athletes should check NCAA (**National Collegiate Athletic Association**) requirements www.eligibilitycenter.org
- Register to take the PSAT.
- Consider participating in a PSAT preparation program.

OCTOBER

- Review for the PSAT. Study the PSAT/NMSQT bulletin, <https://www.collegeboard.org/psat-nmsqt/preparation>, or other printed/computer aides available. PSAT is only offered once a year during the month of October.

DECEMBER/JANUARY

- Review your PSAT score report.

THROUGH OUT THE YEAR

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

11TH GRADE - JUNIOR YEAR

AUGUST/SEPTEMBER

- Check credits to make sure you are on schedule for graduation.
- Check with your counselor to make sure your courses meet college entrance requirements.
- Register to take the PSAT.
- Consider participating in a PSAT preparation program.

OCTOBER/NOVEMBER

- Attend Concho Valley College Night.
- Take the PSAT for possible National Merit Scholar recognition.
- Take the ASVAB test.

DECEMBER

- Review college information entrance requirements.
- Review financial aid and scholarship information available in the counseling center.

<http://central.saisd.org/>

<http://lakeview.saisd.org/>

JANUARY/FEBRUARY

- If you plan to apply for an ROTC scholarship or admission to a service academy, see a recruiter for application packets.
- Sign up for and take the SAT/ACT test preparation course before taking the SAT/ACT.
- Register for the SAT/ACT.
- Student athletes check NCAA requirements.

FEBRUARY/MARCH

- Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing).
- Continue to participate in and document community service activities.

MAY/JUNE

- Participate in the district's SAT/ACT preparation program.
- Take SAT/ACT.
- Update your record of activities for your junior year.

SUMMER (Before Senior Year)

- Student athletes register with the NCAA Clearinghouse.
- Select the top two to three colleges you feel best meet your needs.
- Contact your top college choices to see how to apply for admission and scholarships.
- Plan college visits and arrange for interviews if required.
- Request specific information about your proposed major area of study.
- Take an approved TSI assessment unless exempt based on STAAR, PSAT, SAT, or ACT scores.
- If you are a student athlete, check the current NCAA eligibility criteria.

12TH GRADE - SENIOR YEAR

AUGUST

- Research scholarships and loan possibilities.
- Check your credits. Be sure you have all of the required courses and credits for graduation.

SEPTEMBER

- Meet with your counselor to review your records.
- Match your records with the entrance requirements of the colleges you are considering.
- Begin to talk with teachers and other people who know you well and whom you will ask to write letters of recommendation for you, if necessary for admission or scholarships.
- Prepare a resume to assist any person from whom you will request a letter of recommendation.
- Update all information throughout the year.
- Choose a minimum of three colleges to which you will apply.
- Your selection should include at least one that you feel will definitely accept you.
- Find application materials and financial aid information on-line if you have not already done so.
- Check for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT/ACT), and acceptable financial aid form (FAFSA).
- Register for an approved TSI assessment unless you are exempt.
- If you are a candidate for early decision, file your application in time to meet that deadline. Also, be sure to check the LAST acceptable test date for an early decision candidate.
- Register to take the appropriate test (SAT/ACT).
- Consider participating in an SAT or ACT prep course.
- Schedule college tours.

OCTOBER

- If needed, distribute application and recommendation forms to counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations—**always allow at least two weeks** for them to complete recommendations.)
- Send transcript and recommendations to colleges.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, and punctuation, etc.
- Meet application deadlines for early decision (usually November 1) for housing, scholarships, or financial aid.
- Take/retake the SAT or ACT if necessary.
- Complete FAFSA

NOVEMBER

- Complete college applications for admissions.
- Follow up on letter(s) of recommendation.
- Request transcripts as needed.
- Copy **all** forms before submitting them.
- Check and comply with deadlines.

DECEMBER

- Ensure you have completed each step in the college admissions process. Your application(s) should be submitted before January.
- Request that SAT or ACT scores be sent to all colleges to which you have applied.
- Expect notification of early decision acceptance or deferral by December 15. If you are not accepted, send your other applications **IMMEDIATELY**.
- Ask your parents to begin gathering their financial information.
- If you are a student athlete, check the current NCAA eligibility criteria.

JANUARY

- Complete FAFSA and submit as soon after January 31 as possible.
- Continue to research scholarships and loans.
- Check with your counselor to make sure that any mid-year reports are submitted to colleges which request them.

FEBRUARY/MARCH/APRIL

- Check for acceptance letters.
- Keep your counselor informed of your admission status so that he/she can provide any necessary follow up.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposits required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for fall term.
- Contact college and university admission advisors for deadlines.

MAY

- Make your final choice of college or university if you have not already done so, and complete all details concerning college admissions.
- Notify your counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, musical, **AND FINANCIAL AID.**)
- Request that a final transcript be sent to the college of your choice.
- Take Advanced Placement Test(s)

TESTS FOR COLLEGE-BOUND STUDENTS

San Angelo ISD offers Princeton Review preparation classes for students who will be taking the PSAT, SAT or ACT examinations. These classes are offered several times during the school year prior to the actual test. The sessions are offered by trained SAISD teachers/counselors and have proven helpful in sharpening academic skills for each of the tests. Registration and details are available in the counseling center.

PSAT/NMSQT (PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST)

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

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

The test is only offered in October and should be taken by all college-bound juniors. To make the best possible use of PSAT/NMSQT results, review the "Report of Student Answers" to determine how you performed on each type of question. Noting the kinds of mistakes you made can help you identify your areas of weakness and assist you in planning SAT preparation.

All 9th, 10th, and 11th grade students enrolled in Pre-AP, AP and Academic Dual Credit courses will automatically be registered to test, any other student wishing to test may register at his/her respective campus.

COLLEGE ADMISSION TESTS

Different colleges require different admission tests. To find out which tests are required, **you should check the website of any college to which you plan to apply.** Most colleges require either the score of the Scholastic Aptitude Test (SAT) or the American College Testing program (ACT). Application forms for the tests are available at: www.actstudent.org or www.collegeboard.org . It is your responsibility to have the scores (from the testing agency) sent directly to the colleges of your choice. Students may obtain more information at Central or Lake View High School Counseling Centers.

SAT (Scholastic Aptitude Test) www.collegeboard.org

The SAT covers three areas:

- Critical Reading
- Mathematics
- Test of Standard Written English

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

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

ACT (American College Testing Program) www.actstudent.org

The ACT assessment covers four subject areas:

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

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

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

Central HS Code: 446-115

Lake View HS Code: 446-110

Texas Success Initiative (TSI)

TSI information is subject to change pending decisions from Texas Higher Education Coordinating Board.

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

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

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

You must take a TSI assessment test prior to enrolling in any Texas public college or university unless you are exempt.

It is possible to be considered TSI exempt in one of the following ways:

- Composite score 23 or higher on the **ACT** with a score of 19 or higher on math *and* English tests.
- Combined score 1070 or higher on the **SAT** with a score of 500 or higher on the critical reading *and* math sections.

NOTE: SAT and ACT scores are valid for five years from the date of testing. If you **DO NOT** meet exemption requirements, plan to register for the TSI assessment if attending a Texas public college or university.

COLLEGE CREDIT AND PLACEMENT TESTS

SAT II (SUBJECT TESTS) [HTTP://WWW.COLLEGEBOARD.COM](http://www.collegeboard.com)

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

AP (ADVANCED PLACEMENT) EXAMINATIONS

<http://www.collegeboard.com>

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

CLEP (COLLEGE LEVEL EXAMINATION PROGRAM)

[HTTP://WWW.COLLEGEBOARD.COM/HIGHERED/CLEP/](http://www.collegeboard.com/highered/clep/)

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

TECHNICAL SCHOOL

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

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

MILITARY SERVICE

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

District Standards and Supplemental Information

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

CONDITIONS FOR DROPPING A CLASS

Students must meet the following conditions if dropping a class:

- Students must be enrolled in a required number of graded classes. For detailed information, contact your school counselor. Audited courses, correspondence courses, electronic courses not scheduled in the school day, and teacher aide periods are not considered graded classes. See school counselor for detailed information.
- Class change request forms must be filled out and the appropriate teacher, parent, and student signatures must be acquired prior to the schedule change.
- No course will be dropped to another graded class after the tenth (10th) week in each semester.
- At the end of each grading period, students enrolled in **Pre-AP** classes must have maintained at least a 70 average. Any student with an average below 60 will automatically be placed in a regular level class. A student with an average between 60 and 69 will have an opportunity to bring their average back to the minimum 70. If the average falls below 70 at the end of a second grading period, the student will automatically be moved to a regular level class.

METHOD OF MARKING GRADES

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

ESchoolPlus Home Access Center is a web-based tool that gives parents the opportunity for proactive involvement in their children's academic success. Accessible through the Internet, Home Access Center allows parents to monitor their children's grades online throughout the school year. For further information contact the counseling center.

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

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

Each semester of work failed (below 70) in a required course must be repeated or have an overall average of seventy (70) for the year in that course to receive full credit.

State law requires 90% attendance rule to receive credit.

ACADEMIC REQUIREMENTS (NO PASS NO PLAY)

ELIGIBILITY FOR THE FIRST SIX WEEKS

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning grades nine and below must have been **promoted** from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits which count toward state high school graduation requirements. *(SAISD requires 6 credits to be classified as a sophomore)*
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year. *(SAISD requires 12 credits to be classified as a junior)*
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year. *(SAISD requires 18 credits to be classified as a senior)*

Exceptions:

(a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies. All other students, who enroll too late to earn a passing grade for a grading period, are ineligible.

(b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

Eligibility for All Extracurricular Participants After First Six Weeks of the School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year.

From that point, grades are checked at the end of the grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods.

It also applies to all three-school week evaluation periods for ineligible students.

• All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. After the first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.

• Note: When computing eligibility calendars, it is helpful to remember that the seven day grace period after the grading period also contains school week one of the three school week evaluation period.

Also, a seven calendar day grace and waiting period is always applicable after grading periods and evaluation periods.

Example: School week ends on Friday - Students who are losing eligibility have a seven calendar day grace period, and students who are regaining eligibility have a seven calendar day waiting period. Eligibility is lost or regained the following Friday at the time the regular school day ends or would end if that day is a holiday. Section 5 (b) of the *UIL Constitution and Contest Rules* defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

Semester Grades

Schools with traditional six week grading periods and 18 week semesters must continue to use the third six weeks grade of the first semester to determine eligibility since the law requires eligibility to be based on the previous grading period during the school year.

San Angelo ISD Identification of Honors Courses

Eligible for UIL No Pass/No Play Exemption

Language Arts

English I Pre-AP
English II Pre-AP
English III AP
English 1301 Dual Credit
English 1302 Dual Credit
English IV AP
English 2332 Dual Credit
English 2333 Dual Credit

Mathematics

Algebra I Pre-AP (8th and 9th Grade)
Geometry Pre-AP
Algebra II Pre-AP
Pre-Calculus Pre AP
Calculus AB-AP
AP Statistics
College Algebra Dual Credit
AP Computer Science A

Science

Biology Pre-AP
Chemistry Pre-AP
Biology AP
Biology Dual Credit
Chemistry AP
Physics 1 AP
Physics 2 AP
Physics Dual Credit
Environmental Science AP
Environmental Science Dual Credit

Foreign Languages

French II Pre-AP
French III Pre-AP
Spanish II Pre-AP
Spanish III Pre-AP
Spanish IV AP
Spanish V AP

Other

Principles of Computer Science AP
AP Art
All District Approved Dual Credit

Social Studies

Human Geography AP
World Geography Pre-AP
World History Pre-AP
World History AP
US History AP
Psychology AP
Government/Economics AP
US History 1301 Dual Credit
US History 1302 Dual Credit
Economics 2301 Dual Credit
Economics 2302 Dual Credit
Government 2305 Dual Credit
Government 2306 Dual Credit

GRADE AVERAGE AND RANK IN CLASS EIC (Local)

The District shall apply the same rules for class rank calculation and local graduation honors to all students in a graduating class, regardless of the school year in which a student entered grade 9 or the graduation program under which the student completes requirements for graduation.

CLASS OF 2018 AND BEYOND CALCULATION

Beginning with students graduating in 2018, the District shall include in the calculation of class rank semester grades earned in all high school credit courses taken in grades 8–12, unless excluded below.

EXCLUSIONS

The calculation of class rank shall exclude grades earned in or by driver's education; correspondence courses; credit by examination, with or without prior instruction; and audited courses.

Weighted grade system categories

- The District shall categorize and weight eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy.
- Eligible **college-level dual credit courses in English, mathematics, science, social studies, and foreign language** and **District AP courses** identified in appropriate District publications shall be categorized and weighted as **Advanced** courses.
- Eligible **pre-AP and locally designated advanced courses** identified in appropriate District publications shall be categorized and weighted as **Honors** courses.
- **All other** eligible courses identified in appropriate District publications shall be designated as **Regular** courses.

WEIGHTED NUMERICAL GRADE AVERAGE

The District shall assign weights to grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following scale:

Class of 2018 and Beyond

Category	Weight
Advanced (AP and DC)	plus 15
Honors (Pre-AP)	plus 10
Regular	plus 0

TRANSFERRED GRADES

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if a similar or equivalent course is offered to the same class of students in the District.

LOCAL GRADUATION HONORS

Beginning with students graduating in **2018**, for the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fourth six-week grading period of the senior year. Grades earned during the fourth six-weeks shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)].

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the same high school in the District for the two school years immediately preceding graduation;
2. Have completed the Recommended Program, the Distinguished Achievement Program, the Foundation Program with an Endorsement or the Distinguished Level of Achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

BREAKING TIES

In case of a tie in weighted numerical grade averages, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compare the number of weighted courses taken by each student involved in the tie.
2. Calculate a weighted numerical grade average only using eligible grades earned in AP and dual credit courses.

OFFICIAL RANK GUIDELINES AS OF 2009-2010 AND BEYOND

Rank will be posted in Home Access prior to the start of school and 14 calendar days after each semester.

SENIORS

- Includes early graduates, who will be reclassified as seniors second semester
- Carver – Graduates are ranked with home campus
- Summer School and PAYS Graduates will be included in overall count. Each student's GPA will be calculated and he/she will be ranked in the fourth quartile.

JUNIORS

- Includes all students enrolled on the last day of class
- Carver students are ranked with home campus
- PAYS students will be included in overall count. Each student's GPA will be calculated and ranked in the fourth quartile.

OTHER

- Students withdrawn prior to last day of school year – Ranked as of "withdrawal date"...not included in final ranking of school year
- Student's official classification will be determined immediately after summer school
- Adult students in the PAYS program will not be ranked in the current official rank.

CONNECTING EDUCATION AND CAREER

Preparing a Personalized Education Plan

THE TEXAS ACHIEVEMENT PLAN: TAP

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

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

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

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



WHAT IS ACHIEVE TEXAS?

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

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

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






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



Focusing Education on the Future

THE 16 CAREER CLUSTERS

Career Clusters provide a way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels.

Career Cluster	Description	Postsecondary majors:	Career Opportunities:
	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	<ul style="list-style-type: none"> Environmental Science Wildlife Management Agriculture Business and Management Natural Resources Management 	<ul style="list-style-type: none"> Agriculture Extension Agent Fish & Game Warden Plant Nursery Manager Landscape Architect
	Designing, planning, managing, building and maintaining the built environment.	<ul style="list-style-type: none"> Architecture Engineering Interior Design Urban Planning Drafting and CAD Consumer Economics 	<ul style="list-style-type: none"> Civil Engineer Building Inspector Landscape Designer Architect Interior Designer Urban Planner
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services	<ul style="list-style-type: none"> Graphics Arts Advertising Art Education Journalism Web Design/Development Radio, Television & Film 	<ul style="list-style-type: none"> Graphic Designer Camera Operator Illustrator Network Systems Analyst Public Relations Director Art Gallery Manager
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.	<ul style="list-style-type: none"> Accounting Financial Management Public Administration Banking and Finance Marketing Human Resource Management 	<ul style="list-style-type: none"> Accountant Risk Manager Stockbroker Real Estate Appraiser Credit Analyst
	Planning, managing and providing education and training services, and related learning support services. .	<ul style="list-style-type: none"> Child Development Family and Consumer Sciences Multidisciplinary Studies Early Childhood Education Guidance and Counseling 	<ul style="list-style-type: none"> Elementary Teacher Secondary Teacher Curriculum Specialist School Counselor Child Care Administrator

Career Cluster	Description	Postsecondary majors:	Career Opportunities:
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>	<ul style="list-style-type: none"> • Accounting • Finance • Economics • Management • Computer Information Systems • Business Administration 	<ul style="list-style-type: none"> • Loan Officer • Accountant • Actuarial Analyst • Bank Examiner • Internal Revenue Agent
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels</p>	<ul style="list-style-type: none"> • Government • Political Science • Criminal Justice • Law Enforcement • Law • Homeland Security • History 	<ul style="list-style-type: none"> • State Government • Lobbyist • Military Service • Consular Officer • Municipal Administration
	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>	<ul style="list-style-type: none"> • Medical Technology • Histology • Healthcare Management • Social Work • Chemistry • Biology • Biomedical Engineering • Food and Nutrition. 	<ul style="list-style-type: none"> • Forensic Scientist • Paramedic • Social Worker • Healthcare Administrator • Registered Nurse • Physician Assistant • Radiographer
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services</p>	<ul style="list-style-type: none"> • Hospitality Administration • Hotel and Restaurant Management • Tourism Management • Business Administration Management • Science, History, Archaeology (or other museum specialty) 	<ul style="list-style-type: none"> • Culinary Arts Instructor • Caterer • Food and Beverage Manager Independent Chef/Owner • Convention Services Manager • Museum Technician
	<p>Human Services careers prepare individuals for employment in career pathways that relate to families and human needs.</p>	<ul style="list-style-type: none"> • Child Psychology • Sociology • Dietetics • Family and Consumer Sciences • Early Childhood Education • Gerontology Counseling • Management, Business Administration, Marketing • Health and Wellness Promotion • Public Relations 	<ul style="list-style-type: none"> • Fashion Consultant • Social Service Worker • Adult Educator • Dietitian • Child Care Administrator • Personal Financial Advisor • Retail/Wholesale Buyer • Sales Manager.

Career Cluster	Description	Postsecondary majors:	Career Opportunities:
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.	<ul style="list-style-type: none"> • Management Information Systems • Computer Programming • Telecommunications • Natural Resource Management • Visual Arts Studies 	<ul style="list-style-type: none"> • Database Manager • Multimedia Specialist • Geologist • Graphic Designer.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	<ul style="list-style-type: none"> • Criminal Justice • Government • Social Work • Public Administration • Sociology • Business • Law 	<ul style="list-style-type: none"> • Correctional Officer • Probation Officer • Department of Homeland Security • Private Law Practice • Information Security
	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.	<ul style="list-style-type: none"> • Engineering Technology • Technology Management • Design Technology • Industrial Technology 	<ul style="list-style-type: none"> • Safety Manager • Automation Technician • Electromechanical Technician • Quality Assurance Manager.
	Planning, managing, and performing marketing activities to reach organizational objectives.	<ul style="list-style-type: none"> • Purchasing • Business Administration • General Management • Linguistics • Consumer Science & Merchandising • Electronic Commerce • Advertising • International Marketing • Communications. 	<ul style="list-style-type: none"> • Marketing Manager • Transportation Engineer • Promotions Manager • Public Relations Manager • Statistician • Commercial Designer.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	<ul style="list-style-type: none"> • Aerospace • Chemical Engineering • Chemistry • Physical Science • Mathematics • Electrical Engineering. 	<ul style="list-style-type: none"> • Engineer • Engineering Technologist • Biologist • Mathematician • Chemist • Statistician
	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. .	<ul style="list-style-type: none"> • Industrial Management • Business, Engineering • Environmental Science • International Business. 	<ul style="list-style-type: none"> • Industrial Engineer • Occupational Safety • Health Administration • Logistician • Air Traffic Controller • Aviation Inspector