



Course Catalog

KAUFMAN HIGH SCHOOL

3205 S Houston
Kaufman , TX 75142
972-932-2811

ADMINISTRATION

Principal..... Jeff Roberts
Associate Principal Colt Clemens
Assistant Principal (Grade 9 & 12)Legna Bousquet Cordero
Assistant Principal (Grade 10& 11).....Barron Jones

COUNSELING DEPARTMENT

Counselor (Class of 2027).....Traci Mitchell
Counselor (Class of 2026)..... Amy Garrison
Counselor (Class of 2025).....Cory Smith
Counselor (Class of 2024).....Joanna Davis
Counselor Secretary..... Cecilia Orozco

CONTACT INFORMATION

Kaufman High School972-932-2811
Registrar.....Wendy Pate
Main OfficeMary Torres
AttendanceMelanie Reynolds
Principal SecretaryRosa Espinosa
Principal SecretaryJulia Martinez
Principal SecretaryBonita Henson
Nurse..... Emily Charles
Athletic DirectorJeremy Burleson
Athletic Director SecretaryRachel Murr
Kaufman High School Technology..... Jennifer Baker

KISD Administration Office..... 972-932-2622
SuperintendentLori Blayock
Administrative Assistant to the Superintendent.....Tiffany Stark
Assistant SuperintendentKell Clopton
Assistant Superintendent.....Joe Nicks
Administrative Assistant to the Assistant Superintendent.....Bonita Hobden
Director of Curriculum & InstructionAmy Keith
Chief Financial Officer.....Grant Miller
Director of Accountability..... Marsha Johnson
Director of Student Services.....Hope Campbell
Director of CTE/CCMR.....Gavin Eastep

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Kaufman ISD reserves the right to reduce or eliminate courses and/or programs due to lack of enrollment, changes in district facilities, or financial exigency.



Dear Kaufman High School Students & Parents,

The students of Kaufman High School have many diverse and unique interests and aspirations. Your high school experience should reflect your individual interests as you can get as much out of your time and effort as possible.

As you select your classes and develop your personal graduation plan, consider your own strengths and weaknesses, both academic and extra-curricular. The time you spend in high school is limited, so make sure that your schedule reflects your wants and needs as a student.

As you select classes, remember these important points:

- A rigorous course load is predictor of success as you move into a college environment. We encourage all Kaufman High School students to consider taking and AP or Dual Credit course;
- KHS is a safe haven, and a place to try different courses and define your areas of interest;
- Balancing class loads and extra-curricular opportunities is important to staying well-rounded.

Choosing classes with the end in mind will make your KHS experience rich and fruitful. Be informed and choose classes wisely to get the most from your high school experience.

Sincerely,

Dr. Jeff Roberts.

KAUFMAN HIGH SCHOOL

MISSION STATEMENT:

Kaufman High School, with parents and community, will facilitate and optimal learning environment for all students that will enable them to lead successful and productive lives in an ever-changing society.

NONDISCRIMINATION POLICY:

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: [Kell Clopton, Assistant Superintendent](#), 1000 S. Houston St., Kaufman, TX 75142, 972-932-2622. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: [Hope Campbell, Director of Student Services](#), 1000 S. Houston St., Kaufman, TX 75142, 972-932-2622.
- For all other concerns regarding discrimination, see the superintendent: [Dr. Lori Blaylock, Superintendent](#), 1000 S. Houston St., Kaufman, TX 75142, 972-932-2622.

REGISTRATION PROCESS

PREREQUISITE REGISTRATION REQUIREMENTS: Before a minor student may be officially admitted to District schools, appropriate registration forms shall be completed and signed by the student's parents, legal guardian, or other person having lawful control. Students who have reached age 18 or over may complete and sign these forms themselves.

TRANSFER FROM OTHER ACCREDITED SCHOOL DISTRICTS OR PRIVATE SCHOOLS: New resident students entering the District from accredited (TEA or an equivalent agency from another state, or an accrediting association recognized by the commissioner of education) public, private, or parochial schools after grade 1 shall provide evidence of prior schooling outside the District. They shall be placed at the grade level reached elsewhere.

TRANSFER FROM HOME SCHOOLS OR NONACCREDITED SCHOOLS: Students entering the District from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Recommendation of the sending school.
2. Prior academic record.
3. Chronological age and social and emotional development of the student.
4. Other criteria deemed appropriate by the principal.

KAUFMAN HIGH SCHOOL ENROLLMENT

PROGRAM: The Guidance and Counseling Office shall provide the means of helping individual students understand and widely use the educational, vocational, and personal opportunities they have and can develop. These programs shall be designed and developed to offer systematic assistance to aid all students in achieving satisfactory adjustment to school and to life. The goal of the guidance and counseling process is to provide students assistance in developing interests and aptitudes, setting goals, and meeting personal, social, and educational needs.

SERVICES: Guidance services shall be coordinated with the regular instructional program so that they contribute to a unified educational program. The guidance program shall operate with central coordination and shall be a cooperative project of the entire professional staff. Teachers shall utilize opportunities in the classroom, in extracurricular activities, and in contacts with parents or guardians to achieve objectives.

KHS ENROLLMENT

Enrollment can be completed online @ <https://www.kaufmanisd.net/resources/district-enrollment> or by completing a paper packet. Packets are available at the High School front office.

Paper Packets Requirements:

1. Complete an enrollment form.
2. Complete a home language form.
3. Provide KHS with a copy of the student's social security card.
4. Provide KHS with a copy of shot records (new students only).
5. Provide KHS with two proofs of Kaufman residency (electric bill, water bill, phone bill, land purchase document, etc. – new students only).
6. Provide KHS with a copy of student's drivers license and parent/guardian's drivers license (new students only).
7. Receive a student schedule.
8. Receive bus information (new students or students who have relocated within the district).

SPECIAL PROGRAMS SUPPORT AND SERVICES

Section 504

Accommodations are provided to qualified students on an individual basis. Determination of what is appropriate for each student is based on the nature of the disabling condition and what that student needs in order to have an equal opportunity to compete when compared to their non-disabled peers. The ultimate goal is to give students the knowledge and compensating skills they will need to be able to function in life after graduation.

Special Education

The Special Education Department offers a wide range of services for students with a category of disability, as specified in federal and state law, and educational need for the Special Education program. Services are provided to meet the needs of eligible students. Our focus is for students to receive general education instruction with non-disabled peers to the maximum extent appropriate. The student's schedule of services will be determined by the students ARD committee.

English Language Learners/Limited English Proficient Students

A student may be eligible to receive specialized support if his or her primary language is not English and the student has difficulty performing ordinary class work in English. If a student qualifies for these extra services, the Language Proficiency Assessment committee (LPAC) will determine the types of services the student needs, including accommodations or modifications.

Response to Intervention

Response to Intervention (RTI) is a multi-tier instructional framework aimed at improving outcomes for all students. The goal of RTI is to intervene early when students begin to struggle with learning or behavior. To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used. Included are layers of increasingly intense intervention responding to student specific needs.

COURSE SELECTION/SCHEDULE CHANGES

STUDENT SCHEDULES: Counselors meet with students in the Spring to schedule for the Fall Semester, review transcripts, and answer any questions regarding graduation and post-graduation. Once a student has registered, no schedule changes are to be made except in the case where an error has been made in scheduling or to equalize class sizes. It is important when selecting courses to choose courses that the student will be committed to for the ENTIRE school year. If you fail to complete or turn in a registration form in the Spring, courses will be chosen for you and a schedule change will NOT be considered in the Fall.

It is the student and parent's responsibility to make wise and careful choices regarding course selections. Once classes have started, students must complete a schedule change form in order to change classes.

SCHEDULE CHANGE

We determine master schedule and staffing needs based on initial student request, which are made in the Spring semester prior to the upcoming school year. The master schedule is not perfect, but we carefully design it to maximize student opportunities and minimize scheduling conflicts. Classes fill up and not all classes are offered every period so schedule changes may be difficult once schedules are set. It is important when selecting courses to choose courses that the student will be committed to for the ENTIRE school year. If you fail to complete or turn in a registration form in the Spring, courses will be chosen for you and a schedule change will NOT be considered in the Fall. All course changes must meet the following criteria in order to be changed:

- Space availability in course
- Student's graduation requirements can be met within four years.
- Student must meet the prerequisites for the requested course.

Please be aware that students will be unscheduled from ALL of their current classes to auto schedule. The auto schedule will place students accordingly to level class sizes.

TEACHER CHANGE REQUEST

If a student request a teacher change he or she must follow the change process below.

- First the student must meet with the teacher.
- Second, have a parent/teacher conference.
- Last, meet with the student's Assistant Principal for any remaining concerns.

HONORS/AP/DUAL CREDIT

Dropping HONORS/AP/DUAL CREDIT classes will not be considered until the end of the 1st six weeks progress report, 1st nine weeks and the end of the 1st semester. A student wanting to drop to an on-level class at this time must submit the appropriate form to his/her assigned counselor within five school days of the 1st six weeks progress report.

Requirements: Parent & teacher must have had contact.

Procedures:

1. Obtain a Schedule Change form from the Counseling Center.
2. Student and parent complete and sign.
3. Student obtains teacher signature.
4. Return to his/her Counselor.

Probation Guidelines

To continue participation in HONORS/AP/DUAL CREDIT courses, students must keep the following standards:

1. If a student's average falls below 70% at the end of the 2nd progress reporting period of each nine weeks: - The student will be placed on probation for the remainder of the grading period and a student teacher conference will be held to develop a plan for success. - The teacher will make a confirmed parent contact and send the student home with a probation letter that requires parent signature and includes the plan for success developed with the student.
2. If a student's average for a nine-week grading period is below 60%: - A conference will be held with the teacher, student, and parent to determine if any additional interventions will enable the student to succeed or if it is appropriate for the student to be exited from the course.
3. If a student's average for a nine-week grading period is 60% - 69%: - The student will be placed on probation for the next nine-week grading period and a student, parent, and teacher conference will be held to develop a plan for success. If at the end of any progress reporting period the student is endanger of failing for the semester, a conference will be held with the teacher, student, and parent to determine if any additional interventions will enable the student to succeed or if it is appropriate for the student to be exited from the course.

KAUFMAN HIGH SCHOOL GRADUATION PLAN

The Foundation graduation plan with Endorsement

Courses	Foundation w/ Endorsement
English	4 Credits (English I, English II, English III and Advanced English)
Mathematics	4 Credits (Algebra I, Geometry, Algebra II, and fourth Advanced Math)
Science	4 Credits (Biology, Chemistry or Physics, third & fourth Advanced Science)
Social Studies	3 Credits (AP Human Geography, World Geography or World History, US History and Government & Economics)
Electives / Endorsements	7 Credits .5 credit Speech, 1 credit Technology, (This includes a minimum of four Endorsement Credits from one of the Endorsement options)
Fine Art (Art, Music, Theatre, etc.)	1 Credit
Physical Education	1 Credit
Languages Other Than English (LOTE)	2 Credits
TOTAL CREDITS	26 credits

STAAR GRADUATION REQUIREMENTS

All students must score approaches or higher on the State of Texas Assessments of Academic Readiness (STAAR) end-of-course assessments (EOC) for English I, English II, Algebra I, Biology and U.S History to fulfill graduation requirements. Students will be assigned intervention classes if they are at risk of not meeting or do not meet the STAAR graduation requirements and will continue to take the needed STAAR assessment(s) until they achieve performance standard.

Click on the following link to access the State Student Assessment testing calendars.

https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Testing_Calendars

It is advisable to consult the college of your choice for specific admission requirements.

Students must pass their classes, as well as state tests, in order to receive a diploma and graduate from Kaufman ISD.

House Bill 4545

Overview

House Bill 4545 recently passed in the 87th Regular Legislative Session. The new statute is effective, as of June 16, 2021, with accelerated instruction practices required during the 2021-2022 school year for all students, based on results from Spring 2021. The Texas Education Agency (TEA) will be providing support and guidance for local education agencies (LEAs) during the summer in a few venues:

- This TAA provides highlights from the statute and some detail on how to interpret the implementation timeline and requirements.
- Along with this TAA, the TEA is releasing a [Frequently Asked Questions](#) (FAQ) document that will be continually updated and will provide more detailed guidance.
- The TEA will be releasing a series of webinars over the summer to share more detailed guidance and provide an opportunity for Q&A.
- The TEA will release best practices resources over the summer to support implementation, including accelerated learning committee, local board policy, high-impact tutoring resources, and parent engagement guidance and tools.

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). At a high level, the legislation includes:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress
- For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, clarification of prior accelerated instruction requirements, specifying that it must include either:
 - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
 - Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

Each of these components of the legislation is described in greater detail below.

Implementation Timeline

For school year 2022-2023 and beyond:

The above guidance for accelerated instruction continues to apply in subsequent school years.

Accelerated Learning Committees in Future School Years:

Starting summer 2022, LEAs must establish ALCs and develop individual student plans after scores are received, which may take place before the end of that school year or during the summer and prior to the start of the school year, based on the latest STAAR results.

Additional Statutory Highlights

Retention and Retesting Requirements

- A student in grade 5 or 8 is no longer required to be retained at the same grade level based on STAAR.
- Grade placement committees have been eliminated, though school systems still have the flexibility to retain students if deemed appropriate locally.
- In grades 5 and 8, there is now only one mathematics and reading testing opportunity. Prior law incorporated two retesting opportunities for students, if the students did not perform satisfactorily on the initial assessment.
- The optional STAAR EOC assessments for Algebra II and English III will no longer be offered.

Accelerated Learning Committees

- **The accelerated learning committee must be comprised of:**
- The principal or the principal's designee
- The student's parent or guardian, and
- The teacher of the subject of an assessment on which the student failed to pass.
- No later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.
- The plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student.
- The plan must be documented in writing with a copy provided to the student's parent or guardian.
- If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.

Supplemental Instruction Requirements

- Deliver targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas.
- Be provided *in addition to* instruction normally provided to students in the grade level in which the student is enrolled.
- Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Not be scheduled such that a student is removed from any of the following:
 - Instruction in grade-level content for the foundation curriculum
 - Instruction in enrichment curriculum for the grade level in which the student is enrolled
 - Recess or physical activity that is available to other students enrolled in the same grade level.
- Be provided for no less than 30 hours total during the summer or subsequent school year. If provided during the subsequent school year, it should include instruction no less than once per week.
- If a student does not pass both math and reading STAAR tests, they will need to meet the 30 hour requirement for each of the two subject areas.
- Utilize effective instructional materials designed for supplemental instruction.
- Be delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group.
- Be provided by an individual with training in aligned instructional materials and under the LEA's oversight. Ideally, the same individual provides tutoring continuously for the student's entire supplemental instruction period.



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

Date:	June 25, 2021
Subject:	House Bill 4545 Implementation Overview
Category:	87th Regular Session Implementation
Next Steps:	Webinar registration to learn more

Overview

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- This [TAA](#) provides highlights from the statute and some detail on how to interpret the implementation timeline and requirements.
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- The TEA will be releasing a series of webinars over the summer to share more detailed guidance and provide an opportunity for Q&A.
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HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). At a high level, the legislation includes:

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- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress
- For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, clarification of prior accelerated instruction requirements, specifying that it must include either:
 - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
 - Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

Each of these components of the legislation is described in greater detail below.

Implementation Timeline

HB 4545 is effective immediately starting June 16, 2021, and it applies beginning with the 2021-2022 school year. LEAs should evaluate [spring 2021 STAAR scores](#) to identify students who will require accelerated instruction that complies with these new requirements during the 2021-2022 school year.

ENDORSEMENTS	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> • Curriculum requirements for the endorsement • A total of four credits in mathematics • A total of four credits in science • Two additional elective credits
STEM	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> • Curriculum requirements for the endorsement • A total of four credits in mathematics • A total of four credits in science • Two additional elective credits
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 & Communication; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology Applications • 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
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 • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
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
TOTAL CREDITS WITH ENDORSEMENTS - 26	
DISTINGUISHED LEVEL OF ACHIEVEMENT	<ul style="list-style-type: none"> • A total of four credits in math, including Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement
PERFORMANCE ACKNOWLEDGEMENTS	<p>For outstanding performance</p> <ul style="list-style-type: none"> • In a dual credit course • In bilingualism and biliteracy • On an AP test • On the PSAT, the SAT, or the ACT • For earning a nationally or internationally recognized business or industry certification or license

LOCAL REQUIREMENTS

The District may require additional local units for graduation under the high school program 19 TAC 75.151, 75.152.

FOUR - YEAR PLANS

Upon entering high school, each student should develop a 4-6 year plan for graduation and attainment of goals immediately following graduation as outlined by the Texas Education Agency, the following criteria applies:

1. Each student plan has a required agenda and number of courses necessary to graduate. The student must attain the required number of credits specified by his/her graduation plan.
2. The student must earn credit in all required courses specified by his/her graduation plan.
3. The student must pass all required End of Course assessments.

A graduation plan is used as a guide to organize a course of study, which will provide the educational preparation needed for the attainment of future goals. The plan will assist students in meeting graduation requirements while planning post-secondary education and/or work. Students are advised to consult college catalogs to determine post-secondary requirements. The student and parents should choose the classes to be included in the graduation plan. The student and parents should then evaluate the student's graduation plan carefully and insure that the student successfully completes the plan. KHS school counselors will assist students and parents with the development of their plan. Students should review their plan each year and make revisions as needed.

Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at

<http://www.collegeforalltexans.com/apps/financialaid/tofa.cfm?Kind=GS>

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any two or more of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an Algebra II course or at least one advanced career and technical or technology applications course

CLASS RANK POLICY

Graduating seniors shall be ranked within the graduating class on the basis of weighted grade averages for courses completed in grades 9-12. Early Graduates will be ranked in the class in which they graduate. The following lists show the courses that are used to calculate the weighted grade point average and their relative weight in calculation

COURSE	GPA POINTS	COURSE	GPA POINTS
ENGLISH I, II, III, IV	4.00	PHYSICS	4.00
ENGLISH HONORS I & II	5.00	PHYSICS HONORS	5.00
ENGLISH AP III & IV	6.00	AP ENVIRONMENTAL SCIENCE	6.00
TVCC ENGLISH (EMBEDDED TEACHER)	6.00	ANIMAL SCIENCE	4.00
TVCC ENGLISH ONLINE	4.00	BIOTECHNOLOGY	4.00
READ RIGHT	4.00	HUMAN GEOGRAPHY AP	6.00
ESL READ I, II, III	4.00	WORLD GEOGRAPHY	4.00
APPLIED ENGLISH	4.00	WORLD HISTORY	4.00
BASIC ENGLISH	4.00	WORLD HISTORY AP	6.00
ALGEBRA I	4.00	US HISTORY	4.00
GEOMETRY	4.00	US HISTORY AP	6.00
GEOMETRY HONORS	5.00	TVCC US HISTORY (EMBEDDED TEACHER)	6.00
ALGEBRA II	4.00	TVCC US HISTORY (ONLINE)	4.00
ALGEBRA II HONORS	5.00	TVCC PSYCHOLOGY	6.00
PRE-CALCULUS HONORS	5.00	TVCC SOCIOLOGY	6.00
CALCULUS AP	6.00	PSYCHOLOGY	4.00
COLLEGE PREP MATH	4.00	SOCIOLOGY	4.00
TVCC MATH	6.00	EUROPEAN HISTORY AP	6.00
BASIC MATH	4.00	GOVERNMENT	4.00
APPLIED MATH	4.00	TVCC GOVERNMENT (ONLINE)	6.00
BIOLOGY	4.00	GOVERNMENT AP	6.00
BIOLOGY HONORS	5.00	ECONOMICS	4.00
BIOLOGY AP	6.00	TVCC ECONOMICS (ONLINE)	6.00
TVCC BIOLOGY (EMBEDDED TEACHER)	6.00	ECONOMICS AP	6.00
TVCC ANATOMY	6.00	APPLIED HISTORY	4.00
CHEMISTRY	4.00	*SPANISH I, II, III	4.00
CHEMISTRY HONORS	5.00	*SPANISH HONORS II & III	5.00
CHEMISTRY AP	6.00	*SPANISH IV AP	6.00
ANATOMY & PHYSIOLOGY	5.00	*TVCC SPANISH (ONLINE)	6.00
APPLIED SCIENCE	4.00		

*Prior to the class of 2026, 2026 & beyond Spanish is not calculated in GPA.

GRADE POINT CALCULATION

Grade	Regular	Honors	AP/Dual Credit
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2
71	1.1	2.1	3.1
70	1.0	2.0	3.0
Below 70	0	0	0

GRADE CLASSIFICATION AND RANKING INFORMATION

GRADE CLASSIFICATION: Grade level classification will be based upon the number of documented credits earned. Students are classified by grade level (9, 10, 11, 12) at the beginning of each school year. KHS does not reclassify at the end of the semester.

Classification requirements for grade:

9th (Freshman)	0-6.5 credits
10th (Sophomore)	7-11.5 credit
11th (Junior).....	12-18.5 credits
12th (Senior).....	19+ credits

Graduation candidate26 credits

It is the responsibility of the student to be aware of the graduation and classification requirements and make sure that required courses are completed in a timely manner to meet graduation requirements. Counselors are available by appointment to discuss student's classification and courses.

STUDENTS WITH DISABILITIES: To be eligible to receive a high school diploma, a student with a disability must meet standards for performance on the sections of the exit-level assessment instrument for which he or she is eligible, as specified in the Individual Educational Plan (IEP) by the Admission, Review, and Dismissal (ARD) committee. Each student for whom an appropriate criterion-referenced assessment instrument has been developed shall participate in the administration of the instrument. A student shall be exempted from participation only upon the formal determination of the student's ARD committee, documented in the student's IEP.

HONOR GRADUATES: Students who rank in the top ten percent of the senior class will be given the designation of "high honors". Students who rank in the top 11 to 20 percent will be given the designation of "honors".

Determination of honor graduates shall be made following the first progress report (P4A) of the final quarter of the senior year. Grades given after P4A will not be calculated in the final GPA. Final quarter grades and semester grades will be documented on the student's transcript at the end of their senior year.

VALEDICTORIAN AND SALUTATORIANS: In addition to meeting the requirements for honor graduates, a student must also be designated as a full-time student as defined by TEA during their senior year to be considered for the honor of valedictorian or salutatorian. Determination of valedictorian and salutatorian graduates shall be made following the first progress report of the final quarter of their senior year. To be eligible for valedictorian or salutatorian, a student must not have been enrolled in or assigned to an alternative education program, such as a DAEP or the Options Program, during their junior or senior year. Candidates for valedictorian and salutatorian must also attend Kaufman High School for the preceding two years prior to graduation. Early graduates will not be eligible for valedictorian or salutatorian honors. Students will be seated and recognized at graduation ceremony according to rank determined by GPA at the P4A deadline.

CREDIT ACQUISITION

AWARD OF CREDIT OR GRADE: KHS students who, through no fault of their own, are not enrolled for the entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course, or a grade for the grading period. Teachers shall take into consideration the students' particular circumstances in determining appropriate opportunities, which shall include, but not be limited to:

1. Testing to verify master of Texas Essential Knowledge and Skills.
2. Early final examinations.
3. Individualized work to ensure exposure to and mastery of Texas Essential Knowledge and Skills for students, such as migrant students or others, who must withdraw early.
4. Tutorial sessions for students who enroll too late to receive instruction on TEKS already covered in the class.

CREDIT BY EXAMINATION FOR STUDENTS WITH PREVIOUS INSTRUCTION: Students may earn credit by examination. Tests shall be administered according to procedures approved by the principal or counselor. On recommendation of the attendance committee, a student who has excessive absences shall be permitted to earn or regain course credit through credit by examination. Students must earn 70 or above to earn credit. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. For further information, see policy EEJA. Exams will be ordered from accredited state institutions at the student's expense.

CREDIT BY EXAMINATION FOR STUDENTS WITH NO PREVIOUS INSTRUCTION: Students may earn credit by examination. Students must apply to take credit by examination in the counselor's office. Students must earn 80 or above to gain credit. Grades will not be included in GPA. There is no fee for these exams. Exams will be ordered from accredited state institutions. Tests will be administered on the designated days below only or with administrator's approval. For further information, see policy EEJB. The student will receive credit according to the conditions above. **STUDENTS MUST NOTIFY THE COUNSELORS' OFFICE 30 DAYS PRIOR TO EXAM ADMINISTRATION DATES. ALL EXAMS MUST HAVE PRIOR APPROVAL BY THE PRINCIPAL OR COUNSELOR AT KHS BEFORE THE EXAM WILL BE ORDERED.**

TESTING DATE	REGISTRATION DEADLINE
October, 2023	September 2023
December 2023	November 2023
February 2024	January 2024
May 2024	April 2024

CREDIT BY CORRESPONDENCE: All high school students shall be eligible to take correspondence courses and earn credit toward graduation. Courses must be taken from Texas Tech University or The University of Texas at Austin. **Prior to enrollment in correspondence courses, students shall make a written request to the principal or counselor for approval to enroll in the course.** Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment. The correspondence program shall be supervised by a high school counselor. **Students may be enrolled in only one correspondence course at a time.** Grades earned in correspondence courses shall not be used in computing class rankings. Seniors who are enrolled in correspondence courses to earn units required for graduation shall complete the course and submit the grade for recording prior to the graduation date in order to be eligible for graduation at the end of the term. The principal or counselor may exercise discretion in approving correspondence course credit or waiving provisions stated above on an individual basis. **No more than two credits of correspondence work will be accepted toward graduation.**

ADVANCE COURSES DEFINED

HONORS COURSES: KHS offers Honors courses designed for students who have demonstrated an advanced aptitude and academic ability to go beyond the requirements of the regular classes. These students will build upon each year's knowledge to better prepare for success on the AP exam.

AP COURSES: The Advanced Placement courses at KHS are designed for students who have demonstrated an advanced aptitude and academic ability to go well beyond the requirements of the regular classes. If a student transfers to a regular class, the student must take their Advanced or AP grade with them to the regular class. All classes will meet the Texas Essential Elements but will be taught using the college AP curriculum. All parties need to be well informed about the *intense rigor* of the AP classes before enrolling. A passing grade of 3 or higher on the AP exam can be transferred to most universities in lieu of taking the equivalent course at college. Students that earn a passing grade of 3 or higher will be reimbursed for the AP test fee.

ATTRIBUTES OF SUCCESSFUL AP STUDENTS:

- ✓ **Successful (80+) completion of Advanced courses in the content area**
- ✓ **Successful (95+) completion of "on level" courses in the content area**
- ✓ **Frequent attendance in tutorial sessions**
- ✓ **Strong work ethic**
- ✓ **Excellent time management**
- ✓ **Strong reading and writing skills**
- ✓ **Good attendance with the ability to resolve missed assignments quickly without prompting**
- ✓ **Excellent scores on tests**
- ✓ **Ample ability to test under timed conditions**
- ✓ **Infrequent parental supervision in completing homework**
- ✓ **No discipline issues**
- ✓ **High degree of critical thinking skills across the curriculum**
- ✓ **Commended performance on all areas of STAAR**

AP SCORES FOR COLLEGE CREDIT : A score of "3" or higher is considered a passing grade by the College Board; however, students should check with the college or university they plan to attend to determine the required score needed for college credit.

CONCURRENT CREDIT: College Credit during high school – Partnership with TVCC COMMUNITY COLLEGE

The District may enter into an agreement with a public college that allows the junior college to offer a course in which a student attending KHS may enroll and for which the student may receive both course credit toward high school graduation requirements and course credit as a junior college student. Such a student will receive junior college credit if the student has been admitted to the junior college or subsequently is admitted to the junior college.

1. The student must see the high school counselor or registration designee before enrolling.
2. The parent(s) or guardian(s) **affirms in writing** to the principal, counselor, or registration designee that the student has parental permission to take the college course(s).
3. Credit for successfully completed college course(s) shall be earned in one-half unit increments.
4. **TVCC classes with an embedded teacher available** (dual credit versions of English, Biology, and U.S. History) **will be utilized for the 6.0 GPA scale; a GPA scale of 4.0 will be employed for online versions of those respective classes.**
5. The grade must be a minimum of "C" to qualify for high school credit.
6. All portions of the TSI, the college entrance exam, must be successfully completed **before** enrollment of college courses may occur. Even though the college may accept a grade below 70 as passing and reward credit, KHS will not. KHS will only grant credit for an overall grade average of 70 or above. TVCC will place students on academic probation limiting the number of classes a student in which can enroll.

How to decide which is better for a student? Here are a few things to consider.

1. Will the credits transfer? AP or Dual Credit. Research colleges you are interested in attending.
2. Is the student a good test taker? If tests like the SAT are more difficult, the student may struggle with the AP exam as well.
3. Does the student prefer online or face to face instruction? AP classes are face to face instruction at the high school. Dual credit can offer both options depending on the class in which the student is enrolled.

	AP - Advanced Placement	Dual Credit (TVCC)
What is it?	Classes that are more challenging and faster paced than traditional high school courses	Classes that have the rigor of a college course and allow a student to simultaneously earn high school and collect credit
Who teaches the course?	High school teacher who has received training through College Board	HS teacher who also serves as an adjunct professor for TVCC. (Master's degree in the field required)
Where is the course taught?	On the high school campus	On the high school campus or online.
What grade levels can participate?	9th-12th	9th-12th (Please see Counselor for list of classes available)
What is the curriculum?	Standards provided by the College Board with syllabus approved through the AP Audit process. Must also meet TEKS standards if End of Course STAAR Exam tested.	Standards provided by TVCC. Student is still responsible for the associated End of Course STAAR Exam where applicable (US History).
How do students qualify?	Meet high school prerequisites as noted in the course catalog	Meet high school and college prerequisites as noted in the course catalogs, and meet the associated TSI requirements.
How do students enroll?	Indicate course choice on course selection sheet	Indicate course choice on course selection sheet. Complete the TVCC enrollment steps.
How is credit awarded?	Students register for and take the associated AP exam. Exams are scored on a scale of 1-5. Credit is determined by individual colleges/universities, with scores of 3 or higher receiving college credit at Texas public colleges and universities per legislative rule.	High school and college credit is awarded. Students receive a college grade which is recorded on both the high school and TVCC transcript. The high school credit is awarded with a grade of a C or better, although college credit may be granted with a D.
Is the course weighted?	Yes - 6.0 Scale	Yes - 6.0 Scale
Does it count in GPA and class rank?	Yes - 6.0 Scale	Yes - 6.0 Scale
How many courses can a student take?	Unlimited	Unlimited, embedded courses are free tuition and fees, after that students pay (student must qualify for Free and Reduced Lunch)
What are the associated costs?	AP exam cost is determined by the College Board and is approximately \$100 per AP exam. Fee reductions and subsidies are available for students who qualify for free or reduced lunch.	Embedded Courses are at no cost to KISD students if student qualifies for Free and Reduced Lunch. Students may need to purchase college textbook or resources which could cost \$100-\$200.
How are textbooks handled?	Course resources are provided by the high school campus.	Course resources are purchased by the student. In some cases, the high school campus may have textbooks for students to borrow.

When are courses available?	Courses are embedded during the school day as part of the student schedule during the school year.	Courses may be embedded during the school day and or online.
What do colleges/ universities accept?	Credit accepted at public state schools for scores of 3 or higher, and elsewhere at the discretion of the college/university	Credit accepted by public state schools in Texas, and elsewhere at the discretion of the college/university
What graduation regalia or special recognition might students receive?	AP+PLTW Recognition, AP Scholar Awards, AP Capstone Diploma cord, AP International Diploma, Performance Acknowledgement (earning a score of 3 or higher)	Performance Acknowledgement (12 or more credit hours earned with a grade of 3.0 or higher on a scale of 4.0)
What are the advantages?	Widely-recognized by colleges and universities. Strong test-takers tend to do well. Students can pick and choose which course(s) they are interested in taking.	Students receive credit as soon as they pass the course. Grades are based on multiple assignments and assessments across the semester.
What are the disadvantages?	College credit is dependent on a single exam score. Not all institutions accept credit. Credit may be granted for a college elective rather than core courses.	If a student does not pass the college course, they do not get high school credit.
Additional Notes and Considerations	All Texas public colleges/universities are required to give credit for scores of 3 or higher. However, they can determine whether the course would count as credit for a core course or as an elective. What colleges and universities accept varies greatly nationally. It is the responsibility of the student to confirm credit acceptance policies. See https://apstudent.collegeboard.org/creditandplacement/credit-policy-detail to look up specific institutions.	TVCC transcript is generated and can be submitted to any institution for review. TVCC credit is accepted at most Texas colleges and universities. What colleges and universities accept varies greatly nationally. It is the responsibility of the student to confirm credit acceptance policies.
More Information	https://apstudent.collegeboard.org/creditandplacement/credit-policy-detail	https://www.tvcc.edu/dual-credit/?d=154

TECHNICAL DUAL CREDIT Selected high school advanced Career and Technical Education (CTE) courses have been matched by competencies with Trinity Valley Community College courses and designated as technical dual credit courses by TVCC. Sophomores, juniors and seniors, in these designated high school CTE classes, are enrolled as TVCC dual credit students. Enrollment is done on-site at KHS, similar to the academic dual credit enrollment process already in place, but with the two following exceptions: • technical dual credit students will pay no tuition or fees • have a less demanding Texas Success Initiative (TSI) requirement because these courses are considered workforce education and not academic. Students receive a grade on a TVCC transcript as well as their high school transcript just like academic dual credit students. Grades are placed on transcripts immediately after completing the course. The high school instructors for technical dual credit courses are adjunct professors and must meet Southern Association of Colleges and Schools (SACS) requirements for teaching a workforce education course. On-Campus Courses - Accounting I (TJC ACNT 1303 [3 hrs]) - Accounting II (TJC ACNT 1304 [3 hrs]) - Introduction to Engineering Design (TJC DFTG 2440 [3 hrs]) - Health Science Theory or Health Science Clinical (TJC HITT 1305 [3 hrs]) - Practicum in Health Science (TJC HPRS 1105 [1 hr.]- Advanced Animal Science AGAH 1401 [4 hrs.]

NATIONAL HONOR SOCIETY In accordance with the National Honor Society Constitution, candidates for membership must have an overall average of 95 percent. Candidates may be eligible for inductions beginning the fall of their sophomore, junior or senior years based on cumulative GPA. Other criteria for consideration will include citizenship, leadership and service.

EARLY GRADUATION Students that anticipate completing high school in less than four years can apply for Early Graduation. He/she must do so prior to the 1st semester of their 11th grade year. Early graduation requires a contract with a personal graduation plan developed with the student, the parent and the counselor. Students may only graduate early on the Foundation with Endorsement Graduation Plan.

Texas First Early High School Completion Program

Overview

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added Texas Education Code §28.0253, which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program (Texas Education Code, Chapter 56, Subchapter K-1), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

Mandatory Notification

Upon a student's initial enrollment in high school, a school district or open-enrollment charter school is required to provide to the student and the student's parent or guardian information regarding the requirements to earn a high school diploma under the program and the Texas First Scholarship Program.

For the 2022-2023 school year, each public high school must provide a written notification to each high school student and the student's parent or guardian listing the eligibility criteria for the Texas First Early High School Completion Program and Texas First Scholarship Program. (19 TAC Part I, §21.54)

After the 2022-2023 school year, the school must provide the notice to each student and the student's parent or guardian upon the student's initial enrollment in high school. The notice must include information about the requirement that a student must provide an official copy of their assessment results and transcripts, as applicable, to receive credit for the assessments and credits required to receive early graduation from the program.

The Texas Higher Education Coordinating Board has provided a flyer that can be used by school districts and charter schools as notification to students and families.

Diploma Equivalency

A student who graduates early through the Texas First Early High School Completion Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025. The school must provide each student who earns a program diploma with a designation of distinguished level of achievement on the student's diploma.

For more information regarding the Texas First Early High School Completion Program, please visit the [Texas Higher Education Coordinating Board's Texas First Diploma web page](#).



To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	October 20, 2022
SUBJECT:	Texas First Early High School Completion Program
CATEGORY:	Graduation and Scholarship Program
NEXT STEPS:	Share with high school counselors, advisors, and administrators

Senate Bill 1888, 87th Texas Legislature, 2021, establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school and earn a scholarship for one or two semesters at certain Texas universities.

Information regarding the Texas First Early High School Completion Program may be accessed at [Texas First Early High School Completion Program page](#).

Action Required

Upon a student's initial enrollment in public high school in a grade level below grade 12 in a school system, the school system must provide to the student and the student's parent or guardian information regarding:

- (1) the requirements to earn a high school diploma under the program; and
- (2) the Texas First Scholarship Program.

This [Texas First Diploma flyer](#) can be used by school systems for this purpose.

Data Collection

Beginning with the 2023-2024 school year, school systems will be required to report in TSDS PEIMS information regarding students who graduate early under this program. Graduates from the 2022-2023 school year who meet the requirements for the Texas First Early High School Completion Program will be reported in the 2023-2024 PEIMS Fall submission. The data collection will be shared with the Texas Higher Education Coordinating Board for verification and award of scholarships.

CREDIT RECOVERY ODYSSEY Odyssey is a credit recovery program designed to allow students to accrue credits toward graduation. It is a self-paced program with minimum instructional designs that is available during the school year and summer school. Contact the counseling office if you need more information about Odyssey or other types of credit accrual. Credit recovery during summer school requires attendance and ???

DISTINGUISHED GRADUATES

Students must meet the following requirements:

- Foundation High School Program with one or more Endorsements
- Four credits of mathematics including Algebra II

PERFORMANCE ACKNOWLEDGMENT (will be noted on the student's transcript):

To earn a performance acknowledgement can be earned by meeting the requirements in one of the following areas:

Dual Credit

- obtain 12 hours of college academic credit with a grade of 3.0 or higher (80+).
- Earn an Associates Degree while in high school

Bilingualism and biliteracy

- demonstrating proficiency in accordance with local school district grading policy in two or more languages by 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
 - Satisfying one of the following
 - a. completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - b. demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - c. a score of 3 or higher on a College Board Advanced Placement examination for a language other than English –

College Readiness

- earning a score of 3 or above on a College Board Advanced Placement (AP) examination.
- 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
- earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT® (test date Aug 25, 2018 or prior)
- earning a total score of at least 1310 on the SAT® (test date Oct 6, 2018 or after)
- earning a composite score on the ACT® examination of 28 (excluding the writing subscore)
- earning a state-recognized, nationally or internationally recognized business or industry certification or license.

COLLEGE, CAREER, AND MILITARY COLLEGE ENTRANCE EXAMS (See page 53 for testing dates)

Sophomores and Juniors take the PSAT to qualify for National Merit. The test is administered at Kaufman High School during the school day in the Fall at no cost to the students. Consult with your counselor for additional information. Calculators will not be provided.

ACT Registration -Test preparation materials for the ACT at <http://www.actstudent.org/>. ACT Exam dates will be available at the ACT web site. Kaufman High School will host the ACT School Day* for all Juniors in the Spring.

SAT Registration: <http://sat.collegeboard.org/home> is the official website of the College Board. Use this website to register and study for the SAT test as well as to get information regarding colleges and financial aid. Kaufman High School will host the SAT School Day* for all Seniors in the Fall.

*Kaufman ISD will cover the cost of one SAT/ACT test per year for each student who participates in the SAT School Day or ACT School Day held at Kaufman High School during the Junior/Senior year. Students who are unable to participate in the SAT/ACT School Day at KHS due to a school sponsored event can receive reimbursement for on SAT/ACT test during their Junior/Senior year that is taken at an alternate testing location. Student who miss the SAT/ACT School Day at KHS due to any reason other than a school-sponsored activity will not be reimbursed for off-site test administrations.

EXAM REVIEW MATERIALS

Number 2.com <http://www.number2.com/> is an excellent resource to help students practice and study for both the SAT and ACT.

ACT Student <http://www.actstudent.org/>

SAT <http://sat.collegeboard.org/home>

Test Prep <http://www.testprepreview.com/> is a valuable site with lots of review questions for SAT, ACT, TSI, ASVAB and more.

Khan Academy <https://www.khanacademy.org/sat> Khan Academy partners with the College Board to provide free SAT preparation.

ACT Academy <https://academy.act.org/>

ASVAB The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. In addition, this test is not only for students planning to go into the Military and there is no fee..

TEXAS SUCCESS INITIATIVE (TSIA2) ASSESSMENT

All sophomores, Juniors, and seniors will take the TSIA.

Steps to take the TSIA2 at Kaufman High School :

1. Sign up in Counseling Center
2. Complete the TSIA2 Pre-Assessment BEFORE scheduling to take the TSI: - Go to www.TSIpreview.com and click Get Started. This will bring up the testing requirements and related pages. The TSI Pre-Assessment activity is required.
4. TSIA2 Scores will be immediately available once the test is completed. If a student does not meet the minimum passing score a \$5 fee will be charged per section to retest.

COLLEGE PREPARATION TIMELINE

GRADE 9

Careful consideration should be given to the four-year graduation plan. Review college catalogs and publications which give college profiles. Begin keeping a portfolio with report cards, test scores, honors, school activities, community activities, and work experience. You may also want to keep samples of your major school projects, papers, etc. Join extracurricular activities. Know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college. Take courses that are challenging and work to your full potential. Be a self-advocate, attend tutorials, and do not let yourself fall behind in your classes. Get familiar with the PSAT and related assessments and SAT. Download the free daily practice for the New SAT app for practice questions you might face on the test. Talk to your Counselor.

GRADE 10

Review the four-year graduation plan. Take courses that are challenging and continue working to your full potential. Take the Preliminary SAT (PSAT) offered twice a year. Analyze the PSAT results and establish personal goals. Continue to review college publications. Take the TSIA2 in the spring, especially if you plan to take college courses during the summer.

Begin to visit colleges in the summer, especially if you are interested in a highly selective college. You must study to make your grades representative of your abilities. Be a self-advocate, attend tutorials, and do not let yourself fall behind in your classes. Continue adding to your portfolio. Participate in school activities or volunteer. Talk to your Counselor.

GRADE 11

Review the graduation plan and narrow college choices. Discuss with parent(s) and your counselor to decide on courses for your senior year and to discuss post graduation plans. Take challenging courses. Explore AP or Dual Credit. Attend the College Day/Career Day in the Fall and talk to college personnel. Take the PSAT. Apply for any scholarships that your parents' employers may provide and any scholarships that are available to junior competition. In the Spring, attend Financial Aid Night. Visit College Board's Getting Financial Aid. Take the SAT and/or ACT in the late spring. Send early decision applications in June and July. Visit colleges in the summer. Send for college information and applications. Your grades are representative of your abilities. Continue adding to your portfolio.

GRADE 12

Finalize college choices and send letters/applications to the colleges of your choice. Check with the counseling center on campus, the internet and the catalog from the college(s) of your choice to apply for any scholarships for which you may qualify. Meet with your counselor in early Fall. Attend the annual KHS College Day/Career Day (if offered) in the Fall and plan to attend Financial Aid Night. Take the SAT and/or ACT and necessary achievement tests in October or November. Send regular decision applications in the Fall semester (preferably by December 1st). Send in housing applications in early Fall, especially to colleges that are highly competitive for dorm space. Analyze SAT and ACT test results in December. Send the Financial Aid applications (FAFSA) in January. Request final transcripts from your HS Counselor. Continue adding to your portfolio.

COLLEGE

TOP 10% RULE

If you are in the top 10% of your high school graduating class, you are eligible for automatic admission to any public university in Texas. To meet the requirements for automatic admission, you must:

- Graduate in the top 10% of your class at a public or private high school in Texas, or
- Graduate in the top 10% of your class from a high school operated by the U.S. Department of Defense and be a - Graduate at the Distinguished Level of Achievement - Texas resident or eligible to pay resident tuition- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the application deadline. (Check with the university for specific deadlines).

If you are admitted to college through the Top 10% Rule, you may still be required to provide SAT or ACT scores, but these scores are not used for admissions purposes. You must also take the TSI test, unless you are exempt from the test requirement. Be sure to check with the school's admissions office regarding TSI, SAT and ACT requirements.

After you are admitted, the university may review your high school records to determine if you are ready for college-level work. If you need additional preparation, you may be required to take a developmental, enrichment or orientation course prior to your first semester of college. Please keep in mind that admission to a university does not guarantee acceptance into a program of study or academic department.

EXCEPTION: University of Texas at Austin (UT): Top 6% for the Class of 2020.

FINANCIAL AID: The Free Application for Federal Student Assistance (FAFSA) is not available until October. The information for the application is based on income tax returns. Through this application, eligibility is determined for grants, loans, work-study programs, and some scholarships. You may apply on-line at www.fafsa.ed.gov. If you require a paper copy, they will be made available in the counseling center.

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in **12th grade** during the **2021-2022 school year**, each student must do one of the following in order to graduate:

Complete and submit a Free Application for Federal Student Aid (FAFSA);
Complete and submit a Texas Application for State Financial Aid (TASFA); or
Submit a signed opt-out form.

SCHOLARSHIPS: One of the best resources for scholarship information is directly from the financial aid office at the college(s) you wish to attend. Most scholarship opportunities are now posted online, allowing students the opportunity to do local and national scholarship searches on their own. Some scholarship updates are available on the [KHS website](#).

TEXAS GRANT: The purpose of the Texas Grant is to provide grant money to enable well prepared, eligible students to attend public and private colleges and universities in Texas. You can apply if you are a Texas resident, have completed High School Program, and have financial need. The awards may be used at a Texas college or university, both public and private. Awards to students attending Texas private colleges and universities are based on public university amounts. To apply, first complete the FAFSA form. You will then work with the financial aid office at the college or university you plan to attend to determine if you are eligible.

COMMON APPLICATION: Texas offers a common application for all public universities. This application may be obtained from the counseling center on your high school campus or online at www.applytexas.org.

COURSE OFFERINGS AND DESCRIPTIONS

ENGLISH, LANGUAGE ARTS, AND LANGUAGES

English I 1.0 credit 1010

This course includes a program of language concepts and skills, writing skills, reading skills, and literature units of poetry, prose, plays, novels, Shakespearean drama, and short stories.

English I Honors 1.0 credit 1011

In this course, students are engaged in the careful study of literary works of recognized merit. Through such study, students sharpen their awareness of language and their understanding of the writer's craft. Writing assignments focus on the critical analysis of literature. Assignments in the writing of expositions, stories, poems, and plays are also appropriate. Students will be exposed to pre-advanced placement curriculum throughout the year, and will be required to complete the extensive work. Summer readings and/or assignments may be required for this class.

English II 1.0 credit 1020

This course will include an integration of grammatical concepts, usage, capitalization, punctuation, and spelling with a variety of composition assignments and literature. Included may be general composition assignments as well as selected composition assignments for the following literature units: drama, short story, poetry, legends, essays, and novels. The course also includes writing skills focusing preparation for graduation examinations.

English II Honors 1.0 credit 1021

In this course, students are engaged in the careful study of literary works of recognized merit. Through such study, students sharpen their awareness of language and their understanding of the writer's craft. Writing assignments focus on the critical analysis of literature. Assignments in the writing of expositions, stories, poems, and plays are also appropriate. Students will be exposed to pre-advanced placement curriculum throughout the year, and will be required to complete the extensive work. Summer reading and/or assignments may be required for this class.

English III 1.0 credit 1030

This course will emphasize a study of American literature from the Colonial Period through the Modern Age. It will also include an intensive study and practice of writing concepts and skills, vocabulary, propaganda, and technology use.

English III AP 1.0 credit 1032

This academic rigorous AP course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such small-scale elements as the use of figurative language, imagery, symbolism, and tone. Students who enroll in this course should obtain a summer reading list from the instructor. An AP exam will be administered in May.

***English IV 1.0 credit 1040**

This course is a general survey course in British literature designed to provide students both an improved cultural literacy and a solid foundation for college English courses. This course will include the history and development of the English language, but will emphasize recognition and understanding of the major writers and literary works in British literature. Regular composition will be an integral part of this course and will be supplemented as necessary by instruction in grammar, usage, and mechanical skills.

English IV AP 1.0 credit 1042

This course is designed for the strongly motivated, academically strong student. Students will be given the opportunity to study English at the college level to receive the advanced placement weight and to receive college credit. The students are involved in both the study and practice of writing and the study of rhetoric. They learn to use the modes of discourse and to recognize assumptions and various underlying rhetorical strategies, through speaking, listening and reading, and the experience of their own writing. *Students who enroll in this course should obtain a summer reading list from the instructor. An AP exam will be administered in May.*

TVCC Dual Credit

(ENGL 1301-1302) 1.0 credit 1054, 1055, 1056

English 1301, the first half of freshman English, aims to help the student acquire and/or improve skills in producing effective writing which observes the conventions of Edited American English—i.e. writing which is acceptable in the academic and professional world. The student will be guided through the composition process, encouraged to find and improve his/her own writing style, and guided in the analysis and evaluation of his own and others' writings. English 1302 is a continuation of English 1301 with emphasis on the student and critical evaluation of modern literature, primarily from American writers of fiction, poetry,

and drama. A fully documented research paper is required as is a researched group paper.

TVCC Dual Credit 1053 & 1057

(ENGL 2322-2323) 1.0 credit

English 2322 is a survey of British literature from the Middle Ages through the Restoration and the 18th century with selections from but not limited to Malory, Marlowe, Chaucer, and Shakespeare. A fully documented research paper is required as part of the course work. English 2323 begins with the Romantics and continues the study of British masterworks through the 19th and 20th centuries to the present which may include but is not limited to selections from Blake, Wordsworth, Byron, Shelley, Keats, and Conrad. A fully documented research paper or a critical analysis of one of more of the poets from the Romantic era will be required. English 1301-1302 are pre-requisites for this dual credit class.

ESL 1

(English As A Second Language I) 1.0 credit 1071

English for Speakers of Other Languages is a class for other language speakers. This course is designed to reinforce the learning of the English language and to help students acquire listening, speaking, reading and writing skills. Support is offered to help students in their other classes as well

ESL II

(English As A Second Language II) 1.0 credit 1072

English II builds on the foundation of English I with the study of skills and concepts in the areas of reading, writing, speaking, and listening. Students read and write extensively in multiple literary and informational genres. In preparation for the English II End of Course exam, emphasis is placed on various domains of writing, the use of written and oral conventions of language, critical and analytical reading comprehension skills in the study of literature, and vocabulary enrichment.

ESL 3

(English As A Second Language 3) 1.0 credit 1073

Prerequisite: Students must have a first language other than English. Through ESL, basic skills of comprehension, speaking, reading, and writing shall be developed in the English language using English as a second language methods.

Reading I, II, III 1.0 credit

9th – 12th grade Prerequisite: Counselor

Recommendation

Reading is a one or two semester course for those students who struggle with basic reading competencies.

Emphasis is placed on using specific reading strategies to increase skills in comprehension, vocabulary development, fluency and reference usage. Instruction is differentiated and tailored to the individual needs of each student. The model includes experiences in whole and small group instruction, independent reading, and technology-based learning.

JOURNALISM

Journalism 1.0 credit 1150

In this course, students will begin with an introduction to the ethical and legal standards which apply to all aspects of photojournalism. In creating visual representations for use in journalistic publications, students will study advanced print making, lighting techniques, subject arrangement, and task organization. This course is an introduction to all elements of journalism, including headline, article, and editorial writing, newspaper make-up, advertising, and salesmanship. In addition, the history of journalism and the significance of a free press are studied. This course is opened to students in grades 9-12 and is a pre-requisite for the yearbook and newspaper classes.

Photojournalism 1.0 credit 1180

Students taking this course gain experience photographing people and events in natural lighting situations. They also practice setting page layouts and choosing the shots that best fit the headlines and illustrate the stories. They might also take still photos for feature stories and develop their own captions. Students taking this class are expected to hand in photos to accompany story headlines, articles and/or photography projects.

Yearbook I, II, III 1.0 credit 1161, 1162, 1163

Recommended prerequisite: Journalism or Photojournalism

A technical course designed to provide instruction in designing graphics using a computer and a variety of graphics software. Opportunities to evaluate current trends in graphic design, appreciate the value of good designs, appraise the design level related to the yearbook. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher. *It is recommended for responsible students and will require some outside class time.*

*Texas College Bridge is a program that is utilized by Kaufman High School for any student who has not met scoring criteria for the TSIA2 exam in either Math or English. It will be taken in conjunction with your fourth Math or English credited class. Once students successfully complete all criteria to receive their Certificate of Completion from College Bridge, they will no longer have to work within the program and will be transitioned into the content solely related to their fourth Math or English Credit. The successful completion of the College Bridge program will take the place of a passing TSIA2 score in Math or English which will allow

students who complete the program to begin college courses in on level classes at participating colleges/universities. A list of participating colleges/universities can be found at the CollegeBridgeTexas website. www.texascollegebridge.org

LANGUAGES OTHER THAN ENGLISH (LOTE)

Spanish I 1.0 credit 1810

This course introduces students to the Spanish language and culture through listening, speaking, reading, and writing. Students will be made aware of concepts of the culture which result in the knowledge and awareness of the history and culture of Spanish-speaking people.

Spanish II 1.0 credit 1820

This course offers a background in Spanish language and culture (history, art, food, customs, etc.). An emphasis is placed on the grammatical structure of the language. Reading, Writing, Listening and Speaking will be incorporated into the course.

Spanish for Spanish Speakers I Credit: 2 1825

Prerequisites: Native Spanish Speaker Grade: 9-10

Spanish for Spanish Speakers I is designed to provide learning opportunities for Native Spanish Speakers who can speak, read, and write in the language. The main objective of this course is to offer an intensive curriculum in order to prepare the student for his/her academic growth. This course covers the curriculum of two classes, Spanish I Honors and Spanish II Honors.

Spanish II Honors 1.0 credit 1821

This course offers a more extensive background study in Spanish language and culture. An extensive emphasis is placed on the grammatical structure of the language. Reading, Writing, Listening and Speaking will be incorporated into the course. Summer reading and/or assignments may be required for this class.

Spanish III Honors 1.0 credit 1829

The third year of the study of Spanish will continue to emphasize vocabulary expansion, grammatical concepts, oral proficiency, reading comprehension, and written expression. Students will also acquire cultural data, insights, and an appreciation of Hispanic history and art. Summer reading and/or assignments may be required for this class.

Spanish 4 AP 1.0 credit 1840

The purpose of this college level course is to prepare students for the Reading, Writing, Listening, and Speaking portions of the AP Test. Students will be challenged to improve their Spanish language through reading and writing assignments. Increasing vocabulary and knowledge of Spanish grammar will be given a top priority. Students will have the opportunity to take the AP Spanish test in May. Students who obtain a score of 3 or better may receive college credit for the class.

MATHEMATICS

Algebra 1 1.0 credit 1210

This course develops the student's understanding of mathematics by examining topics in the field of Algebra. These topics include, but are not limited to, the following ideas: sets of numbers, performing basic operations with positive and negative numbers, solving linear equations and inequalities, solving and graphing combined inequalities, graphing two-variable equations and inequalities on a coordinate grid, relations and functions, systems of linear equations and inequalities, polynomials, and factoring. Students will also be exposed to word problems.

Geometry 1.0 credit 1220

This course develops the structure of geometry and the student's logic. Emphasis is on logics dealing with figures and shapes. Both deductive and inductive reasoning are developed along with an organized body of geometric facts and theorems. Also, students will examine in depth the objectives which are evaluated on the Exit Level TAKS test.

Geometry Honors 1.0 credit 1221

This course develops the structure of geometry and the student's ability to reach conclusions using logic and data analysis, where those conclusions apply all theoretical geometric applications. Both deductive and inductive reasoning are developed with an organized body of geometric facts and theorems, with the integration of algebraic concepts previously learned. The course concepts extend beyond the regular course, focusing on analysis and extrapolation of those concepts. Students will be expected to perform at the highest level of learning. If a student has an average below 70 for the semester, the instructor has the right to request that the student be moved to a regular Geometry class. Students will be exposed to Advanced curriculum throughout the year and will be required to complete extensive Advanced work.

Algebra II 1.0 credit 1240

This course is designed to prepare students for college mathematics courses and higher level mathematics courses in high school. Topics such as factoring, solving and graphing linear and quadratic equations, matrices, determinants, logarithms, complex fractions, complex numbers, sequences, series, and basic trigonometric functions are studied. The ability to use algebra to analyze and solve word problems and to express abstract ideas are stressed.

Algebra II Honors 1.0 credit 1241

This course is designed for students showing an advanced aptitude toward mathematics.

This course examines the content of Algebra 2 and goes beyond the regular course in content and coverage. Students will be expected to perform at the highest level of learning. If a student has an average below 70 for any two six weeks, the instructor has the right to request that the student be moved to Algebra 2. Students will be exposed to pre-advanced placement curriculum throughout the year, and will be required to complete extensive Advanced work.

Pre-Calculus Honors 1.0 credit 1251

This course is designed for the strong mathematics student who wishes to study the topics found in Honors Algebra, Elementary Analysis, Analytic Geometry, and Trigonometry. It is designed for those students planning further study in mathematics either in high school or college. The content is presented more rapidly and at a high level of sophistication. It is the preferred course for those students planning to take Calculus.

AP Pre-Calculus 1.0 credit 1255

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

***Financial Mathematics 1.0 credit 1268**

This course is about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors.

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AP Calculus AB 1.0 credit 1260

This course is designed for the very dedicated mathematics student who wishes to enter a profession that focuses on mathematics or science. Calculus AB emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Unifying themes such as derivatives, integrals, limits, approximation, and applications and modeling are taught. These themes are tested on the Calculus AB exam in May.

AP Statistics 1 credit 1266

Prerequisite: Algebra II

AP Statistics exposes students to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students should have excellent algebraic and problem solving skills. Extensive use of the graphing calculator to study statistical applications is emphasized. This course is a college level course and is designed to prepare students for the College Board Placement Exam.

TVCC Dual Credit 1245**(Math 1314/1342) 1.0 credit**

Topics covered in Math 1314, College Algebra, may include a rapid review of exponents and radicals and rational expressions, linear and quadratic equations, complex numbers, graphing lines and curves, higher degree equations, logarithmic and exponential functions, matrices and systems of equations, etc. Math 1342, Statistics, is an elementary course designed to meet the needs of business, education, and behavioral science students. Descriptive statistics, probability, binomial distribution, normal distribution, confidence intervals, hypothesis testing, and linear regression are the topics that will be covered.

UIL MATH I & II 5601 & 5602 1.0 credit

UIL Math focuses on Mathematics, Number Sense, and Calculator Application tests for UIL Academics. This class also prepares students for the PSAT, SAT, and ACT. The course involves problem solving, modeling, and using tools strategically, as well as using algebraic and geometric structures

SCIENCE

Biology I 1.0 credit 1310

This course is the study of living things. It acquaints the student with scientific methods, and provides the student with opportunities for acquiring basic skills, techniques, and knowledge necessary to help understand today's biological issues.

Biology I Honors 1.0 credit 1311

This course is designed for the academically stronger student to study Biology at an advanced level and pace. Emphasis is placed on the following topics: microscopic studies and comparative anatomy of the kingdom system, study of biological processes and interactions, science of genetics, and human biological systems. Students will be exposed to pre-advanced placement curriculum throughout the year, and will be required to complete extensive Advanced work. . If a student has an average below 70 for a nine week period, then the instructor has the right to request that the student be removed from the course.

AP Biology 1.0 credit 1312

Prerequisite: Biology or Biology Honors

Grades 11-12

This course is designed for the academically stronger, self-motivated student. Students will be given the opportunity to study Biology at the college level and to receive college credit upon successfully completing the Advanced Placement examination. Emphasis will be placed on outside reading, projects and reports and much self-study necessary to cover everything that will be included on the AP test. Students will be expected to perform at the highest level of learning. If a student has an average below 70 for a nine week period, then the instructor has the right to request that the student be removed from the course. An AP exam will be administered in May. Summer reading and/or assignments may be required for this class.

Biotechnology I 1.0 credit 1360

Prerequisite: Biology

In Biotechnology I, students will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics.

Chemistry 1.0 credit 1320

This course is the study of matter and the changes it undergoes. This is designed to prepare students for advanced science courses in high school and prepare students for basic college science courses. The student will be studying the basic theories of matter, the energy relationships involved in those changes and the identification and naming compounds. Many laboratory activities will be used to illustrate the laws, concepts, and theories studied.

Chemistry Honors 1.0 credit 1321

Advanced Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic observations using particulate-level reasoning. Students will begin their exploration of matter by observing and measuring macroscopic properties of everyday materials and progress throughout the course to explore deeper and more detailed perspectives of the particle nature of matter. Advanced Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage in context driven mathematics, data analysis, modeling, and productive collaboration with their peers. If a student has an average below 70 for a nine week period, then the instructor has the right to request that the student be removed from the course.

AP Chemistry 1.0 credit 1322

Prerequisite: Chemistry or Honors Chemistry

Grades 11-12

AP Chemistry is a course designed to cover material found in the college level general chemistry course and is for the college-bound science/engineering/preveterinary/premedical/pre-dental student. This course incorporates a more extensive quantitative understanding of the physical principles of chemistry. Major topics include electrochemistry, kinetics, thermodynamics and equilibrium. Advanced laboratory investigations involving independent data analysis are a major part of this course. This course is intended to prepare students to take the AP Chemistry exam in order to earn college course credit depending on exam score.

Physics 1.0 credit 1330

This is a basic science that examines the relationships between matter and energy. The study will include, but is not limited to, fundamental concepts of distance, mass, and time, mechanics (kinematics and dynamics, optics, electricity and magnetism).

Physics Honors 1.0 credit 1331

Recommended Prerequisite: Algebra II

This course is designed for the academically stronger student who wishes to further his or her knowledge of the basic scientific concepts of matter and energy. Physics is a basic science that examines the relationships between matter and energy. The study will include, but is not limited to, fundamental concepts of distance, mass and time, mechanics (kinematics and dynamics, optics, electricity and magnetism).

component is included that gives practical experience to material covered in class.

Anatomy and Physiology Honors 1.0 credit 1354

This course is the study of the structure and function of human organ systems. It will cover the digestive, respiratory, muscular, skeletal, excretory, endocrine, circulatory, and nervous systems including the sense organs. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher.

Animal Science 1.0 credit 3133

Recommended prerequisite: Principles of Agriculture Food and Natural Resources

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

AP Environmental Systems 1.0 credit 1362

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

TVCC Biology 1406/1407 1.0 credit 1313

1406 is a 4 credit hour college course designed to study the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, and scientific reasoning are included. A laboratory component is included that gives practical experience to material covered in class.

1407 is a 4 hour credit hour college course where diversity and classification of life will be studied, including animals, plants, fungi, protists, and prokaryotes. Special emphasis will be given to genetics, anatomy, physiology, ecology, and evolution of plants and animals. A laboratory

SOCIAL SCIENCES

World History 1.0 credit 1420

This course is a survey course including the ancient civilizations of the Middle East, the classical world, the Far East, development of western civilization, the growth of modern nations, and the growth and expansion outside Europe.

AP World History 1.0 credit 1422

This course is a college-level survey course that introduces students to world civilizations and cultures. It is part of a cooperative endeavor by high schools, colleges, and The College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on The College Board's AP World History exam determines a student's eligibility to earn college credit. There is a summer reading project assigned the summer previous to enrollment of the course. This project must be completed to gain entry into the class. An AP exam will be administered in May.

United States History 1.0 credit 1430

This is a course which studies the period of American history from the Reconstruction Era of 1865 to today's space age. Social, political, and economic trends are emphasized in order to develop insight into the cause and effect of various movements that have occurred in American history.

AP United States History 1.0 credit 1432

This course is a full year introductory college-level course for the academically stronger self-motivated student that examines the period of American history from the first European explorations of the Americas to the present. Advanced Placement encourages self-discipline, organization, critical thinking, and reading and writing skills. This course requires outside reading, projects, reports and self-study to prepare the student for success on the AP final exam. Students will be expected to perform at the highest level of learning. If a student has an average below 70 for the semester, then the instructor has the right to request that the student be moved to United States History. Students enrolling for this course should contact the Social Studies Department to obtain a summer reading list. An AP exam will be administered in May.

TVCC Dual Credit 1435 & 1440 (HIST 1301/1302) 1.0 credit

A survey is made of the American colonies, their struggle for independence, the development of a political structure and the formative years, the westward movement, the growth of sectionalism, and the Civil War. The social, economic, and political trends are shown. It will continue

the history course surveying American growth, world conflicts, and the emergence of America as a world power.

World Geography 1.0 credit 1410

This course is the study of the world beginning with the ancient Greek geographers and ending with the present. Included is a study of how humans are distributed throughout the world as a result of the industrial and democratic revolutions.

AP European History 1.0 credit 1450

Advanced Placement European History is a college-level survey course that introduces students to the political, cultural, social and intellectual heritage of Europe (1350 to the Present). It is part of a cooperative endeavor by high schools, colleges, and The College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on The College Board's AP European History exam determines a student's eligibility to earn college credit. This course is recommended for seniors. An AP exam will be administered in May.

United States Government .5 credit 1540

This one semester course is a study of the history, structure, and functions of the United States government with emphasis on the Constitution. Studies of our free enterprise system, political parties, foreign political systems, and state and federal government are included.

TVCC Dual Credit (GOVT 2305) .5 credit 1545

Study of the United States and Texas Constitutions, civil liberties, federalism, interest groups, public opinion, political parties, voting and elections (satisfies requirements for Texas State Teacher Certification).

AP U.S. Government .5 credit 1542

AP United States Government is a course designed to give students an analytical perspective on government and politics in the United States. This course covers the constitutional foundations, political beliefs and behaviors, political parties and interest groups that make up the US government. All areas of the federal government – Congress, the presidency, bureaucracy, judiciary and civil liberties and civil rights are studied. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute US political reality. Students will have the opportunity to take the AP exam upon completion of this course.

Personal Financial Literacy & Economics .5 credit 1550

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

Economics (Free Enterprise) (Odyssey).5 credit 1580

This one semester course is designed to teach students the fundamentals of economics, macroeconomic concepts, the role of consumers, businesses, and government in capitalism, economic stabilization through the use of monetary policy and fiscal policy, the importance of money, banking, and the Federal Reserve System, an analysis of comparative economic systems with research into selected countries, and consumer economics in the areas of income taxes, checking accounts, credit, and personal financial planning.

TVCC Dual Credit (ECON 2301) .5 credit 1555

This course will include a study of economic problems such as inflation, unemployment, and economic stabilization by monetary and fiscal policy. Macroeconomic concepts of total spending, total output and income, money and banking, and the Keynesian and monetary approaches to national income analysis are discussed.

AP Macroeconomics .5 credit 1552

Rising interest rates, unemployment, taxes, government spending, saving, investing, the global economy, all of these topics are included in the study of Macroeconomics. If you want to know how the government affects the economy and how the economy will affect your future, then you need to take this course. Students will have the opportunity to take the Advanced Placement exam upon completion of this course.

Psychology .5 credit 1470

Semester course – linked with Sociology.

Junior or Senior students only

Students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

Sociology .5 credit 1471

Semester course – linked with Psychology

Junior or Senior students only

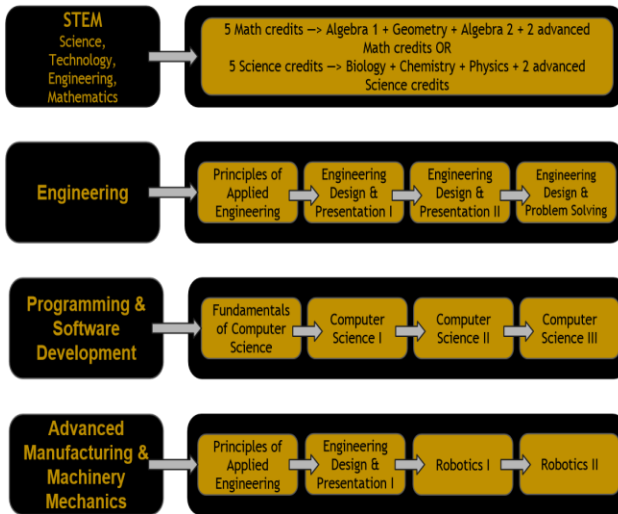
Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing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

AP Human Geography 1.0 credit 1412

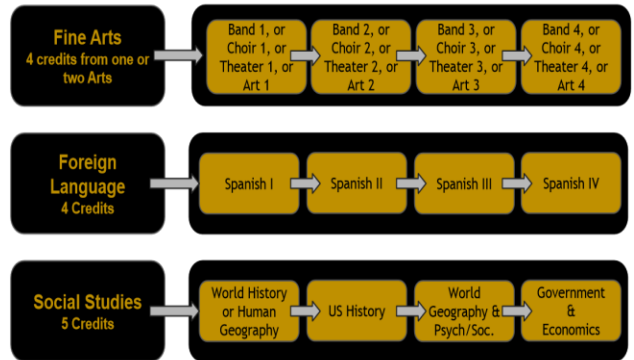
AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

KHS Endorsement Selection Chart

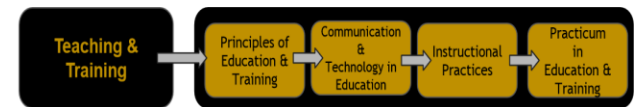
STEM



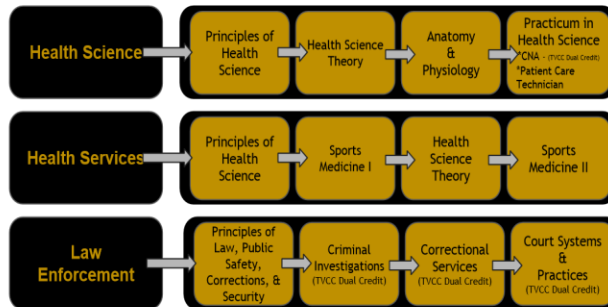
Arts & Humanities



Public Service



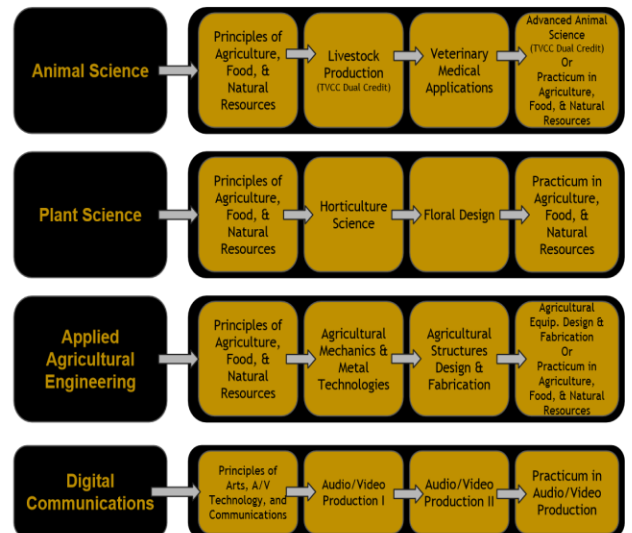
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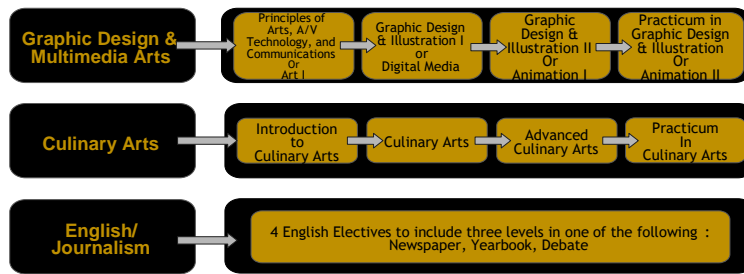
Business & Industry



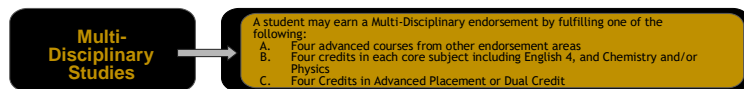
Business & Industry Cont.



Business & Industry Cont.



Multi-Disciplinary



ENDORSMENT–ARTS & HUMANITIES

Fine Arts Pathway

Art I 1.0 credit 4410

This course is the first course in the high school art sequence. It is primarily an exploration of the fundamental elements of art, line, color, shape/form, texture, and space through experiences with drawing, painting, graphics, sculpture, and art appreciation. This course also provides opportunities to increase understanding and appreciation of the creative process in one's self and to increase appreciation of creative efforts of others. Students are given the opportunity to exhibit their work during the school year.

Art II Drawing 1.0 credit 4422

Students may fulfill fine arts and elective requirements for graduation by successfully completing Art I. It offers an in-depth study of art elements and processes. There is further opportunity for problem solving in terms of personal expression and the exploration of a variety of techniques and materials. This course elevates the student's appreciation of cultural influences in the history of man through his art. Continued emphasis is placed upon creativity and the development of art skills. Students have the opportunity to exhibit their work during the school year.

Art II Ceramics – 1.0 credit 4430

This accelerated course in ceramic techniques will address the history of ceramics, modeling, molding, casting, carving construction and assemblage. This course will also cover throwing on the wheel, kiln firing, primitive firing, glaze chemistry and surface design. Further, exhibition, portfolio development, and development of a series or collection of ceramic work related to central concept will be a goal.

Studio Art III AP 1.0 credit 4435

Prerequisites: Art 1 & II

This course is a college-level studio art class that builds upon the foundations for various art forms learned in Art I and Art II, with a greater depth of art experiences. The students will create a college-level portfolio including twelve "breadth", twelve "concentration", and five "quality section" pieces of art work. The curriculum provides problem solving experiences to advance technical expertise on an individual interest level. Sophisticated understanding of concepts, terminology, processes, and application is developed at this college level. Students are given the opportunity to exhibit their work and compete on an individual basis. Performance on the College Board

Studio Art exam will determine the student's eligibility to earn college credit. The AP Studio Art exam will be administered in May.

Studio Art IV AP 1.0 credit 4450

Prerequisites: Art I, II, & III

This course is a college-level studio art class that builds upon the foundations for various art forms learned in Art I, Art II, and Art III with a greater depth of art experiences. The students will create a college-level portfolio including twelve breadth, twelve concentration and five quality section pieces of art work. The curriculum provides problem solving experiences to advance technical expertise on an individual interest level. Sophisticated understanding of concepts, terminology, processes, and application is developed at this college level. Students are given the opportunity to exhibit their work and compete on an individual basis. Performance on the College Board AP Studio Art exam will determine the student's eligibility to earn college credit. The AP Studio Art exam will be administered in May.

Theater Arts I 1.0 credit 4310

This course provides the student with an introduction to the basic components of theater skills through which students begin to develop an appreciation of live theater, the various performing arts, and a study of plays. This is an activity course which presents and utilizes all facets of body, action, vocal variety, and character interpretation.

Technical Theater I (Theatrical Design I)

1.0 credit 4360

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound.

Technical Theater II (Theatrical Design II)

1.0 credit 4370

Prerequisites: Theatre Arts 1 & Technical Theatre 1

This course is designed to further an appreciation of the theater. This is an activity class searching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound.

Technical Theater III (Theatrical Design III)

1.0 credit 4380

Prerequisites: Theatre Arts 1 & Technical Theatre 1 & 2

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound. An honors offering may be available for students

who have completed entry level courses and met additional measures determined by the teacher.

Technical Theater IV (Theatrical Design IV)

1.0 credit 4381

Prerequisites: Theatre Arts 1 & Technical Theatre 1-3

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher.

Theater Productions I (ManeStage I)

1.0 credit 4322

Audition Required

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage production through building, painting sets for productions, and utilizing the stage lighting and sound. As well as performing age appropriate plays for our community. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher. Students must audition for all shows and participate in at least one a year.

Theater Productions II (ManeStage II)

1.0 credit 4332

Audition Required

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound. As well as performing age appropriate plays for our community. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher. Students must audition for all shows and participate in at least one a year.

Theater Productions III (ManeStage III)

1.0 credit 4342

Audition Required

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound, as well as performing age appropriate plays for our community. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher.

Theater Productions IV (ManeStage IV)

1.0 credit 4352

Audition Required

This course is designed to further an appreciation of the theater. This is an activity class researching the techniques of stage mechanics through building, painting sets for productions, and utilizing the stage lighting and sound. An honors offering may be available for students who have completed entry level courses and met additional measures determined by the teacher.

Dance I, II, III & IV- Fundamentals 1 credit 2551

9th – 12th grade

Dance Fundamentals is a yearlong course offered for fine arts credit. Students participate actively in the learning of fundamental dance skills. Various disciplines of dance are explored including jazz, ballet/lyrical and modern dance. Students engage in the training of basic dance skills, choreographic projects, video studies and dance history. This class is for the student with no prior dance training. This course involves both anaerobic and aerobic activity. The students are required to wear appropriate and approved dance attire and dance shoes. Purchase of dance attire is the responsibility of the student. Students may earn a fine arts credit.

Music I Band 1.0 credit 4110

This course is for those students who can play a brass, woodwind or percussion instrument and wish to develop and improve their skills in music practice, performance, and theory. It requires time outside of school hours including concerts, contests, parades, football games, sectionals, etc. There is also the opportunity to compete at district, area, and state levels in music. Fees will include taking care of a uniform and maintaining an instrument. Performance is required for credit. The students who enroll in this class will receive credit for PE the first semester (0.5 credit) and for a fine art the second semester (0.5 credit).

Music II Band 1.0 credit 4120

This course is for those students who can play a brass, woodwind or percussion instrument and wish to develop and improve their skills in music practice, performance, and theory. It requires time outside of school hours including concerts, contests, parades, football games, sectionals, etc. There is also the opportunity to compete at district, area, and state levels in music. Fees will include taking care of a uniform and maintaining an instrument. Performance is required for credit. The students who enroll in this class will receive credit for PE the first semester (0.5 credit) and for a fine art the second semester (0.5 credit).

Music III Band 1.0 credit 4130

This course is for those students who can play a brass, woodwind or percussion instrument and wish to develop and improve their skills in music practice, performance, and theory. It requires time outside of school hours including concerts, contests, parades, football games, sectionals, etc. There is also the opportunity to compete at district, area, and state levels in music. Fees will include taking care of a uniform and maintaining an instrument. Performance is required for credit.

Music IV Band 1.0 credit 4140

This course is for those students who can play a brass, woodwind or percussion instrument and wish to develop and improve their skills in music practice, performance, and theory. It requires time outside of school hours including concerts, contests, parades, football games, sectionals, etc. There is also the opportunity to compete at district, area, and state levels in music. Fees will include taking care of a uniform and maintaining an instrument. Performance is required for credit.

Jazz Band I-IV 1.0 credit 4181, 4182, 4184, 4186

Jazz Band is available to students who audition and make the Jazz Band. Band Students who wish to enter the Jazz Band must be members of the High School Marching and Concert Bands. Jazz Band students will be required to:

1. Memorize and Perform the following Major Scales: Concert Bb, Concert Eb, Concert Ab, Concert G, Concert C is swing rhythms.
2. Memorize and Perform the Chromatic Scale in Swing Rhythms.
3. Memorize and Perform the following Blues Scales: Concert Bb, Concert F, Concert Eb.
4. Memorize and Perform the following Dorian Scales: Concert Bb, Concert F, Concert Eb.
5. Jazz Band Students must begin learning how-to perform an Improvised Solo.
6. Jazz Band Students must attend All Performances.

Instrumental Ensemble (Ensemble Band I-IV) 1.0 credit 4144, 4146, 4147, 4148

This course is designed for those who want to improve their technical and artistic music skills, at a high level, on their particular instrument. It provides an opportunity for the self driven student who wants to compete in the ATSSB Honor Band auditions on the local, area and state level as well as the UIL, local and state level, solo and ensemble contest. Students will work out of college level technique books designed especially for their instrument. This course is for disciplined and driven students only. Students looking for a "fun only" class should not sign up for this course. All students will be graded on the UIL judging level with no

less than two playing tests per week. There are no other prerequisites for this course.

Beginning Treble Choir (Music I, II, III or IV) 1.0 credit 4210-4240

This course is designed for female students new to the HS Choir program. It also can be for choir students who need another year before being placed in the advanced class. Students will learn the basics of singing and reading music. Students will participate in several concerts and contests throughout the year. It is important that choir students maintain passing grades in all of their classes. Some after school rehearsals are required. There is no prerequisite for this class.

Advanced Treble Choir (Music I, II, III or IV) 1.0 credit

Placement in this all female class is determined by audition. This choir competes at UIL Concert and SR Contest along with other contests throughout the year. They perform at numerous concerts. It is important that students in this choir maintain passing grades in all of their classes. Some after school rehearsals are required. If interested in this class, see Mrs. Collins for an audition time. Auditions will occur in the spring and at the beginning of each school year. Prerequisite - Audition with Mrs. Collins

Tenor/Bass Choir (Music I, II, III, IV) 1.0 credit

This course is designed for male students with or without choir experience. This group sings at several concerts/contests throughout the year. It is important that choir students maintain passing grades in all of their classes. Students will learn the basics of singing and reading music. Some after school rehearsals are required. There is no prerequisite for this class.

Show Choir (Vocal Ensemble, I, II, III, or IV) 1.0 credit

This is an auditioned group of students. See Mrs. Collins to audition. The number of students varies from year to year. It may be an all treble group or it may be mixed. Each member of this group must be vocally independent and comfortable with singing a solo. Most of the music performed by "The Mane Attraction" includes choreography. So, members must be able to sing and dance simultaneously. It is preferred that members of "The Mane Attraction" also be in another choir class. Some after school rehearsals are required. Audition dates will be publicized in the Spring.

Musical Theater 4260-4263

Auditioned group of Theater and/or Choir students. This course exposes students to a wide variety of on-stage performance disciplines including acting performance, vocal performance and dance performance. Students enrolled in Musical Theater need to have auditioned for the Fall Musical. Prerequisite - at least one year of previous theater or choir experience. Audition dates will be

publicized in the Spring. See Mrs. Collins or Mrs. King to audition. Some after school rehearsals are required.

Beginning Mixed Choir (Music I, II, III or IV)

1.0 credit (Concert Choir)

Students new to choir or ones who need another year before being placed in the Advanced Mixed Choir.

Mixed Choir. (Music I, II, III or IV) 1.0 credit

(Acapella Choir)

Auditioned group of students who will compete at UIL Concert and SR Contest along with other contests throughout the year. This group will perform at all concerts throughout the year. It is important that students in this choir maintain passing grades in all of their other classes. Only young women chosen by Mrs. Collins will be in this group.

Foreign Language Pathway

Four years of Spanish – See page 33

Social Studies Pathway

World History, US History, World Geography, Psychology & Sociology, and Government & Eco. See page 38

ENDORSEMENT-BUSINESS & INDUSTRY

Agriculture, Food, and Natural Resources Pathway

Principles of Agriculture Food and Natural Resources 1.0 credit 3101

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Livestock Production 1 credit 3103

Dual Credit 2 Semester 6 hrs

This course is a TVCC course which means you will be receiving 1 high school credit as well as college credit through TVCC. In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Veterinary Medical Applications 1 Credit 3108

Prerequisites: Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

The course provides training in the unlicensed veterinary assistant field. The course includes, but is not limited to, animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics and veterinary office procedures. Instruction is provided to assist students in utilizing communication skills, following directions, practicing basic mathematics skills as applied veterinary medical setting, and reading to gain information and to perform assignments and tasks as directed. Students are also given the opportunity to develop leadership skills through the FFA organization.

Animal Science 1.0 credit 3133

Prerequisite: Livestock Production

This course is a TVCC course which means you will be receiving 1 high school credit as well as college credit through TVCC. In the fall we will cover Basic Animal Science; AGAH 1401 In this class we will cover basic

course of study of the various types, breeds, market classes and grades of livestock. Factors influencing efficiency in feeding, marketing, breeding, care and management are considered. In the spring we will cover Animal Reproduction AGAH 1447 and study of the principal concepts involved in the breeding and reproduction process of domestic farm animals to include: Anatomical and physiological differences of the male and female reproductive systems, management systems to allow for maximum reproductive performance, artificial insemination, and embryo transfer. *Completion of Animal Science may fulfill the Science credit requirement for students on the Foundation High School Program.*

Horticulture Science 1.0 credit 3132

Prerequisite: Principles of Agriculture, Food, and Natural Resources

This course is for students to be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is also designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Floral Design 1.0 credit 3124

This course is for students to be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is also designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. *Completion of Floral Design may fulfill the fine art requirement for students on the Foundation High School Program.*

Floral Design Practicum 2.0 credits 3135

This course is recommended for Grade 12 only. Double Blocked Class Prerequisites: Floral Design

This course explains design and arrangement of fresh and silk flowers, foliage, and related plant materials. In this class you will take charge and create sympathy arrangements, specialty corsages and boutonnieres,

wedding arrangements/bouquets, contemporary arrangements, retail floristry, as well as abstract and interpretive designs. You will take orders, order materials, and create designs just like a floral shop. At the end of this course you have the opportunity to obtain your Texas State Floral Association Level II certification.

Veterinary Medical Practicum 2.0 credits 3136

This course is recommended for Grade 12 only. Double Blocked Class. Prerequisites: Veterinary Medical Applications

This course Veterinary Medical covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. While in this practicum you will be working towards your Certified Veterinarian Assistant License. You will be required to take the licensing exam in the spring which is ½ of the certification. The other ½ is 500 hours documented interning with a licensed vet technician or a licensed veterinarian. You must have the checklist completed by March 31st.

Agricultural Mechanics & Metal Technologies 1.0 credit 3104

Prerequisite: Principles of Agriculture, Food, and Natural Resources

This course is for students to be prepared for careers in agricultural power, structural, and technical systems; students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. This course is also designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

Agricultural Structures Design and Fabrication

1 Credit 3130

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication. 1.0 credit. 3113.

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Professional Standards in Agribusiness

1.0 credit 3134 Leadership

Course for FFA Officers only.

To be prepared for careers in agribusiness systems, students need to acquire technical knowledge and skills related to leadership development and the workplace, agricultural career opportunities, entry requirements, and industry expectations. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Practicum in Agriculture, Food, and Natural Resources 2 Credits 3137

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Business Entrepreneur Pathway

Principles of Business, Marketing and Finance

1.0 credit 3220

Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. The course is targeted to all 9th and 10th grade students.

Business Information Management I (BIM)

1.0 credit 3210

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an

electronic presentation using appropriate software. *Students combine these skills to create integrated simulations where they role play real world experiences to promote a variety of products.* This course meets the local technology requirement of Kaufman ISD.

Business Information Management II (BIMII)

1.0 credit 3212

Prerequisite: BIM

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

Virtual Business .5 Credits 3207

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Global Business Credits: .5 3206

Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Practicum Business Management 2.0 credits 3200

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

broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Career Preparation I & II 3.0 credits 3522 & 3524

This course is recommended for students in Grades 11-12.

Students participate in cooperative training for part-time employment in community occupations ranging from business, agriculture, health, industrial, food services, child care, and customer services. Students are exposed to group activities involving employment conditions, proper attitudes towards work and school, civic and social responsibilities, and consumer education.

Arts, A/V Technology and Communication Pathway

Principles of Arts, Audio Video Tech, and Communications 1.0 credit 3213

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Digital Media 1.0 credit 3262

Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem, while practicing personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Reading, writing, computing, communication, and critical thinking will be enhanced and applied to the IT environment. Students learn the basics of industry-standard software such as Adobe InDesign CC, Adobe Illustrator CC, Adobe Photoshop CC, and Adobe Premiere Pro CC. Students learn graphic design principles, color theory, and basic photo/video techniques. Students work towards an Adobe certification in Illustrator. Note: This course earns one Technology Applications credit. Cost: Student fee associated with this course. Prerequisites: None

Animation I 1.0 credit 3215

Students will be expected to develop an understanding of the history and techniques of the animation industry. Students will create stop animation using still shot camera. Students will be introduced to industry 2D-3D software.

Animation II 1.0 credits 3216**Prerequisite: Animation I**

Careers in animation span all aspects of motion graphics. Students will be expected to create two-and three-dimensional animations using industry software. The instruction also assists students seeking careers in the animation industry. Students will be required to participate, as a team, in the UIL Film Festival by creating an animation short film.

Audio Video Production ROAR TV 1.0 credit 3301**Prerequisite: Principles of Arts, A/V Tech & Communications**

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and postproduction audio and video products.

Audio/Video Production II 1 Credits 3277**Prerequisite: Audio/Video Production I.**

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products. This course may be implemented in an audio format or a format with both audio and video.

Graphic Design and Illustration I 1.0 credit 3261

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II 1.0 credit 3265**Required Prerequisite: Graphic Design & Illustration I**

Students increase ability to produce original, high-quality images for print, presentation and products. Software complexity intensifies as students produce both personally expressive works as well as career-based projects. Graphics tablets and other technology tools continue to be provided for daily use in class; however, students may be

required to capture original images for reference and manipulation on personal devices outside of class. Each student is expected to create an elaborate electronic portfolio to showcase digital and traditional works with written artistic and technical descriptions. Students will be expected to participate in Academic UIL/BEST Robotics competition by creating custom designs and merchandise including, but not limited to, posters, t-shirts, buttons, metal charms, and stickers. Students may also begin working and communicating with clients as assigned by instructor.

Practicum in Graphic Design and Illustration 2.0 credit 3270**This course is recommended for students in Grade 12.****Required Prerequisite: Graphic Design & Illustration II**

Students refine professional level ability to produce original, high-quality images for print, presentation and products. Students produce career-based projects as well as personally expressive designs/illustrations. Graphics tablets and other technology tools continue to be provided for daily use in class. Each student is expected to create an elaborate electronic portfolio which reflects professional skills and communication. Students are expected to take a leadership role in Academic UIL/BEST Robotics competition by creating custom designs and merchandise while training others in use of software, file formatting and machine usage. Students will work and communicate with clients as assigned by instructor.

Practicum in Audio Video Production – Football Film Tech 2.0 credits 3304

This course is recommended for students in Grades 11-12. Prerequisite: Principles of Arts, A/V Tech & Communications, Audio Video Production, Advanced Audio Video Production & Teacher Approval
Focus: Film, Social Media Video & Live Streaming Creative Content- Students will learn to responsibly use social media to market and brand their creative content. Students will manage and distribute their creative content through social media video outlets such as YouTube, Twitch and Mixer. Students will compete in the U.I.L. Film Festival by creating a short documentary or narrative film. Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course will be implemented in an advanced format, including both audio and video.

English Pathway

4 English electives to include levels in Yearbook page 22 or Debate

Debate I 1.0 credit 1121

This course is an introduction course which examines the elements of group discussion, basic debate theory, and parliamentary procedure. It is designed for those students interested in the legalities of our democratic society, careers in law, careers in politics, or other areas of argumentation.

Debate II 1.0 credit 1122

This course examines the elements of group discussion, debate theory, and parliamentary procedure. It is designed for those students interested in the legalities of our democratic society, careers in law, careers in politics, or other areas of argumentation. Competitive debate experiences which require additional time outside of school are expected.

Debate III 1.0 credit 1124

This course examines the elements of group discussion, basic debate theory, and parliamentary procedure. It is designed for those students interested in the legalities of our democratic society, careers in law, careers in politics, or other areas of argumentation. Tournament debating is required for Debate Theory 3 students.

Hospitality Pathway**Introduction to Culinary Arts – 1 credit 3420**

Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the foodservice industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts 1.0 credit 3421

This course is recommended for students in Grade 10-12.

Prerequisite: Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.

Adv Culinary Arts 2.0 credits 3431

Prerequisite: Introduction to Culinary Arts and Culinary Arts.

Advanced Culinary Arts will extend content and enhance 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 are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Practicum in Culinary Arts 2.0 credits 3436**(Teacher approved) Prerequisite: Adv Culinary**

Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success. Instruction is delivered through school-based laboratory training and online curriculum. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

ENDORSEMENT-PUBLIC SERVICE

Education Pathway

Principles of Education – 1 credit 3400

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Communication and Technology in Education 1 Credit 3405

Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; as well as, understand laws and pedagogical justifications regarding classroom technology use. This course provides an opportunity for students to participate in training related to Google for Education, Microsoft Office Fundamentals, Common Sense Media and Digital Citizenship as they relate to standards set by the International Society for Technology in Education (ISTE).

Instructional Practices in Education and Training 2 credits 3442

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

Practicum/Instructional Practices in Education and Training 2 credits 3444

This course is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary

educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. *Students must provide their own transportation.*

Health Science Pathway

Principles of Health Science 1 credit 3218

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Health Science Theory 1.0 credit 3221

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

Practicum in Health Science - CNA 2 credits 3229

The Practicum in Health Science is designed to give students practical applications of previously studied knowledge and skills. The Certified Nursing Assistant (C.N.A.) practicum is designed to provide an opportunity to gain a nationally recognized certification after passing the C.N.A. certification examination. To qualify for the examination, one must be able to pass a criminal background/drug screening and have successfully passed the requirements of 60 hours in the classroom and 40 hours of training in a long term care facility. Students will be required to comply with HIPAA requirements. Students will need to be fingerprinted or bring a receipt for fingerprinting prior to the first day of class. Students will have expense for fingerprinting, flu shot, tb test and scrubs.

Practicum in Health Science - PCT 2 credits 3228

Patient Care Technician (PCT) courses are designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. This course will focus on Patient Care Technician competencies. Some of the competencies include the ability to measure vital signs, draw blood and collect specimens for diagnostics, manage patient food and fluid intake, perform basic laboratory work, perform electrocardiograms (ECGs), monitor patient safety and protect patient rights, and offer emotional support to patients and their loved ones.

Course topics include Medical terminology, Basic health profession skills, Pharmacology, Pathophysiology, Phlebotomy, and Basic electrocardiography

Sports Medicine 1 & 2 1.0 credit 1620 & 1622

This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, basic rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, basic therapeutic modalities, and therapeutic exercise. Interested students must complete an application and be accepted into the program.

Law, Public Safety, Corrections, and Security Pathway

Principles of Law – 1.0 credit 3600

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

Criminal Investigation 1.0 credit 3620

CI is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoes and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

Correctional Services 1.0 credit 3615

In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as

used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

Court Systems and Practices 1 credit 3622

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

Public Service Electives

Lifetime Nutrition and Wellness .5 credit 3411

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Interpersonal Studies .5 credit 3412

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

ENDORSEMENT-STEM **SCIENCE, TECHNOLOGY,** **ENGINEERING, & AMTHAMATICS**

Engineering Pathway

Principles of Applied Engineering- 1 credit 3310

This course is recommended for students in Grades 9-10

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

Engineering Design & Presentation – 1 credit 1280

Prerequisite: Algebra I

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

Engineering Design & Presentation II– 1 credit 1285

Prerequisites: Algebra I & Geometry

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process,

students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

Engineering Design and Problem Solving 1 credit 1275

Prerequisites: Algebra I & Geometry

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

Robotics I 1.0 credit 3309

This course is recommended for students in Grades 10-12.

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Robotics II 1.0 credit 3312

Prerequisite: Robotics I

Recommended for students in Grades 10-12

In Robotics II, students will explore artificial intelligence and 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

Computer Science

Fundamentals of Computer Science 1 Credit 1270

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge

and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Computer Science I 1 credit 1290

Prerequisite: Algebra I

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Computer Science II 1 Credit 1291

Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science.

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task,

synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Computer Science III 1 Credit 1292 Prerequisite: Computer Science II.

Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

PHYSICAL EDUCATION

Athletics 1.0 credit

This course is a physical conditioning class designed to minimize sport injuries. Participation in an athletic event is required.

Junior Varsity Tennis 1.0 credit

This course is designed for competitive tennis activities and is only open to students who have demonstrated a strong desire to learn tennis in a competitive format. Only members of the sub-varsity group may enroll in this course. *NOTE: Course requires instructor recommendation.*

Varsity Tennis 1.0 credit

This course is designed for competitive tennis activities and is only open to students who have demonstrated a strong desire to learn tennis in a competitive format. Only

members of the varsity group may enroll in this course.

NOTE: Course requires instructor recommendation.

Cheerleading 1.0 credit

This class is for Cheer squad members only.

This class will be eligible to count as a PE credit for one time only.

Drill Team 1.0 credit 4538

Prerequisite: Audition Tryouts by Judges Dance Team

To enroll in this class, the student must have been selected a member of the team during spring try-outs. Students will earn fine arts credit for this year long class. During the fall semester students will work on flexibility, anaerobic and aerobic activity, muscular strength and endurance, and technical skills training through precision dance in preparation for football halftime performances, pep rallies and special performances. During the spring semester, students will focus on dance as an art, exploring movement in various forms of dance and preparing for competition and show performances. Many practice hours in addition to the school day are required for membership. (Students will incur some expenses for uniforms, supplies, etc.) Students may earn a fine arts credit and P.E. substitution credit for enrollment in this course.

This class will be eligible to count as a PE credit for one time only.

Physical Education 1 – Lifetime Fitness and Wellness Pursuits 1.0 credit

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

Physical Education 2 – Lifetime Recreation and Outdoor Pursuits 1.0 credit

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

Physical Education 3 – Skill Based Lifetime Activities 1.0 credit

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

Archery 1.0 credit 2208-2211

The purpose of the course is to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition. Course can count as a PE credit.

SPECIALTY COURSES, ELECTIVES, AND LOCAL CREDITS

Professional Communications .5 credit 1110

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals 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. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

College & Career Prep .5 credit 5124

Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. (local credit)

LOCAL CREDITS

ESL Aide 1.0 credit

Senior students only

Students who are fluent in Spanish will assist instructors on any of the Kaufman ISD campuses as needed.

Life Skills Aide 1.0 credit

Senior students only

Students will work as a teacher's assistant in the life skills class with duties assigned by the teacher.

Students must have the teacher's permission and be of good character and integrity.

Library Aide 1.0 credit

Senior students only

Students will serve as a library aide to assist with various duties in the KHS library.

Office Aide 1.0 credit

Senior students only

Students will work in the front offices assisting with clerical duties, answering telephones, greeting visitors, and various other duties as assigned by the office staff. This student could work on the Junior High or High School campuses. Students must have the secretary's permission and be of good character and integrity.

Teacher Aide 1.0 local credit

Senior students only

Students serve teachers in the capacity by making copies, filing, and various other assigned duties. Students must have the teacher's permission and be of good character and integrity. They must also commit to being an aide for the entire school year as it is a year-long commitment.

EOC Lab Class 1.0 credit

The student will review the course standards needed to successfully master the EOC exam required per their graduation plan.

SPECIAL EDUCATION

Basic English I – IV 1.0 credit 9501-9504

Admission to this course is based on evaluation and review of present levels of academic achievement and functional performance and approval by ARD committee. Basic English I addresses literature and grammar taught through a modified, general education curriculum addressing the individual needs of students through Individual Education Plans. Literature will be a study of a variety of genres and the concepts and terminology needed for knowledgeable discussion of literature. Grammar will include the study of the grammatical structure of sentences and the development and organization of compositions

Basic Algebra 1 1.0 credit 9511

Admission to this course is based on evaluation and review of present levels of academic achievement and functional performance and approval by ARD committee. Basic Math 1 provides a concrete foundation in basic algebra concepts. Students learn algebraic and symbolic reasoning to study relationships among quantities, define relationships between functions and equations, and to set up and solve problems.

LIFE SKILLS

Life Skills- admission is based on evaluation and approval and ARD committee and parent or guardian. An IEP will be followed for all of the Life Skills courses.

Life Skills English I-IV 1.0 credit - Applied English teaches reading, completing forms, basic key employment vocabulary. This class also teaches students to read environmental print.

Life Skills Math I-IV 1.0 credit - Applied Math teaches basic math skills: coin identification, counting change, purchasing skills, telling time, measuring and basic computation.

Life Skills Communications 1.0 credit - Communications is to teach basic social and personal communications skills, recognition of printed names and signs, writing name and simple sentences, and reading clocks and calendars.

Life Skills Social Studies I-IV 1.0 credit - Social Studies addresses personal behavior, socialization, family life, transportation, money managements, shopping,

geography, maps, community involvement and basic governments.

Life Skills Science I-IV 1.0 credit -Science teaches practical skills related to daily living – food preparation, clothing cared, housekeeping, calendars and schedules, gardening and the needs of domestic animals.

Life Skill Vocational 1.0 credit – Vocational covers career awareness, work behavior and job procurement. Job skills be developed in the areas of food service, basic tool use, horticulture, housekeeping, janitorial, and clerical.

Life Skills Personal Healthcare 1.0 credit – Personal Healthcare teaches appropriate table manners, health care, personal and home safety, proper use of medicine, and proper nutrition.

PROSPECTIVE STUDENT ATHLETES

Athletes who wish to participate in Division I or Division II college athletic programs must be certified by the NCAA Initial-Eligibility Clearinghouse. For more information visit the NCAA Web site at www.ncaaclearinghouse.net or see your campus athletic director.

Eligibility Information can be found @ http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/IE_Brochure.pdf

A complete guide for a college bound student athlete can be found @ http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf

For specific questions and help registering with NCAA Clearinghouse see your athletic director or your counselor.

DUAL CREDIT COURSES

Students at Kaufman High School in the 11th or 12th grade can take college level courses and also receive high school credit. KISD is partnered with Trinity Valley Community College. Students in 9th and 10th grade can request approval for certain courses. See your counselor for information and details.

Courses can be taken in the Fall, Spring, Summer I and Summer II Semesters. Most courses are transferrable to other colleges; however, it is the student's responsibility to check policy of the college of your choice. CTE/workforce courses offered at KHS are free to the students. Students that qualify for free and/or reduced lunches will receive a KHS Scholarship for TVCC courses taught by a KHS teacher. See your counselor for additional tuition information.

REQUIREMENTS TO TAKE DUAL CREDIT: students must either be exempt from the TSI or meet TSI requirements in order to take dual credit. See your counselor to sign up for TSI. Courses indicated with (*) are offered during the school day with a KHS teacher.

College Course	KHS Course Credit
BIO 1406 *	Biology (Semester I)
BIO 1407 *	Biology (Semester II)
CJSA 1342 *	Criminal Investigations
CJSA 1312 *	Crime in America
CJCR 1307 *	Correctional Systems & Practice
CJCR 1348 *	Ethics in Criminal Justice
CJCR 1317 *	Juvenile Justice System
CJCR 1313 *	Courts Systems & Practices
ECON 2301	Economics (Semester)
ENG 1301 *	English III (Semester I)
ENG 1302 *	English III (Semester II)
ENG 2322	English IV (Semester I)
ENG 2323	English IV (Semester II)
GOVT 2305	US Government (Semester)
GOVT 2306	Texas Government (Semester)
HIST 1301 *	US History (Semester I)
HIST 1302 *	US History (Semester II)
MATH 1314	College Algebra (Semester)
MATH 1342	Statistics (Semester)
SPCH 1315 or SPCH 1321	Communications
AGAH 2313 *	Livestock (Semester I)
AGAH 1353 *	Livestock (Semester II)
AGAH 1401 *	Advanced Animal Science (Semester I)
AGAH 1447 *	Advanced Animal Science (Semester II)
NURA 1401 *	HS Practicum – CNA (Semester I)
NURA 1160 *	HS Practicum – CNA (Semester II)
ARTS 1301 or ARTS 1303	Art
PSYC 2301	Psychology
SOCI 1301	Sociology
SPAN 1411 & 1412 SPAN 2311 & 2312	Spanish
BIO 2401	Anatomy (Semester I)
BIO 2402	Anatomy (Semester II)

TESTING CALENDAR

<u>SAT</u> <u>2023-2024 TEST DATE</u>	<u>REGISTRATION</u> <u>DEADLINE</u>	<u>ACT</u> <u>2023-2024 TEST DATE</u>	<u>REGISTRATION</u> <u>DEADLINE</u>

*testing available at KHS

Waivers are available in counseling center for eligible students. See your counselor

ASVAB – October 2023, February 2024 -Any student interested in military or career interest assessment.
AP Test - May 2024
TSI - Students must take the TSIA to enroll in dual credit classes. Students may be TSIA exempt with PSAT/SAT/ACT qualifying score of 480 Math=530. ACT: English=19 Math=19 Composite=23.
PSAT – 10 th -11 th grade
SAT Score - May 2022
April 2024 - English I EOC April 2024 - English II EOC May 2024 Algebra I, Biology and US History EOC

QUESTIONS AND ANSWERS

Q. Do students have to declare an endorsement?

A. Yes, students must declare an endorsement area during their 8th grade student registration or by the beginning of their 9th grade year.

Q. Can a student change their endorsement?

A. Yes, students can change their endorsement. He/She will need to talk to their counselor to make the endorsement change and discuss other courses to enroll in.

Q. Are students required to take Algebra II?

A. Yes, all KHS students are required to take Algebra II. See page??

Q. Can students graduate with more than one endorsement?

A. Yes, students have room in their schedules to take classes from other endorsement areas.

Q. What are the endorsement options for KHS students?

A. Fine Arts

Business and Industry

Public Service

STEM

Multidisciplinary

Q. Should a student take dual credit or AP courses?

A. Each student should research and decide which method of study is better for them personally. See page 23 for specific details on each – AP and Dual Credit.