2023-24
Mesquite Independent School District
High School Course Description Guide

Grades 9 through 12

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Superintendent of Schools

FOREWORD

Intended for the use of both parents and students, the following pages represent the school administration's continuing efforts to provide pertinent information about your high school and, specifically, a description of the courses offered. The booklet has been assembled by utilizing Texas Education Agency publications as they apply to the local district and by listing the courses that Mesquite ISD high schools generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

Hopefully, this publication will be helpful to students as they enter high school and continue their future to college or career. Students are urged to study this booklet along with the Student Handbook as they plan their graduation programs. All information contained in this publication is the district's interpretation of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency clarify the requirements they will be posted on the Mesquite ISD website at www.mesquiteisd.org. Please check the MISD website often for updates and corrections.

This publication lists the courses that high schools in Mesquite generally make available to students. It should be noted, however, that not all the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether a course is scheduled. Honors courses are applicable as such only during the regular school year. Grade points are not awarded for any summer school courses nor for courses taken outside the regular school day.

At publication time of this information, the requirements listed are district interpretations of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency change the requirements, those changes will be noted on the district website: www.mesquiteisd.org.

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MISD GRADUATION PROGRAMS AND REQUIREMENTS

All students shall meet state and local requirements for graduation. Available graduation programs, credit requirements, and course requirements are based on the year students entered the ninth grade in the fall. **Students will be enrolled in courses to complete a graduation program with an endorsement. Students choose an endorsement upon entering 9th grade.**

Before a student is permitted to graduate on the Foundation plan, the student, the student's parent or guardian, and a school counselor or school administrator must agree that the student would not be able to graduate with an endorsement. This paperwork cannot be done until after the sophomore year.

It is the student's academic achievement record, not the diploma, that is used to differentiate individual accomplishments, achievement, and graduation program completion. This is a record of performance in high school level courses including courses taken, final grades, credits earned, grade point averages, and standardized test scores. A high school diploma is awarded to all MISD students who have completed one of the district's graduation programs and have passed the exit level state assessment unless the ARD committee has determined the student to be exempt. Students receiving special education services who complete graduation requirements specified in their IEP and who gain the required number of credits will receive a Foundation high school diploma.

Students first enrolled in grade 9 in the 2014-2015 school year or after will be required to take the STAAR EOC assessments as part of their graduation requirement.

Students must pass five end-of-course tests to meet state assessment graduation requirements (Algebra I, Biology, U.S. History, English I (reading and writing) and English II (reading and writing) unless an Individual Graduation Committee or ARD committee has deemed otherwise.

Distinguished Level of Achievement

To be eligible for top 10% automatic admission to a university a student must earn the distinguished level of achievement. The requirements are:

- Successful completion of the Foundation High School Program
- Successful completion of one or more endorsements
- Successful completion of 4 math credits (including Algebra 2)

- Successful completion of 4 science credits

The district expectation is for all our students who complete endorsements to also have the distinguished level of achievement.

Performance Acknowledgements

The last part of the graduation plan is the performance acknowledgments. This is the fourth part of the plan and is not required for graduation, but we encourage our students to work toward a performance acknowledgement that will be placed on the transcript. There are several ways to earn a performance acknowledgement.

- Dual credit or an associate degree
- Bilingualism and bi-literacy
- PSAT, SAT, or ACT performance
- Performance of a 3 or better on an AP test
- Business or industry certificate or license

OTHER INFORMATION STUDENTS AND PARENTS SHOULD KNOW

Grade 8 assessment performance is a good indicator of how well students will do on the exit level end-of-course exams. Students who are weak in some areas may need to focus on improving those skills.

Released STAAR tests are available along with the answer keys on the Texas Education Agency's web site: www.tea.texas.gov/student.assessment/. At this website, students and parents can find information about the student assessment program, the testing calendar, the released STAAR tests, statewide results of STAAR, and technical information about the testing program.

For students who receive special education services, the ARD committee determines whether the student will take STAAR EOC or STAAR EOC Alt to measure academic progress. A special education student who successfully completes the minimum curriculum and credit requirements, and completes the requirements of his or her individual education plan (IEP) shall receive a high school diploma.

GENERAL INFORMATION

This general information has been provided to help clarify questions about your courses. For more detailed information, please read the Student Handbook or check with your school counselors. If the SBOE and the Texas Education Agency clarify the requirements, they will be posted on the Mesquite ISD website at www.mesquiteisd.org.

AWARD OF CREDIT

All students who enroll in a two-semester course will continue to earn full credit for the course if both semesters averaged together equal a full year grade of 70 or above for the final grade. The semesters of a full year course must be taken in the correct sequence.

A student may earn a half-credit (.5 credit) in a two-semester course if the student passes only one semester with a grade of 70 and the two semesters averaged together do not equal a final grade of 70.

Students who are awarded a half-credit (.5) for one semester of a two-semester course must retake the failed semester and earn a grade of 70 to gain the other required half-credit. First semester of a two-semester course will not be offered second semester, and second semester of a two-semester course will not be offered first semester. The student must retake the failed semester either in summer school, through campus credit recovery programs, or during the following year to earn the additional half-credit (0.5 credit).

CLASSIFICATION OF STUDENTS

The classification of a student depends upon the number of units of credit earned and not upon the number of years spent in high school. Generally, changes in classification are made at the beginning of the academic year. To be classified as a senior, a student must be scheduled to graduate at the end of the spring semester of the current school year. The minimum number of units required for classification is as follows:

Sophomore (10th) 6 units	Junior (11th) 12 units	Senior (12th) 18 units

COLLEGE COURSES

Before considering enrollment in any college course, students should consult with their counselors for TSI (Texas Success Initiative) requirements. Students must also obtain prior written approval before enrolling in a college course.

Concurrent enrollment for college credit provides the opportunity for students to remain in high school and take courses for college credit in the evenings, on the weekend, or during the summer. Grade points are not awarded for these courses. All fees, tuition, or other costs are the responsibility of the student and his/her parents. These courses generally do not count for high school credit unless special circumstances exist; however, high school credit may also be earned for academic courses taken concurrently and passed only if these criteria are met:
The courses are provided by institutions of higher education accredited by SACS (Southern Association of Colleges and Schools Commission on Accreditation) or other recognized regional accrediting associations that are part of the same national organization.

The course is part of a special program recognized and approved by MISD. The college course should correlate to a Texas state approved course and provide advanced academic instruction beyond or in greater detail than the essential knowledge and skills for the MISD high school course.

Each course syllabus has been submitted for review and approval by the Assistant Superintendent of Teaching & Learning **prior** to student enrollment.
The student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before credit can be awarded and before the course can be added to the student's academic achievement record. The transcript will be kept by the school.

Students may receive one credit toward the required courses for high school graduation; additional credits will be counted as elective credits. If MISD teaches the course, then the same amount of credit will be awarded but no grade points will be awarded, unless the course is offered on campus during the school day. Special programs may be added, but those approved at this time are:

- The Junior Statesmen Summer School/University of Texas at Austin, Yale, Stanford, Georgetown, and Northwestern Universities
- TAG Program, College Experience Southern Methodist University
- TIP Program/Duke University
- Texas Academy of Math and Science/University of North Texas

DUAL CREDIT COURSES

Courses are offered to high school students through an official agreement between Dallas College and MISD. These specific, pre-approved courses meet both district and college guidelines to provide credit for both high school and college when a grade of C or higher is earned. No grade points are awarded for these courses except when taken in MISD during the school day. There are specified enrollment procedures that must be followed.

- Students must be enrolled as full-time students in MISD and must obtain permission from the high school principal or designee prior to college enrollment.
- Students may not leave an assigned course early to take a dual credit course offered at the college.
- Students must provide their own transportation to the college.
- Students are responsible to take the TSI assessment and meet other eligibility criteria as required by the college.
- Tuition will be waived from Dallas College for approved, designated dual credit courses. Other expenses for college enrollment, for textbooks, and for course work are the responsibility of the student when the course is taken at the college.
- An approved academic dual credit course may count toward a Performance Acknowledgement when a grade of 3.0 (B) or higher is earned.
- Upon successful completion of the course, a student with a grade of C or higher will receive credit for the college course and may receive credit for the high school course by submitting his/her college transcript or the College Credit Report to his/her counselor. **A student is responsible for verifying transferability of course credit to the college/university of choice.** Dual credit courses considered for the current school year will be posted on the district website as the courses may vary from year to year. Minimum class size must be met for the class to be taught.

OnRamps – University of Texas at Austin

OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. OnRamps incorporates an organized data and action analytics approach to support students, teachers, and districts in their pursuit of educational excellence. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus.

All OnRamps core curriculum courses are guaranteed to transfer to any public institution in Texas. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.**

Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade.
Process for OnRamps Courses:

1. Students enroll in a yearlong course taught by their high school teacher for high school credit.
2. During the fall semester, OnRamps students must complete a series of required assignments that are designated by an instructor of record at the University of Texas at Austin and earn the minimum grade established by the UT college/department to be eligible to be dually enrolled in the university course offered during the spring semester. (Note that for students enrolled in English and US History Courses, this process will be accelerated.)
3. During the spring semester, OnRamps students must complete a series of additional required assignments that are designated by the university's instructor of record to determine successful completion of the college course.
4. The university's instructor of record will award the appropriate grade based on their performance for the college course. The high school teacher will separately award credit for the grade earned in the high school course, which may differ from that for the college course.

The option of enrollment in OnRamps courses varies at each high school campus. Contact your counselor for the courses available at your high school.

Texas Virtual Schools Network

TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Through regular review of student needs, schools may determine that TxVSN courses provide useful instructional options. A student must request courses available through TxVSN, and then the district-designated TxVSN Site Coordinator reviews and approves course selection. This system of checks and balances allows the public school district or open enrollment charter school to have an active role in the acquisition of TxVSN courses. The district may deny paying for a student to take a course via the TxVSN if 1) The district offers a substantially similar

course, 2) A student wants to take more than three year-long courses within a year at his or her own expense, and 3) A student wants to take courses that do not align with the student's high school graduation plan or requirements for college admission or earning an industry certification.

The Texas Virtual School Network (TxVSN) can provide additional opportunities and options for Texas students through online courses. TxVSN was authorized by the Texas Legislature in 2007 to provide online courses to students in Texas. Please contact your school counselor for more information.

CORRESPONDENCE AND/OR EVENING COURSES

Students are permitted to take correspondence course work with the principal's prior approval and through either the extension center of the University of Texas or Texas Tech. (Both are approved by TEA.) Grade points are **not** awarded for correspondence courses. Generally, two credits may be earned. A counselor can provide other guidelines for correspondence courses. (Seniors enrolled in correspondence courses must complete the course and submit the grade at least 30 days prior to the date of graduation.)

Students may enroll in an **accredited evening school** only with the approval of the principal. A maximum of two units of credit may be earned in evening school. Grade points are **not** awarded for evening school work. This includes the MISD PLUS Program.

CREDIT BY EXAM FOR ACCELERATION

Qualifying students may choose to take acceleration exams to gain credit for courses in which they have had no formal prior instruction. The minimum score on the exam must be 80% to gain credit. The student must apply to take these exams during the designated times of the year these exams are offered. School counselors have applications and more detailed information. **These tests are offered on designated dates at no cost to the student; however, students who order tests and do not take them will be charged the cost of the test. Grade points are not awarded for these exams.**

DROPPING COURSES

Students must be very careful when considering dropping classes. Students who drop a course while failing may become ineligible under UIL guidelines. Generally, courses will not be dropped after the fourth week of any grading period. At this point, students must complete the six weeks and receive a grade.

GIFTED/TALENTED PROGRAM

To encourage intellectually/academically gifted students to develop to their potential, the Mesquite Independent School District provides a variety of courses to meet the needs of gifted students at the high school level. Students identified as gifted not only have the opportunity to experience in-depth curriculum in gifted/talented classes, but

they also have the opportunity to engage in advanced curriculum through Honors and Advanced Placement classes.

The gifted/talented program for high school gifted students is designed to meet the needs of those students who would find an advanced, multidisciplinary curriculum challenging. Students in English and social studies especially will develop the understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Students participating in advanced mathematics and science courses will experience greater depth and an accelerated pace in the curriculum. A major goal of the gifted program is to encourage gifted students to become autonomous learners who have a social/ethical responsibility for making valuable contributions to society.

High school students identified as gifted in specific subject areas may select from applicable courses available in that subject area. Program identification is based upon specific subject aptitude and not general intellectual ability. A student must meet the subject criteria in order to be in an English or math or science or social studies gifted class.

English 1 G/T (H), grade 9
English 2 G/T (H), grade 10
AP English Language & Composition G/T (H), grade 11
AP English Literature & Composition G/T (H), grade 12
Independent Study, Mentorship H, grade 12

Capstone AP (H), grades 10-12
Seminar AP (H), grade 10-12
Research AP (H), grade 11-12

Geometry G/T (H), grade 9
Algebra 2 G/T (H), grade 10
AP Precalculus G/T (H), grade 11
Calculus AP AB & BC (H), grade 12
Statistics AP (H), grade 11-12

Biology G/T (H), grade 9
Chemistry G/T (H), grade 10
Biology AP (H), grades 10-12
Chemistry AP (H), grades 11-12
Physics AP 1 & C (H), grades 11-12

Human Geography AP G/T (H), grade 9
World History AP G/T (H), grade 10
United States History AP (H), grades 11-12
United States Government and Politics AP (H), grades 11-12
Macroeconomics AP (H), grades 11-12

Note: Additional Advanced and AP courses are available to meet the varying needs of students.

RANKING AND LOCAL/STATE CREDIT

Ranking points are awarded for courses successfully completed beginning in grade nine. Students who receive credit for high school courses taken while in middle school are not awarded rank points for these courses. Rank in class will be determined by accumulated rank points — the total number earned in a student's high school career — in all courses successfully completed by students with grades of 70 or higher. These courses include state approved courses, state approved substitutes and some locally approved courses.

Students will receive grade points only for courses scheduled during the regular school day and during the regular school year (not summer school). Please note on the following chart which courses **do <u>not</u>** receive ranking points.

Course	Ranking Points Earned Yes or No	Local/State Credit
Correspondence Courses	No	State
Credit by Exam (Acceleration)	No	State
Credit Recovery	No	State
Dual Credit Courses outside school day	No	State
Individual Study/Applied Music	No	State
JROTC	Yes	State
Night/Evening School Courses (Including PLUS Program)	No	State
Office/Teacher Aide	No	Local
Peer Helpers (Year 1 & 2)	Yes	State
Private/Commercially Sponsored Physical Activity	No	State
Special Education Content Modified Courses	No	State
Special Programs/College Concurrent Courses	No	State
Summer School Courses	No	State
State Assessment Prep	Yes	Local

Local credit courses are approved by the Board of Trustees for local credit only and do not count toward state graduation requirements.

LOCAL TECHNOLOGY EDUCATION CREDIT REQUIREMENT

Students on any of the graduation programs must earn one technology education credit in the same course as part of local graduation requirements. Listed below are various technology related MISD courses offered which count as credit for the technology education requirement. Note that courses may fall under different Career and Technical Education Programs of Study in the course description guide. Not all courses are offered on all campuses.

Although the majority of the students will earn the technology education credit through the Business Information Management I foundation course, other options for gaining this credit are included in the list below.

Animation I
Audio/Video Production I

Business Information Management I
Digital Media
Computer Science Principles Advanced Placement
Foundations of Cybersecurity
Principles of Applied Engineering
Principles of Architecture
Principles of Arts, Audio/Video Technology, and Communications
Web Design

COLLEGE ENTRANCE REQUIREMENTS

The student who hopes to attend college after high school graduation should begin early to plan a course of study to assure acceptance by the college or university of his/her choice. The high school counselors maintain a collection of college catalogues which list entrance requirements and other vital information for prospective students. The counselors stand ready to share the information and help to interpret it, but it is the responsibility of the student to seek that help. Once the student has made a definite choice of the school he or she plans to attend, it is advisable to keep in contact with that school's admissions office. By doing so, the student will know well in advance of any entrance requirement changes. It is strongly recommended that the student request his/her own current catalogue from the university or college and study it carefully.

TSI (Texas Success Initiative)

Students planning to attend Texas public colleges and universities must take the TSI assessments or a college designated alternate and receive scores before he/she can register for any college courses. This includes dual credit courses and concurrent enrollment courses taken while in high school. Exemptions may be gained with specified ACT, SAT, or state assessment scores. Students interested in dual credit courses should check with their campus advanced academics specialist or counselor about TSI requirements. Graduating seniors should check with the advising office or testing office at their college of choice for TSI requirements and test registration.

Advanced Placement (AP) Program

The College Board Advanced Placement Program gives students the opportunity to pursue college-level courses while still in high school. This program also challenges students, rewards their achievements, eases the transition to college, and may ease the financial burden of college. The College Board develops the scope and sequence of AP courses and provides training for AP teachers. College credit may be granted by a university based upon Advanced Placement examinations with a score of 3 or higher; therefore, all students enrolled in an AP course are expected to take the AP exam for that course in May. See your counselor or teacher for more information or visit www.apcentral.collegeboard.com for the testing schedule. According to the College Board, students who complete AP courses are generally:

- better prepared academically
- more likely to complete more college courses in 4 years

- found to perform significantly better than peers who did not take AP courses
- twice as likely to go into advanced study (medicine, law)

Fine Arts	Languages	Science
AP Studio Art - Drawing AP Studio Art-Two Dimensional Design AP Studio Art - Three Dimensional Design AP Art History AP Music Theory	AP Spanish Language AP Spanish Literature AP French Language	AP Biology AP Chemistry AP Physics 1 AP Physics C AP Environmental Science
English	Math	Social Studies
AP English Language & Composition AP English Literature & Composition	AP PreCal AP Calculus AP Statistics	AP Human Geography AP World History AP Macroeconomics AP Psychology AP U. S. Government AP U. S. History AP European History
CTE	AP Capstone	
AP Computer Science Principles AP Computer Science A	AP Seminar AP Research	

Advanced courses prepare students for advanced academics courses, including AP, Dual Credit, and OnRamps courses and are infused with strategies necessary for success in college-level courses. At this level, advanced reading assignments and more in-depth studies are required. Students will be considered based on teacher recommendations, prior grades, achievement test results, and parent approval.

NCAA Student-Athletes

Read the Guide for the College-Bound Student-Athlete each year. It can be found at www.eligibilitycenter.org. All prospective student athletes for Division I and II must register with the NCAA Initial Eligibility Clearinghouse on-line at www.eligibilitycenter.org. Eligible courses for the Clearinghouse must be within four years of high school and within the school day.

Division I

Students who enroll in a Division 1 college and want to participate in athletics or receive an athletic scholarship will need to present 16 core courses in the following academic areas:

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab science)
- 1 additional year of English, mathematics or science
- 2 years of social science
- 4 years of extra core courses (from any listed above, foreign language or comparative religion/philosophy)
- Graduate from high school in four years

- Earn a minimum required 2.3 grade-point average in your core courses
- Earn a corresponding test score that matches your core-course GPA (minimum 2.3) on the Division I Sliding Scale.

Division II

Division II colleges will require 16 core courses in the following areas:

- 3 years of English
- 2 years of mathematics (Algebra or higher)
- 2 years of natural/physical science (1 year of lab science)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy
- Graduate from high school
- Earn a minimum of 2.2 core-course GPA or better in your core courses
- Earn a corresponding test score that matches your core-course GPA (minimum 2.2) on the Division II Sliding Scale.

Mesquite ISD NCAA Approved Courses

English	Social Science	Math	Natural/Physical Science	Other
English 1	World History	Algebra 1	AP Environmental Science	American Sign Language 1
English 2	US History	Geometry	Biology	American Sign Language 2
English 3	On Ramps US History	Algebra 2	Chemistry	American Sign Language 3 H
English 4	Economics	Advanced Quantitative Reasoning	On Ramps Chemistry	Spanish for Spanish Speakers 1
Creative Writing	US Government	Pre Calculus	Integrated Physics & Chemistry (IPC)	Spanish for Spanish Speakers 2
Literary Genres	American History	AP Calculus	Engineering Design and P.S.	French 1
Ind. Study/TCB	Ethnic Studies - AA Studies	Independent Study in Math - DC Trig.	Forensic Science	French 2
Journalism	Ethnic Studies - Mex. Am. Studies	Independent Study in Math - DC Statistics	Physics 1	French 3 H
Public Speaking 1	Human Geography	AP Statistics	Physics C Mechanics AP	French 4 AP
Debate 1 *	Macroeconomics		Physics C Elec. & Mag. AP	German 1
Debate 2/3 H *	Psychology		Principles of Technology	German 2
AP English Lang. and Comp.	SS Research Methods		Aquatic Science	German 3 H
AP English Lit. and Comp.	World Geography		Astronomy	German 4 AP
	AP European History		Anatomy and Physiology	Spanish 1
	PFL and Economics		Specialized Topics in Science	Spanish 2
				Spanish 3 H
				Spanish 4 AP
				Spanish 5 AP

Mesquite ISD NCAA Approved SPED Courses				
SPED Approved ELA	**SPED Approved Social Science**	**SPED Approved Math**	**SPED Approved Science**	**SPED Approved Other**
English 1 MTI	World History MTI	Algebra 1 MTI	Environmental Systems MTI	
English 2 MTI	US History MTI	Geometry MTI	Biology MTI	
English 3 MTI	Economics MTI	Algebra 2 MTI	IPC MTI	
English 4 MTI	US Government MTI		Astronomy MTI	
	World Geography MTI		Aquatic Science MTI	

SPED Approved courses may be used only by students with a diagnosed disability. This course will be quantitatively and qualitatively the same as the regular equivalent.

SAT or ACT and NCAA Initial Eligibility

The eligibility center will combine the critical reading and mathematics sections of SAT for an overall score. All SAT and ACT scores must be reported directly to the NCAA Initial Eligibility Clearinghouse by the testing agency. When registering for the SAT or ACT, students should use the clearinghouse code of 9999.

SAT/ACT test scores that appear on high school transcripts will not be used for NCAA Initial Eligibility via the Clearinghouse!

For questions that cannot be answered by this guide or for information about sending transcripts or additional information to the eligibility center please use the following address:

NCAA Eligibility Center Certification Processing
P.O. Box 7136 Indianapolis, Indiana 46207-7136
877.262.1492 (customer service 8 a.m. - 6 p.m. (ET), Monday-Friday)
Additional information can be received via www.ncaa.org

Top 10% Program (Excluding University of Texas at Austin)

Top students are eligible for automatic admission to any public university in Texas. Under House Bill 588 passed by the 75th legislature in 1997, students who are in the top ten percent of their graduating class are eligible for automatic admission to any public university in Texas.*

To be eligible for automatic admission, a student must: Graduate in the top 10 percent of his/her class at a public or private high school in Texas on the recommended,

distinguished achievement program, or distinguished level of achievement.

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 institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline. Application deadlines are FIRM deadlines. A student missing a deadline is usually denied admission.

**The law states that class rank shall be based on the end of 11th grade, middle of 12th grade, or at high school graduation, whichever is most recent when the application is completed.*

Top 6% to Receive Automatic Admission (University of Texas at Austin ONLY)
Texas law offers eligible applicants automatic admission to public colleges and universities. Automatic admission to UT Austin is available to top 6% freshman applicants from Texas high schools for summer/fall 2023 and spring 2024.
Students and parents wanting more information should visit: http://bealonghorn.utexas.edu/

ACT AND SAT INFORMATION

Most of the degree-granting colleges and universities require an admissions examination of some kind. These standardized college admissions tests make it possible for colleges to evaluate students who come from various sections of the country and many different kinds of schools. Registration packets are available in the Counseling Center or students may register on-line for the ACT at www.actstudent.org and/or the SAT at www.collegeboard.com. The ACT is a three-hour examination with an optional 30 minute writing test. This exam is similar to an achievement test in English usage, mathematics usage, reading comprehension, and natural science reasoning abilities. Students should check with their college to see if the ACT writing section will be required. The SAT Reasoning Test is a three-and-a-half-hour exam of primarily verbal and math reasoning abilities. The writing section of the SAT is not optional.

To make the best possible score on a college entrance examination, the following statements may be helpful for making course selections:
Students who are in the honors program in English and math will usually score high in both areas if they have been successful in the honors program (consistently receiving grades in the 80's or higher).

The student who takes science at least through chemistry tends to score significantly higher in math than the student who only goes through biology.
Students who take more academic courses (English, math, science, social studies, fine arts, and foreign language) tend to score higher on both the ACT and the SAT. Students should try to take a minimum of 18 credits from these courses. The remaining course work should be designed to match the student's intended major and/or college admission's requirement.

Preparation for college entrance exams can sometimes be enhanced with a test preparation course. The district offers this opportunity during the spring, outside of school hours, on a tuition basis to correspond with certain SAT and ACT test dates. Some

high schools may offer a College Prep course for local credit during the school day. Students can also access test preparation programs free on the internet. See the counselor for details. However, it must be stated that neither these nor any other preparation course will be beneficial without the proper academic preparation.
Students will be most successful on the SAT and ACT if they follow the counselor's recommendation, the college preparation timeline, and the suggested academic courses listed in #1, 2, and 3 above.

Students who are on a college preparation academic program and who have completed at least English 3, Algebra 2, biology and chemistry should take the SAT and/or ACT at the end of their junior year. Students who have not completed these courses are advised against taking the SAT at that time. The ACT would be a better choice at that time for a college entrance examination.

Students who take the SAT or ACT late in their junior year (May or June) and want to raise their scores by taking the test again as seniors must remember that simply to retake the test with no more preparation will probably result in score decreases. In order to raise scores, students should continue with additional math courses and other academically demanding courses during the senior year. Please check with a counselor before taking or retaking any college entrance test.

Both tests are normally taken in May/June of the junior year and by seniors before the end of the fall semester of their senior year. A college will always take the best score if a student has tested more than once.

The PSAT/NMSQT is a preliminary test for the SAT, but it is also the test by which 11th grade students enter competition for the National Merit Scholarships. This test is given once on a national test date in October. Information regarding this test is available from the Guidance/Counseling Center.

ACT Test Dates
September 9, 2023
October 21, 2023
December 9, 2023
February 10, 2024
April 6, 2024
June 8, 2024

SAT Test Dates
October 7, 2023
November 4, 2023
December 2, 2023
March 9, 2024
May 4, 2024
June 1, 2024

All ACT and SAT test dates are now administered locally at Mesquite High School. More information on the ACT exam can be found at www.act.org. SAT, visit www.collegeboard.org.

High School Graduation Plan 2023-24

Foundation High School Program – 24 credits

English – 4 credits	Social Studies – 3 credits	Speech – .5 credit	Technology – 1 credit
Science – 3 credits	PE – 1 credit	Health - .5 credit	Electives – 5 credits
Math – 3 credits	Fine Arts – 1 credit	Language other than English – 2 credits	

STAAR EOC Exams Required for Graduation: English 1, English 2, Algebra 1, US History, Biology

Endorsements – Minimum of 26 credits

STEM	Business & Industry	Public Services	Arts & Humanities	Multi-Disciplinary
Complete 5 credits in a single area of Math or Science Complete 4 credits in a single area of STEM cluster	Complete 4 credits in a single area of English electives: Journalism, newspaper, yearbook, or debate Designated career cluster	Complete 4 credits in a single area of JROTC Designated career cluster	Complete 5 credits in a single area of Social Studies Complete 4 credits in a single area of Language other than English or Fine Arts	Complete 4 credits in a single area of: advanced courses 4 credits in AP or dual credit in foundation subjects

All endorsements: 1 additional advanced math and 1 additional advanced science

Distinguished Level of Achievement

- Successful completion of FHSP
- Successful completion of one or more endorsements
- Successful completion of 4 math credits (including Algebra2)
- Successful completion of 4 science credits

Performance Acknowledgments

- Dual Credit
- Bilingualism/Bi-literacy
- Advanced Placement
- PSAT, SAT, ACT

Endorsements

Students only need to satisfy the requirements of one option within one endorsement category in order to meet graduation requirements (options listed below) A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or ad an endorsement at any time (see school counselor for more information). A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

STEM	Business & Industry	Public Services	Arts & Humanities	Multi-Disciplinary
☐ **Math Academic:** five mathematics credits (must complete Algebra 2 and two additional advanced math courses) ☐ **Science Academic:** five science credits (must complete Chemistry, Physics and two additional advanced courses) ☐ **CTE Coherent Sequence:** four or more credits in CTE electives, at least two credits from the STEM career cluster; at least one advanced level CTE course, and final course from the CTE career cluster. **All STEM tracks require Chemistry, a Physics credit and Algebra 2*	☐ **English Academic:** four English elective credits to include three levels in one of the following: • Advanced Broadcast Journalism • Newspaper • Yearbook • Debate ☐ **CTE Coherent Sequence:** four or more credits in CTE electives, at least two credits from the same career cluster, at least one advanced level CTE course and final course from the following CTE career cluster (select one): ☐ Architecture construction ☐ Arts, A/V Tech ☐ Business Management ☐ Accounting & Financial Services ☐ Hospitality & Tourism ☐ Manufacturing (welding) ☐ Marketing **Requires on additional advanced math and one additional advanced science*	☐ **JROTC:** four JROTC credits ☐ **CTE Coherent Sequence:** four or more credits in CTE electives, at least two credits from the same career cluster, at least one advanced level CTE course, and final course from the following CTE cluster (select one): ☐ Education & training ☐ Health Science ☐ Human Services ☐ Law, Public Safety, Corrections & Security **Requires one additional advanced math and one additional advanced science*	☐ **Social Studies Academic:** Five social studies credits ☐ **Languages other than English (LOTE):** four levels of the same LOTE or two levels in one LOTE and two levels in another LOTE ☐ **Art:** four art credits ☐ **Theatre:** four theatre credits ☐ **Dance:** four dance credits ☐ **Music:** four music credits: band, choir orchestra **Requires one additional advanced math and one additional advanced science*	☐ **Academic Option:** four credits in four foundation subject areas (must include English 4 and Chemistry or Physics) ☐ **AP or Dual Credit:** four AP or Dual Credit credits must include courses selected from the following subjects: English, Math, Social Studies, Science, LOTE, Economics & Fine Arts Alternate Academic: four advanced courses not in a coherent sequence that prepare the student to enter the workforce or postsecondary education from within one endorsement area or among endorsement areas that are not in a coherent sequence. **Requires one additional advanced math and one additional advanced science*

PERSONAL GRADUATION PLAN FOR INCOMING FRESHMAN

FOUNDATION PLAN
24 CREDITS

English Language Arts (4 Credits)

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4 (recommended) or other advanced English

Mathematics (3 credits)

- ☐ Algebra 1
- ☐ Geometry
- ☐ Other advanced math (Algebra 2 required for all endorsements)

Social Studies (3 Credits)

- ☐ World Geography (recommended) or World History
- ☐ U.S. History
- ☐ Government (.5) & Economics (.5)

Science (3 Credits)

- ☐ Biology
- ☐ IPC or advanced science
- ☐ Other advanced science (Chemistry & Physics are recommended

Languages Other Than English (2 Credits)

- ☐ LOTE 1 _____
- ☐ LOTE 2 _____

Fine Arts (1 Credit)

- ☐ _____

Physical Education (1 Credit)

- ☐ P.E. or substitution

Speech (.5 Credit)

- ☐ Communication Applications or CTE Professional Communications

Health (.5 Credit)

- ☐ Health

Technology (1 Credit)

- ☐ BIM or other technology course

Electives (5 Credits)

- ☐ Elective 1 _____
- ☐ Elective 2 _____
- ☐ Elective 3 _____
- ☐ Elective 4 _____
- ☐ Elective 5 _____

ENDORSEMENTS
MINIMUM OF 26 CREDITS

Students may choose one or more endorsement (s). See specific details for each endorsement reverse.

Science, Technology, Engineering, Math (STEM)

5 credits in a single area of:
- Math
- Science

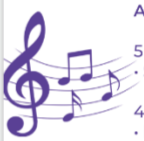
4 credits in a single area of a STEM career cluster

Business and Industry

4 credits in a single area of:
- English electives
- Designated career cluster

Public Services

4 credits in a single area of:
- JROTC
- Designated career cluster



Arts & Humanities

5 credits in a single area of:
- Social Studies

4 credits in a single area of:
- LOTE
- Fine Arts

Multidisciplinary Studies

4 credits in a single area of:
- Advanced courses
- 4 AP credits in AP or dual credit in foundation subjects

PERFORMANCE ACKNOWLEDGMENTS

Dual Credit

- ☐ 12 college credit hours with a grade of 3.0 or higher

Bilingualism/Bi-literacy

- ☐ Complete all ELA requirements with a minimum GPA of 80

And one of the following:

- ☐ 3 credits in the same Languages Other Than English (LOTE) with a minimum GPA of 80
- ☐ Pass Level 4 or higher in a LOTE with a minimum GPA of 80
- ☐ AP LOTE score 3 or higher

ENGLISH LANGUAGE LEARNERS MUST ALSO:

- ☐ Have participated and met exit criteria for a bilingual or ESL program; and
- ☐ Scored "Advanced High" on TELPAS

AP

- ☐ Score of 3 or above on an AP exam

College Entrance Exam

- ☐ PSAT score of Commended or higher
- ☐ SAT score of at least 1350
- ☐ ACT score of at least 29 without writing

Business/Industry Certification

- ☐ Complete a qualifying business or industry certification

STAAR EOC EXAMS REQUIRED FOR GRADUATION: English 1 · English 2 · Algebra 1 · U.S. History · Biology

ADVANCED COURSEWORK TO SATISFY FOUNDATION AND ENDORSEMENT(S)

ENGLISH LANGUAGE ARTS
- AP English Language
- English 4
- DC English 4
- Literary Genres
- Independent Study English:
  - Mentorship
  - Texas College Bridge ELA
- Creative Writing
- Oral Interpretation 3
- Debate 3
- Advanced Broadcast Journalism 3
- Advanced Journalism: Newspaper 3
- Advanced Journalism: Yearbook 3

LOTE
- DC Spanish 4
- AP French Language
- AP Spanish Language
- AP Spanish Literature
- German 4
- American Sign Language 4

MATHEMATICS
- Algebra 2
- Advanced Quantitative Reasoning
- Pre-Calculus
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- Math Models with Applications
- Independent Study in Math:
  - DC College Algebra/Trig
  - DC College Algebra/Stats
  - Texas College Bridge
- Accounting II
- AP Computer Science A

SOCIAL STUDIES
- AP European History
- Psychology
- Sociology
- Research Methods: World Studies
- Special Topics in Social Studies:
  - DC Texas Government
  - AP Psychology
  - American Culture Studies
  - National Security Issues in American History
- African American Studies
- Mexican American Studies
- Hebrew Scriptures (Bible Lit.)
- Personal Financial Literacy

SCIENCE
- Anatomy and Physiology
- Aquatic Science
- Astronomy
- AP Biology
- Chemistry
- AP Environmental Science
- Environmental Systems
- Forensic Science
- Principles of Technology
- Physics
- AP Physics 1
- AP Physics C: Mechanics
- AP Physics C: Electricity & Magnetism
- Principles of Technology
- Special Topics in Science:
  - Organic Chemistry

ADVANCED PLACEMENT
- AP Seminar
- AP Research

ART
- Drawing 3
- Drawing 4
- Sculpture 3
- Sculpture 4
- Ceramic 3
- Ceramic 4
- Painting 3
- Painting 4
- AP Studio Art
- AP Art History
- Digital Art and Media 3
- Digital Art and Media 4

THEATRE
- Theatre Arts 3
- Theatre Arts 4
- Technical Theatre 3
- Technical Theatre 4
- Theatre Production 3
- Theatre Production 4

MUSIC
- Band 3
- Band 4
- Choral Music 3
- Choral Music 4
- Orchestra 3
- Orchestra 4
- AP Music Theory

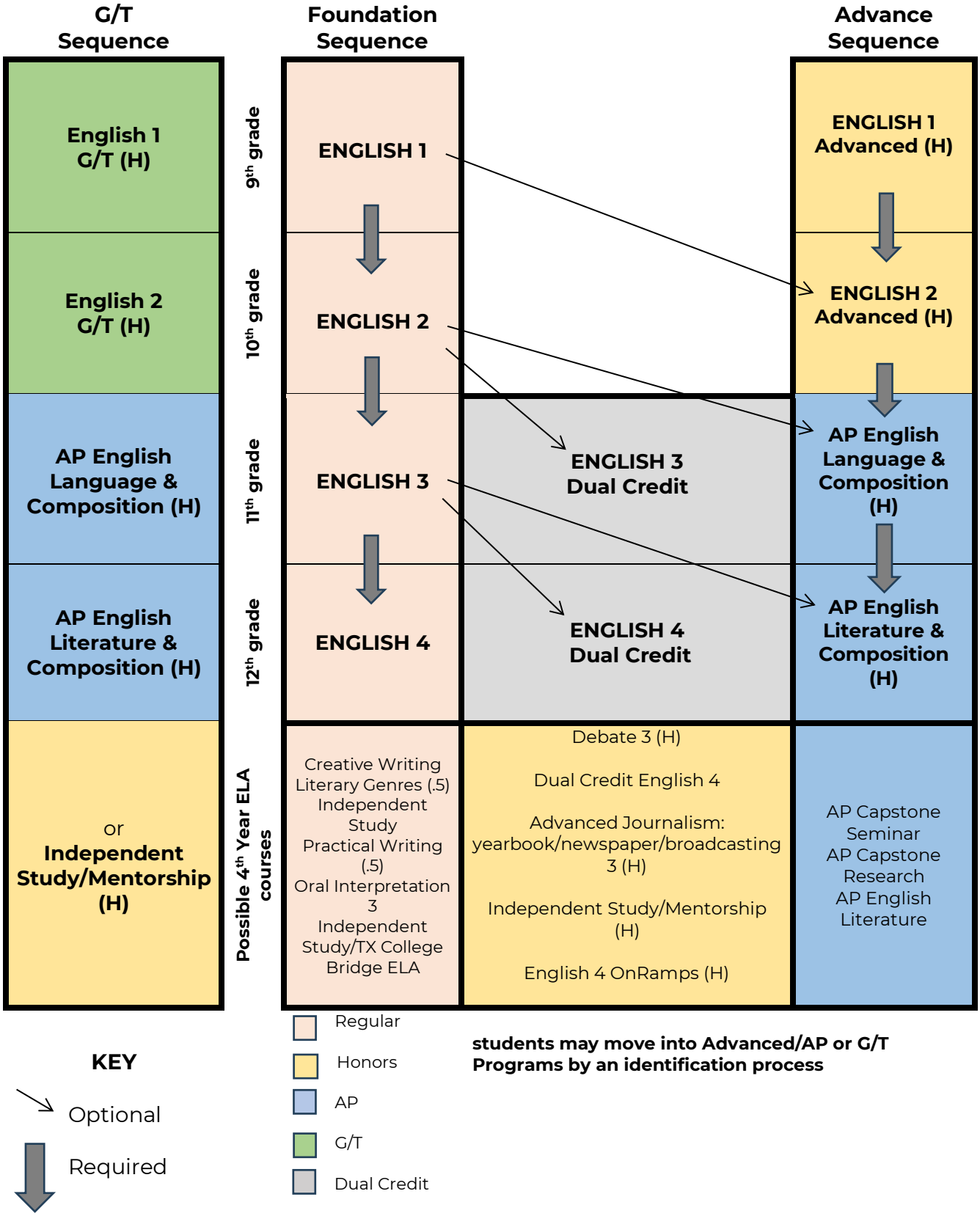
DANCE
- Dance 3
- Dance 4
- Principles of Dance 3
- Principles of Dance 4

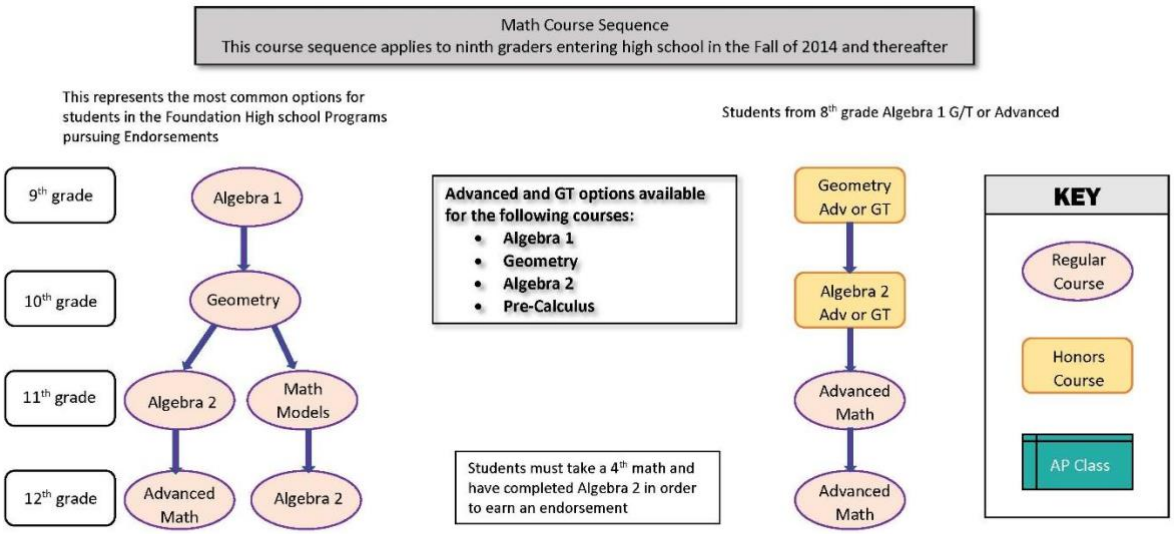
CTE STEM
- AP Computer Science A
- Practicum in STEM – Cybersecurity

CTE BUSINESS AND INDUSTRY
- Interior Design II
- Career Prep - Interior Design
- Fashion Design II and Lab
- Career Prep - Fashion Design
- Audio/Video Production II and Lab
- Practicum in Audio Video Production
- Animation II and Lab
- Business Management
- Accounting II
- Advanced Culinary Arts
- Practicum in Culinary Arts
- Hospitality Services
- Practicum in Hospitality Services
- Social Media Marketing
- Fundamentals of Real Estate
- Career Prep I – Work Program
- Career Prep II – Work Program
- Welding II
- Practicum in Manufacturing-Welding

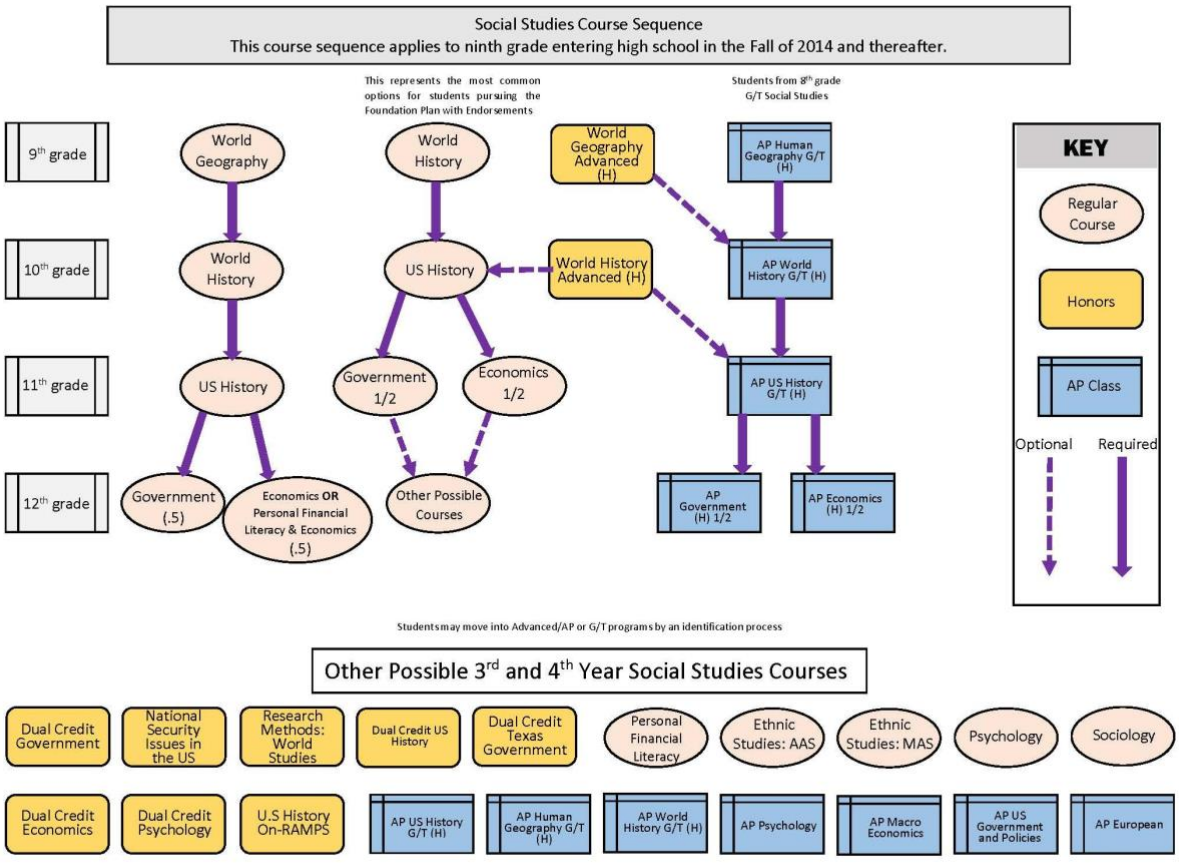
CTE PUBLIC SERVICES
- Ready, Set, Teach! I
- Ready, Set, Teach! II
- Health Science Theory
- Practicum in Health Science I-CNA (HHS Only)
- Practicum in Human Services I: Cosmetology
- Practicum in Human Services II: Cosmetology
- Law Enforcement II
- Practicum in Law, Public Safety, Corrections and Security
- Child Guidance I
- Practicum in Early Learning

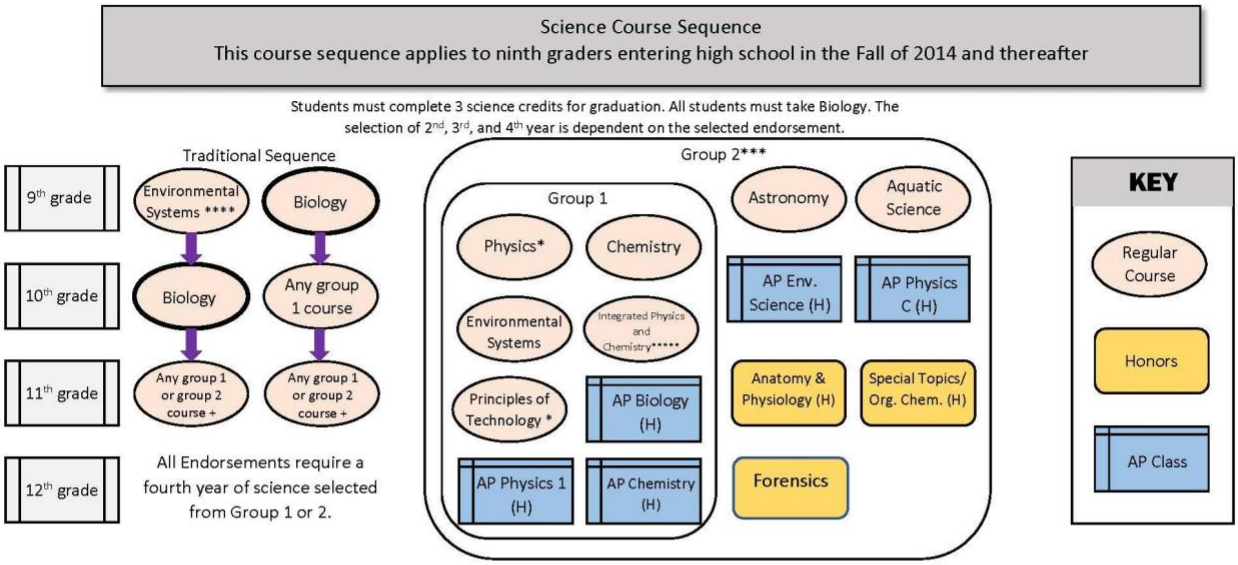
English Language Arts Course Sequence





Advanced Math Courses


Social Studies Course Sequence
This course sequence applies to ninth grade entering high school in the Fall of 2014 and thereafter.
This represents the most common options for students pursuing the Foundation Plan with Endorsements
Students from 8th grade G/T Social Studies
9th grade
10th grade
11th grade
12th grade
World Geography
World History
US History
Government (.5)
Economics OR Personal Financial Literacy & Economics (.5)
World History
US History
Government 1/2
Economics 1/2
Other Possible Courses
World Geography Advanced (H)
World History Advanced (H)
AP Human Geography G/T (H)
AP World History G/T (H)
AP US History G/T (H)
AP Government (H) 1/2
AP Economics (H) 1/2
KEY
Regular Course
Honors
AP Class
Optional
Required
Students may move into Advanced/AP or G/T programs by an identification process
Other Possible 3rd and 4th Year Social Studies Courses
Dual Credit Government
National Security Issues in the US
Research Methods: World Studies
Dual Credit US History
Dual Credit Texas Government
Personal Financial Literacy
Ethnic Studies: AAS
Ethnic Studies: MAS
Psychology
Sociology
Dual Credit Economics
Dual Credit Psychology
U.S History On-RAMPS
AP US History G/T (H)
AP Human Geography G/T (H)
AP World History G/T (H)
AP Psychology
AP Macro Economics
AP US Government and Policies
AP European



There are Advanced and GT options for Biology, Chemistry and Physics that may be taken in place of Biology, Chemistry and Physics. There are also Dual Credit options for Chemistry and Astronomy.

* Credit may not be earned for both Physics and Principles of Technology to satisfy science credit requirements.

** Note: Engineering Design and Problem Solving must be taken in conjunction with Engineering Math. It is open to all students but is only offered at the Technology education center, and students must apply for admission.

*** Group 2 includes group 1 courses as well.

**** Students taking Environmental Systems as 9th graders can receive a STEM endorsement by completing the rest of the requirements for the science pathway in a slightly different order.

***** IPC does not count as an Advanced Science course for the STEM endorsement through the Science pathway, but it can be used as a science credit for any other endorsement including the other STEM pathways.

\+ Some courses have prerequisite requirements that must be met.

ENGLISH LANGUAGE ARTS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 1 & 2) **9-10**
Prerequisite – LPAC recommendation
One Credit; Full year
This course is for students in grades 9-10 whose primary language is a language other than English and have a language level of beginner or intermediate. The course will emphasize skills in reading, writing, speaking, and listening to accelerate proficiency in English. ESOL students will read extensively in multiple genres from classic and contemporary literature and informational text to learn and interpret literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis. Parent permission required.

ENGLISH 1 **9**
Prerequisite – 8th grade English
One Credit; Full year
The English 1 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. English students read extensively in multiple genres from classic and contemporary literature and informational text to learn the literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH 1 ADVANCED (H) **9**
Prerequisite – 8th grade English
One Credit; Full year
Designed for highly motivated students, this course serves as a continuation of the advanced program developed in the elementary and middle schools. As in English 1, a balance is maintained in reading, literature, composition, grammar, mechanics, and usage. However, the students are given the opportunity to begin their study of language and composition skills at their own advanced level and to develop them to a much greater degree. The writing of a documented research paper is included in this year's work. In literature, the students are encouraged to develop their skills in perception and analysis through a more advanced program involving in-depth analyses, individual study projects, and themes. Emphasis is also placed on the reading, study, and analysis of classical literature in preparation for success in advanced placement classes. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ENGLISH 1 G/T (H) **9**
Prerequisite – Admission to the Gifted Program; 8th grade English
One Credit; Full year
The humanities-focused course provides appropriately differentiated learning experiences and an advanced curriculum with emphasis on critical thinking, creative synthesis, and written/oral communication. The class serves as a forum in which the study of literature is a springboard to examine, analyze, explore, argue, evaluate, and to

formulate new insights and perspectives. Students will develop an understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Through independent and guided research, independent study, cooperative learning, and seminars, the student will ultimately acquire intellectual independence as well as a knowledge of literature and expression. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ENGLISH 2 **10**
Prerequisite – English 1
One Credit; Full year
The English 2 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. High school students read in multiple genres from world literature (classic, contemporary and informational texts). Students learn and interpret literary forms and terms associated with selections being read. Students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH 2 ADVANCED (H) **10**
Prerequisite – English 1
One Credit; Full year
English 2 (H) is designed as a sequential program to develop to a greater degree all of the skills studied in English 1 (H). The introduction of satire and the writing of a documented research paper are included in this year's work. Activities in written and oral communication stress organization, usage, creativity, and vocabulary. Students are also encouraged to further their appreciation and interpretation of good literature plus do individualized work in literary analysis. With a focus on higher order thinking, timed writings, and a better sequencing of information, students will be better prepared for advanced placement classes. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ENGLISH 2 G/T (H) **10**
Prerequisite – Admission to the Gifted Program; English 1
One Credit; Full year
The humanities-focused course provides appropriately differentiated learning experiences and an advanced curriculum with emphasis on critical thinking, creative synthesis, and written/oral communication. G/T English 2 represents the second year of a multi-age, cross-grade course offered in a revolving two year curriculum cycle. The class serves as a forum in which the study of literature is a springboard to examine, analyze, explore, argue, evaluate, and to formulate new insights and perspectives. Students will develop an understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Through independent and guided research, independent study, cooperative learning, and seminars, the student will ultimately acquire intellectual independence as well as a knowledge of literature and expression. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ENGLISH 3 **11**
Prerequisite – English 2
One Credit; Full year
The English 3 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. High school students read in multiple genres from American and other world literature. Students learn and interpret literary forms and terms associated with selections being read. Students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH LANGUAGE & COMPOSITION ADVANCED PLACEMENT (H) **11**
Prerequisite – English 2
One Credit; Full year
This course continues the sequential and cumulative goals in the honors division. It is designed for the junior English student who has demonstrated understanding and ability above the norm of expectation and achievement. Emphasis will be on a wider range of knowledge and a deeper perception of literature, a more thorough knowledge of the language tools, and a greater degree of proficiency in using these tools to communicate ideas and knowledge to others. Literary research will be an integral part of this study. Just as the course will train students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, so will it also give them the practice and helpful criticism necessary to make them flexible writers. **Upon completion of this course, students are expected to take the AP exam.**

ENGLISH 3 DUAL CREDIT (H) **11**
Prerequisite – See note below; English 2
One Credit; Full year
This college level course focuses on developing a student's ability to build understanding of concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed materials. The course includes reading and analysis of significant works from British literature. College credit will be awarded for ENGL 1301 and 1302.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

ENGLISH 4 **12**
Prerequisite – English 3
One Credit; Full year
English 4 is a continuation of the sequential program employed in English 3. This course offers a fused program of grammar, rhetoric, composition, and British literature. In continuing a study of Shakespeare, at least one major play will be studied. The emphasis on skill development—composition, vocabulary, literary, balanced with both oral and

written expression—can provide the student with an adequate background for both college study and a chosen career.

ENGLISH LITERATURE & COMPOSITION ADVANCED PLACEMENT (H) 12
Prerequisite – English 3
One Credit; Full year
This course combines studies of language, rhetoric, and literature designed for students of high interest and motivation as well as strong intellect. The emphasis of reason and analysis in composition provides the student with extensive practice in explaining others' ideas as well as expressing his/her own. The emphasis in literature includes both classical and contemporary works plus philosophical views of great thinkers from the past and present. Some writers studied are: Sophocles, Shakespeare, Thoreau, Keats, Solzhenitsyn, and Faulkner. **Upon completion of this course, students will take the AP exam.**

ENGLISH 4 DUAL CREDIT (H) 12
Prerequisite – Completion of ENGL 1301/1302
One Credit; Full year
This college level course is a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century for the first semester, and then from the Romantic period to the present for the second semester. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

ENGLISH 4 DUAL CREDIT (H) 12
Prerequisite – See note below; English 3
One Credit; Full year
This college level course focuses on developing a student's ability to build understanding of clear, concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed materials. The course includes reading and analysis of significant works from British literature.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

ENGLISH 4 ONRAMPS (H) **11-12**
Prerequisite – English 3
One Credit; Full year
This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, essential to leadership communications skills, and a spring semester course focused on analyzing and crafting sound and effective arguments among peers. Over the two courses, students are aligned to college expectations for critical writing, reading, research, and analysis.

An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.**

Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. *This course may not be available at all campuses.*

LITERARY GENRES **11-12**
Prerequisite – English 3 or may be taken concurrently, English 2 Advanced considered
Half Credit; Semester
Literary Genres is a one-semester course that exposes students to poetry, short stories, essays, dramatic literature, and other genres as relevant. Students develop general literary skills as well as those specific to each of the genres that the course covers. Emphasis is on reading, analyzing, and evaluating specific selections illustrating the history and development of each genre. Students deepen their knowledge of the writing process as they experiment with writing from various points of view.

COLLEGE PREPARATORY ENGLISH LANGUAGE ARTS **12**
Prerequisite – Performance on an end-of-course assessment instrument or a course work, a college entrance examination, or TSI that does not meet college readiness standards; English 3
One Credit; Year
The focus of the course will be on the integration of critical thinking skills/strategies, analytical reading, and effective writing required for college level courses. The students will learn to apply critical thinking skills/strategies to a variety of texts. The students will learn to apply critical thinking skills/ strategies as they learn to write effective, logical essays which utilize textual evidence to synthesize and to support a thesis from a variety of texts. This course will be added to the transcript after the successful completion of the Texas College Bridge program. There are no grade points or ranking points associated with this course.

INDEPENDENT STUDY IN ENGLISH **11-12**
Prerequisite – English 3
One Credit; Full year
These courses serve as the fourth-year English credit. These yearlong courses provide unique options for in-depth study in specific English Language Arts content. Each course has gone through a rigorous vetting process and been approved by the Teaching and Learning Department.

INDEPENDENT STUDY/MENTORSHIP (H) **12**
Prerequisite – Admission to the Gifted Program or Academically Prepared
One Credit; Full year
Independent Study/Mentorship is a one-year course which focuses on leadership training and multi-career investigation for the first semester and specific career investigation under the guidance of a mentor for the second semester. Students plan, implement, and evaluate an advanced study based on a personal interest related to a curricular area. Major emphasis is placed upon the development and application of investigative methodology, opportunities for creative productivity, development of independent and self-directed learning skills, time management, and/or the use of advanced level and non-traditional reference and resource materials. Each mentorship must include a minimum of eighty hours of documented time spent in relationship to career investigation. Learners make periodic progress presentations during each grading period. The culminating products which result are intended for a real audience and are evaluated with appropriate criteria.

INDEPENDENT STUDY/TEXAS COLLEGE BRIDGE ELA **11-12**
Prerequisite – English 3
One Credit; Full Year
This course focuses on strengthening English skills colleges expect students to know when enrolling. Texas College Bridge is a user-friendly platform that provides individualized support to help 11th and 12th grade students strengthen their English skills prior to enrolling in college. Students receive additional college support to help them complete college transition milestones. Plus, they can earn a TSI exemption at participating higher education institutions if the course work is successfully completed.

CREATIVE WRITING **11-12**
Prerequisite – English 2 Advanced considered, English 3 or may be taken concurrently
Half Credit; Semester
In this course, extensive effort is made to encourage the student in the free expression of his/her own ideas. Experimentation with various literary forms—the essay, the short story, and the poem, the one-act play—should lead the student to find the form best suited to his/her own needs for expression. The student should be motivated by a sincere desire to express personal creativity.

PRACTICAL WRITING SKILLS **9-12**
Prerequisite – English 1 or may be taken concurrently
Half Credit; Semester
This course in practical writing skills will provide the student with activities which will demonstrate the practical aspects of grammar, rhetoric, and composition skills obtained from previous courses of English. There will be a focus on remediation of writing skills. Students unable to master the writing portion of the EOC test will be scheduled into the Practical Writing Skills course in addition to their regularly scheduled English class. Technology will be integrated into the instructional program as appropriate for each campus, and instruction will be individualized to target specific areas of deficiency. Throughout the course, students will become more proficient in those basic skills needed for the school environment as well as the business world.

Reading

READING 1,2,3 **9-12**
Prerequisite – See description
One Credit up to a total of 3; Year
Reading is designed as a course for students who do not meet the standards for Reading STAAR EOC. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students opportunities to read with competence, confidence, and understanding. Strategies are applied in instructional-level and independent-level texts that cross content areas. The reading instructional goal is for students to successfully navigate academic demands as well as attain life-long literary skills.

READING SOL 1,2,3 **9-12**
Prerequisite – See description
One Credit up to a total of 3; Year
Reading SOL is a course designed for students who do not meet the standards for Reading STAAR EOC whose primary language is a language other than English and have a language level of beginning or intermediate. Specific instruction in word recognition, vocabulary, comprehension strategies, fluency and communication skills provides students with opportunities to read with competence, confidence, and understanding. Strategies are applied in instructional-level and independent level texts that cross content areas. The goal is for students to build academic language and successfully navigate academic demands as well as attain life-long literary skills. Parent permission required.

COLLEGE READINESS AND STUDY SKILLS **10–12**
Prerequisite – See description
Half Credit; Semester
This elective course is designed to improve and refine reading skills in order to meet the demands of extensive reading requirements, especially at the college level.
The course emphasis is on the improvement of vocabulary, comprehension, and reading rate, as well as preparation for the college entrance examinations such as the SAT and ACT. Special attention is given to the critical reading skills, including analysis, synthesis, and evaluation. This course is offered to sophomores in honors English and to any junior or senior recommended by their English teacher.

Speech

COMMUNICATION APPLICATIONS **9-12**
Prerequisite – None
Half Credit; Semester
Communication Applications is designed primarily to help students develop effective communication skills for successful participation in professional and social life. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages. Students enrolled in this course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. **A speech credit is required for graduation. The CTE Professional Communications will meet the speech graduation requirement.**

COMMUNICATION APPLICATIONS DUAL CREDIT (H) **9-12**
Prerequisite – None
Half Credit; Semester
This college level course focuses on developing the student's effective communication skills for successful participation in professional and social life. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages. Students enrolled in this course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. **A speech credit is required for graduation.**

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PUBLIC SPEAKING **9-12**
Prerequisite – None
One Credit; Year
Public Speaking is a more in-depth study of public speaking, poetry and prose interpretation, group discussion, and parliamentary procedure with the addition of studies in the media, in debate, oratory, and extemporaneous speaking. There is emphasis on interpersonal skills, nonverbal communication, vocal production and enunciation, confidence, poise, use of language, organization skills, and delivery skills.
One of the highlights of the course is that the students are given opportunities to put their talents and skills to test by competing against other high school students in speech tournaments. Other activities include performance in programs, reader's theatre, student congress, as well as the refinement of media skills.

Although this course is designed for the student interested in pursuing a four-year study in communication and debate, it will also meet the needs of students who wish to receive a more extensive study in communication that will prepare them for college-level courses.

ORAL INTERPRETATION 1 **10-12**
Prerequisite – Public Speaking
One Credit; Year
The Oral Interpretation 1 course is a performance class to develop the oral reading of literary text as a communication art. Students will select, research, analyze, adapt, interpret, and perform literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of texts. Individual and group performances of literature will be presented and evaluated. The Oral Interpretation 1 student is encouraged to develop his/her skill to the utmost by participating in oral interpretation competition with other schools. Tournaments and contests are provided for enhancement.

ORAL INTERPRETATION 2 (H) **10-12**
Prerequisite – Oral Interpretation 1
One Credit; Year
The Oral Interpretation 2 course is a performance class to refine and advance the oral reading of literary text as a communication art. Students will select, research, analyze, adapt, interpret, and perform a variety of literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of the texts. Multiple individual and group performances of literature will be presented and evaluated throughout the year.
The Oral Interpretation 2 student is encouraged to develop is/her skill to the utmost by participating in oral interpretations competition with other schools. Competitive tournaments and contests are required for the course.

ORAL INTERPRETATION 3 (H) **12**
Prerequisite – Oral Interpretation 2
One Credit; Year
This course is a continuation of previous oral interpretation coursework that will allow students to expand their skills in the areas of extemporaneous speaking, prose, poetry, original interpretation, duet acting, and/or duo interpretation, while earning honors credit. There is a continued emphasis on interscholastic competition at the local and state levels. Competitive tournaments and contests are required for this course.

DEBATE 1 **10-12**
Prerequisite – Public Speaking
One Credit; Year
Debate 1 is a course which specializes in developing such skills as critical thinking, sound reasoning, effective persuasion, and in-depth research. It is a course for both the beginning and experienced debater. The novice debater is taught the histories of the various formats of debate, the elements of analysis and synthesis, organization skills, and the research of pertinent information. Students learn the methods of structure within the debates, debate terminology, and the relevance of debate in today's world. The debate student is encouraged to develop his/her skill to the utmost by participating in debate competition with other schools. Tournaments and contests are provided for enhancement.

DEBATE 2 (H) **11-12**
Prerequisite – Debate 1
One Credit; Year
Debate 2, an honors level course, places further emphasis on the debate skills of critical thinking, rhetoric, critical listening, reasoning, research, and persuasion. This course is

designed for varsity debaters. It allows the varsity students further opportunities to improve their skills in debate by working with beginning debaters as mentors and by participating extensively in debate workshops and competitions. Emphasis is placed on case construction, plan preparation, evidence research, structure in logic, analysis, synthesis, and cross-examination techniques. Competitive tournaments and contests are required for this course.

DEBATE 3 (H) **12**
Prerequisite – Debate 2 (H)
One Credit; Year
Debate 3 (H) is a continuation of Debate 2 (H) and stresses many of the same areas of study. It emphasizes the higher order thinking skills of critical thinking, critical reasoning, critical listening, analysis, synthesis, evaluation, organization, and research. There is a continued emphasis on inter- scholastic competition at the local and state levels.

This course also stresses independent study/mentorship in the areas of law and politics. Opportunities will be provided for the students to work with mentors in these areas. The students will also perfect their own skills as mentors for younger, novice students. Further experiences offered to students will be opportunities to travel to other schools to present various programs on a variety of topics. Competitive tournaments and contests are required for this course.

JOURNALISM

JOURNALISM **9-12**
Prerequisite – Advisor approval
One Credit; Year
Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Ninth grade students must have approval from their middle school English Language Arts teacher.

JOURNALISM/INDEPENDENT STUDY **11-12**
Prerequisite – Advisor approval
One Credit; Year
This course will include activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups with the teacher serving as an advisor and resource person. The emphasis in the course is upon demonstrating roles of leadership in publication planning and production and extending development of journalistic skills.

ADVANCED BROADCAST JOURNALISM 1 & 2 **10-12**
Prerequisite – Tryout & Advisor approval
One Credit; Year
This course meets at the district's KEOM-FM radio studios and is designed to teach student skills needed in broadcast journalism to report, produce, and deliver broadcast products for radio and other broadcast media. Students in the course will learn and apply their journalistic and interviewing skills to on-air broadcasting, audio program production, and a variety of other purposes at the radio station. Students will produce under deadline, just like in the real world. Practical key skills will be balanced with ethics, law, FCC rules, economics, history, and specialty areas such as sports. Students will learn elements and skills to operate broadcast equipment, discern and edit broadcast material, and report, produce, and deliver broadcast programming or news. Students will consider the differences between print journalism and broadcast journalism. This program emphasizes hands-on learning within a broadcast media environment with a focus on vocal presentation skills. It provides the student a head start before entering a college course of study in communications and introduces the student to a field of communications.

ADVANCED BROADCAST JOURNALISM 3 (H) **11-12**
Prerequisite – Advanced Broadcast Journalism 1 & 2
One Credit; Year
Students taking this class need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

ADVANCED JOURNALISM: NEWSPAPER 1 **9–10**
Prerequisite – Advisor approval
One Credit; Year
Newspaper 1 is an introductory course in writing and editing for the newspaper. It includes interviewing, reporting, writing news and feature stories, preparing advertising copy and layouts, selling advertisements, copy reading and proofreading, and headline and editorial writing. It also includes a brief survey of the history of journalism and other news media. Emphasis throughout the course is placed on the consumer's role of the news media. Ninth grade students must have approval from their middle school English Language Arts teacher.

ADVANCED JOURNALISM: NEWSPAPER 2 **10–11**
Prerequisite – Newspaper 1 and Advisor approval
One Credit; Year
Students will extend their study of theory and intensify their experience in editing and producing the school newspaper. Students investigate opportunities in news media (newspaper, television, radio, and magazine) and professional preparation needed in these media.

Within the framework of the newspaper, students develop the responsibility to complete assignments on time and to work cooperatively in efforts to improve both school and community. Students must have teacher approval before taking this course.

ADVANCED JOURNALISM: NEWSPAPER 3(H) **11-12**
Prerequisite – Newspaper 2 and Advisor approval
One Credit; Year
This is an advanced course in publication planning and production. The course is confined to those students who, through their records as journalists, have demonstrated an ability to assume roles of leadership and a willingness to offer their services as editors and business and advertising managers for the newspaper. Students must have teacher approval before taking this course.

PHOTOJOURNALISM **9-12**
Prerequisite – Advisor approval
One Credit; Year
This course is limited to those students who have experience in photographic composition, use of the camera, and film processing in a journalistic setting. These students are responsible for both taking pictures and producing prints of school events for the newspaper. Students must have teacher approval before taking this course.

ADVANCED JOURNALISM: YEARBOOK 1 **9-12**
Prerequisite – advisor approval
One Credit; Year
Yearbook Production 1 involves reporting and writing headlines, copy, and captions. It also includes such factors as photography, design, and finance which are involved in yearbook production.

ADVANCED JOURNALISM: YEARBOOK 2 **11-12**
Prerequisite – Advanced Journalism: Yearbook 1 and advisor approval
One Credit; Year
This course involves the elements in Advanced Journalism: Yearbook 1 with increased emphasis on editorial leadership with the various sections of the yearbook.

ADVANCED JOURNALISM: YEARBOOK 3 (H) **12**
Prerequisite – Advanced Journalism: Yearbook 2 and advisor approval
One Credit; Year
This advanced course involves the elements in Advanced Journalism: Yearbook 1 and 2 with increased emphasis on the conceptual aspects of yearbook production, of planning assignments, and general editorial leadership. Students assume leadership positions and are responsible for planning and producing the yearbook from its conception stages through the submission of material which makes the process of effective analysis possible.

Languages Other Than English

Students planning to graduate with a Performance Acknowledgement which requires three years of the same foreign language must consider the possibility of the third year course not being available on every campus.

SPANISH 1 **9-11**
Prerequisite – None
One Credit; Year
The student uses the four fundamental communicative skills of listening, speaking, reading, and writing with emphasis on listening and speaking. Students read and write material containing vocabulary and grammar that is comprehended aurally and reproduced orally. The student studies the way of life, the history, and the customs of Spanish-speaking peoples. With a focus on oral proficiency, extended time is devoted to listening and responding.

SPANISH FOR SPANISH SPEAKERS 1 **9-11**
Prerequisite – Home Language is Spanish
One Credit; Year
The class is designed to meet the needs of those students who are able to communicate orally in Spanish. Geared for the first-year Spanish student who speaks Spanish at home, this course will focus on improving grammar, reading, and writing skills in Spanish. Please note that this course is conducted solely in Spanish.

SPANISH 2 **9-12**
Prerequisite – Spanish 1
One Credit; Year
The student continues the development of the four fundamental communicative skills to improve proficiency. Reading comprehension ability as well as cultural understanding is emphasized; however, the focus on oral proficiency is maintained. Laboratory work is continued as in Spanish 1 but is more intensive. Opportunities for media interaction are included.

SPANISH FOR SPANISH SPEAKERS 2 **9-12**
Prerequisite – Spanish for Spanish Speakers 1
One Credit; Year
Building on the skills taught in the Spanish for Spanish Speakers 1, this course introduces students to more complex language structures and reinforces the writing skills in Spanish. Students also have the opportunity to read and discuss literary texts from the world's Spanish-speaking cultures. Please note that this course is conducted solely in Spanish.

SPANISH 3 (H) **11-12**
Prerequisite – Spanish 2
One Credit; Year
As the students become more orally proficient, their study focuses on vocabulary expansion, more complex grammatical construction, and creative expressions. Spanish

literature is introduced to provide more perception and understanding of the culture and literary values and enables one to grow in both written and oral skills. Opportunities for media interaction are included.

SPANISH FOR SPANISH SPEAKERS 3 (H) **11-12**
Prerequisite – Spanish for Spanish Speakers 2
One Credit; Year
This course is intended for advanced Spanish speaking students who wish to develop their proficiency in all four language skills: listening, speaking, reading and writing. Students will use the language for active communication to comprehend formal and informal spoken Spanish, to acquire vocabulary and structure to allow accurate reading of nonfiction articles as well as Spanish and Latin- American literature, to compose expository passages, and to express ideas orally with accuracy and fluency. Please note that this course is conducted solely in Spanish.

SPANISH 3 (H) DUAL CREDIT **10-12**
Prerequisite – Spanish 2, Spanish for Spanish Speakers 2
One Credit; Year
This is a sequential program including listening, speaking, reading, writing, exploration of the Spanish culture, and linguistic study. Students will demonstrate knowledge in writing essential messages and in the communication of everyday situations. Students will learn how a language operates and skills that result in the application of the language learning process.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

SPANISH 4 (H) DUAL CREDIT **11-12**
Prerequisite – Spanish 1401/1402
One Credit; Year
This course is designed to further develop students' overall Spanish language proficiency and cultural appreciation with an emphasis on advanced reading, intense oral practices, composition and grammatical complexities.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

SPANISH LANGUAGE & CULTURE ADVANCED PLACEMENT (H) **9-12**
Prerequisite – Spanish 3 (H) or Spanish for Spanish Speakers 2
One Credit; Year
Spanish Language and Culture develops Spanish language skills and explores cultures in Spanish-speaking parts of the world. Students practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books.

Students will understand Spanish when they hear it and read it; apply their skills to hold conversations in real life; and write stories, letters, emails, essays, and other texts.
Upon completion of this course, students will take the AP exam.

SPANISH LITERATURE & CULTURE ADVANCED PLACEMENT (H) **9-12**
Prerequisite – Spanish Language & Culture Advanced Placement (H)
One Credit; Year
Spanish Literature and Culture builds language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods. Students will interpret, analyze, and compare literary works while relating literary works to their cultural and historical contexts. Students will discuss works of literature and compare literary works to work of art. In applying their skills, students will write literary analysis. Upon completion of this course, students will take the AP exam.

FRENCH 1 **9-11**
Prerequisite – None
One Credit; Year
French 1 emphasizes simultaneous development of the four skills: listening, speaking, reading, and writing. It begins with listening and speaking, then stresses sounds and rhythms of the language as well as listening and responding orally. Use is made of recorded native speakers on tapes and records with opportunities for media interaction. Class work includes pronunciation drills, dictation, vocabulary, composition, simple reading selections, and correspondence with native French young people. With a focus on oral proficiency, extended time is devoted to listening and responding.

FRENCH 2 **10-12**
Prerequisite – French 1
One Credit; Year
The student in French 2 increases his/her proficiency in using language skills acquired in French 1. Accuracy in comprehending and expressing more complex ideas is acquired through study of more advanced structures. The student's vocabulary is enlarged. Text, tapes, videos, and opportunities for media interaction are the tools for the student's progress in language skills and cultural understanding. Students are assessed for oral proficiency.

FRENCH 3 (H) **11-12**
Prerequisite – French 2
One Credit; Year
The French 3 language student improves proficiency in the four language skills previously acquired in French 1 and 2. Class participation is important to the student. He/She answers questions, translates passages, and expresses personal ideas in French with the aid of text, tapes, videos and media interaction. Students are assessed for oral proficiency.

FRENCH LANGUAGE & CULTURE ADVANCED PLACEMENT (H) **12**
Prerequisite – French 3 (H)
One Credit; Year
The student in Advanced Placement French 4 increases his/her proficiency in using the skills acquired in the preceding years of instruction. The student adds to his/her store of formal, complex, and advanced structures and develops progressively more facility in using the language. Increased emphasis is placed on thinking and speaking in French with the aid of text, tapes, videos, and media interaction. This course, also designed to help the student who plans to take the advanced placement examination, provides a full academic year of advanced study. Students are assessed for oral proficiency.
Upon completion of the course, students will take the AP French Exam.

GERMAN 1 **9-11**
Prerequisite – None
One Credit; Year
In German 1, four basic skills are emphasized: listening, speaking, reading, and writing. These skills are achieved with basic dialogues, dictation, and conversational practice within the classroom. Opportunities for media interaction are provided. In the process, the students are taught vocabulary and basic grammatical skills. The student is introduced to the culture of the German- speaking countries through the reading of magazines and/or other materials geared for beginning students. All students are assessed for oral proficiency.

GERMAN 2 **10-12**
Prerequisite – German 1
One Credit; Year
The four basic skills of German 1 are reviewed and further developed on an advanced basis in German 2. Students are introduced to advanced grammar and sentence patterns. Emphasis is placed on furthering the student's reading, writing, and speaking ability. Through the reading of German periodicals, magazines, and/or other materials, the student's vocabulary is substantially increased. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

GERMAN 3 (H) **11-12**
Prerequisite – German 2
One Credit; Year
Emphasis is placed on the enrichment of the student's knowledge of German culture through the utilization of the skills acquired in German 1 and 2 and through an introduction to literary master- pieces of German literature. Students participate in dramatic skills and performances. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

GERMAN 4 (H) **11-12**
Prerequisite – German 3 (H)
One Credit; Year
Students in German 4 continue the study of German literature beginning with 1750 and extending through contemporary literature. Students continue to enact German works and prepare to take the advanced placement exam. The course provides a full academic

year of advanced study with increased emphasis on thinking and speaking in German. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

AMERICAN SIGN LANGUAGE 1* **9-11**
Prerequisite – None
One Credit; Year
The students will develop a vocabulary of approximately 1200 signs. Basic grammatical concepts and ASL structures will be introduced and conversationally practiced. A basic understanding of deaf culture will be developed through the use of a variety of educational materials.

AMERICAN SIGN LANGUAGE 2* **10-12**
Prerequisite – ASL 1
One Credit; Year
The students will increase their proficiencies in the skills which they learned in ASL 1. Mastery of grammatical concepts and language structures learned in ASL 1 will be emphasized and refined. The translation of English idioms and the development of sign synonyms will be introduced. Opportunities for the students to become aware of cultural connotations of common signs and phrases will be provided. All students will be assessed for receptive and expressive proficiency in ASL 1 and 2 for advancement to the next level

AMERICAN SIGN LANGUAGE 3 (H)* **11-12**
Prerequisite – ASL 2
One Credit; Year
The students will apply their knowledge of the linguistic components of ASL in a variety of interactive situations both receptively and expressively. Knowledge of English idioms and multiple English synonyms will be expanded. Cultural connotations of common signs and phrases will be emphasized. All students will be assessed for receptive and expressive proficiency in ASL. American Sign Language 3 (H) is available with teacher recommendation and testing.

AMERICAN SIGN LANGUAGE 4 (H)* **12**
Prerequisite – ASL 3
One Credit; Year
American Sign Language 4 continues the study of sign parameters and ASL grammar with an emphasis on deaf community literature. Students create original presentations that encompass a variety of topics in depth and demonstrate a strong command of the language. This course will receive honors credit.

*Students for whom ASL as a foreign language are appropriate include:

- students who are deaf or hard of hearing,
- students interested in becoming an interpreter,
- students who want to work with or teach persons who are deaf, or
- students who want to learn to communicate with others who are deaf.
- Students should be certain that the college they select will accept ASL for the foreign language entrance requirement.

MATHMETICS

ALGEBRA 1 **9**
Prerequisite – 8th grade Math
One Credit; Year
Algebra 1 provides the foundation concepts for high school mathematics. It includes the study of foundations for functions, linear functions, and quadratic and other nonlinear functions. The course emphasizes basic algebraic reasoning processes, applications, and problem-solving in real world situations.

ALGEBRA 1 ADVANCED (H) **9**
Prerequisite – 8th grade math & academically prepared
One Credit; Year
Advanced Algebra 1 will emphasize problem solving using underlying mathematical processes. Students will use critical thinking, language and communication, research, and high-level application skills to make connections within and outside mathematics. Students will expand their knowledge of mathematical theory in regard to algebraic thinking, functional relationships, quadratic and nonlinear functions, and reasoning processes. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

GEOMETRY **9–10**
Prerequisite – Algebra 1 or may concurrently enroll with Algebra 1 upon attempting full year of Algebra 1
One Credit; Year
Geometry includes the study of spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; tools for geometric thinking; and underlying mathematical processes such as problem solving, reasoning, multiple representations, applications and modeling, and justification and proof.

GEOMETRY ADVANCED (H) **9–10**
Prerequisite – Algebra 1 and academically prepared
One Credit; Year
Students will study the Geometry TEKS in greater depth with additional emphasis on logic, geometric proofs and algebra applications. Advanced Geometry focuses on application through research-based projects, number theory, and mathematical language. Emphasis will be placed on using higher level thinking skills.
Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

GEOMETRY G/T (H) **9 –10**
Prerequisite – Algebra 1 and admission to mathematics segment of the gifted program
One Credit; Year

G/T Geometry is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional geometric concepts such as the nature of deductive reasoning and geometry of the real world. Logic and proofs, history of geometry, and architectural geometry will be emphasized. Various non-Euclidean geometries will also be investigated.

MATH MODELS WITH APPLICATIONS **11–12**
Prerequisite – Algebra 1
One Credit; Year
Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

ALGEBRA 2 **10-12**
Prerequisite – Algebra 1
One Credit; Year
Algebra 2 continues the study of functions. It includes quadratic and square root functions, rational functions, exponential and logarithmic functions. As in Algebra 1, the relationship between algebra and geometry, problem-solving, applications, and real world situations is emphasized.

ALGEBRA 2 ADVANCED (H) **10–11**
Prerequisite – Algebra 1 & academically prepared
One Credit; Year
Students will study the Algebra 2 TEKS with additional emphasis on special functions, operations with radicals, exponential and logarithmic equations, and matrices. Also, topics relating to trigonometry and probability and statistics will be addressed. Advanced Algebra 2 focuses on application and emphasizes higher level thinking skills geared toward Calculus. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

ALGEBRA 2 G/T (H) **10–11**
Prerequisite – Algebra 1 & Admission into the mathematics segment of the Gifted Program
One Credit; Year
G/T Algebra 2 is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional Algebra 2 concepts such as polynomials, rational expressions, matrices, conics, systems of equations and inequalities, linear and quadratic functions, exponential and logarithmic functions, higher degree polynomial functions, sequences and series. Various number systems and their properties will be investigated as students expand their studies into abstract algebra. Course will prepare students for the rigor of future Advanced Placement, dual Credit, and OnRamps classes.

ADVANCED QUANTITATIVE REASONING **11–12**
Prerequisite – Geometry and Algebra 2

One Credit; Year
Advanced Quantitative Reasoning expands students' understanding through further mathematical experiences. It includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers. This course was adopted by the State Board of Education and counts as the final mathematics credit depending on the student's graduation plan.

PRECALCULUS **11–12**
Prerequisite – Geometry and Algebra 2
One Credit; Year
Precalculus approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with Algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

PRECALCULUS ADVANCED PLACEMENT (H) **11–12**
Prerequisite – Geometry and Algebra 2
One Credit; Year
Advanced Placement Precalculus is an advanced mathematics course designed to prepare students for the Precalculus Advanced Placement Exam offered by the College Board and for AP Calculus AB/BC or Calculus at the university level. Students will study function families including polynomial, rational, exponential, logarithmic, trigonometric, polar, and those involving parameters, vectors, and matrices. Students will study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Upon completion of this course, students will take the AP exam.

CALCULUS AB ADVANCED PLACEMENT (H) **12**
Prerequisite – Precalculus
One Credit; Year
Advanced Placement Calculus covers both differential and integral calculus and prepares students for the Calculus AB Advanced Placement Exam offered by the College Board. Topics include properties of functions; limits; derivatives; applications of the derivative such as slope, curve sketching, velocity and acceleration; antiderivatives; applications of antiderivatives such as distance/velocity and growth/decay; techniques of integration; definite integrals; and applications of the integral such as area between curves and volume of a solid of revolution. Upon completion of this course, students will take the AP exam.

CALCULUS BC ADVANCED PLACEMENT (H) **12**
Prerequisite – Precalculus
One Credit; Year
Advanced Placement Calculus BC covers differential and integral calculus and series and prepares students for the Calculus BC Advanced Placement exam offered by the College Board. Topics include properties of functions, limits, derivatives and their applications, techniques of integration, antiderivatives and their applications, definite integrals and their applications, and series. Upon completion of this course, students will take the AP exam.

STATISTICS ADVANCED PLACEMENT (H) **11-12**
Prerequisite – Algebra 2
One Credit; Year
Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to broad conceptual themes such as describing patterns and departures from patterns, planning and conducting a data study, exploring random phenomena using probability simulation, and estimating population parameters and testing hypotheses. Upon completion of this course, students will take the AP exam.

COLLEGE PREPARATORY MATH **12**
Prerequisite – Performance on an end-of-course assessment instrument or a course work, a college entrance examination, or TSI that does not meet college readiness standards
One Credit; Year
The focus of the course will be on preparing students for the study of intermediate Algebra required for college level courses. The students will learn topics related to real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations and rational expressions. The students will learn radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, and an introduction to functions. Emphasis in the course will be placed on algebraic techniques. This course will be added to the transcript after the successful completion of the Texas College Bridge program. There are no grade points or ranking points associated with this course.

INDEPENDENT STUDY IN MATH
Prerequisite – Specific to course
One Credit; Full Year
These courses serve to create more options for our students in math. These yearlong courses provide unique options for in-depth study in specific math content. Each course has gone through a rigorous vetting process and been approved by the Teaching and Learning department.

Approved Options:

College Algebra/Plane Trigonometry DC (H) **11-12**
Prerequisite – Algebra 2 and Geometry
One Credit; Year
This college level course focuses on applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices during

the Fall semester. The Spring semester focuses on applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. College credit will be awarded for MATH 1314 and 1316. Student will earn high school credit for Independent Studies in Math.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

Students should complete the COLLEGE ALGEBRA/STATISTICS DC course or the COLLEGE ALGEBRA/TRIGONOMETRY DC course, but not both.

Texas College Bridge Math **12**
Prerequisite – Algebra 2 and Geometry
One Credit; Full Year
This course focuses on strengthening math skills colleges expect students to know when enrolling. Texas College Bridge is a user-friendly platform that provides individualized support to help 11th and 12th grade students strengthen their math skills prior to enrolling in college. Students receive additional college support to help them complete college transition milestones. Plus, they can earn a TSI exemption at participating higher education institutions if the course work is successfully completed.

College Algebra/Statistics DC (H) **11-12**
Prerequisite – Geometry & Algebra 2
One Credit; Full Year
This college level course focuses on applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices during the Fall semester. The Spring semester focuses on collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing needed for a variety of different areas of study in higher education. College credit will be awarded for MATH 1314 and 1342. Students will earn high school credit for Independent Studies in Math.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

Students should complete the COLLEGE ALGEBRA/STATISTICS DC course or the COLLEGE ALGEBRA/TRIGONOMETRY DC course, but not both.

SCIENCE

BIOLOGY **9–10**
Prerequisite – None
One Credit; Year
Biology includes the study of a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Students will discover that the living world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

BIOLOGY ADVANCED (H) **9–10**
Prerequisite – Academically Prepared
One Credit; Year
Advanced Biology is an accelerated academic class that covers the same objectives as Biology in more depth and complexity. Students will be expected to complete more self-directed independent projects than in regular Biology class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

BIOLOGY G/T (H) **9–10**
Prerequisite – Admission to the Gifted Program
One Credit; Year
The G/T Biology course is designed to provide an appropriately differentiated learning experience for gifted students. It provides an advanced curriculum with emphasis on critical thinking, creative synthesis, research design, and student initiated investigative procedures. The class serves as a springboard to formulate, examine, analyze, explore, argue, and evaluate new insights and perspectives. Themes are selected to provoke thoughtful exploration of issues, themes, generalizations, independent study and research, writing, presentation (both oral and written, group and individual), critical thinking, and creative production. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

BIOLOGY ADVANCED PLACEMENT (H) **10–12**
Prerequisite – Biology; completion of or concurrent enrollment in either Chemistry or Physics
One Credit; Year
The purpose of this course is to prepare students to take and pass the Biology AP exam. Advanced Placement Biology is a laboratory-oriented course in which students identify biological problems, formulate hypotheses, design investigations, and reach valid conclusions based on available data. Biology is designed to be the equivalent of the general biology course often taken during the first year of college, making it possible for students to receive advanced standing as a college freshman. Living materials, hands-on activities, and extensive field work are an integral part of this course. Students should expect a rigorous course of study and are expected to take responsibility for their own learning. **Upon completion of the course, students will take the AP exam.**

INTEGRATED PHYSICS AND CHEMISTRY **10–11**
Prerequisite – Biology
One Credit; Year
Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

Students will discover that the physical world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world. Generally, this course cannot be taken after Chemistry or Physics without administrative approval.

ENVIRONMENTAL SYSTEMS **9–12**
Prerequisite – None
One Credit; Year
In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT (H) **11–12**
Prerequisite – Biology and Chemistry & completion or
concurrent enrollment in either Physics or Principles of Technology
One Credit; Year
AP Environmental Science is a course devoted to scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze natural and human-induced environmental problems, assess the risks associated with these problems, and evaluate alternative solutions for resolving and preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography. Course concepts are explored through laboratory activities, environmental case studies, and student projects. This course is designed to be equivalent of a one-semester, introductory college course in environmental science, and taking the AP exam offered in May is a course expectation. Students should expect a rigorous course of study and are expected to take responsibility for their own learning. **Upon completion of this course, students will take the AP exam.**

CHEMISTRY **10–12**
Prerequisite – Algebra 1 & Biology
One Credit; Year
In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

CHEMISTRY ADVANCED (H) **10–12**
Prerequisite – Biology & Algebra 1; Academically Prepared
One Credit; Year
Advanced Chemistry is an accelerated academic class that covers the core content of Chemistry in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular Chemistry class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

CHEMISTRY G/T (H) **10–12**
Prerequisite – Biology & Algebra 1; Admission to the Gifted Program
One Credit; Year
The G/T Chemistry course is designed to provide an appropriately differentiated learning experience for gifted students. It will offer extensive laboratory experiences involving chemical changes in matter. It will also have an emphasis on critical thinking, creative synthesis, research design, and student initiated investigative procedures. G/T Chemistry centers around integrated, thematic units of study. The class serves as a springboard to formulate, examine, analyze, explore, argue, and evaluate new insights and perspectives. Themes are selected to provoke thoughtful exploration of issues, themes, generalizations, independent study and research, writing, presentation (both oral and written, group and individual), critical thinking, and creative production. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

CHEMISTRY ADVANCED PLACEMENT (H) **11–12**
Prerequisite – Biology & Chemistry
One Credit; Year
The purpose of this course is to prepare students to take and pass the Chemistry AP exam. Advanced Placement Chemistry is a laboratory-oriented course designed to be the equivalent of the general chemistry course usually taken during the first year of college. The student in this course will experience an in-depth examination of the founding principles of chemistry which should lead to competence in dealing with advanced-level chemical problems. Students should expect a rigorous course of study and are expected to take responsibility for their own learning.
Upon completion of this course, students will take the AP exam.

CHEMISTRY DUAL CREDIT (H) **10–12**
Prerequisite – Biology & Algebra 1
One Credit; Year
This course is an accelerated academic class that covers the core content of Chemistry at the depth and complexity of a college level course. Students will be expected to complete more readings and self-directed projects than in a regular Chemistry class. Students will be expected to keep a lab notebook to document required laboratory work. College credit will be awarded for CHEM 1405 and 1407.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

CHEMISTRY ONRAMPS (H) **10–12**
Prerequisite – Algebra 1 & Biology
One Credit; Year
The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course reviews descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout

the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Introduction to Chemical Practices I—the course's lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills. An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.** Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. This course may not be available at all campuses.

PHYSICS **10–12**
Prerequisite – Biology & Algebra 2 or concurrent enrollment
One Credit; Year
In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

PHYSICS ADVANCED (H) **10–12**
Prerequisite – Algebra 2 or concurrent enrollment & Biology; Academically Prepared
One Credit; Year
Advanced Physics is an accelerated academic class that covers the core content of Physics in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular Physics class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

PHYSICS G/T (H) **10–12**
Prerequisite – Algebra 2 & Biology; Admission to the Gifted Program
One Credit; Year
The G/T Physics course is an accelerated academic class that covers the core content of Physics in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular Physics class. Students will be expected to participate in the school Science Fair. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

PHYSICS ADVANCED PLACEMENT 1 (H) **11–12**
Prerequisite – Completion of Biology and Chemistry: Algebra 2 or concurrent enrollment
One Credit; Year
The purpose of this course is to prepare students to take and pass the AP Physics 1 exam. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students should expect a rigorous course

of study and are expected to take responsibility for their own learning. **Upon completion of the course, students will take the AP Physics 1 Exam.**

PHYSICS C: MECHANICS ADVANCED PLACEMENT (H) **12**
Prerequisite – Calculus or concurrent enrollment
Half Credit; Semester
AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. **This course will be paired with Physics C: Electricity & Magnetism Advanced Placement making this a year long course. Upon completion of this course, students will take the AP exam.**

PHYSICS C: ELECTRICITY & MAGNETISM ADVANCED PLACEMENT (H) **12**
Prerequisite – Calculus or concurrent enrollment
Half Credit; Semester
AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. **This course will be paired with Physics C: Mechanics Advanced Placement making this a year long course. Upon completion of this course, students will take the AP exam.**

PRINCIPLES OF TECHNOLOGY **10–12**
Prerequisite – Algebra 1, Biology and Geometry or taken concurrently
One Credit; Year
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Stu- dents will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations using safe practices. This course can count as a science credit in place of Physics on the Foundation Plan Endorsement.

AQUATIC SCIENCE **11–12**
Prerequisite – Biology and IPC or Chemistry
One Credit; Year
Aquatic science provides students an opportunity to study marine organisms, marine processes, and ecological patterns. Field study allows for laboratory skills acquired in the classroom to be translated into actual use under field conditions.

ANATOMY AND PHYSIOLOGY (H) **11–12**
Prerequisite – Biology and Chemistry
One Credit; Year
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

ASTRONOMY **11–12**
Prerequisite – Algebra 1 and Biology
One Credit; Year
Astronomy is designed to fulfill the need for a fourth-year science course. In this class students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

ASTRONOMY DUAL CREDIT (H) **11–12**
Prerequisite – Biology & Algebra I
One Credit; Year
In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. College credit will be awarded for PHYS 1403 and PHYS 1404.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

FORENSIC SCIENCE **11–12**
Prerequisite – Biology and Chemistry
One Credit; Year
Forensic Science is an introductory course which applies scientific concepts and approaches to the investigation of crime scenes. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Students will also learn how the history of forensics and law affect career options in this field.

SPECIAL TOPICS IN SCIENCE **11–12**
Prerequisite – Specific to course
One Credit; Year
These courses serve to create more options for our students in science. These yearlong courses provide unique options for in-depth study in specific science content. Each course has gone through a rigorous vetting process and been approved by the Teaching and Learning department.

Approved Options:

Organic Chemistry (H) **11-12**
Prerequisite – Dual Credit Chemistry or AP Chemistry
One Credit; Year
Organic chemistry is an introductory course that is designed for the student who intends to continue future study in the sciences. The student will learn the concepts and applications of organic chemistry. Topics covered include aliphatic and aromatic compounds, alcohols, aldehydes, ketones, acids, ethers, amines, spectra, and stereochemistry. A brief introduction into

biochemistry is also provided. The laboratory experiments will familiarize the student with the important laboratory techniques, specifically spectroscopy. Traditional high school chemistry courses focus on the inorganic aspects of chemistry whereas organic chemistry introduces the student to organic compounds and their properties, mechanisms of formations, and introduces the student to laboratory techniques beyond the traditional high school chemistry curriculum.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES **9–10**
Prerequisite – None
One Credit; Year
This course is designed to provide an opportunity for students to study the interaction of man and his environment in space and time. The study includes current developments around the world which affect physical structure, way of life, customs, mores, and past events that effect the environment. Emphasis is also placed on the geographical processes which affect decisions made concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, and political and economic conditions. Urban analyses and population problems are important aspects of the course.

WORLD GEOGRAPHY STUDIES ADVANCED (H) **9–10**
Prerequisite – Academically Prepared
One Credit; Year
Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue the tangents and the details of geographic study. The student will research and develop products that encourage deeper understanding of other cultures and environments. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

HUMAN GEOGRAPHY ADVANCED PLACEMENT G/T (H) **9**
Prerequisite – Admission to the Gifted Program
One Credit; Year
The purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Combined with TEKS for World Geography, this one year course satisfies the state requirement while preparing students for the AP Human Geography exam. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes. Upon completion of the Advanced Placement Human Geography course, students will take the Advanced Placement Human Geography exam.

HUMAN GEOGRAPHY ADVANCED PLACEMENT (H) **9–12**
Prerequisite – Admission to the Gifted Program or Academically Prepared
One Credit; Year

The purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Combined with TEKS for World Geography, this one year course satisfies the state requirement while preparing students for the AP Human Geography exam. A student is not eligible for this course if he/she has received credit for World Geography or Pre-AP World Geography. Upon completion of the Advanced Placement Human Geography course, students will take the Advanced Placement Human Geography exam.

GEOGRAPHY DUAL CREDIT (H) **9–12**
Prerequisite – None
One Credit; Year
Students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. Students analyze how location affects economic activities in different economic systems and identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students use problem solving and decision-making skills to ask and answer geographic questions. College credit will be awarded for GEOG 1302 and GEOG 1303.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

WORLD HISTORY STUDIES **9–10**
Prerequisite – None
One Credit; Year
The World History Studies course provides the student with an understanding of the changing world in which he/she lives through an examination of world cultures, their problems and achievements from earliest recorded times. The course covers periods of ancient and medieval history to the development of American civilization and the world today.

WORLD HISTORY STUDIES ADVANCED (H) **9–10**
Prerequisite – Academically Prepared
One Credit; Year
This course provides students the opportunity to pursue an accelerated study in world history. The course is designed for students to engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels. As students pursue studies throughout the world's historical eras, they will be asked to build significant cause and effect links to explain the world, as they know it. Though the basic content is the same as the regular course, the level of understanding and the opportunities for development are enhanced by the depth and pace of the study.

Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

WORLD HISTORY ADVANCED PLACEMENT G/T (H) 10
Prerequisite – Admission to Gifted Program
One Credit; Year
This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 B.C.E. to present, the course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure; cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state. Upon completion of the course, students will take the Advanced Placement World History test.

WORLD HISTORY ADVANCED PLACEMENT (H) 10–12
Prerequisite – World Geography Studies Advanced (H) or Human Geography AP (H)
One Credit; Year
This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 B.C.E. to present, the course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure; cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state. A student is not eligible to take this course if he/she has received credit in World History or Pre-AP World History. Upon completion of the course, students will take the Advanced Placement World History exam.

UNITED STATES HISTORY – STUDIES SINCE RECONSTRUCTION 10–12
Prerequisite – None
One Credit; Year
Content for the study of United States History includes significant individuals, issues, and events after the period of Reconstruction to the present. The course continues the focus from Grade 8 on the history, geography, and political and economic growth of the nation.

Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

UNITED STATES HISTORY ADVANCED PLACEMENT (H) 11–12
Prerequisite – Admission to Gifted or Academically Prepared
One Credit; Year
The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to think critically about events in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory

college courses. Students should learn to analyze historical documents their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement U.S. History course will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP U.S. History will involve a great deal of reading and independent work. This will include the reading of a comprehensive textbook, a supplementary collection of interpretative articles and/ or primary sources, and one or more book-length studies of a particular era or event. Students will also be involved in analysis/problem solving type activities.

Upon completion of the course, students will take the Advanced Placement U.S. History test. Advanced Placement U. S. History satisfies the one unit credit graduation requirement for U. S. History Studies Since Reconstruction.

UNITED STATES HISTORY DUAL CREDIT (H) **10–12**
Offered at campuses where dual credit instructor is available
Prerequisite – World Geography or World History
One Credit; Year
Successful completion of the course will grant high school U.S. History credit and college credit for HIST 1301/1302 through Dallas College. Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

UNITED STATES HISTORY ONRAMPS (H) **10–12**
Offered at campuses where dual credit instructor is available
Prerequisite – World Geography or World History; English 2 or concurrent
One Credit; Year
Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate the historical record. History 315K surveys America from the colonial beginnings through the Civil War, and History 315L considers the post-Civil War era to the end of the 20th century. Midterm and Final Exams include essay questions that require students to craft well-written narratives and arguments that set events in historical context, engage the complexity of cause and consequence, and make connections that reveal the dynamic of change over time. An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require

admission to the university but are aligned with courses taught to UT Austin's residential students. A TSI qualifying score is not necessary for these courses. Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. This course may not be available at all campuses.

U.S. GOVERNMENT **11–12**
Prerequisite – World Geography or World History and U.S. History
Half credit; Semester
This course provides an opportunity to explore political and governing processes. Content includes such topics as comparative government, international relations, and the political processes within the national, state, and local governments. Emphasis is placed on such political ideas as culture, socialization, behavior, leadership, decision-making, nature of laws, institutions, and the rights and responsibilities of citizens. This course also covers the legal requirement for a study of state and federal constitutions.

U.S. GOVERNMENT DUAL CREDIT (H) **11–12**
Prerequisite – World Geography or World History and U.S. History
Half credit; Semester
This dual credit course is offered during the school day at the high school campus. Successful completion of the course will grant High School Government credit and credit for Gov. 2305 through Dallas College. The course content includes origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

U.S. GOVERNMENT AND POLITICS ADVANCED PLACEMENT (H) **11–12**
Prerequisite – Admission to Gifted or Academically Prepared
Half credit; Semester
Advanced Placement United States Government and Politics is designed to give students a critical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.
The course will explore the following topics: Constitutional Underpinnings of American Government; Political Beliefs and Behaviors; Political Parties and Interest Groups; Institutions and Policy Processes of National Government; and Civil Rights and Civil Liberties.

Although assignments vary, the Advanced Placement U.S. Government and Politics course typically requires the reading of a comprehensive textbook, a supplemental collection of interpretive readings, and several book-length studies. Students will also be engaged in several types of writing exercises including term papers, book reviews, critical interpretive essays, legal briefs, legislative histories, or policy papers. Presenting written or verbal arguments will also be a part of the course.
Upon completion of the course, students will take the Advanced Placement Government test. A successful score on this test can allow students to gain three hours

of college credit in United States Government. Most colleges and universities accept Advanced Placement credit in United States Government. Advanced Placement United States Government satisfies the one-half credit graduation requirement for United States Government.

EUROPEAN HISTORY ADVANCED PLACEMENT (H) 11–12
Prerequisite – World Geography or World History and U.S. History
One credit; Year
The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Upon completion of the course, students will take the Advanced Placement European History test.

ECONOMICS: WITH AN EMPHASIS ON THE FREE ENTERPRISE SYSTEM & ITS BENEFITS
(ECO/FES) 11–12
Prerequisite – World Geography or World History and U.S. History
Half credit; Semester
This course is designed to provide opportunities for students to study economics with emphasis on the following areas: (1) THE AMERICAN FREE ENTERPRISE SYSTEM including purposes of an economic system and how supply and demand affect prices; (2) GOVERNMENT IN THE AMERICAN ECONOMIC SYSTEM including how the government both protects and regulates the operation of the market system, and fiscal and monetary policies; (3) AMERICAN ECONOMIC SYSTEM AND INTERNATIONAL ECONOMIC RELATIONS including comparing various types of economic systems and world trade; and (4) CONSUMER ECONOMICS including rights and responsibilities of consumers as well as consumer terminology, budgets, and income tax.

ECONOMICS ONRAMPS (H) 11–12
Prerequisite Algebra 2 or concurrent enrollment
Half credit; Semester
Economics introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.

An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have

the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. A TSI qualifying score is not necessary for these courses. Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade.
This course may not be available at all campuses.

PERSONAL FINANCIAL LITERACY AND ECONOMICS **9–12**
Prerequisite – None
Half credit; Semester
Personal Financial Literacy and Economics builds on and extends the economic content and concepts studied in Kindergarten-Grade 12 social studies in Texas. The course provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. The course also builds on and extends the personal finance content and concepts studied in Kindergarten-Grade 8 in mathematics in Texas. It is an integrative course that applies the same economic way of thinking developed to making choices about how to allocate scarce resources in an economy to how to make them at the personal level. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy. This course counts for a student's high school economics credit. A student who takes this course should not take any other course for Economics credit.

MACROECONOMICS ADVANCED PLACEMENT (H) **11–12**
Prerequisite – World Geography or World History and U.S. History; Admission to the Gifted or Academically Prepared
Half credit; Semester
This course will focus on the principles of economics that apply to the system as a whole. Particular emphasis on national income and price determination will develop familiarity with economic performance measures, economic growth, and international economics. Dynamic models examine levels of U. S. inflation, unemployment and gross domestic product, as well as how these factors affect one another and the global market.

Upon completion of the course, students will take the Advanced Placement Macroeconomics test. AP Macroeconomics satisfies the one-half credit graduation requirement for Economics.

MACROECONOMICS DUAL CREDIT (H) **11–12**
Prerequisite – World Geography or World History and U.S. History

Half credit; Semester
This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for Macroeconomics through Dallas College. The course content includes economic principles studied within the historical framework of classical, Keynesian, monetarist and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PSYCHOLOGY **10–12**
Prerequisite – None
Half credit; Semester
This course provides an opportunity for students to study the uniqueness of the individual as a function of environmental and developmental differences. It stimulates student insights into such human behaviors as growth, learning, motivation, and socialization emphasizing their roles in normal versus abnormal development. The works of renowned psychologists such as Freud, Skinner, Pavlov, Rogers, Maslow, Terman, and Hurlock are cited as examples of progress through scientific research methods.

PSYCHOLOGY DUAL CREDIT (H) **11–12**
Prerequisite – See Below
Half credit; Semester
This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for Psychology through Dallas College. The course content includes the scientific study of mental processes and behavior, divided into six content areas. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PSYCHOLOGY ADVANCED PLACEMENT
Student must be enrolled in AP Psychology for spring **11-12**
Prerequisite – Psychology or Teacher Recommendation
Half credit; Semester
This course is designed to prepare the student for the College Board AP Exam. The class will introduce the student to such human behavior as growth, learning, motivation, and socialization while emphasizing normal versus abnormal behavior. Well known psychologists such as Freud, Skinner, Pavlov, Rogers, Maslow, and Hurlock will be introduced and discussed throughout the course. The current material that supports contemporary thinking in the discipline will be surveyed with an emphasis on the student's exploration of the research. All students enrolled in AP Psychology will

be enrolled in the Special Topics: AP Psychology course. Both semesters are required to receive credit for the course. Upon completion of this course, students must take the AP Psychology Exam.

SOCIOLOGY **9–12**
Prerequisite – None
Half credit; Semester
This course provides students an opportunity to study man and his basic institutions. Broad areas of content include study of: institutions found in all societies, such as the family, religion, community organization, political and social activities, and use of leisure time; the roles of moral values, traditions, folkways, attitudes, and the customary ways in which people associate with one another and seek common goals; mobility of people and the impact of science and technology upon communities and persons; formation of public opinion as a basic process in relationships among people, and factors in society which influence human personality. A major objective of the course is to give students some insights into the way sociologists work and how their knowledge and methods are applied to problems of human welfare.

SPECIAL TOPICS IN THE SOCIAL STUDIES **9–12**
Prerequisite – Specific to course
Half credit; Semester
These courses serve to create more options for our students in social studies. These yearlong courses provide unique options for in-depth study in specific social studies content. Each course has gone through a rigorous vetting process and been approved by the Teaching and Learning department.

Approved Options:

AP Psychology Student must be enrolled in AP Psychology for spring **11-12**
Prerequisite – Psychology or Teacher Recommendation
Half credit; Semester
This course is designed to prepare the student for the College Board AP Exam. The class will introduce the student to such human behavior as growth, learning, motivation, and socialization while emphasizing normal versus abnormal behavior. Well known psychologists such as Freud, Skinner, Pavlov, Rogers, Maslow, and Hurlock will be introduced and discussed throughout the course. The current material that supports contemporary thinking in the discipline will be surveyed with an emphasis on the student's exploration of the research. Upon completion of this course, students must take the AP Psychology Exam.

American Culture Studies **9-12**
Prerequisite – None
Half credit; Semester
This course provides an opportunity for the study of selected cultural, racial, or ethnic groups and individuals who have maintained their cultural identities while participating in the larger national society. Content of the course includes a study of the backgrounds, traditions, and contributions of selected groups and individuals to the American way of life. Cultural pluralism, the diversity of lifestyles of selected groups, and the varied cultural activities of groups are themes of the course. In addition, key concepts such as

immigration/migration, acculturation, ethnocentrism/racism, assimilation, intercultural communication, social protest/power, and perception are explored and applied to the study of each cultural/ethnic group.

National Security Issues in American History (H) 11-12
Prerequisite – World Geography, World History and U.S. History; Admission to the Gifted Program or Academically Prepared
Half credit; Semester
The National Security Issues In American History Honors course allows students to engage in an in-depth study of selected national security issues, both current and historical. Students will learn the complexity of national security and will make comparisons between issues of the past and their resolutions and current national security policy, both foreign and internal, with a concern for the future in both a predictive and prescriptive manner. Students will be required to do independent and group research projects.

Texas Government Dual Credit (H) 11–12
Offered at campuses where dual credit instructor is available
Prerequisite – U.S. Government or U.S. Government
Dual Credit or U.S. Government AP
Half Credit; Semester
This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for GOVT 2306 through Dallas College. The course content includes the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PERSONAL FINANCIAL LITERACY 9-12
Prerequisite – None
Half credit; Semester
The Texas Education Code (TEC) requires instruction in personal financial literacy. The student expectations of personal financial literacy include 14 areas of instruction. Those fourteen areas are: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; the types of bank accounts available to consumers and the benefits of maintaining a bank account; balancing a check book; the types of loans available to consumers and becoming a low-risk borrower; understanding insurance; charitable giving; completing the application for federal student aid provided by the United States Department of Education; and methods of paying for college.

SOCIAL STUDIES RESEARCH METHODS: WORLD STUDIES (H) 10–12
Prerequisite – Teacher Approval
.5 – 2 credits; Year
The Research Methods: World Studies course is designed to help the student develop an advanced skill in a particular area or theme through extensive research and the production of original works. The course design will incorporate preparation for the U.S. Academic Decathlon competition, as well as current events and citizenship competitions.

The purposes of Academic Decathlon are:
to encourage students to develop a greater respect for knowledge,
to promote wholesome interschool competition in academic areas of study,
to stimulate intellectual growth and achievement, and
to encourage public interest and awareness of outstanding school programs.

Academic Decathlon includes six tests of academic strength, three demonstrations of communication ability, and the Super Quiz team event held before a large audience. In addition to an interview, an essay, and two speeches (prepared and impromptu); written comprehensive exams are given in economics, fine arts, music, language and literature, mathematics, science, and social studies.

The design of this course will incorporate in-depth research in all ten of these areas, opportunities to concentrate on special interests, and result in the production of written, oral, and audio/visual communication projects. After the competition season for Academic Decathlon concludes in the spring semester, students will train to compete in an appropriate Citizenship Bee program or UIL contest as determined by the coaches. Honors credit is available for four semesters beginning the fall of grade 10 through grade 12 not to exceed a total of 2 credits.

SPECIAL TOPICS IN SOCIAL STUDIES: HEBREW SCRIPTURES (BIBLE LITERACY) 11-12
Prerequisite – None
Half credit; Semester
This course will follow federal law maintaining religious neutrality and will consider the Bible in a secular academic context. Students will study biblical content and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, tradition, and public policy. It will familiarize students with the Hebrew Scriptures and their influence on law, history, government, literature, art, music, customs, morals, values, and culture. This course may not be available at all campuses.

ETHNIC STUDIES: AFRICAN AMERICAN STUDIES 10-12
Prerequisite – None
One credit; Year
African American Studies is a conceptually driven course that introduces students the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way

that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

ETHNIC STUDIES: MEXICAN AMERICAN STUDIES **10-12**
Prerequisite – None
One credit; Year
In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

ADVANCED ACADEMICS

CAPSTONE SEMINAR ADVANCED PLACEMENT **10-12**
Prerequisite – Participation in AP Courses
One Credit; Full year
AP Capstone: Seminar is a multidisciplinary, inquiry-based course where students explore topics from a variety of perspectives, evaluate sources, develop their own positions on the topics, and communicate their points of view in essays and in presentations, individually and collaboratively. AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues. Students learn to synthesize information and to craft and communicate evidence-based arguments through lenses, including, but not limited to: cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, and ethical.

CAPSTONE RESEARCH ADVANCED PLACEMENT **11-12**
Prerequisite – Capstone Seminar AP
One Credit; Full year
AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION

The local requirement for high school graduation is successful completion of one-half (1/2) credit of health. Principles of Health Science or Health Science Theory may substitute for the health requirement.

HEALTH **9–12**
Prerequisite – None
Half credit; Semester

The goal of this course is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. There are six strands in health education. These strands include physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. The skills taught within these strands include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, the rights and responsibilities of parenting, seeking help and support and recognizing various influences on health such as social, environment, media, and genetics.

PHYSICAL EDUCATION

Students are required to successfully complete a minimum of 1.0 unit of credit with a maximum of 4 state credits for physical education. Credit can be earned by taking one of the following 1 credit courses; however, credit may not be earned for any physical education course more than once.

- Lifetime Fitness and Wellness Pursuits
- Lifetime Recreation and Outdoor Pursuits
- Skill-Based Lifetime Activities
- Up to 1 unit of state physical education credit may be earned through participation in the following courses/activities.
    - Drill team (fall semester only)
    - Cheerleading (fall semester only)
    - Marching band (fall semester only)
    - JROTC

Up to 4 units of state physical education credit may be earned through participation in the following courses/activities:

- University Interscholastic League athletic program
- Private/commercially sponsored activities

If a student withdraws from one of these courses prior to earning credit, the student shall begin instruction in a physical education course.

ATHLETICS

Mesquite high schools are members of the University Interscholastic League's athletic program and subscribe to its rules and regulations along with its purposes, goals, and objectives. Students—both boys and girls—are urged to participate in the appropriate activities which are offered. Completion of medical history/physical examination and parent permission forms are required to participate. Students must meet state mandated academic and attendance requirements to be eligible to participate in extra-curricular activities.

Students in interscholastic athletic activities may substitute these activities for the 1.5 units of physical education. Students enrolled in interscholastic activities may substitute these activities for 1 unit of physical education. Any additional units above the four maximum count as local credit. Students who withdraw from athletics before the required units of physical education are earned must be enrolled in physical education courses to earn the required units of credit. Athletic activities that are double-blocked will reflect one-half state credit earned on A days and one-half local credit on B days. The following sports constitute the program:

Baseball	Girls' Softball	Swimming
Basketball	Girls' Volleyball	Tennis
Cross-Country	Golf	Track and Field
Football	Soccer	

LIFETIME FITNESS AND WELLNESS PURSUITS **9–12**
Prerequisite – None
One credit; Year
Lifetime Fitness and Wellness Pursuits offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. This course equips students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

LIFETIME RECREATION AND OUTDOOR PURSUITS **9–12**
Prerequisite – None
One credit; Year
Lifetime Recreation and Outdoor Pursuits provides opportunities for students to develop skills and competency in five or more life-long recreational and outdoor pursuits by using an integrated curriculum of science, math, writing, critical thinking skills, and technology. The focus is on outdoor activities such as: archery, orienteering, survival skills, CPR/first aid, trip planning, angling, hiking, backpacking, camping, outdoor cooking, and conservation/environmental issues.

SKILL-BASED LIFETIME ACTIVITIES **9–12**
Prerequisite – None
One credit; Year
Skill-Based Lifetime Activities offers students the opportunity to demonstrate mastery in the basic sports skills, basic sport knowledge, and health and fitness principles.

Students experience opportunities that promote physical literacy and lifetime wellness. Students participate in a minimum of one lifelong activity from each of the following five categories during the course. Those are: (A) Target games (B) Striking and fielding (C) Fitness activities (D) Rhythmic activities and (E) Innovative games and activities with international significance. Students are expected to suit-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements.

FINE ARTS

A materials fee or additional supplies may be required for the course.

ART 1: BASIC DESIGN **9–12**
Prerequisite – None
One credit; Year
This is a foundation course designed to acquaint students with basic design elements, drawing and painting skills, compositional design, various techniques and media, art history, and aesthetics (appreciation of surroundings). Art 1 students use direct observation, imagination and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences and express these ideas using a variety of media both two- and three-dimensional media. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

ART APPRECIATION **9–12**
Prerequisite – None
One credit; Year
Art Appreciation will introduce students to the visual arts and the variety of art mediums and techniques used to create works of art. Students will also study the history of art beginning with the Stone Age to the present. The purpose of this course is to build a context for understanding the arts; structurally, socially, culturally and historically with the intention of making art meaningful to the students' everyday lives. Students will explore and analyze influential works of art as a way to gain an understanding of the arts as a method of communication and expression. While reflecting upon and assessing the characteristics and quality of art, students will develop, explore and express their personal aesthetics through art projects, presentations, class discussions, writing assignments, and a gallery visit. This course is not a prerequisite for any advanced art courses.

MUSIC STUDIES APPRECIATION DC (H) **9–12**
Prerequisite – None
One credit; Year
The basic elements of music are surveyed and examined in the music literature of western civilization, particularly from the Baroque Period to the present. Cultural influences on the music of each era are observed.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

DRAWING 2 **9–12**
Prerequisite – Art 1: Basic Design and Teacher Recommendation
One credit; Year
Students will develop and refine drawing skills in contour, gesture, mass cross hatching, stipple, and directional and implied line. Compositional study will include experiences in abstract, nonobjective, and realistic renderings. Students will work in various mediums, such as pencil (both graphite and color), pen and ink, charcoal, and pastels, and will develop an understanding of art history.

DRAWING 3 **10–12**
Prerequisite – Drawing 2
One credit; Year
This class is designed for the advanced studio art student who wants to specialize in drawing using a variety of drawing mediums, such as pen and ink, colored pencil, charcoal, conte' crayon, printmaking, pastels, etc. Students will explore individual directions in design, development, and creation of original drawings for exhibitions and personal portfolios. The elements and principles of art will be studied as required by the essential elements of fine arts, and their knowledge and practice of manipulation of the principles of art will be expanded.

DRAWING 4 **11–12**
Prerequisite – Drawing 3
One credit; Year
This class is designed for the art student who is seriously interested in the practical experience of art. Students solve complex visual problems through planning and executing a variety of drawings for their portfolio. Refining previously learned skills and concepts, they increase their depth in personal expression, and aesthetic and cultural awareness.

SCULPTURE 2 **9–12**
Prerequisite – Art 1: Basic Design and Teacher Recommendation
One credit; Year
This course will provide an introduction to multiple forms of sculpture including modeling, carving, molding, casting, construction and assemblage. Through observation of teacher demonstration and guided practice, students will gain the skills needed to construct original, realistic or non- objective sculptures using additive or subtractive methods in paper, cardboard, wire, found objects, plaster, clay, wood, stone and non-traditional mediums. Sculpture 2 students will explore surface treatments (glazes, patinas, paints and stains), and appropriate methods of joining materials (gluing, nailing, binding, riveting, etc.). Students will develop vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials and processes.

SCULPTURE 3 **10–12**
Prerequisite – Sculpture 2
One credit; Year

Through observation of teacher demonstration and guided practice, students gain the skills needed to construct original realistic or nonobjective sculptures, using additive or subtractive methods in paper, cardboard, wire, found objects, plaster, clay, or wood. They explore appropriate methods of joining, (gluing, nailing, binding, riveting, etc.) and consider appropriate selections for additional surface treatments from materials such as paints stains, glazes, or patinas. Students develop vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials, and processes.

SCULPTURE 4 **11–12**
Prerequisite – Sculpture 3
One credit; Year
Building on the foundational skills of Sculpture 2 & 3, students taking this course will create original realistic or nonobjective sculptures, using a variety of materials. Students work should be at a high level reflecting the sequence of courses taken previously. Exploring different methods of joining and additional surface treatments will be explored.

CERAMICS 2 **9–12**
Prerequisite – Art 1: Basic Design and Teacher Recommendation
One credit; Year
This course will introduce both hand building construction and wheel throwing techniques. Through observation of teacher demonstration and guided practice, Ceramics 2 students develop a basic understanding of surface decoration, kiln, and firing methods. The class will focus on the production of studio work and will include significant discussions of historical and contemporary sculptural or three-dimensional art issues.

CERAMICS 3 **10–12**
Prerequisite – Ceramics 2
One credit; Year
Through observation of teacher demonstration and guided practice, students refine the skills needed to construct original functional objects, objective and nonobjective sculptures, using additive or subtractive hand building methods, various clay bodies, throwing on the wheel, and consider appropriate selections for additional surface treatments from materials such as high and low fire glaze, paints, stains, or patinas. Students develop vocabulary specific to the discipline of ceramics, including appropriate terminology for equipment, materials, and processes.

CERAMICS 4 **11–12**
Prerequisite – Ceramics 3
One credit; Year
In this course, students refine the skills needed to construct original functional objects, objective and nonobjective sculptures, using additive or subtractive hand building methods, various clay bodies, throwing on the wheel, and consider appropriate selections for additional surface treatments from materials such a high and low fire glaze, paints, stains, or patinas.

PAINTING 2 **9–12**
Prerequisite – Art 1
One credit; Year
This class is designed for the advanced art student who wants to specialize in painting. All mediums, such as acrylic, watercolor, gouache, and pastels will be explored. The elements and principles of art will be studied as required by the essential elements of fine arts, and student knowledge and practical manipulation of the principles of art will be expanded. Students will explore specific painting techniques and traditional methods of application, to enhance their understanding of painting, while developing their own personal style.

PAINTING 3 **10–12**
Prerequisite – Painting 2
One credit; Year
This class is designed for the advanced art student who wants to specialize in painting. All mediums, such as acrylic, watercolor, gouache, and pastels will be explored. The elements and principles of art will be studied as required by the essential elements of fine arts, and student knowledge and practical manipulation of the principles of art will be expanded. Students will explore individual directions in design, development, and creation of original paintings for exhibitions and personal portfolios.

PAINTING 4 **11–12**
Prerequisite – Painting 3
One credit; Year
This class is designed for the art student who is seriously interested in the practical experience of art. Students solve complex visual problems through planning and executing a variety of paintings for their portfolio and exhibitions. Refining previously learned skills and concepts, they increase their depth of personal expression, and aesthetic and cultural awareness.

DIGITAL ART & MEDIA 2 **10–12**
Prerequisite – Drawing 2 and teacher recommendation
One credit; Year
This course introduces students to graphic design as a form of visual communication through the use of type, color, form, image and symbol. Projects explore design processes in two and three dimensions, creative problem solving, visual identity and communication, as well as thematic structure, all leading to making effective design layouts that meet industry standards.

DIGITAL ART & MEDIA 3 **11–12**
Prerequisite – Digital Art & Media 2 and teacher recommendation
One credit; Year
Digital Art and Media builds on previously acquired proficiencies in art. Students choose from a wide variety of techniques and subject matter to further develop their knowledge of designing in media composition while focusing on computer generated works using photography, scanned images, video, and related media. This course also uses graphic design as a form of visual communication through the use of type, color, form, image and symbol. Projects explore design processes in two and three dimensions, creative innovative problem solving, visual identity and communication, collaboration skills, as well as thematic structure, all leading to making effective design layouts that meet industry standards.

DIGITAL ART & MEDIA 4 **12**
Prerequisite – Digital Art & Media 3 and teacher recommendation
One credit; Year
This course provides opportunities for students to apply knowledge of the content learned in Digital Art & Media 2. Students continue the exploration into more complex digital media techniques, content, personal visual voice and expression. Students will study contemporary visual art and design practices with greater depth and complexity. Students learn how new media such as digital imagery, web videos, online and social media, and virtual worlds, intersect with contemporary art, including sculpture.

STUDIO ART ADVANCED PLACEMENT (H)
TWO DIMENSIONAL DESIGN PORTFOLIO **11–12**
Prerequisite – Drawing 2 and teacher recommendation
One credit; Year
This Advanced Placement program in art is designed to provide highly motivated students with the opportunity to refine 2 dimensional art skills as the student prepares for art-related careers or college study. The demands of the course are equivalent to the demands of introductory level college art courses, involving individualized study planned by the student and the teacher. The student's work, completed both in and out of the classroom, will reflect a rich variety of means and materials. A public exhibition of each student's work and a portfolio, presenting selected quality artworks which explore a concentration on a particular visual interest or problem and demonstrate a breadth of experience in formal, technical, and expressive means are course requirements. Students will submit their portfolios for Advanced Placement evaluation.

STUDIO ART ADVANCED PLACEMENT (H)
STUDIO DRAWING PORTFOLIO **11–12**
Prerequisite – Drawing 2 and teacher recommendation
One credit; Year
This Advanced Placement program is a drawing specific course of study paralleling specialized drawing programs in colleges and art schools. The student-structured, teacher-guided course gives students an opportunity to develop to a high degree both perceptual (what we see) and conceptual (communication of the meaning of what we see) drawing skills. Making critical judgments is an integral part of study. This challenging course will require work outside the classroom, as well as in it. As in the first level Advanced Placement course, a public exhibition and a portfolio of selected, quality drawings in a single area of concern or concentration, demonstrating a breadth of experience are both requirements. Students will submit their portfolios for Advanced Placement (College Board) evaluation.

STUDIO ART ADVANCED PLACEMENT (H)
THREE DIMENSIONAL DESIGN PORTFOLIO **11–12**
Prerequisite – One of the following: Sculpture 2, Ceramics 2 - plus teacher recommendation
One credit; Year
This Advanced Placement program in art is designed to provide highly motivated students with the opportunity to refine 3 dimensional art skills as the student prepares for art-related careers or college study. The demands of the course are equivalent to the

demands of introductory level college art courses, involving individualized study planned by the student and the teacher. The student's work, completed both in and out of the classroom will reflect a rich variety of means and materials. A public exhibition of each student's work and a portfolio, presenting selected quality artworks which explore a concentration on a particular visual interest or problem and demonstrate a breadth of experience in formal, technical, and expressive means are course requirements. Students submit their portfolios for Advanced Placement evaluation.

ART HISTORY ADVANCED PLACEMENT (H) **11–12**
Prerequisite – Teacher Recommendation
One credit; Year
Advanced Placement Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of visual arts from ancient through the twenty first century and from a variety of cultures. An emphasis is made toward understanding the art works in context, considering such issues as patronage, gender, culture, and their intended functions. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the Advanced Placement Art History exam. Upon completion of this course, students will take the AP Art History Exam.

DANCE 1 **9–12**
Prerequisite – None
One credit; Year
Dance 1 is designed to provide students with the fundamental skills and knowledge of dance as an art form. Emphasis will be on kinesthetic and spatial awareness, fitness principals, identifying dance elements, and performing basic compositional forms using fundamental choreographic processes. Students will develop an understanding of cultural, historic, and artistic diversity through dance. A fine arts credit is given for dance classes.

DANCE 2 **10–12**
Prerequisite – Dance 1 & teacher recommendation
One credit; Year
Students will perform increasingly complex dance movements in modern dance, folk dance, jazz, tap and ballet. Students will demonstrate the connection between emotions and movement, apply body sciences as it relates to strength, flexibility and endurance, and incorporate more advanced choreographic processes. A fine arts credit is given for dance classes.

DANCE 3 **11–12**
Prerequisite – Dance 2 & teacher recommendation
One credit; Year
This course provides continued development in all areas previously studied. Students will concentrate on performing memorized complex movement sequences with rhythmic accuracy, and creating dance studies using original movement based on theme, variation, and/or chance. Continued cultural awareness will be emphasized as

well as problem solving, critiquing, and self-evaluation. A fine arts credit is given for dance.

DANCE 4 **12**
Prerequisite – Dance 3 & teacher recommendation
One credit; Year
The senior level of dance has a greater emphasis on auditioning, performance and career options. Students are exposed to a wide variety of styles and are expected to strive for technical expertise that will continue to be showcased in multiple performance opportunities throughout the year. Students are also expected to create, learn and polish a large repertoire of materials which includes student choreography set on groups of dancers rather than a soloist or a duet. Students will explore production elements such as costume design, music choice, and lighting. Students will also prepare in their final year for acceptance into college conservatories in dance, liberal arts programs, and/or professional dance companies.

DANCE 4 (H) **12**
Prerequisite – Dance 3 & teacher recommendation
One credit; Year
This rigorous and demanding course is for students who are willing to complete independent work beyond that required for other students. Requirements include but not limited to, are Concert attendance/Critique, Recital, Competition, Choreography, and Music/Dance Theory. Application in writing to the academic advisor for declaration of intent for advanced credit must be returned by the end of the third week of school in order to participate in the program.

DANCE PRODUCTION 1 **11-12**
Prerequisite – Member of Varsity Drill Team at least 1 year, Drill Team Officer
One credit; Year
This course is for the Varsity Drill Team Officer. Students utilize a variety of dance forms in a highly visible and competitive organization. The curriculum meets and exceeds the requirements under the Dance TEKS. Course involves extensive rehearsals, planning, and performances outside the school day. Students must take both semesters to receive ANY credit.

DANCE PRODUCTION 2 **12**
Prerequisite – Member of Varsity Drill Team at least 1 year, Drill Team Officer
One credit; Year
This course is for the Varsity Drill Team Officer. Students utilize a variety of dance forms in a highly visible and competitive organization. The curriculum meets and exceeds the requirements under the Dance TEKS. Course involves extensive rehearsals, planning, and performances outside the school day. Students must take both semesters to receive ANY credit.

PRINCIPLES OF DANCE 1,2,3,4 **9-12**
Prerequisite – Courses taken in sequential order
One credit; Year
This course will explore the four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--

provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.

THEATRE ARTS 1 **9–12**
Prerequisite – None
One credit; Year
Theatre Arts 1 provides an introduction to theatre. The student is helped to understand his/her personal relationship to theatre and the relationship of theatre to life. Students are introduced to the stage, theatrical history, dramatic literature, acting skills, and production techniques. The student learns to analyze, develop, and synthesize character. Much time is spent in developing acting skills such as relaxation, observation, dramatic imagination, sensory awareness, concentration, and verbal and non-verbal communication. Each student studies a script as a piece of dramatic literature and as material for production. Students have the opportunity to participate in various productions.

THEATRE ARTS 2 **10–12**
Prerequisite – Theatre Arts 1 and teacher recommendation or
Technical Theatre 1 & teacher recommendation
One credit; Year
Theatre Arts 2 is a continuation of Theatre Arts 1 with a greater in-depth concentration. Although the student has more opportunities to explore dramatic literature, theatre history, and production techniques, the course emphasis is on ensemble acting. Students have numerous opportunities to perform in class and in co-curricular activities such as tournament duet acting, theatre productions, children's theatre, and a musical.

THEATRE ARTS 3 **11–12**
Prerequisite – Theatre Arts 2 and teacher recommendation
One credit; Year
The Theatre Arts 3 student continues to develop acting skills while concentrating on theatre from the director's point of view. There is an opportunity to try playwriting. Techniques of directing are learned by studying production styles, production script selection, script interpretation styles, script interpretation, casting and rehearsal techniques, and stage composition. The student makes a production book for a long scene or a one-act play, including all plans for production. Using his/her production book and casting from classmates, the student directs a selected scene. There are numerous opportunities for onstage and backstage work in the various productions.

THEATRE ARTS 4 (H) **12**
Prerequisite – Theatre Arts 3 and teacher recommendation
One credit; Year
Building on the background established in other theatre courses, the Theatre Arts 4 student continues to develop his/her acting and directing skills. The student works with advanced production styles and characterizations and investigates some of the contemporary theatre trends and their cultural contributions. This production-centered course offers the student practical theatre experiences in the various productions.

TECHNICAL THEATRE 1 **9–12**
Prerequisite – None
One credit; Year
In Technical Theatre 1, students are introduced to the various areas of stagecraft: scenery, lighting, costuming, sound, make-up and properties. Each student studies the techniques of constructing and painting scenery, designing costumes, applying theatrical make-up, and operating the sound system and the computer light board. Students are given the opportunity to apply this knowledge in the numerous Theatre Department productions.

TECHNICAL THEATRE 2 **11–12**
Prerequisite – Technical Theatre 1 and teacher recommendation or
Theatre Arts 1 and teacher recommendation
One credit; Year
Technical Theatre 2 offers the student an opportunity to continue to develop the skills acquired in Technical Theatre 1 with greater concentration on the principles and concepts of design. The student will design the set, lighting, costume, and make-up for a complete show.

TECHNICAL THEATRE 3 **11–12**
Prerequisite – Technical Theatre 2 and teacher recommendation
One credit; Year
Students will continue to develop skills acquired in Technical Theatre 1 and 2 with a greater concentration on the specific principles and concepts of costume design, model building, and set design and their relationship to theatre history. In depth study of these elements will also create a greater understanding of the job skills needed for a career in technical theatre.

TECHNICAL THEATRE 4 (H) **12**
Prerequisite – Technical Theatre 3 and teacher recommendation
One credit; Year
Technical theatre is a year-long course designed for the student interested in the non-performance side of theatre. The class will focus both on design and construction in several areas. Units include set design, set construction and painting, lighting design, hang and focus, costume design and construction, stage makeup, and sound design.

THEATRE PRODUCTION 2,3,4 **10–12**
Prerequisite – Theatre 1 and teacher recommendation
1 credit; Year
Theatre Production is a laboratory course designed for exploration, development, and synthesis of all elements of theatre. Students collaborate with other student artists to research, analyze, conceptualize, organize, and produce theatre.

BAND 1,2,3,4 **9–12**
Marching and Concert Band
Prerequisite – Audition & teacher recommendation
One credit; Year
The band is primarily a performance organization. It is conceived as a single marching unit for athletic events, parades, and contests, and as multiple units for concert performance. Membership in concert bands is determined by the student's individual level of musical proficiency. Students are expected to attend extra rehearsals and participate in all performances.

BAND 4 (H) **12**
Prerequisite – Band 1,2 and 3 & teacher recommendation;
Concurrent membership in most advanced band
One credit; Year
This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course work of the regular advanced band, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

INSTRUMENTAL ENSEMBLE - BAND 1,2,3,4 **9–12**
Prerequisite – Audition and concurrent enrollment in Band 1,2,3, or 4 and teacher recommendation
One credit; Year
Instrumental Ensemble is designed to allow students to explore solo and ensemble playing more in depth. The emphasis on groupings of smaller ensembles and solos allows students to further develop their playing skills and confidence. Technique skills are developed through using various groupings, including the full ensemble.

JAZZ BAND 1,2,3,4 **9–12**
Prerequisite – Audition and concurrent membership in band or orchestra, except for guitar, bass, and keyboards. Student assignment determined by the director.
One credit; Year
The jazz band is a musical organization serving as a laboratory with an opportunity to explore alternative styles and instrumental techniques utilized in American jazz and jazz-derived musical idioms and to foster creativity through improvisation. The jazz band may

serve as a vehicle for performance of student compositions as well as commissioned and published materials. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1,2,3,4 **9–12**
Boys' Choir
Prerequisite – Audition
One credit; Year
Boys' Choir, a performance-oriented group, utilizes men's choral literature of all periods of music. Strong emphasis is placed upon increasing knowledge of vocal techniques and sight-reading fundamentals. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1,2,3,4 **9–12**
Girls' Choir
Prerequisite – Audition
One credit; Year
Girls' Choir, a performance-oriented group, utilizes women's choral literature of all periods of music. Strong emphasis is placed upon increasing knowledge of vocal techniques and sight-reading fundamentals. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1,2,3,4 **9–12**
Mixed Choir
Prerequisite – Audition
One credit; Year
The ensemble of mixed voices devotes most of its efforts toward the development of choral singing through increased knowledge of literature and vocal techniques. Special emphasis is placed upon the development of the individual voice in its relationship to ensemble singing. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1,2,3,4 **9–12**
Advanced Mixed Choir
Prerequisite – Audition
One credit; Year
This group is an ensemble of selected mixed voices dedicated to the knowledge and performance of outstanding choral literature, with strong emphasis toward the development of each student's musical sensitivity. Continuing attention to individual vocal development and knowledge of sight-reading and music fundamentals are stressed. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 4 (H) **12**
Prerequisite – Choral Music 1, 2 and 3; concurrent membership in advanced choir
One credit; Year
This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course

work of the regular advanced choir, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

VOCAL ENSEMBLES 1,2,3,4 **9–12**
Prerequisite – Concurrent membership in choral music organization, except for guitar, percussion, bass, and keyboards
One credit; Year
For this small ensemble of singers, the emphasis is on performance of chamber, pop, and jazz vocal music. A variety of choral music is studied. Special attention is given to knowledge of stage presence and to limited choreography and staging. The group serves as an entertainment and public relations vehicle for the school and choral department. Students are expected to attend extra rehearsals and participate in all performances.

MUSIC THEORY 1 **9–12**
Prerequisite – Enrollment in Band, Choir, or Orchestra
One credit; Year
This course is designed for the student interested in a serious study of music. Students will be given opportunities to gain a knowledge of, and to use, basic pitch and rhythmic notation and scale structure, to recognize intervals and harmony, to practice simple part writing, and to train the ear.

MUSIC THEORY ADVANCED PLACEMENT **10–12**
Prerequisite – Music Theory 1 or passing music proficiency test
One credit; Year
The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. Upon completion of this course, students will take the AP exam.

ORCHESTRA 1,2,3,4 **9–12**
Prerequisite – Audition
One credit; Year
Classes meet for performance-oriented instruction aimed toward major symphonic repertoire. Literature of fine musical quality, bowing styles, and elements of music are

studied. Opportunities for orchestral performance will be provided. Students are expected to attend extra rehearsals and participate in all performances.

ORCHESTRA 4 (H) 12
Prerequisite – Orchestra 1, 2 and 3; concurrent membership in most advanced orchestra
One credit; Year
This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course work of the regular advanced orchestra, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

INSTRUMENTAL ENSEMBLE - ORCHESTRA 1,2,3,4 9–12
Prerequisite – Audition and concurrent enrollment in Orchestra 1, 2, 3 or 4
One credit; Year
Instrumental Ensemble is designed to allow students to explore solo and small ensemble playing more in depth. The emphasis on groupings of smaller ensembles and solos allows students to further develop their playing skills and confidence.

APPLIED MUSIC (Individual Study) 9–12
Prerequisite – Concurrent enrollment in Band, Choir, or Orchestra; Instrumental or vocal proficiency sufficient to perform music prescribed for the course in TEA Publication GE5 452 03. A signed TEA contract, approved by high school music teacher
Half – 2 credit; Year
To enable the student to advance in the development of vocal or instrumental performance proficiency, he/she may contract to study under a private teacher and pass a jury at the end of the contract year. On a prearranged date, the student must perform from memory before a jury, using TEA guidelines. Selections to be performed will be designated in the contract. Students may contract to study voice, piano, band, or orchestral instruments. This course carries no grade and does not receive grade points.

CAREER AND TECHNICAL EDUCATION

In association with the CTE State Plan, Mesquite ISD recognizes that there is an immediate need to strengthen not only the current workforce, but also the workforce of tomorrow. Academic concepts must be reinforced and applied through high quality, rigorous technical education. Students are encouraged to seek post-secondary educational opportunities. MISD CTE programs seek to close the gaps by preparing students for postsecondary education and the workforce.

Limited Enrollment Courses*

Mesquite Independent School District offers several pre-employment labs. These two-hour labs are designed to provide students with employability skills and are listed below.

Audio/Video Production II/Audio/Video Production II Lab
Practicum in Audio/Video Production
Cosmetology I & II
Practicum in Human Services I & II- Cosmetology
Culinary Arts
Advanced Culinary Arts
Practicum in Culinary Arts I
Practicum in Health Science – CNA (JHHS only)
Hospitality Services
Practicum in Hospitality Services
Law Enforcement I & II
Practicum in Law, Public Safety, Corrections & Security
Ready, Set, Teach I
Ready, Set, Teach II
Welding II
Child Guidance
Practicum in Early Learning

*If more students seek enrollment in a specific program than seats are available, a matrix is used to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

Career Preparation I/II – Work Program

Mesquite provides students opportunities to enroll in three-credit paid practicums for career preparation. These courses are a cooperative effort between the business and education communities. In each of these classes, students learn job specific skills related to their employment. In order to receive credit for the work experience, a student must spend at least one class period in the career preparation class (A or B day). The student must work at the business training site at least 15 hours per week. MISD practicums are listed below. Note: A student must be a minimum age of 16 and hold valid work documentation.

Nondiscrimination Policy

Equal access to Career and Technical programs and activities is assured students in the Mesquite Independent School District without regard to race, religion, color, sex, national origin, and/or handicapping condition.

ARCHITECTURE AND CONSTRUCTION

PRINCIPLES OF ARCHITECTURE **9-10**
Prerequisites – None
One credit; Year
Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings. *This course does count for the technology education credit requirement.*

INTERIOR DESIGN I **10–12**
Prerequisites – Algebra 1, English 1
One credit; Year
This technical course addresses the needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and prepare for careers in the interior design field. A material fee may be required for this course.

INTERIOR DESIGN II **11–12**
Prerequisites – English 2, Geometry and Interior Design I
Two credits – Blocked for 2 consecutive class periods; Year
Interior Design II is a project based, technical laboratory course that includes the knowledge of employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design. Students will participate in developing construction documents, budgeting materials, rendering and free-hand drawing skills, understanding of green architecture, and design development process. A material fee may be required for this course.

CAREER PREPARATION - INTERIOR DESIGN **12**
Prerequisite – Interior Design II
Two credits – Blocked for 2 consecutive class periods; Year
Career Preparation - Interior Design allows students the opportunity to further explore the Interior Design industry and the variety of careers available. The course includes unpaid field experiences, extensive experiences in client scenarios, entrepreneurship opportunities, and marketing and merchandising. A material fee may be required for this course.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS **9–10**
Prerequisite – None
One credit; Year
The goal of this course is for the to student understand arts, audio/video technology, and communications systems. 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. This course will focus on base knowledge in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. *This course does count for the technology education credit requirement.*

AUDIO/VIDEO PRODUCTION I **10–12**
Prerequisite – Principles of Arts, Audio/Video Technology and Communications
One credit; Year
Students will apply academic knowledge & skills to develop ways to improve media & formulate guidelines for using media effectively. Students will plan, produce, present and evaluate media projects. Within this context, students will be expected to develop an understanding of industry standards with the focus on pre-production, production and post-production audio & video activities. *This course does count for the technology education credit requirement.* Students have the opportunity to obtain the NOCTI Digital Video Production certification.

AUDIO/VIDEO PRODUCTION II
AUDIO/VIDEO PRODUCTION II LAB* **11–12**
Technology Excellence Center
Prerequisite – Audio/Video Production I
Two credits – Blocked for 2 consecutive class periods; Year
Careers in audio and video technology and film production span all aspects of the audio video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video. Students have the opportunity to obtain multiple Adobe Certified Professional Certifications.

PRACTICUM IN AUDIO/VIDEO PRODUCTION* **12**
Technology Excellence Center
Prerequisite – Audio/Video Production/ Audio/Video Production II Lab
Two credits – Blocked for 2 consecutive class periods; Year
Careers in audio and video technology and film production span all aspects of the communications industry. Students will be introduced to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post production in a studio environment. Instruction will be delivered through lab-based classroom experiences or career preparation opportunities.

FASHION DESIGN I **10–12**
Prerequisite – None
One credit; Year
This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance. A material fee may be required for this course.

FASHION DESIGN II/ FASHION DESIGN II LAB **11–12**
Prerequisite – Fashion Design I
Two credits – Blocked for 2 consecutive class periods; Year
Careers in fashion span all aspects of the textile and apparel industries. In this course, students will be expected to develop an advanced understanding of fashion with an emphasis on design and production. A material fee may be required for this course.

CAREER PREPARATION - FASHION DESIGN **12**
Prerequisite – Fashion Design II/Fashion Design Lab II
Two credits – Blocked for 2 consecutive class periods; Year

Career Preparation - Fashion Design allows students the opportunity to further explore the fashion industry and the variety of careers available. This course includes unpaid field experiences in addition to extensive studies in fabrics, fabric production, entrepreneurship opportunities, marketing and merchandising, as well as advanced sewing skills. Students will be expected to develop an advanced technical understanding of the business aspects of fashion with emphasis on promotion and retailing. A material fee may be required for this course.

PROFESSIONAL COMMUNICATIONS **9–12**
Prerequisite – None
Half credit; Semester
Professional Communications blends written, oral, and graphic communication in a career based environment. Careers in the global economy require individuals to be creative with a strong background in technology, academics and communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak and listen. The students will also learn how to apply software applications, manipulate computer graphics, and conduct Internet research. *This course does count for the speech credit requirement.*

ANIMATION I **11–12**
Prerequisite – Digital Media
One credit; Year
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. *This course does count for the technology education credit requirement.* Students have the opportunity to obtain multiple Adobe Certified Professional Certifications.

ANIMATION II/ANIMATION II LAB **12**
Prerequisite – Animation I
Two credits – Blocked for 2 consecutive class periods; Year
In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. Students gain knowledge and skills specific to those needed to enter a career in animation and visual effects field or prepare a foundation toward a postsecondary degree in animation, graphic design and visualization.

*If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

BUSINESS MANAGEMENT AND ADMINISTRATION

BUSINESS INFORMATION MANAGEMENT I **9-12**
Prerequisite – None
One credit; Year
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 will apply technical skills through word-processing,

spreadsheet, database, and electronic presentation software. *This course does count for the technology education credit requirement.*

BUSINESS INFORMATION MANAGEMENT II (H) **10-12**
Prerequisite – Business Information Management I
One credit; Year
Students will apply complex technical skills using word-processing and spreadsheet applications and develop electronic presentations using multimedia software. Students in this course will be given the opportunity to take the Microsoft Office Specialist (MOS) exams. Students have the opportunity to obtain multiple Microsoft Office Specialist certifications.

BUSINESS LAW **11-12**
Prerequisite – None
One credit; Year
Students analyze the evolution and development of laws that govern business in our society. Students apply technical skills to address business applications of contemporary legal issues and analyze the social responsibility of business and industry.

BUSINESS MANAGEMENT **11-12**
Prerequisite – Principles of Business, Marketing, and Finance and BIM I and 1 of the following courses: BIM II or Business Law
One credit; Year
Students develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad range of knowledge that includes legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE **9-11**
Prerequisite – None
One credit; Year
Students gain foundational 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.

FINANCE

ACCOUNTING I **10–12**
Prerequisite – BIM I and Money Matters
One credit; Year
Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. Students have the opportunity to obtain the NOCTI Accounting Basics certification.

ACCOUNTING II (H) **11–12**

Prerequisite – Accounting I
One credit; Year
Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making. This course meets the requirement of counting as a third math credit. Students have the opportunity to obtain the NOCTI Accounting Foundations certification.

MONEY MATTERS **9–12**
Prerequisite – None
One credit; Year
Students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

HEALTH SCIENCE

ANATOMY AND PHYSIOLOGY (H) **11–12**
Prerequisites – Biology, Chemistry and completion or concurrent enrollment in either Physics or Principles of Technology
One credit; Year
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *This course counts as a fourth science credit.*

PRINCIPLES OF HEALTH SCIENCE **9–10**
Prerequisite – None
One credit; Year
This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. *This course may be substituted for the required .5 credit of health education.*

MEDICAL TERMINOLOGY **9–12**
Prerequisite – None
One credit; Year
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

HEALTH SCIENCE THEORY (H) **11-12**
Prerequisite – Biology and Principles of Health Science
One credit; Year
The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on

experiences for continued knowledge and skill development. This course may be substituted for the required .5 credit of Health Education. Students will have the opportunity to obtain the Certified Patient Care Technician (CPCT) Certification.

PRACTICUM IN HEALTH SCIENCE – CERTIFIED NURSING ASSISTANT (H) 12
Prerequisite –Biology, Health Science Theory
Two credits – Blocked for 2 consecutive class periods; Year
This class is only offered at Horn High School.
The Practicum in Health Science - Certified Nursing Assistant (CNA) course content includes how to turn and move patients, clean patients, gather medical supplies, feed patients and document their food and liquid intake, check vital signs such as blood pressure and heart rate, document information, assist with medical procedures, transport patients, and take care of wounds. Students will gain valuable knowledge to prepare them to handle both the clinical duties and administrative responsibilities in a variety of healthcare settings. Students will have hands-on experiences for continued knowledge and skill development. The course is taught in a lab setting in which students are in a long-term nursing care facility or simulated clinical environment. This program prepares students for the Certified Nursing Assistant (CNA) exam. Students are required to purchase their clinical attire, TB skin test and influenza vaccine, complete a CPR course, and comply with all requirements of the health care facilities. Students will have the opportunity to obtain the Certified Nursing Assistant (CNA) Certification.

*If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

HOSPITALITY AND TOURISM

INTRODUCTION TO CULINARY ARTS 9–10
Prerequisite – None
One credit; Year
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 food service industry. This course is offered as a classroom and laboratory- based course.
A materials fee may be required for this course.

CULINARY ARTS* 10–11
Prerequisite – Introduction to Culinary Arts
Two credits – Blocked for 2 consecutive class periods; Year
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. Food safety and sanitation receive special emphasis. Students will demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meats, pastas and grains, and fruits and vegetables. Students will also demonstrate baking techniques used with yeast breads and rolls, quick breads, and desserts. A real or simulated in-school food business component will allow students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance ProStart activities. Advanced skills in science, mathematics, reading, writing and communication will be reinforced in this course. Work-based learning strategies will include school-based enterprises, field trips, job shadowing, and service learning.

A materials fee may be required for this course.
Students will have the opportunity to obtain the Pre-Professional Certification in Culinary Arts Certification.

ADVANCED CULINARY ARTS* **11–12**
Prerequisite – Culinary Arts
Two credits – Blocked for 2 consecutive class periods; Year
Advanced Culinary Arts is a laboratory-based course that is designed to be a continuation of the Culinary Arts program. Students continue to refine their knowledge and skills required for careers in the restaurant, food, and beverage industry. Students are taught employability skills, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Advanced Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success. A real or simulated in- school food business component will allow students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance ProStart activities. Advanced skills in science, mathematics, reading, writing and communication will be reinforced in this course. Work-based learning strategies will include school-based enterprises, field trips, job shadowing, and service learning.
A materials fee may be required for the course.
Students will have the opportunity to obtain the ServSafe Manager Certification.

PRACTICUM IN CULINARY ARTS* **12**
Prerequisite – Advanced Culinary Arts
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in Culinary Arts is a laboratory-based course that is designed to be a continuation of the Advanced Culinary Arts program. Students continue to refine their knowledge and skills required for careers in the restaurant, food, and beverage industry. Students are taught employability skills, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Art provides increased occupationally specific opportunities for students to participate in culinary activities that combine previously learned classroom instruction with actual business and industry career experiences. A real or simulated in-school food business component will allow students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance ProStart activities. Advanced skills in science, mathematics, reading, writing and communication will be reinforced in this course. Work-based learning strategies will include school-based enterprises, field trips, job shadowing, and service learning.
A materials fee may be required for the course.

PRINCIPLES OF HOSPITALITY & TOURISM **9–10**
Prerequisite – None
One credit; Year
Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

HOSPITALITY SERVICES* **11–12**
Prerequisite – Travel and Tourism Management
Two credits – Blocked for 2 consecutive class periods; Year
Hospitality Services provide students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. Hospitality Services is

designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction is delivered in the classroom and through unpaid internships. This class is taught at WMHS for students from all high school campuses. A material fee may be required for the course. Students will have the opportunity to obtain the Hospitality Management Lodging-Job Ready Certification.

PRACTICUM IN HOSPITALITY SERVICES* **12**
Prerequisite – Hospitality Services
Two credits – Blocked for 2 consecutive class periods; Year
This course provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career partnership. Hospitality Services integrates academic and career and technical education; provides interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success. This class is taught at WMHS for students from all high school campuses. A materials fee may be required for the course.

TRAVEL AND TOURISM MANAGEMENT **10–12**
Prerequisite – None
One credit; Year
This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students will have the opportunity to obtain the Travel & Tourism Certification.

*If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

HUMAN SERVICES

COSMETOLOGY I* **10**
Prerequisite – At least 6 credits
Two credits – Blocked for 2 consecutive class periods every other day; Year
The Cosmetology program is designed to provide students with the technical skills to become a licensed cosmetology operator. Cosmetology provides personal beauty service to customers in hairstyling, bleaching, tinting, permanent waving, scalp and hair conditioning, hair cutting, facials and manicures. High school students are eligible to enter the Cosmetology program provided they have the interest and desire to pursue this career pathway. The Texas Cosmetology Commission requires that a public school student complete a minimum of 1,000 laboratory hours of cosmetology concurrently with 500 hours of successful academic instruction. Students are required to purchase their permit and uniform prior to the beginning of the school year. This course is taught at WMHS and PHS for students from all high school campuses.

COSMETOLOGY II* **11**
Prerequisite – At least 12 credits
Two credits – Blocked for 2 consecutive class periods plus lab time; Year

The Cosmetology program is designed to provide students with the technical skills to become a licensed cosmetology operator. Cosmetology provides personal beauty service to customers in hairstyling, bleaching, tinting, permanent waving, scalp and hair conditioning, hair cutting, facials and manicures. High school students are eligible to enter the Cosmetology program provided they have the interest and desire to pursue this career pathway. The Texas Cosmetology Commission requires that a public school student complete a minimum of 1,000 laboratory hours of cosmetology concurrently with 500 hours of successful academic instruction. Weekly after-school labs are a required component of the Cosmetology program. Students are required to purchase their training kit prior to the beginning of the school year. This course is taught at WMHS and PHS for students from all high school campuses.

PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY 11
Prerequisite – Cosmetology I; concurrent enrollment Microbiology and Safety for Cosmetology Careers
and Cosmetology II
One credit – Fall Semester
In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. This course is taught at PHS and WMHS for students from all high school campuses.

MICROBIOLOGY AND SAFETY FOR COSMETOLOGY CAREERS 11
Prerequisite – Cosmetology I; concurrent enrollment Principles of Cosmetology Design and Cosmetology II
One credit – Spring Semester
Students in Microbiology and Safety for Cosmetology Careers will receive instruction in the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, identification of microorganisms, drug resistant organisms, and emerging diseases. Additionally, students will explore and apply concepts as they apply to the safety and health of individuals pursuing a career in cosmetology services. This course also includes an opportunity for students to solve an in-depth analytical problem concerning occupational health and safety in cosmetology. This course is taught at PHS and WMHS for students from all high school campuses.

PRACTICUM IN HUMAN SERVICES I* AND II* COSMETOLOGY 12
Prerequisite – Cosmetology I & II
Four credits – Blocked for 2 consecutive class periods every day plus lab time; Year
Practicum in Human Services I & II - Cosmetology is designed to provide advanced training for employment in cosmetology careers. Students implement personal and interpersonal skills to strengthen individual performance in the salon environment to make a successful transition to the workforce or post-secondary education. Instruction includes advanced training in the occupational skills required for licensure; professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills. The Texas Cosmetology Commission requires that a public school student complete a minimum of 1,000 laboratory hours of cosmetology concurrently with 500 hours of successful academic instruction. When seniors meet these requirements, they will take the state written and practical licensing exams for the cosmetology operator certification prior to graduation. Students are required to purchase their advanced

training kit prior to the beginning of the school year. This course is taught at WMHS and PHS for students from all high school campuses.

CHILD DEVELOPMENT **9–12**
Prerequisite – None
One credit; Year
This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

DOLLARS AND SENSE **9–12**
Prerequisite – None
Half credit; Semester
Dollars and Sense focuses on the management of individual and family resources such as finances, food, clothing, housing, health care, recreation, transportation and time. This course also addresses the management of financial resources to meet the goals of individuals and families across the life span. Effective consumer skills related to housing needs, responsibilities in relation to environmental trends and issues, and the economic system are also analyzed. This course offers a common sense approach to personal financial literacy.

INTERPERSONAL STUDIES **9–12**
Prerequisite – None
Half credit; Semester
This course 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.

LIFETIME NUTRITION AND WELLNESS **9–12**
Prerequisite - None
Half credit; Semester
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality, human services, and health sciences. Laboratory experiences will focus on the integration of nutrition and wellness knowledge with basic food preparation and management skills.

FAMILY AND COMMUNITY SERVICES **11–12**
Prerequisite – None
One credit; Year
Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics. Students will have the opportunity to obtain the Community Health Worker certification.
Community Health Worker certification requirements are:

- Student must be 16 years old
- Be a Texas resident
- Complete the 160-hour program embedded in the Family & Community Services course.

PARENTING EDUCATION FOR SCHOOL AGE PARENTS I & II **9–12**

Prerequisite – None
One credit; Year
This course is designed to address the special needs and interests of female students who are pregnant, and male and female students who are parents. Special emphasis is placed on prenatal care and development, postnatal care, child development, infant care, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family health issues, nutrition, safety, management, and employability skills. Students are provided opportunities to develop the knowledge and skills to become successful parents and to prepare for managing the multiple roles of student, parent, family member, and wage earner. The second year course builds on skills learned from Parenting Education for School-Age Parents 1.

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INFORMATION TECHNOLOGY

DIGITAL MEDIA **10-12**
Prerequisite – Principles of Arts, A/V Technology & Communications
One credit; Year
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology- driven society. Students enhance reading, writing, computing, communication, and critical thinking skills and apply them to the information technology environment. *This course does count for the technology education credit requirement.* Students have the opportunity to obtain multiple Adobe Certified Professional certifications.

WEB DESIGN **10–12**
Prerequisite – None
One credit; Year
Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking skills and apply them to the information technology environment. *This course does count for the technology education credit requirement.*

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND CRIMINAL INVESTIGATION* **10**

Prerequisite – None

Two credits; Blocked for 2 consecutive class periods; Year

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, 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, protective services, and corrections. Criminal Investigation 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, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence. This course is taught at NMHS for students from all high school campuses.

LAW ENFORCEMENT I & II* **11–12**

Prerequisite – None

Two credits; Blocked for 2 consecutive class periods; Year

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.
This course is taught at NMHS for students from all high school campuses.

PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY* **12**

Prerequisite – Law Enforcement I & II

Two credits; Blocked for 2 consecutive class periods; Year

This practicum course is designed to extend the knowledge gained in Law Enforcement I and II and give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Unpaid practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is taught at NMHS for students from all high school campuses. Students will have the opportunity to obtain the Non-Commissioned Security Officer Level 2 Certificate.

FORENSIC SCIENCE **11–12**

Prerequisite – Biology and Chemistry

One credit; Year

Forensic Science is an introductory course which applies scientific concepts and approaches to the investigation of crime scenes. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Students will also learn how the history of forensics and law affect career options in this field. This course may count as a fourth year science credit.

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MANUFACTURING

INTRODUCTION TO WELDING* **9–11**
(MHS, WMHS & PHS only)
Prerequisite – None
One credit; Year
Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

WELDING I* **10–12**
(MHS, WMHS & PHS only)
Prerequisite – Introduction to Welding
Two credits – Blocked for 2 consecutive class periods; Year
Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. Students will have the opportunity to obtain American Welding Society Certificates.

WELDING II* **11–12**
(MHS, WMHS & PHS only)
Prerequisite – Welding I
Two credits – Blocked for 2 consecutive class periods; Year
This course builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

PRACTICUM IN MANUFACTURING – WELDING* **12**
(MHS, WMHS, & PHS only)
Prerequisite – Welding II
Two credits – Blocked for 2 consecutive class periods; Year
The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

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MARKETING

FASHION MARKETING **10–12**
Prerequisite – None
Half credit; Semester
This course is designed to provide students with knowledge of the various business functions in the fashion industry. Students will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

SOCIAL MEDIA MARKETING **9–12**
Prerequisite – None
Half credit; Semester
Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts. Students will have the opportunity to obtain the Stukent Social Media Marketing Certification.

SPORTS AND ENTERTAINMENT MARKETING **10–12**
Prerequisite - None
Half credit; Semester
This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. This is a growing industry and employs athletes, musicians, stage crews, advertising agents, promotion agents, event planners, and numerous other related professions. This course will include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. Students will be provided an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

FUNDAMENTALS OF REAL ESTATE (H) **12**
Prerequisite – None, recommend Business Law
Two credits – Blocked for 2 consecutive class periods; Year
This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms. Students will have the opportunity to obtain the Texas Real Estate Agent License.

ENTREPRENEURSHIP **10-12**
Prerequisite – None
One credit; Year
Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a

plan to organize and promote the business and its products and services. Students will have the opportunity to obtain the Entrepreneurship & Small Business certification.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

PRINCIPLES OF TECHNOLOGY **10–12**
Prerequisite – Algebra 1, Biology and Geometry or taken concurrently
One credit; Year
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations using safe practices. *This course does count as a science credit in place of Physics on the Foundation or Endorsement graduation plan only*.

FOUNDATIONS OF CYBERSECURITY **9-10**
Prerequisite – None
One credit; Year
In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study. *This course does count for the technology education credit requirement*.

COMPUTER SCIENCE PRINCIPLES ADVANCED PLACEMENT **9–12**
Prerequisite – Algebra 1
One credit; Year
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all \disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Students taking this course will take the AP Exam aligned with course content to earn college credits. *This course does count for the technology education credit requirement*.

COMPUTER SCIENCE A ADVANCED PLACEMENT **11–12**
Prerequisite – Computer Science Principles AP
Two credits; Year

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large data sets, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object oriented programming and design using the Java programming language. The student will earn 2 credits; one for Computer Science-Math and one for Computer Science-Language Other than English. This course is equivalent to a first-semester, college-level course in computer science. This course meets the requirement of counting as a fourth math credit.

PRACTICUM IN STEM - CYBERSECURITY **12**
Prerequisite – AP Computer Science A or AP Computer Science Principles
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills.

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EDUCATION AND TRAINING

PRINCIPLES OF EDUCATION AND TRAINING **9-12**
Prerequisite – None
One credit; Year
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 and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

READY, SET, TEACH I (H)* **11-12**
Prerequisite – None
Two credits – Blocked for 2 consecutive class periods; Year
In Ready, Set, Teach I field-based observations provide 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 and middle school 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 will have the opportunity to obtain the Educational Aide I certification.
This course is eligible for dual credit through Dallas College for students who meet college entrance requirements:

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

READY, SET, TEACH II (H)* **11-12**
Prerequisite – Ready, Set, Teach I
Two credits – Blocked for 2 consecutive class periods; Year
In addition to on-going support and training in the high school classroom setting, students enrolled in Ready, Set, Teach II participate in a field-based internship focusing on a specific grade level or content area. Under the supervision of the RST instructor and an instructional mentor at the elementary or middle school level, students continue 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 will have the opportunity to obtain the Educational Aide I certification. This course is eligible for dual credit through Dallas College for students who meet college entrance requirements:

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

CHILD DEVELOPMENT ASSOCIATE (CDA) FOUNDATIONS* **10**
Prerequisite – Principles of Education & Training
One credit; Year
The Child Development Associate (CDA) Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate (CDA) Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next. This course is taught at MHS for students from all high school campuses.

CHILD GUIDANCE * **11**
Prerequisite – Child Development and Principles of Education and Training
Two credits – Blocked for 2 consecutive class periods; Year
Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction is delivered through school- based laboratory training. This course is taught at MHS for students from all high school campuses.
Students will have the opportunity to obtain the Early Childhood Education and Care-Basic Certification. This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PRACTICUM IN EARLY LEARNING* **12**
Prerequisite – Child Guidance
Two credits – Blocked for 2 consecutive class periods; Year
Successful completion of the Practicum in Early Learning course will grant high school credit and college credit through Dallas College. Practicum in Early Learning is a technical laboratory course that incorporates advanced knowledge and skills related to child growth and guidance for students pursuing careers in the early childhood education. Instruction is delivered through school-based and laboratory-based training. This course is taught at MHS for students from all

high school campuses. Students will have the opportunity to obtain the opportunity to obtain the Educational Aide I Certification. This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

*If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

CAREER DEVELOPMENT

CAREER PREPARATION I & II – WORK PROGRAM 11-12
Prerequisite – A student must be a minimum age of 16 and hold valid work documentation, such as a social security card, to participate in paid career preparation learning experiences
Three credits – – The class meets for 1 period (1 credit) and the student works 15 hours per week outside of school (2 credits); Year
This course 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. 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. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation. Obtaining and maintaining paid work experience throughout the school year is the responsibility of the student. Students are responsible for their own transportation to/from the worksite.

Miscellaneous Courses

ARMY JROTC 1,2,3,4 9–12
Prerequisite – None
One credit per year; Year
Army JROTC is a leadership course using both theory and practical application to develop leadership. The theory provides the student an opportunity to study the character traits of great leaders and principles of leadership and management. Other emphases include rifle marksmanship and safety, first aid, map reading, financial and logistical management, citizenship in American history and government, service learning, and communication skills. The practical work emphasizes individual and group drill, qualifying with the .177 caliber air rifle, participating in unit inspections, and learning to apply the duties and responsibilities of individuals and leaders. Through the corps of cadets, students learn to take and respond to orders, prepare for higher positions of responsibility, and develop self- discipline, pride, and teamwork. Students may participate in such extracurricular activities as rifle, drill, color guard, orienteering, academic, and physical fitness teams, as well as school and community service projects.

The course fosters good citizenship, patriotism, self-motivation, and the benefits of leading a healthy, drug-free lifestyle; and gives the student an understanding of basic non-combat military skills. The student does not incur any military obligation. A student may take this course for one to four years as an elective. One physical education credit can be substituted for JROTC 1. JROTC 2, 3, and 4 is a continuation of JROTC 1, and is designed to place the student in higher positions of responsibility. These courses reinforce all previous training and continue to develop the student's ability to manage, motivate, and lead others.

ARMY JROTC 4 (H) 12
Prerequisite –
Successful completion of JROTC 2 or 3 and approval by Senior Army Instructor Selection to key leadership position - Cadet Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader. Other selected positions as approved by the school principal and registrar in coordination with the Senior Army Instructor
One credit per year; Year
This course is designed for students who want to apply advanced leadership and management skills in a practical environment. The leadership and management theory learned during previous JROTC levels is applied daily in an environment in which the cadet, having been selected for and placed in a key leadership position, is required to lead and manage the cadet organization through the preparation and execution of classroom and field training, logistics management, community and school service projects, and major battalion events such as the Military Ball, the Dining Out (awards banquet), the Brigade Review, the Battalion Review and Change of Command, and annual Formal Inspection. The cadet must prepare plans, prepare and issue written and verbal orders and guidance, supervise execution and organize the required support. The cadet will prepare and present numerous projects ranging from after-action reviews and teaching of classroom lessons to the presentation of the entire cadet battalion's program during the annual Formal Inspection. The cadet will directly participate in the management decisions of the battalion by acting as part of the Officer Review Board, the Senior NCO Promotion Board, or as a member of the Battalion Command and Staff group. The cadet will accept responsibility for the training and preparation of subordinate cadets. Key leadership positions are defined as Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader.

AVID 1,2,3,4 (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) 9–12
Prerequisite – Application and acceptance into the program; simultaneous enrollment in at least one Advanced class
One credit per year; Year
Advancement Via Individual Determination (AVID) is a series of courses that prepare students for college readiness and success. Students receive instruction using a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities around college and career opportunities and explore their own student agency, giving students voice and often choice in how they learn.

COLLEGE PREP **11-12**
Prerequisite – None
Half credit; Semester
This local credit course will better prepare our students to take the SAT I: Reasoning Test which is required for admission to many colleges and universities. It is designed to strengthen the verbal and mathematical reasoning skills of our students who are college bound and to also strengthen their test taking skills on the SAT I: Reasoning Test and the SAT II: Subject Tests.

CREDIT BY EXAM FOR ACCELERATION **9-12**
Prerequisite – Parent approval
Determined by the course
A student may earn graduation credit by taking exams over a course in which he/she has not received previous instruction. The acceleration procedures require that a student must score at least 90 on a test that assesses the essential knowledge and skills of the course. Students may take the test one time only. Interested students should consult with their counselor for additional information and an application form. These tests are offered on designated dates at no cost to the student; however, students who order tests and do not take them will be charged the cost of the test. No grade points are awarded for grades earned through acceleration.

PEER HELPERS 1 & 2 **11-12**
Prerequisite – Teacher approval
One credit; Year
These courses provide a peer helping program in which selected high school students are trained to work as peer facilitators with other students on their own campuses and/or from feeder middle and elementary schools. Positive peer influence will be utilized as a central strategy for addressing such issues as at-risk youth, drop-out prevention, substance abuse prevention, absenteeism, and other areas of concern. Community service activities are required as a part of the course. This is a particularly valuable experience for students interested in entering the professions of teaching, counseling, or any other related helping professions.

SPORTS MEDICINE 1 **9-10**
Prerequisite – Teacher approval
One credit; Year
Sports Medicine I is for students interested in medical careers. Sports Medicine I is designed to provide students with the opportunity to study the knowledge and skills of sports medicine including concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, emergency action plan and initial injury evaluation, first-aid/CPR/AED, the injury process, immediate care of athletic injuries of specific body areas, skin conditions in sports, bloodborne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

SPORTS MEDICINE 2 **10-11**
Prerequisite – Sports Medicine 1 and Teacher approval
One credit; Year

The purpose of the Sports Medicine II course is to provide 10-11 grade students with a focus on introducing the psychomotor applications of the components in sports medicine and athletic training. The components include cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED); certification rehabilitative techniques; therapeutic modalities; prevention, recognition, and care of injuries to the head, face, spine, upper and lower extremity; taping and bandaging; adolescent sports injuries; substance abuse; and general health concerns in sports medicine. This course aims to provide lab instruction for hands-on experiences and evidence-based curricula within the domains of sports medicine and athletic training. The course requires outside-of-class clinical experience working with the athletes in school programs to accomplish this goal. The course will allow students to demonstrate psychomotor skills and duties needed in the realm of a sports medicine profession and in doing so, will prepare the student for a healthcare major in college.

SPORTS MEDICINE 3 **11-12**
Prerequisite – Sports Medicine 1 and 2
One credit; Year
The Sports Medicine III course will provide a logical progression for students that have advanced through the Sports Medicine courses I and II. The course will provide students with an opportunity to learn how to recognize, evaluate, manage, and treat athletic injuries and to research investigations and applications related to rehabilitation in sports medicine. Instructor-approved topics will provide students further opportunities to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations. Students seeking to become athletic trainers will continue to perform assigned clinical duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer. These duties will prepare the students to apply the knowledge and skills acquired in the sports medicine course curriculum.

STUDENT LEADERSHIP **10-12**
Prerequisite – Teacher approval
One credit; Year
This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include but are not limited to decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills, and understanding the need for civic responsibility. It is a hands-on lab oriented approach to leadership in which students will engage in projects and areas such as community service, public relations, health and safety-related activities, team building activities, and projects designed to prepare the student for leadership roles and the world of work beyond graduation.

STUDENT LEADERSHIP 2 **11-12**
Prerequisite – Student Leadership 1
One credit; Year
This course is a continuation of Student Leadership 1. It is for local credit only.

NAVIGATING EXCELLENCE – EMERGING LEADERS **10-12**
Prerequisite – One year as an "Emerging Leader" in the afterschool program

One credit; Year
This course aims to educate and empower tenth through twelfth-grade students to discover and hone their superintendency aptitude through self, historical, and contemporary research and reflection. Areas to be addressed include self-advocacy, self-assertiveness, appropriate prosocial/academic/workplace communication, and the freedom and constraints of self and collaborative regulation. It is a pliant course that will provide necessary historical study, skill development, and diverse leadership opportunities to benefit students in the secondary environment and beyond. It aims to create empathetic, effective, and resourceful difference-makers, critical thinkers, and better navigators of themselves, their communities, and the world they inherit.

ASSESSMENT PREP **9-12**
Prerequisite – Teacher recommendation
Half credit; Semester
This course is designed to provide additional academic support for students preparing to re-take the state assessment in language arts, math, science or social studies.

MATH LAB - ALGEBRA 1 **9-10**
Prerequisite – Placement Process
One Credit; Year
This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans.

COLLEGE TRANSITION **10-12**
Prerequisite – None
One credit; Year
College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 10-12.

COLLEGE TRANSITION DC **9-12**
Prerequisite – None
One credit; Year
College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research based learning strategies that are

proven to lead to academic success such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to learn how to excel in a post-secondary environment in grades 9-12.

NOTE: Students must meet the following prerequisites:

- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES 1 **9-12**
Prerequisite – None
Half credit; Semester
Peer Assistance for Students with Disabilities I is designed to promote an inclusive educational environment for students receiving special education services. This course provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands-on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES 2 **9-12**
Prerequisite – Peer Assistance for Students with Disabilities 1
Half credit; Semester
Peer Assistance for Students with Disabilities II differs from Peer Assistance for Students with Disabilities I in that the peer assistant provides more one-on-one instruction to the student receiving assistance. The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. The relationship that develops inside the classroom between these peer assistants and learners with special needs allows for growth for each student as the peer assistants act as a support and voice in the classroom and the student receiving assistance learns lifelong skills and develops confidence within and outside of the school environment.

Special Education

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of

Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).

GRADUATION REQUIREMENTS

TAC §89.1070
(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).
(b) A student entering Grade 9 in the 2014-2015 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.
(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.
(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.
(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.
(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.
(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.
(D) The student no longer meets age eligibility requirements.
(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:
(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required state assessments.

(d) Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.

(e) In order for a student receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, the student must satisfactorily complete the course without any modified curriculum.

(f) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a high school diploma under the Foundation High School Program as provided in §74.1021 of this title (relating to Transition to the Foundation High School Program), if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection. As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

(g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008) or Chapter 74, Subchapter G, of this title (relating to Graduation Requirements, Beginning with School Year 2012-2013)), as applicable, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.

(2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules

Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

(3) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the minimum high school program in Chapter 74, Subchapter F or G, of this title), as applicable, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(4) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74, Subchapter F or G, of this title, as applicable, as well as the satisfactorily completed credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's IEP and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section.

(i) Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section.

(j) Employability and self-help skills referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(k) For students who receive a diploma according to subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in

Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

SPECIAL EDUCATION COURSE DESCRIPTIONS

Placement in any Special Education class is dependent on eligibility and the decision of the Admission, Review, and Dismissal (ARD) Committee. Placement and course selections are reviewed, at a minimum, on an annual basis. The following is a list of the courses with modified Texas Essential Knowledge and Skills (TEKS) which are taught by special education teachers. Goals and objectives are developed for each class based on individual student needs. All Special Education courses are taken for credit as are General Education courses.

ENGLISH

ENGLISH CO-TEACH (1-4) **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
English courses use general education curriculum with additional support. They focus on integrated language arts study in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language as well as interpret and respond to relevant literature. The development and reinforcement of study skills is an integral part of these courses.

ENGLISH MTI (1-4) **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
English MTI (Modified TEKS Instruction) courses use general education curriculum in conjunction with individualized goals and objectives. They focus on integrated language arts study in language/ writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language as well as interpret and respond to relevant literature. The development and reinforcement of study skills is an integral part of these courses.

ENGLISH ALT (1-4) **9-10**
Prerequisite – Placement by ARD Committee
One credit; Year
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for English (1-4) and determined by the ARD Committee to be a suitable substitute for English (1-4). English (1-4) focuses on prerequisite skills.

COLLEGE PREPARATORY IN ENGLISH LANGUAGE ARTS CO-TEACH **12**
Prerequisite – Performance on an end-of-course assessment instrument or a course work, a college entrance examination, or TSI that does not meet college readiness standards; Placement by ARD Committee
Half credit; Year
The focus of the course will be on the integration of critical thinking skills/strategies, analytical reading, and effective writing required for college level courses. The

students will learn to apply critical thinking skills/strategies to a variety of texts. The students will learn to apply critical thinking skills/strategies as they learn to write effective, logical essays which utilize textual evidence to synthesize and to support a thesis from a variety of texts.

READING

READING ALT (1-2) **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Basic Reading ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Reading and determined by the ARD Committee to be a suitable substitute for Reading. Reading focuses on prerequisite skills.

MATH

ALGEBRA 1 CO-TEACH **9**
Prerequisite – Placement by ARD Committee
One credit; Year
Algebra 1 Co-Teach focuses on the Algebra 1 Curriculum with additional support. It includes the study of pre-algebra and algebra, scale reading, charts and graphs, and problem solving. The goal of this course is for the student to acquire the necessary skills to proceed through the basic math curriculum.

ALGEBRA 1 MTI **9**
Prerequisite – placement by ARD committee
One credit; Year
Algebra 1 MTI (modified TEKS Instruction) focuses on general education curriculum in Algebra 1 in conjunction with the student's individualized goals and objectives. This course is the study of foundations of functions, linear functions, quadratic, and other non-linear functions. This course emphasizes algebraic reasoning skills, application of process standards, and problem-solving real-world situations.

ALGEBRA 1 ALT **9**
Prerequisite – placement by ARD committee
One credit; Year
This is a locally designed course aligned with the TEKS for Algebra 1 and determined by the ARD committee to be a suitable alternative to Algebra 1.

GEOMETRY CO-TEACH **10**
Prerequisite – placement by ARD committee
One credit; Year
Geometry coteach focuses on general education curriculum in Geometry with additional academic support. This course is the study of spatial reasoning, geometric figures and their properties, and tools for geometric thinking. This course emphasizes

underlying mathematical process standards, problem solving, multiple representations, and justification and proofs.

GEOMETRY MTI **10**
Prerequisite – placement by ARD committee
One credit; Year
Geometry MTI (modified TEKS Instruction) focuses on general education curriculum in Geometry in conjunction with the student's individualized goals and objectives. This course is the study of spatial reasoning, geometric figures and their properties, and tools for geometric thinking. This course emphasizes underlying mathematical process standards, problem solving, multiple representations, and justification and proofs.

GEOMETRY ALT **10**
Prerequisite – placement by ARD committee
One credit; Year
This is a locally designed course aligned with the TEKS for Geometry and determined by the ARD committee to be a suitable alternative to Geometry.

MATH MODELS WITH APPLICATION CO-TEACH **11-12**
Prerequisite – placement by ARD committee
One credit; Year
Math Models with Application coteach focuses on general education curriculum in Math Models with Application with additional academic support. This course is the study of applying algebraic, graphical, and geometric reasoning to solve real-world problems. This course emphasizes students understanding patterns and structures to model and communicate solutions to real-world problems.

MATH MODELS WITH APPLICATION MTI **11-12**
Prerequisite – placement by ARD committee
One credit; Year
Math Models with Application MTI (modified TEKS Instruction) focuses on general education curriculum in Math Models with Application in conjunction with the student's individualized goals and objectives. This course is the study of applying algebraic, graphical, and geometric reasoning to solve real-world problems. This course emphasizes students understanding patterns and structures to model and communicate solutions to real-world problems.

MATH MODELS WITH APPLICATION ALT **11-12**
Prerequisite – placement by ARD committee
One credit; Year
This is a locally designed course aligned with the TEKS for Math Models with Application and determined by the ARD committee to be a suitable alternative to Math Models with Application.

ALGEBRA 2 CO-TEACH **11-12**
Prerequisite – placement by ARD committee
One credit; Year

Algebra 2 co-teach focuses on general education curriculum in Algebra 2 with additional academic support. This course is the study of advanced functions and the relationship between algebra and geometry. This course emphasizes algebraic reasoning skills, application of process standards, and problem-solving real-world situations.

ALGEBRA 2 MTI **11-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Algebra 2 MTI (Modified TEKS Instruction) focuses on the Algebra 2 Curriculum in conjunction with individualized goals and objectives. Algebra 2 continues the study of functions. It includes quadratic and square root functions, rational functions, exponential and logarithmic functions. As in Algebra 1, the relationship between algebra and geometry, problem-solving, applications, and real world situations is emphasized.

ALGEBRA 2 ALT **11-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Algebra 2 ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Mathematical Applications and determined by the ARD Committee to be a suitable substitute for Algebra 2. Algebra 2 ALT focuses on prerequisite skills.

INDEPENDENT STUDY/TEXAS COLLEGE BRIDGE MATH CO-TEACH **12**
Prerequisite – placement by ARD committee; student has not demonstrated college readiness standard in math
One credit; Year
College Bridge Math co-teach focuses on general education curriculum in College Bridge Math with additional academic support. This course is the study of topics related to real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, and rational expressions. This course emphasizes preparing students to be academically ready for college math courses. Upon successful completion of Stage 1 and Stage 2, students may earn a TSI exemption at participating institutions.

SCIENCE

BIOLOGY CO-TEACH **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Biology Co-Teach focuses on the Biology Curriculum with additional support. It is a study of the natural world from the simplest of organisms to the most complex. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

BIOLOGY MTI **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year

Biology MTI (Modified TEKS Instruction) focuses on the Biology Curriculum in conjunction with individualized goals and objectives. It is a study of the natural world from the simplest of organisms to the most complex. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

BIOLOGY ALT **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Biology ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Biology and determined by the ARD Committee to be a suitable substitute for Biology. Biology ALT focuses on prerequisite skills.

ENVIRONMENTAL SYSTEMS CO-TEACH **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Environmental Systems Co-Teach focuses on the Environmental Systems Curriculum with additional support. In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

ENVIRONMENTAL SYSTEMS MTI **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Environmental Systems MTI (Modified TEKS Instruction) focuses on the Environmental Systems Curriculum in conjunction with individualized goals and objectives. In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; inter- relationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

ENVIRONMENTAL SYSTEMS ALT **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Environmental Systems ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Environmental Systems and determined by the ARD Committee to be a suitable substitute for Environmental Systems. Environmental Systems ALT focuses on prerequisite skills.

CHEMISTRY CO-TEACH **10-12**

Prerequisite – Placement by ARD Committee
One credit; Year
Chemistry Co-Teach focuses on the chemistry curriculum with additional support. It will include the study of properties of matter, atomic structure, and electro and organic chemistry. The main goals are to develop the student's abilities to use the scientific approach in problem solving and in making accurate measurements and observations through experiments.

INTEGRATED PHYSICS AND CHEMISTRY CO-TEACH **9-12**
Prerequisite – None
One credit; Year
Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

Students will discover that the physical world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world. *Generally, this course cannot be taken after Chemistry or Physics without administrative approval*.

IPC MTI **10-12**
Prerequisite – Placement by ARD Committee
One credit; Year
IPC MTI (Modified TEKS Instruction) focuses on the IPC Curriculum in conjunction with individualized goals and objectives. Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

IPC ALT **10-12**
Prerequisite – Placement by ARD Committee
One credit; Year
IPC ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for IPC and determined by the ARD Committee to be a suitable substitute for IPC. IPC ALT focuses on prerequisite skills.

SOCIAL STUDIES

WORLD GEOGRAPHY CO-TEACH 9-12
Prerequisite – Placement by ARD Committee
One credit; Year
World Geography Co-Teach focuses on the World Geography Curriculum with additional sup- ports. The course is the study of the interaction of people and cultures with their environment in the world's major areas. Activities are designed to assist students in understanding how events in world geography will influence our country and our people.

WORLD GEOGRAPHY MTI 9-12
Prerequisite – Placement by ARD Committee
One credit; Year
World Geography MTI (Modified TEKS Instruction) focuses on the World Geography Curriculum in conjunction with individualized goals and objectives. The course is the study of the interaction of people and cultures with their environment in the world's major areas. Activities are designed to assist students in understanding how events in world geography will influence our country and our people.

WORLD GEOGRAPHY ALT 9-12
Prerequisite – Placement by ARD Committee
One credit; Year
World Geography ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for World Geography and determined by the ARD Committee to be a suitable substitute for World Geography. World Geography ALT focuses on prerequisite skills.

WORLD HISTORY CO-TEACH 9-12
Prerequisite – Placement by ARD Committee
One credit; Year
World History Co-Teach focuses on the World History Curriculum with additional supports. This course provides a survey of the history and development of our world's areas and cultures. Current world events are explored throughout this process giving students a better understanding of how events from the past have shaped the world today.

WORLD HISTORY MTI 9-12
Prerequisite – Placement by ARD Committee
One credit; Year
World History MTI (Modified TEKS Instruction) focuses on the World History Curriculum in conjunction with individualized goals and objectives. This course provides a survey of the history and development of our world's areas and cultures. Current world events are explored throughout this process giving students a better understanding of how events from the past have shaped the world today.

WORLD HISTORY ALT 9-12
Prerequisite – Placement by ARD Committee
One credit; Year

World History ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for World History and determined by the ARD Committee to be a suitable substitute for World History. World History ALT focuses on prerequisite skills.

UNITED STATES HISTORY CO-TEACH **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
The United States History Co-Teach focuses on the United States History Curriculum with additional supports. This course emphasizes the social, cultural, economic, and political developments of the United States of America from 1870 to the present time. Current events will be examined through these developments in our country. Additional support is provided in this class.

UNITED STATES HISTORY MTI **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
The United States History MTI (Modified TEKS Instruction) focuses on the United States His- tory Curriculum in conjunction with individualized goals and objectives. The United States History Co-Teach focuses on the United States History Curriculum with additional supports. This course emphasizes the social, cultural, economic, and political developments of the United States of America from 1870 to the present time. Current events will be examined through these developments in our country.

UNITED STATES HISTORY ALT **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
The United States History ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for United States History and determined by the ARD Committee to be a suit- able substitute for United States History. United States History ALT focuses on prerequisite skills.

GOVERNMENT CO-TEACH **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Government Co-Teach will focus on the Government curriculum with additional supports. The course will cover national, state, and local governments. Emphasis will be placed on the areas of voting, obeying laws and rules, the rights of citizenship in a democratic society, consequences of personal actions, community service and resources and the ability to access services that encourage individual participation in the local, state, and federal systems.

GOVERNMENT MTI **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Government MTI (Modified TEKS Instruction) focuses on the Government Curriculum in con- junction with individualized goals and objectives. The course will cover national, state, and local governments. Emphasis will be placed on the areas of voting, obeying laws and rules, the rights of citizenship in a democratic society, consequences of personal actions, community service and resources and the ability to access services that encourage individual participation in the local, state, and federal systems.

GOVERNMENT ALT **11-12**

Prerequisite – Placement by ARD Committee
Half credit; Semester
Government ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for United States History and determined by the ARD Committee to be a suitable substitute for Government. Government ALT focuses on prerequisite skills.

ECONOMICS CO-TEACH **11-12**

Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics Co-Teach will focus on the Economics curriculum with additional supports. The course will cover national, state, and local governments. Focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities.

ECONOMICS MTI **11-12**

Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics MTI (Modified TEKS Instruction) focuses on the Government Curriculum in conjunction with individualized goals and objectives. The course will cover national, state, and local governments. Focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities.

ECONOMICS ALT **11-12**

Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Economics and determined by the ARD Committee to be a suitable substitute for Economics. Economics ALT focuses on prerequisite skills.

SOCIOLOGY ALT **9**

Prerequisite – Placement by ARD Committee as a substitution for PE
Half credit; Semester
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Sociology and determined by the ARD Committee to be a suitable substitute for Sociology.

PERSONAL FINANCIAL LITERACY ALT **9**

Prerequisite – Placement by ARD Committee as a substitution for PE
Half credit; Semester

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Personal Financial Literacy and determined by the ARD Committee to be a suitable substitute for Personal Financial Literacy.

HEALTH AND PHYSICAL EDUCATION

HEALTH ALT **9-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Health and determined by the ARD Committee to be a suitable substitute for Health. Health ALT focuses on prerequisite skills.

BUSINESS MANAGEMENT AND ADMINISTRATION

BUSINESS INFORMATION MANAGEMENT ALT **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
BIM 1 ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for BIM and determined by the ARD Committee to be a suitable substitute for BIM. BIM ALT focuses on prerequisite skills. *This course does count for the technology education credit requirement.*

BASIC TECHNOLOGY APPLICATIONS **11-12**
Prerequisite – Placement by ARD Committee
One credit; Year
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Technology Applications and determined by the ARD Committee to be a suitable substitute for Technology Applications. Basic Technology Applications focuses on prerequisite skills.

VOCATIONAL

COMMUNITY BASED VOCATIONAL INSTRUCTION (1-2) **11-12**
Prerequisite – Placement by ARD Committee
One credit; Year
CBVI prepares students to enter the job market through a study of employment issues including: recognizing what skills define particular jobs; the application processes; identifying barriers to employment; individual attributes that enhance employability; ways to locate jobs; using community services/resources to aid employment; and maintaining a successful job experience.

WORK BASED LEARNING 1 **11**
Prerequisite – Placement by ARD Committee
One credit; Year
Work Based Learning is a locally designed course. This course investigates the areas of job skills and interests which include: the application and interview process; understanding the job experience; quality employment skills; job performance evaluations; job training; employment policies; procedures; rights and responsibilities; positive productive work experiences; work ethic and job attitudes; co-worker, supervisor, and customer relationships; safety; self-initiative, follow-through, and best efforts are skills applied in the process for a positive work experience.

WORK BASED LEARNING 2 **12**
Prerequisite – Placement by ARD Committee & WBL 1
Two credit; Year
Work Based Learning is a locally designed course. This course investigates the areas of job skills and interests which include: the application and interview process; understanding the job experience; quality employment skills; job performance evaluations; job training; employment policies; procedures; rights and responsibilities; positive productive work experiences; work ethic and job attitudes; co-worker, supervisor, and customer relationships; safety; self-initiative, follow-through, and best efforts are skills applied in the process for a positive work experience.

STUDENT TO INDUSTRY CONNECTION **11-12**
Prerequisite – Placement by ARD Committee
One credit; Year
The Student to Industry Connection course provides students with the opportunity to develop professional relationships with experienced individuals within the students chosen program of study and to demonstrate necessary skills for an online virtual workplace. Students will learn acceptable virtual etiquette and professionalism for a teleworking environment. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment.

SPEECH

PERSONAL COMMUNICATION APPLICATIONS ALT **10-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Personal Communication Applications ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Personal Communication Applications and determined by the ARD Committee to be a suitable substitute for Personal Communication Applications. Personal Communication Applications focuses on prerequisite skills.

ELECTIVES

ART ALT **9-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
This is a foundation course designed to acquaint students with basic design elements, drawing and painting skills, compositional design, various techniques and media, art history, and aesthetics (appreciation of surroundings). Art 1 Alt focuses on prerequisite skills.

ACCOUNTING FOR LIFE **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Dollars and Sense and determined by the ARD Committee to be a suitable substitute for Dollars and Sense. Accounting for Life focuses on prerequisite skills.

HEALTH WISE **9-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Lifetime Nutrition and Wellness and determined by the ARD Committee to be a suitable substitute for Lifetime Nutrition and Wellness. Health Wise focuses on prerequisite skills.

DEVELOPMENTAL MILESTONES **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Child Development and determined by the ARD Committee to be a suitable substitute for Child Development. Developmental Milestones focuses on prerequisite skills.

FINANCIAL GOALS FOR LIFE **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Money Matters and determined by the ARD Committee to be a suitable substitute for Money Matters. Financial Goals for Life focuses on prerequisite skills.

PERSONAL AND FAMILY STUDIES **9-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Inter- personal Studies and determined by the ARD Committee to be a suitable substitute for Interpersonal Studies. Interpersonal Studies focuses on prerequisite skills.

MAKING CONNECTIONS (1-2) 9-10
Prerequisite – Placement by ARD Committee
Half credit; Semester
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's post secondary outcome. Making Connections 1-2 assists the students in developing an understanding of autism and other related disorders. The course also assists the students in developing and generalizing appropriate and beneficial social skills and in turn increases that student's post-secondary outcome.

MAKING CONNECTIONS (3-4) 11-12
Prerequisite – Placement by ARD Committee
Half credit; Semester
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcomes.

MAPS – METHODOLOGY OF ACADEMIC AND PERSONAL SUCCESS 10
Prerequisite – Placement by ARD Committee
One credit; Year
The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

GENERAL EMPLOYABILITY SKILLS 12
Prerequisite – Placement by ARD Committee
One credit; Year
This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values,

needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course is designed to guide students in obtaining the knowledge and the needed employ- ability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

NAVIGATING LIFE WITH A HEARING LOSS **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
The purpose of this course is to provide the necessary information, resources, and opportunities that will empower students who are deaf or hard of hearing to effectively apply information and skills learned in educational, home, and community settings, in order to facilitate achievement in secondary and post-secondary environments. Areas to be addressed include audiology, hearing health, assistive technology, available support services and accommodations, communication, self-determination and advocacy, and deaf culture.

BRAILLE READING & WRITING **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
This course will provide instruction in pre-braille skills, tactual discrimination, the reading and writing of the braille code, and the development of efficient braille reading including fluency and comprehension. The braille reading and writing course will emphasize the conventions and mechanics of braille. It will, therefore, facilitate and support tasks completed in all subject areas and work environments. This curriculum for this course, Braille FUNdamentals, has been updated to be compliant with the newly adopted braille code Unified English Braille (UEB).

CAREER PREPARATION I & II **11-12**
Prerequisite – Placement by ARD Committee
Two credits – Blocked for 2 consecutive class periods; Year
This course 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. 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. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

COMMUNITY TRANSPORTATION **9-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
The purpose of this course is to introduce knowledge and skills to empower students to research and access public transportation options in their respective communities.

Areas to be addressed include pedestrian and rider safety, navigating public transportation systems, use of technology, and general social skills, including self-advocacy, self-assertiveness, and transportation etiquette. This course provides necessary transportation information, resources, and opportunities that will benefit students in secondary and postsecondary environments as they follow their chosen education or career path.

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).

STATE ASSESSMENT

This information is current at the time of publication. If the State Board of Education or Texas Education Agency revise requirements parents and students will be notified on the Mesquite ISD website: www.mesquiteisd.org.

GRADUATION PROGRAMS and ASSESSMENT REQUIREMENTS

With the implementation of the STAAR EOC program, assessment requirements for graduation have changed. Students who were freshman for the first time in the 2011-12 school year were the first class to be tested with STAAR EOC exams. The following explains how these new tests will affect your child, and what your child needs to do to successfully pass STAAR. Please take some time to carefully read through this information. If you still have questions about STAAR further information can be found on the Texas Education Agency website at *http://tea.texas.gov*. EOC questions and answers from the Texas Education Agency are located at *http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assess- ments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions/*. Sample EOC questions can be viewed at *https://tea.texas.gov/student.assessment/staar/*.

Understanding STAAR EOC Exams
High school students will now take a subject-specific and more difficult and intensive end-of-course (EOC) exam at the end of the each these core classes:

English 1 Algebra 1 Biology English II US History

Students will now be tested throughout their high school career, taking a state competency test for a particular subject upon completing that class. If a student's schedule currently includes any of the courses listed above, the student will take those EOCs during the Spring semester.

Additional Information can be found on the Texas Education Agency Website

The website address for the Student Assessment Division at the Texas Education Agency is *https:// tea.texas.gov/student.assessment/*. Information regarding the student assessment program, the testing calendar, STAAR, EOC, statewide results, and technical information about the testing program can be found at this site.