

HIGH SCHOOL – MIDDLE SCHOOL

2022-2023

COURSE CATALOG

PRAXIS
Port Arthur
Independent School District

PLANNING GUIDE FOR
PORT ARTHUR ISD STUDENTS

GRADUATION REQUIREMENTS
SECONDARY PROGRAM OPTIONS



<p>2022-2023</p> <p>PORT ARTHUR INDEPENDENT SCHOOL DISTRICT SECONDARY COURSE</p> <p>SELECTION CATALOG</p>
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*****The most current course catalog can be found on the Port Arthur ISD website at www.paisd.org. Information found in this printed version is current as of January 2022.**

The Port Arthur Independent School District

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Executive Team

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Assistant Superintendent for Curriculum & Instruction – Secondary

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Denise Dixon Davis

Chief Financial Officer

Dr. Kim Vine

Chief Education Reform Academic Officer

Robin Arceneaux-Beaty

Chief Education Reform Academic Officer

James Wyble

Interim Director of Human Resources

Central Facilities and Departments

Administration Building

4801 9th Ave.
Port Arthur, TX 77642
Phone 409.989.6100

Transportation

409.989.6190

Child Nutrition

409.989.6124

Business Office

409.989.6236

Multilingual

409.989.6255

External Funding

409.989.6224

Special Education

409.989.6225

Curriculum & Instruction

409.989.6258

409.989.6247

Technology

409.989.6210

Department of Curriculum and Instruction

Dr. Melvin Getwood

Assistant Superintendent for Curriculum and Instruction - Secondary

Dr. Kim Vine

Chief Education Reform Academic Officer

Robin Arceneaux-Beaty

Chief Education Reform Academic Officer

Program Directors

Dr. Tatiana Morales-Owens – Executive Director of Curriculum & Instruction

Dr. Karla Obregon – Multilingual/Migrant Director

Debra Cartwright – Special Education Director

Curriculum Supervisors & Testing Coordinator

Joyce Johnson/Skyler Slaughter - English Language Arts and Reading Supervisors

Courtney Charles/Kendall Lee - Social Studies Supervisors

Melony Puz/L'Tunya Bernard - Science Supervisors

Mekisha Bazile/Mary Ann LeBlanc - Mathematics Supervisors

Cordelia Mollyn Cole - Fine Arts Supervisor

Vacancy - Bilingual Education and Foreign Languages Supervisor

Tamela Hebert/Germaine Eddie - Special Education Supervisors

Jael Moody - Testing, Assessment & Administrative Services Coordinator

Elementary Campus Principals

Elementary Principals

Dr. Lisa Crockett
Lakeview Elementary

Reuben Sampson, Jr.
Tyrrell Elementary

Jerry Gloston
DeQueen Elementary

Marcia Sharp
Sam Houston Elementary

Dr. Amy Newcomb-Jordan
Port Acres Elementary

Israel Taylor
William B. Travis Elementary

Fredia Reynolds
Wheatley School of Early Childhood

Dr. Erica Seastrunk
**Staff Sergeant Lucian Adams
Elementary**

Lucrecia Harris
Booker T. Washington Elementary

Secondary Campus Principals

Middle School Principals

Dr. Glenn Mitchell
Abraham Lincoln Middle

Dr. Kristi Lewis
Thomas Jefferson Middle

High School Principals and Directors

Dr. Melissa Oliva
Memorial High

LaSonya Baptiste
Wilson Early College

Dr. Angel Murphy
Memorial High 9th Grade Academy

Kevin Johnson
**Career & Technical Education
(CTE)**

Dr. Brenda Coleman
Port Arthur Alternative Campus Grades 6-12

Campus Counselors

Elementary Counselors

Allecia Sampson
Port Acres Elementary

Marilyn Norris
DeQueen Elementary

Pamela Thomas
Staff Sergeant Lucian Adams Elementary

Dana Kimble
Tyrrell Elementary

Jessica Clark
William B. Travis Elementary

Marilyn Thompson
Lakeview Elementary

Marilyn Marcel
Sam Houston Elementary

Angela Vincent
**Booker T. Washington
Elementary**

Middle School Counselors

Tracy Andrus
Abraham Lincoln Middle

Jean Babineaux – Bergeron
Abraham Lincoln Middle

Tavanika Broussard
Thomas Jefferson Middle

LaKeisha Miller
Thomas Jefferson Middle

Shonda Johnson
Thomas Jefferson Middle

High School Counselors & Coordinator

Vacancy-Testing Coordinator
Memorial High

Carmelita Harris-Daniels
Memorial High

Danielle Sinegal
Memorial High

Joyce Moore - Newell
Memorial High

Marshan Hadley
Memorial High

Gloria Hardin
Memorial High

Lady Savoie-Watson
Memorial High

Kathleen Fontenot
Memorial High CTE

Dana Bodden
Wilson Early College

Ora Hunter
Memorial 9th Grade Academy

LaKendra Mitchell
**Memorial 9th Grade
Academy**

Lola Higgins
Port Arthur Alternative Campus (6-12)

Annie Curtis
Special Education

Public Notice of Non-Discrimination

It is the policy of the Port Arthur ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Port Arthur ISD will take steps to assure that lack of English Language Skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, and/or the Section 504 Coordinator, at 4801 9th Avenue, Port Arthur, Texas 77642, (409) 989-6100.

Notificación Pública Antidiscriminatoria para los Programas de Carreras y Tecnología.

Es norma del Distrito Escolar Independiente de Port Arthur no discriminar en sus programas vocacionales, servicios o actividades debido a la raza, color, nacionalidad, sexo y discapacidad según lo establecido por la enmienda del Título VI del Acta de Derechos Civiles de 1964; las Enmiendas a la Educación de Título IX en 1972; y la Sección 504 del Acta de Rehabilitación de 1973, según sus enmiendas.

El Distrito Escolar Independiente de Port Arthur tomará los pasos necesarios para asegurar que la falta de conocimiento del idioma inglés no constituya una barrera para admitir a los estudiantes a participar en los programas educativos y vocacionales.

Si desea información sobre sus derechos y los procedimientos para presentar quejas, contacte al Coordinador de Título IX y/o al Coordinador de Sección al 4801 9th Ave., Port Arthur, Texas 77642, (409) 989-6100.

DEFINITION OF TERMS

ACT	The ACT test assesses high school students' general educational development and their ability to complete college-level work.
ADVANCED PLACEMENT	Advanced Placement refers to college level courses, which may be taken in high school. A student may earn college credit by receiving a high score on a College Board Advanced Placement Examination. It is the student's responsibility to check with the college of his/her choice for specifics about the college's policy on awarding Advanced Placement credit. All students who take AP courses are required to take AP Exams and will be responsible for the fee.
CAREER AND TECHNOLOGY	Organized educational programs that train and prepare high school students for paid and unpaid employment.
CO-ENROLLMENT	The enrollment of high school students in college level courses at Lamar State College-Port Arthur. Credit is awarded at both the college and high school level.
CORE	Core Courses are the courses that are required for every student, English, Math, Science, and Social Studies. (Refer to the graduation programs).
CREDIT	Numerical value assigned after the completion of a course.
CREDIT RECOVERY	Opportunities provided to qualified students to earn credits for classes failed.
CUMULATIVE	Refers to the correct number of credits that a student accumulates in high school that will total to at least 26 credits (state requirements) and 27 (district requirements).
ELECTIVE	An elective subject is one chosen by the student, but not designated SUBJECT as state requirement for graduation.
ENDORSEMENT	A coherent sequence of 4 courses that can be taken concurrently or sequentially. Under each endorsement, a student will have four electives.

WECHS	Early College High School is a partnership with Port Arthur Independent School District and Lamar State College Port Arthur.
ESL	English as a Second Language (ESL) is the instructional program offered to recent immigrant students at a level commensurate with their English proficiency as determined by the Language Proficiency Assessment Committee (LPAC).
GRADE POINT	The GPA is an accumulation of grade points earned (9-12) divided by AVERAGE (GPA) the number of credits attempted.
GT	Varied Experiences for the Gifted in Academics (GT/VEGA) is the (Gifted & Talented) district's name for state mandated programs for gifted students. The GT/VEGA program is offered to eligible students through differentiated instruction. At the senior high level, advanced classes in the four core academic subjects provide GT/VEGA opportunities.
LOCAL CREDIT	A local credit is a credit given by the district. It cannot be counted toward State requirements.
HONORS PLACEMENT	Honors courses will help prepare students for advanced courses in the core subjects: English, Math, Science and Social Studies. The courses will be more challenging than regular courses.
PREREQUISITE	A prerequisite is a course that must be passed before enrollment in another course. For example, Algebra I is the prerequisite for Geometry.
PROJECT RECLAIM	Project RECLAIM (Revitalizing Enthusiasm and Commitment in Learning Assessed Information for Mastery) as a Secondary Intervention Program is designed to provide continued educational opportunities for twelfth (12th) grade non-completers and recent high school drop-out students who failed to reach minimum passing standards on the End of Course (EOC) in English Language Arts, Math, Science, and/or Social Studies.
PROJECT REDIRECT	A program designed to assist students who are have been designated for special attention in the district dropout prevention program. It allows students to gain credits for courses that the students failed to master during regular sessions.

PSAT/NMSQT	PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a standardized test that provides firsthand practice for the SAT Reasoning Test. The PSAT is now offered to grades 8 & 10.
RANK	Rank is the numerical designation by which a student is assigned a position among the total number in the class.
REQUIRED SUBJECT	A required subject is one that is designated by the state or local school board to be passed by each student before graduation. A required subject which is failed must be repeated until it is passed, and the credit is earned. The credit “attempted” is recorded as part of a student’s GPA regardless of whether the student passes or fails a subject.
SAT	The nation’s most widely used admissions test among Colleges and Universities. The SAT test students’ knowledge of subjects that are necessary for college success.
SEMESTER	A semester is half of the school year or a two nine week grading period.
SEMESTER GRADE	A semester grade is an average of two nine-week grades. Semester grades are recorded twice a year in January and June.
SHELTERED INSTRUCTION (SI)	Academic content area classes are designed especially for the ESL learner. Content is presented in a way that makes the information more comprehensible to students learning English.
STAAR	The freshman class of 2011 – 2012 and beyond will participate in STAAR – The State of Texas Assessment of Academic Readiness, End of Course Exams (EOC) for the core subjects. Students will be required to earn a cumulative score in each subject area as determined by TEA to meet graduation requirements.
TBEC	Texas Business and Education Coalition is a non-profit organization that works with both statewide and local coalition activities for strong endorsement of the Recommended High School Program.
TEXAS EXCELLENCE, ACCESS & SUCCESS	This program is to provide grant money to enable academically prepared, eligible students to attend public and private

(TEXAS) GRANT

nonprofit institutions of higher education in Texas. (Depends on availability of funds and financial needs).

TEXAS SCHOLARS

The Texas Scholars program is a proven method for increasing academic performance. Texas Scholars are students who complete State Recommended High School Program or higher. This course of study, which includes Math, Science, Social Studies, Arts, along with languages other than English, will prepare students with the academic foundation in high school to succeed in whatever they choose to do.

STUDENT CLASSIFICATION

For students who entered 9th grade beginning 2010-2011 and thereafter:

6 credits required for sophomore classification

13 credits required for junior classification

20 credits required for senior classification

27 credits required for graduation

Reclassification of students will be based upon the above attainment of credits. The counselors should adhere to the following:

- Identify students who have not met the criteria with their cohort.
- If the student has earned the appropriate number of credits to be reclassified with their cohort, the student should be reclassified at the end of the Fall Semester.
- Audits, Personal Graduation Plans (PGP), and Transcripts should be updated and forwarded to the grade level Counselor for review.
- Once the student is reclassified, the sending Counselor will forward the student's folder to the receiving Counselor.
- Counselors will provide required names of students and supporting documentation to the appropriate campus Registrar in an adequate time period.

GRADE POINT AVERAGE AND COMPUTATION OF CLASS RANK

Grades are weighted for computation of class rank and grade point averages as follows:

Advanced Placement Co-Enrollment	Pre-Advanced Placement	Regular Resource	Grading Scale
A = 6 points	A = 5 points	A = 4 points	A = 90-100
B = 5 points	B = 4 points	B = 3 points	B = 80-89
C = 4 points	C = 3 points	C = 2 points	C = 75-79
D = 3 points	D = 2 points	D = 1 points	D = 70-74
			F = 69 - 0

Any course taken or repeated in grades 9–12 shall be recorded, and both grades earned shall be used in the calculation of grade point average and class rank. Credit shall be earned the first time a course is passed. When the course is repeated, credit shall not be awarded. If a student retakes Algebra I or Spanish I after taking it in grade 8, the grade earned in grade 8 shall not be used in the calculation of grade point average and class rank in high school.

SENIOR CLASS RANK

Each member of the graduating class shall be positioned according to grade point average for class rank. Grades for each semester in grades 9, 10, 11, and the third nine-weeks of grade 12 shall be used in the computation of class rank to determine cum laude and magna cum laude awards.

CUM LAUDE

The top ten percent of the graduating class having the highest scholastic averages based on weighted marks by the end of the third nine-week grading period of the senior year shall receive the cum laude award. From this group, magna cum laude students shall be selected.

MAGNA CUM LAUDE

The top three percent of the graduating class who have the highest scholastic average shall receive the magna cum laude award.

SUMMA CUM LAUDE

Any senior who is on the foundation program with at least one endorsement or the foundation program with the distinguished level of achievement who has earned a final grade of "A" during grades 9-12 shall receive the summa cum laude award. Grades for each semester in grades 9-12, including and the fourth nine weeks of grade 12, shall be used in the computation for summa cum laude status.

VALEDICTORIAN AND SALUTATORIAN

At the close of the senior year, the top two seniors who have the highest scholastic averages shall be ranked by using the grades for all semesters of grades 9-12 of the senior year. The student with the highest scholastic average shall be valedictorian, and the student with the second highest average shall be the salutatorian.

QUALIFICATIONS

To be considered for the position of valedictorian and salutatorian, a student shall have attended Memorial High School for his or her entire 11th and 12th grade years. He or she shall have taken a full class load the entire school year with a minimum of six credits.

TIES

In cases of a tie in grade averages among the top-ranking students, computing the grade point average to a sufficient number of decimal places until the tie is broken shall be used as the method for determining valedictorian or salutatorian.

HELPFUL WEBSITES

What Should I Be Doing Now?

Generation TX <http://gentx.org/>

Connects students and clarifies the steps they need to take on the path to college and career education, from taking the right classes and tests, to applying to colleges, and then finding the money to pay for school.

Know How to Go <http://knowhow2go.acenet.edu/>

Get advice about how to go to college from people who know all about it.

Adventures in Education <http://www.aie.org/>

Get ready for college, starting today. Learn about the college application and admissions process and discover tips for choosing the college that's right for you.

Searching for a College

Campus Compare <http://campuscompare.com/>

Discover 4000 community colleges, state colleges, traditional colleges, universities, and more. Dive into the College Current to see college videos, student reviews, and college information on Twitter.

Every Chance Every Texan <http://www.everychanceeverytexan.org/>

This Compendium contains a list of colleges and universities in Texas, admission requirements, total expenses for an academic year, financial aid data, and related information, helpful hints to the college bound, and a calendar of various scholarship deadlines arranged by month.

College Answer <https://www.collegeanswer.com/>

This site includes information about college, including preparing, selecting, applying, paying, deciding, and financing.

Apply Texas https://www.applytexas.org/adappc/gen/c_start.WBX Apply to every Texas public university online.

Campus Tours <http://www.campustours.com/>

This site builds video tours, interactive maps and custom multimedia apps for higher education, non-profit, and government clients worldwide.

CAREER PLANNING

College and Career Quest Exercise <http://www.njsca.org/col/colquest.htm>

This site will take you through a process of exploring careers and colleges using the web. It is designed to develop skills required in researching potential majors and colleges. This is only the beginning of your exploration.

Kuder Navigator <http://navigator.kuder.com>

This site provides guidance with college, career, and financial aid planning.

Work in Texas <http://www.twc.state.tx.us/>

Search for jobs in Texas

Financial Aid & Scholarships

FAFSA <http://www.fafsa.ed.gov/>

Free Application for Federal Student Aid

RaiseMe <https://www.raise.me/>

Dreamers Roadmap - Earn micro-scholarships from colleges for your achievements as early as 9th grade

Fast Web <http://www.fafsa.ed.gov/>

Scholarship information

College for Texans <http://www.collegeforalltexas.com/>

Higher education in the state of Texas, financial aid, free test prep.

College Board <http://www.collegeboard.org/>

SAT and career/college information

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

ACT and career/college information

COLLEGE TIMELINE CHECKLIST

The following timeline chronicles suggestions at each grade level as you prepare for College. Be sure to consult with your school Counselor at intervals to ensure that you are on track. The first step is to take required courses and proper number of electives for graduation; develop good study habits; prepare for success on State Assessments; take College entrance exams; and stay on track.

8th Grade

- Take the Career Interest and PSAT 8/9 test.
- Develop the 4-Year Plan.
- With your Counselor, develop your Personal Graduation Plan.
- Select your Graduation Plan and Endorsement as required by House Bill 5
- Develop good study habits.
- Participate in extra-curricular activities.
- Participate in community service activities.

9th Grade Freshman Year

- Review your high school program of studies with your school counselor and parents.
- Check your course selection and be sure you are in the correct courses.
- Begin researching your career choices and educational requirements for your career of interest.
- Begin keeping a personal record of your achievements, honors, and awards, as well as activities in which you participate.
- Develop good study habits.
- Participate in extra-curricular and community service activities.

10th Grade Sophomore Year

- **August**
 - Check credits to make sure you are on schedule for graduation. Check with your school counselor to make sure that your courses meet college entrance requirements.
 - Student athletes should check NCAA requirements (www.ncaaclearinghouse.net).
- **September**
 - Register to take the PSAT.
- **October**
 - Prepare to take the PSAT which is offered in October each year
 - **Spring of 10th grade Year**-Student must indicate in writing an endorsement they intend to earn.

- **Throughout the year**
 - Ensure that you enroll in appropriate courses.
 - Maintain good grades.
 - Review colleges of interest to you and costs.
 - Schedule college tours
 - Finalize the endorsement plan

11th Grade Junior Year

- **August**
 - Check credits to make sure you are on schedule for graduation.
 - Check with your guidance counselor to ensure your courses meet College entrance requirements.
- **September**
 - Register to take the PSAT for the National Merit Scholar (NMSQT) recognition.
- **October**
 - Take the PSAT/NMSQT; only 11th Graders may qualify for the NMSQT
- **December**
 - Review college entry requirements
 - Review financial aid and scholarship information.
 - Update your record book of high school activities, accomplishments, and awards.
- **May/June**
 - Take SAT/ACT; Take SAT Achievement test(s).
 - Schedule college tours

Summer Prior to Senior Year

- Select the top 5 to 7 colleges you feel best meet your future goals.
- Plan to condense your list to 3 or 4 by August.
- Be sure to contact your primary choice Colleges for applications.
- Student athletes should register with the NCAA Clearinghouse. A student athlete should check the current NCAA eligibility criteria. Be aware of the NCAA (National Collegiate Athletic Association) Eligibility Requirements (www.ncaaclearinghouse.net).
- Plan college visits and arrange for interviews, if possible. Attempt to see colleges while classes are in session.
- Request College catalogs, applications, financial aid information, and specific information about your proposed major area of study.
- Take the approved college assessment, unless you are exempted based on the Texas Accountability Performance Standards applicable, SAT or ACT scores.

12th Grade Senior Year

- **August**
 - Research scholarships and loan possibilities.
 - Choose a minimum of 3 colleges to which you will apply. Keep your counselor and parents informed about your interests.
 - Match your records with selected college entrance requirements.
 - Review your credits for graduation. Consult your counselor to ensure that you are scheduled properly in courses so that you meet graduation requirements.
 - Texas offers a common application for all public universities.
(www.applytexas.org)
- **September**
 - Check college deadline dates for application for admissions, housing, financial aid, and required entrance exam (SAT/ACT), and acceptable financial aid form (FAFSA OR FFS).
 - **Register to take the SAT or ACT.**
 - Schedule college tours.
- **October**
 - **Complete financial aid forms (FAFSA and/or FFS)**
 - Take the ASVAB Test for United States Military Service considerations.
- **October/November/December**
 - Solicit application and recommendation forms from guidance counselor and teachers for completion of their sections. Allow at least **2 weeks** in consideration of the demands on teachers and counselors.
 - Follow up on letters of recommendation. Request transcripts as needed. Make copies of all forms **before** mailing.
 - Check with your counselor to make sure mid-year reports are completed and returned to colleges, which request them.
 - Request that SAT/ACT scores be submitted to all colleges to which you have applied.
 - Ask parents to begin gathering their financial information.
- **February/March**
 - Maintain grades and stay focused in pursuit of your goals and successful college enrollment in the fall.
- **April**
 - Expect college acceptance notices.
 - **Keep your guidance counselor informed of your situation. Share your records of high school activities, awards and accomplishments.**
 - If you have not been accepted for a college, stay focused, and consider your other options. In addition, seek guidance from your school counselor and your parents.

- Check college/university catalogs for deadlines. Finalize plans for financial aid, housing and scholarships.
- **May**
 - Make final choice of College or University and complete required paperwork for college admission.
 - **Inform your school counselor of college acceptance and scholarships.**
 - For AP courses, take the corresponding Advanced Placement Exams. Have scores sent to selected colleges. Most US Colleges and Universities have an AP Policy for granting incoming students' credits and placement based on their AP Exam grades (up to a whole year, equating to sophomore status and a financial savings in College costs) if qualifying grades are earned.

The cost of each AP Exam is \$93.00. Reductions of \$31.00 are available from the College Board for students with a financial need. Schools may forego their \$9.00 rebate, making the final fee \$53.00. Check with your school counselor for possible additional reductions.

****Students must pay a \$15.00 restocking fee if the exam is ordered and the student does NOT take the exam. ****

Advanced Placement credit policies vary. Individual College and University AP Credit Policies can be viewed through the College Board website at:

<http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

Graduation Requirements • Secondary Program Options Planning Guide for PAISD Students, Grades 6 – 12

The Course Selection Catalog for the Middle School and High School were combined in order to give a broad view of the secondary program. The information provided in this publication is designed to assist students and parents in planning and making choices for the student's high school career. Based on graduation requirements and preliminary post high school plans, a personalized graduation plan is developed with a team effort by the student, parents, and the school. Students and parents may review this graduation plan by contacting the appropriate Counselor below:

Memorial High School Campuses

Memorial High School

3501 Staff Sergeant Lucian Adams Dr.
Port Arthur, TX 77642
Phone 409.984.4000
Fax: 409.985.3376

Wilson Early College

1500 Lakeshore Dr.
Port Arthur, TX 77640
Phone: 409.984.8961
Fax: 409.984.8978

CTE (Stilwell) Technical Center

3501 Staff Sergeant Lucian Adams Dr.
Port Arthur, TX 77642
Phone: 409.984.4750
Fax: 409.983.2204

Memorial 9th Grade Academy

3505 Staff Sergeant Lucian Adams Dr.
Port Arthur, TX 77642
Phone: 409.984.4900
Fax: 409.736.0267

Alternative Campus

PAAC Grades 6 -12

1030 Dunbar Ave. Port Arthur, TX 77640
Phone Number: 409.984.8650 Fax: 409.984.9753

Middle School Campuses

Jefferson Middle

2200 Jefferson Dr.
Port Arthur, TX 77642
Phone: 409.984.4860
Fax: 409.960.6057

Lincoln Middle

1023 Abe Lincoln Ave
Port Arthur, TX 77640
Phone: 409.984.8700
Fax: 409.982.2847

Course Selection Process

Developing the Class Schedule for Elementary/Secondary Students

Counselors meet with students during the Fall/Spring semester to determine course selections for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as electives, and they have the opportunity to verify those choices and make corrections several times before the start of the new school year.

Counselors will provide information about the Course Selection Process, graduation plans, and class choices, through classroom guidance. Students will be given a Course Selection Catalog. Students will be given the due dates and instructions for completing course selections with a request for signatures of parents as a sign of approval. Parents will have the opportunity to attend scheduled parent information meetings and student orientations as students participate in the course selection process. Counselors will also see each student individually regarding course selections. In addition, each student will be provided verification of course requests along with a deadline for change requests. Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. It is very important that students provide alternate course choices for elective courses on the registration/course selection form.

Students and parents will have as an option, the opportunity to go on-line to complete the course selection process.

*****Important Reminder: Course Selection is a very important process upon which the Master Schedule is built, teachers are hired, and classroom assignments made. Students are requested to make their selections with seriousness in mind.**

*****If a chosen class is not conducive in a student's schedule, the alternate selections will be used by counselors, and if students fail to provide the required alternate selections, counselors will use their judgment in scheduling the student.**

When a student selects a course, it is assumed that the student is eligible **and** prepared for the course by having passed the prerequisite. However, if a student fails a course(s), the student should plan to make up the course during **summer school**.

Students should contact their counselor and or teacher if there is a concern about having failed a course and attending summer school.

If a particular course requires the teacher's approval, students are responsible for obtaining that approval prior to submitting course requests.

After the development of the Master Schedule, schedule changes will only be made (unless the campus Principal approves the schedule change) for the following reasons:

- A student is placed in a course in error.
- A student fails a required course making a schedule adjustment necessary for graduation.
- Additional credit was earned making a schedule adjustment necessary.
- The student has a schedule that is not educationally defensible; i.e., does not have the pre-requisites or not having courses needed for graduation.
- Change is needed as a result of a student being elected or administratively assigned to or taken out of a program within the school; i.e., band, athletics, work program, or other classes requiring instructor approval.
- Change is needed to enable a student to graduate in the particular year.
- Class sizes must be balanced.
- Courses are cancelled.

Level Changes

Research shows that students who take challenging courses in high school are more likely to enroll in and complete college degree programs. Students are encouraged to choose academic rigor over GPA when making choices about classes.

Before requesting approval from a campus administrator to move from an advanced course to a lower level course (English I Honors to English I, for example), a student should demonstrate effort to meet academic standards of the course, seek assistance by attending tutorials, participate in class, and ensure conferences, via phone or in person have occurred between the teacher, parent, and student.

INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the course catalog contains important information about attendance and credits.

Grading

Grading for all synchronous/asynchronous assignments will follow the same grading policy as the courses in the face-to-face model. According to **TEA guidance**, the grading policies for remote instruction must be consistent with the District's grading policies for on-campus assignments.

Absences/Attendance

As part of the Reopening Plan Document: **A Guide to Address the Challenges of COVID 19**, the following is stated by Curriculum and Instruction:

Whether engaged in face to face, synchronous, or asynchronous instruction, quality instruction continues to be the cornerstone to the success of our educational programs. Coursework delivered synchronously or asynchronously will meet the same standards as coursework offered face to face. The synchronous/asynchronous model will provide opportunities for students to accelerate their learning in order to close gaps that may have occurred during previous school closings and will allow our students to continue learning in the event of school closures.

Attendance

- Attendance for elementary students will be taken daily for both face-to-face and online.
- Attendance for secondary students will be taken each period daily for both in-person and online.
- The 90% attendance rule is for all students, whether attending in-person or synchronous/asynchronous.

Instruction

- Schoology will be the learning instructional platform for all K-12 students and teachers. This platform for instruction is aligned to the state standards and will provide continuous access to instruction.
- Face-to-Face – Traditional “in-person” classroom instruction.

- Synchronous Instruction - Two-way, real-time/live, virtual instruction between teachers and students while students are not on campus. With this method, the required amount of instructional time is scheduled each day. Synchronous instruction via Schoology is provided through a computer or other electronic device.
- Asynchronous Instruction - Instruction that does not require having the instructor and student engaged at the same time. Through this method, students learn from instruction that is not necessarily being delivered in-person or in real-time. This type of instruction may include various forms of digital and online learning, such as pre-recorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. Students who choose this model must be motivated.

Becoming Familiar with Academic Terminology

Four Year Plan

Each student is required to develop a 4-6 Year Plan upon entering high school (during the second semester of Grade 8) as required by the Texas Education Agency. Students, Parents, and Counselors plan for **all four years** so that students may make the most of their time in high school.

The plan is designed to assist students in meeting graduation requirements and in planning post-secondary education and/or work. Students are advised to consult college catalogs to determine post-secondary requirements.

To choose classes for the plan, students should work with their parents and assigned school counselor. Later, the plan should be re-evaluated to ensure that the student's graduation goals and requirements are being met successfully or need to be adjusted to meet changed goals. Students should review their plan **each year** and make revisions as needed. Each year, the student, parent, and counselor are to sign and date the plan.

1. Each student's 4-Year Plan has a required number of courses necessary to graduate and the required number of credits specified by his/her graduation plan.
2. The student must earn his or her credit in all required courses specified by their graduation plan.

3. In addition to course credit requirements, the student must meet state performance standards for State Accountability Exams, and attendance requirements for graduation.

Course Offerings and Program Information

- All courses designated I, II, III and IV refer to the number of years of experience in the course, rather than the grade levels 9, 10, 11 and 12 respectively.
- Self-Management courses may only be chosen by students who are approved for such courses by the Admissions, Review, and Dismissal (ARD) Committee.
- Accelerated instruction will be provided for all students who do not maintain mastery on the respective EOC's and sections of STAAR – EOC Exams as appropriate and in agreement with State Accountability.
- Sheltered Instruction (SI) classes are assigned to eligible LEP students at a level commensurate with their English proficiency. Instructors for these classes are "SI" trained to provide linguistic accommodations.
- Regular courses provide grade-level instruction in all Texas Essential Knowledge and Skills (TEKS). These courses are designed for the college-bound as well as the career-bound student.

Honors Placement Courses (Honors)

Honors Placement courses have specific curriculum goals and objectives designed to prepare all students who take the class for the rigor of the Advanced Placement course. In addition to all Texas Essential Knowledge and Skills, a wider range and greater depth of the subject matter is taught. There is an emphasis on higher level and critical thinking skills. Provisions for creative and productive thinking are included in the courses.

Honors courses will help prepare students for advanced courses. Honors Courses will be more challenging than regular courses and are offered in the core area subjects: English, Math, Social Studies and Science. The Texas Essential Knowledge and Skills (TEKS) of the required academic subjects in Honors classes are the same as the TEKS

in the regular program. The learning experiences in the Honors classes are enhanced with higher level thinking skill activities. The Honors courses will prepare students for the Advanced Placement Courses in high school, as the skills taught in Honors are aligned with the objectives needed to succeed in the AP course.

Advanced Placement Courses (AP)

The Advanced Placement Program, sponsored by the College Board, offers high school students an opportunity to take college-level courses at the local high school. Advanced Placement (AP) courses, designed to expand educational opportunities for qualified students, are developed by the College Board. AP courses usually require more work outside of class time on the part of the students than do other courses. AP courses earn one extra grade point per course.

Upon successful completion of an AP course, the student receives high school credit. College credit can be earned by a student who passes the AP course exam (earn 3.0 on the exam). In applying to a college of choice, the student should contact the college admissions department, review credit policies for advanced placement courses, and determine if the awarded AP course credit is accepted. The cost of the AP Exam is the responsibility of the student.

Advanced Placement courses are offered in English, Mathematics, Social Studies, and Science. The subject matter in advanced placement courses offered is similar to that taught in college freshmen courses. If a student earns a score in a designated range on the Advanced Placement Test at the end of the year, some college credit may be received.

Advanced Placement Tests

AP courses prepare students to take AP examinations. Because of scoring at a designated level on an AP exam, students may earn college credit or participate in the AP program. The College Board Advanced Placement (AP) tests are offered in the spring semester. The College Level Examination Program (CLEP) tests are given monthly at various testing centers. Both tests are voluntary. Participating colleges may award Advanced Placement, credit, or both, for satisfactory performance on these examinations. Students should consult college bulletins and counselors for additional college credit which may also be given for the SAT II or departmental examinations.

Gifted and Talented Students

Gifted and Talented students are served through differentiation of instruction, the Honors Placement and Advanced Placement classes, academic competitions, the Distinguished Achievement Program, dual credit, co-enrollment, opportunities for acceleration, and early high school graduation (approved 3-Year Graduation Plan).

Credit by Exam—If a Student Has Taken the Course

A student who has previously taken a course or subject, but did not receive credit for it, may in circumstances determined by the teacher, counselor, attendance committee, and/or principal, be permitted to earn credit by passing an exam on the Texas Essential Knowledge and Skills (TEKS) defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home schooling, correspondence courses, or independent study supervised by a teacher.

The Counselor or Principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least **70** on the exam to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.

Credit by Examination-If a Student Has Not the Taken Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The dates of the tests may be obtained from the Department of Curriculum and Instruction and the Guidance and Counseling Department at the High School.

A student will earn credit with a passing score of at least 70 on the exam. If a student plans to take an exam, the student (or parent) must register with the counselor no later than 30 days prior to the scheduled testing date. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. ****For further information, see EEJB (LOCAL).**

Summer School

Summer School is available each summer for students who may need to make up credit(s).

The district **does not charge** for summer school when a student is making up a course credit that they failed.

Career and Technology Education

Enrollment in career and technology education courses is open to all qualified students without regard to race, color, creed, religious affiliation, sex, or handicapping conditions.

Emergent Bilingual

Students who have been identified as Emergent Bilingual have the opportunity to receive language arts instruction from an ESL trained teacher. These teachers will present the curriculum in such a way to help ELs acquire the English language in a comprehensible and meaningful manner. Students who are recent immigrants, born outside of the United States, and who require intense language instruction are offered ESOL (English for Speakers of Other Languages) I and ESOL II. An ESL certified teacher teaches these classes. Furthermore, Sheltered Instruction will be provided for ESL students scheduled in content area classes for mathematics, science, and social studies.

In the Port Arthur Independent School District, the ESL program in grades 6-12 consists of content-based ESL programs where an ESL certified teacher instructs English Language Arts and Reading to recent immigrant students. In grades 9-12, ESOL I and ESOL II can be taken in place of English I and English II. Recent immigrant students who are at the beginning levels of English language proficiency and students who for several years have been at beginning or intermediate levels of English language proficiency in TELPAS are eligible for these courses.

General education teachers who are certified in their subject areas can teach all other content areas such as math, science, social studies and electives, but those who have also received sheltered instruction (SI) training can teach all other content areas such as math, science, social studies and electives. Sheltered instruction training, and ELPS training (English Language Proficiency Standards) are required trainings for teachers of Emergent Bilingual. The trainings enable teachers to provide the linguistic accommodation Emergent Bilinguals 'need to be successful in learning the content area skills and knowledge, and English reading and writing. Sheltered instruction class offerings have SI as part of the class name (e.g. Algebra I SI).

The SI simply indicates that the teacher for that class has received sheltered instruction training. The Language Proficiency Assessment Committee (LPAC) acts on behalf of the school district to identify, to test for English Language Proficiency, and to recommend placement of Emergent Bilinguals' in the appropriate instructional setting with parent approval. Consultation with LPAC is required to place Emergent Bilingual students appropriately.

Section 504 Services

Section 504 of the Rehabilitation Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Eligible students have a record of, or are regarded as having a physical or mental impairment which substantially limits one or more major life activities including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and performing manual tasks. In order to receive services, even if the students have physical or mental impairment, there must be substantial limitation on a major life activity; i.e. a serious problem requiring accommodations within the school. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services.

Special Education Services and Programs

Students experiencing difficulties in school and who have not been successful in the three Tiers of Response to Intervention (RTI), may be referred for Special Education services. After the referral is completed, signed and approved by the members of a referral committee and the parent has signed the evaluation consent form, an evaluation will be conducted to determine whether a student meets the eligibility criteria for special education.

An Individual Education Plan (IEP) Committee or Acceptance, Review or Dismissal (ARD) Committee makes decisions regarding the provision of special education services. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instruction that is designed to meet a student's unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with in class support, (c) general education and content mastery support, or (d) self-

contained classroom. Related services necessary for the student to benefit from special education may also be provided.

Credit Recovery

Credit Recovery is a program that offers high school students the opportunity to make up credits, which were denied due to subject failure or poor attendance. The student must maintain a 90% attendance rate in order to remain in the program. The program is available to 11th, 12th, and over age 10th graders. ***It should be clearly noted that a student may earn a maximum of two (2) credits per academic school year.***

Project Reclaim

Project Reclaim (Revitalizing Enthusiasm and Commitment in Learning Assessed Information for Mastery) Secondary Academy is designed to provide continued educational opportunities for (12th) grade non-completers who failed to reach minimum passing standards on the STAAR EOC in English Language Arts, Math, Science, and/or Social Studies.

Project Redirect

A program designed to assist students who have been designated for special attention in the district dropout prevention program. It allows students to gain credits for courses students failed to master during regular sessions.

Correspondence Courses

The Port Arthur Independent School District accepts correspondence credits from the University of Texas at Austin and Texas Tech. A maximum of three (3) credits may be earned by correspondence. See the counselor for more information. ***It should be clearly noted that all fees for correspondence courses must be paid by the student, parent, or guardian.***

Credits in Subjects from Unaccredited Schools

Credits in subjects from non-accredited schools must be validated through examination. The district uses established examinations from state universities for this purpose. **The cost of the examinations is the responsibility of the Parent/Guardian. This must be approved by the Principal; Parent/Guardian should meet with their child's Counselor for more information.**



Advancement via Individual Determination

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is a college – prep program in which students are actually involved in their own education and grow academically and personally through the support of the AVID College Readiness System. AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on student assets. In addition, the curriculum incorporates a variety of Emergent Bilingual strategies to purposefully support English Language acquisition and promote the utilization of academic language in order to develop literacy and ensure college and career readiness.

In 2015, AVID seniors outpaced the national average of enrolling in either a two- or four-year college the first fall term after high school.

PAISD began AVID in the 2014-2015 school year at Memorial Ninth Grade Academy; its inaugural class graduated from Memorial High school in 2018. Secondary students in grades 6-12 will have an opportunity to participate in AVID.

AVID develops:

- Readers, writers, and critical thinkers
- Deep content knowledge
- Speaking and social skills
- Habits, skills, and behaviors important for success in college, career, and life

AVID has Proven Achievement and a Lifelong Advantage.



DUAL ENROLLMENT

LAMAR STATE COLLEGE-PORT ARTHUR

Lamar State College—Port Arthur will enroll students in drafting and welding courses each semester for the upcoming school year. Classes will be taught on the Memorial High School Campus during the regular school day.

A student who completes all five **(5)** courses as indicated on the Plan, with a grade point average of **2.0** or higher, will receive a diploma that indicates the attainment of a certificate of completion. This certificate will satisfy the requirements for a state-approved endorsement. Also, the student who completes the five **(5)** courses with the appropriate GPA will be eligible to participate in commencement exercises on the Lamar State College—Port Arthur Campus.

A student who completes forty **(40)** semester hours will receive a certificate of study. Those completing sixty **(60)** semester hours on the Lamar State College—Port Arthur Campus (*outside of the classes offered at Memorial High School*) will receive an associate degree from Lamar State College—Port Arthur.

Tuition

Tuition and fees for Lamar State College—Port Arthur are waived for hours obtained on the Memorial High School Campus. It is possible, with very careful planning, to attend career and technology programs and take courses required for college at the same time. See your grade level counselor or contact the CATE Counselor for more information at 984-4750.

Computer-Aided Drafting Certificate
(Engineering Design and Presentation)

First Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
DFTG	1409	Basic Computer-Aided Drafting	4	128

Second Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
DFTG	2419	Intermediate Computer-Aided Drafting	4	128

Third Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
DFTG	1417	Architectural Drafting-Residential	4	128

Fourth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
DFTG	2423	Pipe Drafting	4	128
ARCE	1452	Structural Drafting	4	128

DFTG Program Totals

Semester Hours	Contact Hours
24	640

Welding Certificate

First Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
WLDG	1421	Welding Fundamentals	4	128

Second Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
WLDG	1428	Introduction to Shielded Metal Arc Welding (SMAW)	4	128

Third Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
WLDG	1430	Introduction to Gas Metal Arc Welding (GMAW)	4	128

Fourth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
WLDG	1434	Introduction to Gas Tungsten Arc Welding (GTAW)	4	128
ARCE	1435	Introduction to Pipe Welding	4	128

DFTG Program Totals

Semester Hours	Contact Hours
20	640

Heating, Air Conditioning and Refrigeration Certificate

First Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1310	HVAC Shop Practices and Tools	3	96

Second Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1341	Residential Air Conditioning	3	96

Third Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1303	Air Conditioning Control Principles	3	96

Fourth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1345	Gas and Electric Heating	3	96

Third Semester-Fourth Semester Crossover

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1301	Basic Electricity for HVAC	3	96

Fifth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1300	HVAC Duct Fabrication	3	96
HART	1307	Refrigeration Principles	3	96

Sixth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	1356	EPA Recovery Certification Preparation	3	96
HART	2338	Air Conditioning Installation and Startup	3	96

Seventh Semester-Sixth Semester Crossover

Prefix	Number	Course Name	Semester Hours	Contact Hours
HART	2331	Advanced Electricity for HVAC	3	96

DFTG Program Totals

Semester Hours	Contact Hours
30	960

*Students will take the EPA Certification exam during this semester/course.

**Students, upon successful completion of the above-listed course, will graduate with a certificate in Heating, Air Conditioning, and Refrigeration.

The courses in this program will give students the skill set to begin working in the HVAC field upon graduation. Students will learn the tools needed in this field and how to properly and safely use the tools. Students will be given hands-on training for electricity, refrigeration, installation, and duct fabrication. Students will also learn about Environmental Protection Agency Section 608 (EPA) and will take the EPA Technician Section 608 Certification exam.

MEDICAL CODING

First Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HITT	1305	Medical Terminology I	3	96
MDCA	1321	Administrative	3	96

Second Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HITT	1303	Medical Terminology II	3	96

Third Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
PDFM	1300	Basic Medical Coding	3	96
PDFM	1302	Medical Software	3	96

Fourth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
HITT	1313	Coding and Insurance	3	96
MDCA	1205	Medical Law	3	96

Fifth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
POFT	1127	Introduction to Keyboard	4	32
ACNT	1303	Introduction to Accounting	3	96

Sixth Semester

Prefix	Number	Course Name	Semester Hours	Contact Hours
PDFM	1300	Basic Medical Coding	3	96
PDFM	1302	Medical Software	3	96



The University of Texas at Austin OnRamps

“Experience College Before College”

OnRamps is an innovative dual enrollment and professional development initiative led by The University of Texas at Austin. Founded in 2011 in partnership with the Texas Higher Education Leaders Consortium, and supported by generous funding from the Texas Legislature, OnRamps is dedicated to preparing high school students for postsecondary student success.

OnRamps' innovative dual-enrollment program brings rigorous courses aligned with the high standards and expectations of [The University of Texas at Austin](#) to thousands of students across Texas. OnRamps seeks to increase the number and diversity of students who engage in learning experiences aligned with the expectations of leading research universities.

The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students and their families. In addition, earning transferable college credit while in high school accelerates degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In OnRamps students learn first-hand all that it takes to succeed in college before they arrive.

How OnRamps Work?

- OnRamps students are enrolled in a yearlong high school course facilitated by a PAISD teacher who is trained and certified by OnRamps.
- During the first half of the course, OnRamps students complete a series of required assignments that are designated by an Instructor of Record at the University of Texas to determine eligibility to be dually enrolled in the university course.
- Students who successfully complete the high school version of the course receive credit from their campus. In addition, students who successfully complete the college course receive Texas Common Core credits from the University. Credits are guaranteed to transfer to any public college or university in Texas.

Which OnRamps Courses Are Available in PAISD?

- English Rhetoric

*** [Not all courses are part of every degree plan. Your college or university may apply Texas Common Core Credits as electives if the class you take is not part of your degree plan.]**



The 80th Texas Legislature passed Senate Bill 1788, authorizing the Texas Education Agency to establish a state virtual school network to provide education to students through electronic means. An electronic course is defined as a course in which instruction and content are delivered over the Internet; a student and teacher are in different locations. Much of the instructional activities take place in an on-line environment; the on-line instructional activities are integral to the academic program. Extensive communication between a student and the instructor and among students is emphasized; a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

TxVSN Facts

The Texas Virtual School Network is a supplemental rather than diploma-granting program. Electronic courses will supplement the services the district currently offers. Students will receive credits and diplomas from the Port Arthur Independent School District (receiving district); school districts are course providers. The network will include students in Grades 9 through Grade 12. The network will include students who are eligible to enroll in a public school; they have not graduated from high school.

Advantages of TxVSN

- For credit courses that are aligned to TEKS.
- Courses are taught by Texas Certified Teachers.
- The network can help districts overcome some scheduling challenges.
- High quality learning activities are provided.
- The network may make available specialty courses and advanced course needs of students.

*****The State of Texas no longer provides funding or paid scholarships for TxVSN Courses; thus, students who enroll in electronic courses through the network will have to pay for the cost of the course.**

A TxVSN Course Catalog is issued for Fall Semester, Spring Semester, and Summer Semester; the courses may vary from one semester to the next, depending upon the offerings of the different districts which provide the courses to the receiving districts.

For information and assistance, visit with your Port Arthur Independent School District TxVSN Coordinator at Memorial High School.

Revised 1/20/12

FOUNDATION GRADUATION PLAN AND REQUIREMENTS

During the 83rd Texas Legislature, House Bill 5 was signed into law, which changes high school graduation requirement for students who will be freshmen during the 2014-2015 school year. More flexibility is provided by HB5 for high school students to pursue either higher education at a college or university or a career pathway. House Bill 5 (HB5) establishes one graduation plan- Foundation High School Program (FHSP) – that allows opportunity to earn endorsements and performance acknowledgements.

Foundation – Only 23 Credits	Foundation + Endorsements 27 Credits	Distinguished Level Of Achievement 27 Credits
English Language Arts Four Credits	English Language Arts Four Credits	English Language Arts Four Credits
<ul style="list-style-type: none"> ● English I ● English II ● English III ● Advanced English Course (English IV, English IV AP, Humanities, Advanced Journalism-Yearbook) 	<ul style="list-style-type: none"> ● English I ● English II ● English III ● Advanced English Course (English IV, English IV AP, Humanities, Advanced Journalism-Yearbook) 	<ul style="list-style-type: none"> ● English I ● English II ● English III ● Advanced English Course (English IV, English IV AP, Humanities, Advanced Journalism-Yearbook, Business English, Research and Technical Writing)
Mathematics Three Credits	Mathematics Four Credits	Mathematics Four Credits
<ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Advanced Mathematics Course (Algebra II, Pre-calculus, AP Statistics, AP Calculus AB) 	<ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Advanced Mathematics Course (Algebra II, Pre-calculus, AP Statistics, AP Calculus AB) 	<ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Advanced Mathematics Course (Algebra II, Pre-calculus, AP Statistics, AP Calculus AB)
Science Three Credits	Science Four Credits	Science Four Credits
<ul style="list-style-type: none"> ● Biology ● IPC or Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP) ● Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP, Anatomy, and Physiology) 	<ul style="list-style-type: none"> ● Biology ● IPC or Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP) ● Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP, Anatomy, and Physiology) 	<ul style="list-style-type: none"> ● Biology ● IPC or Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP) ● Advanced Science Course (Chemistry, Chemistry AP, Physics, Astronomy, Environmental Systems, Biology AP, Anatomy, and Physiology)

Foundation – Only Continued	Foundation + Endorsements Continued	Distinguished Level Of Achievement Continued
Social Studies Three Credits	Social Studies Three Credits	Social Studies Three Credits
<ul style="list-style-type: none"> ● U.S. History ● U.S. Government (one-half credit) ● Economics (one-half credit) ● World Geography or World History or Combined World History/World Geography 	<ul style="list-style-type: none"> ● U.S. History ● U.S. Government (one-half credit) ● Economics (one-half credit) ● World Geography or World History or Combined World History/World Geography 	<ul style="list-style-type: none"> ● U.S. History ● U.S. Government (one-half credit) ● Economics (one-half credit) ● World Geography or World History or Combined World History/World Geography
Physical Education One Credit	Physical Education One Credit	Physical Education One Credit
Languages Other Than English Two Credits in the same language, Computer Programming Language	Languages Other Than English Two Credits in the same language, Computer Programming Language	Languages Other Than English Two Credits in the same language, Computer Programming Language
Fine Arts One Credit	Fine Arts One Credit	Fine Arts One Credit
Electives Five Credits (may include CTE, Certification Courses, or Fine Arts)	Electives 6 ½ Credits (may include CTE, Certification Courses, or Fine Arts)	Electives 6 ½ Credits (may include CTE, Certification Courses, or Fine Arts)
**PAISD—Professional Communication One-Half Credit	**PAISD—Professional Communication One-Half Credit	**PAISD—Professional Communication One-Half Credit
Technology Application One Credit	Technology Application One Credit	Technology Application One Credit

Graduation Programs 2022-2023

Endorsement	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> ● Curriculum requirements for the endorsement ● A total of four credits in mathematics ● A total of four credits in science ● Two additional elective credits
STEM	<p>A coherent sequence or series of courses selected from one of the following</p> <ul style="list-style-type: none"> ● CTE courses with a final course from the STEM career cluster ● Computer Science ● Mathematics ● Science ● A combination of no more than two of the categories listed above
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following</p> <ul style="list-style-type: none"> ● CTE courses with a final course from the Agriculture, Food, & Natural resources, Architecture & Construction, Audio/Video, Technology & Communications, Business Management & Administration, Finance, Hospitality & Tourism, Information Technology, Manufacturing Marketing, & Transportation, or Distribution & Logistics CTE cluster ● The following English electives; Public Speaking, Debate, Advanced Broadcast Journalism including Newspaper and Yearbook ● Technology applications ● A combination of credits from the categories listed above
Public Services	<p>A coherent sequence or series of courses selected from one of the following</p> <ul style="list-style-type: none"> ● CTE Courses with a final course from the Education & Training; Government & Public Administration; Health Services; or Law, Public Safety, Corrections and Security career cluster ● JROTC

<p>Arts and Humanities</p>	<p>A coherent sequence or series of courses selected from one of the following</p> <ul style="list-style-type: none"> ● Social Studies ● The same language in Language other than English ● Two levels in each of two languages in Languages other than English ● American Sign Language (ASL) ● Courses from one or two categories (art, dance, music, and theater) in Fine Arts ● English electives that are not part of Business and industry
<p>Multidisciplinary Studies</p>	<p>A coherent sequence or series of courses selected from one of the following</p> <ul style="list-style-type: none"> ● Four Advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence ● Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics ● Four credits in AP, IB, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, Language other than English or Fine Arts
	<p>Total Credits with endorsement – 27</p>

Continuation of Graduation Programs 2022-2023

<p>Distinguished Level of Achievement</p>	<ul style="list-style-type: none"> ● A total of four credits in math, including credit in Algebra II ● A total of four credits in science ● Completion of curriculum requirements for at least one endorsement
<p>Performance Acknowledgments</p>	<p>For outstanding performance</p> <ul style="list-style-type: none"> ● In a dual credit course ● In bilingualism and bi-literacy ● On an Advanced Placement Test or International Baccalaureate exam ● On the PSAT, ACT-Plan, SAT, or the ACT and TSI-A ● For earning a nationally or internationally recognized business or industry certification or license



Graduation Requirements



Beginning with the Freshman class of 2011-2012, a student must earn passing scores on 5 End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan to earn a diploma. Students must meet all graduation course credit requirements to be eligible for participation in the graduation ceremony.

*Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.

STAAR End of Course Exams


Students who first entered 9th grade in the fall of 2011 and thereafter

English Language Arts	Math	Science	Social Studies
English I English II	Algebra I	Biology	US History



CAREER AND TECHNOLOGY

In Career and Technology Education Programs. Port Arthur ISD offers career and technology education programs admission to these programs is based on the student's interest, abilities, and educational needs.



Career and Technology Education (CATE)

Programs of Study

- Accounting and Financial Service
- Architecture and Construction
- Arts, Audio / Visual Technology and Communication
- Business, Marketing and Finance
- Health Science
- Hospitality and Tourism
- Information Technology
- Law and Public Service
- Manufacturing
- Science ,Technology, Engineering and Mathematics Transportation, Distribution and Logistics

Regional Programs of Study

- Human Service
- Cosmetology

Non-Discrimination Statement Rehabilitation Act, 1973. It is the policy of the Port Arthur Independent School District not to discriminate based on race, color, age, gender, handicap, religion, or national origin in educational or vocational programs, activities or employment. For further information, please contact Mark Porterie, Ed.D. at (409) 989-6238.

Career Clusters

- Accounting
- Audio / Video Production
- Automotive
- Business Management / Marketing and Finance
- Collision Repair
- Computer Maintenance Construction
- Technology Cosmetology
- Culinary Arts
- Engineering Design and Presentation / Drafting (LSCPA)
- Health Science
- HVAC (10th. grade LSCPA) Law and Public Safety
- Medical Coding
- Precision Metal Manufacturing Welding (LSCPA)

Contact Info

Dr. Melissa Oliva, Principal
Mr. Kevin Johnson, CATE Director
Ms. Kathleen Fontano, Counselor

Mrs. Janet Cook, Secretary
3502 S/Sgt Lucian Adams Drive
Port Arthur, Texas 77642
(409) 984-4750
Email: kevin.johnson@paisd.org

CAREER AND TECHNOLOGY PLANS

Several career and technology education programs are offered to students in the Port Arthur Independent School District. The Career and Technical Education (CATE) Program Center offers a number of two-year programs with daily class periods of **three hours** each to juniors, seniors, and at-risk freshman and sophomore students. The Career and Technical Education (CATE) Program will seek to provide placement of students in jobs upon satisfactory completion of their programs. Many students in the second year of their programs are eligible for employment. Marketing Education is also offered to juniors and seniors who are at least sixteen years of age.

The basic aim of each of these programs is to provide students with occupational skills for entering jobs related to the programs selected. Students complete applications for these programs during their 10th grade year. An effort is made to select students who have the aptitude and interests required to become proficient in the chosen areas of work.

STEM is the Future



Architecture and Construction

Course Number	Title	Grade	Credit	Prerequisites
70T639	Principles of Architecture	9	1	None
70T649	Principles of Construction	10	1	None
71T479	Construction Technology I	11	2	Principles of Architecture or Principles of Construction
72T489	Construction Technology II	12	2	Construction Technology I

Arts, A/V Technology and Communications

Course Number	Title	Grade	Credit	Prerequisites
70T199	Principles of Arts, A/V Technology and Communications	10	1	None
71T649	Audio Video Production I/ Audio Video Production I Lab	11	2	Principles of Arts, A/V Technology and Communications
72T659	Audio Video Production II/Audio Video Production II Lab	12	2	Audio Video Production I/ Audio Video Production I Lab
71T709	Graphic Design & Illustration I/ Graphic Design & Illustration I Lab	11	2	Principles of Arts, A/V Technology and Communications Principles of Arts, A/V
72T719	Graphic Design & Illustration II/ Graphic Design & Illustration II Lab Graphic Design & Illustration II Lab	12	2	Graphic Design & Illustration I/ Graphic Design & Illustration I Lab

*As part of the PAISD CTE Coherent Sequence. Students may begin their respective Sequence with Business Information Management and/or Professional Communications.

Business Management and Administration

Course Number	Title	Grade	Credit	Prerequisites
70T109	Principles of Business, Marketing and Finance	10	1	None
71T129	Business Information Management I	9-12	1	None
72T689	Business Information Management II / Business Lab	11	2	Business Information Management I
71T449	Practicum of Business Information Management/Extended Practicum in Business I	12	3	Business Information Management II / Business Lab

Finance

Course Number	Title	Grade	Credit	Prerequisites
70T109	Principles of Business, Marketing	10	1	None
70T093	Banking and Financial Services	10-12	½	None
70T089	Accounting I	10-12	1	None
72T519	Accounting II	11-12	1	Accounting I

Health Science

Course Number	Title	Grade	Credit	Prerequisites
70T459	Principles of Health Science	10	1	None
71T469	Health Science Theory/Health Science Clinical	11	2	Principles of Health Science & Biology
71T459	Practicum in Health Science/Extended Practicum in Health Science	12	3	Principles of Health Science, Health Science Theory & Biology

Hospitality and Tourism

Course Number	Title	Grade	Credit	Prerequisites
70T499	Principles of Hospitality & Tourism	10	1	None
70T529	Culinary Arts	11	2	Principles of Hospitality & Tourism
71T689	Practicum in Culinary Arts/Extended Practicum in Culinary Arts	12	3	Culinary Arts

Human Services

Course Number	Title	Grade	Credit	Prerequisites
70T023	Lifetime Nutrition and Wellness	10-12	½	None
70T299	Human Services	10	1	None
71T549	Cosmetology I	11	2	160 Clock Hrs. (summer)
72T579	Cosmetology II	12	2	Cosmetology I
70T049	Human Growth & Development	10-12	1	None

Information Technology

Course Number	Title	Grade	Credit	Prerequisites
70T399	Principles of Information Technology	10	1	None
70T689	Computer Maintenance/Computer Maintenance Lab	11	2	Principles of Information Technology
71T419	Computer Technician Practicum/Extended Computer Technician Practicum	12	3	Computer Maintenance/Computer Maintenance Lab

Law, Public Safety, Corrections and Security

Course Number	Title	Grade	Credit	Prerequisites
70T159	Principles of Law, Public Safety Corrections and Security	10	1	None
71T579	Practicum in Law, Public Safety, and Security I	11	2	None
72T489	Practicum in Law, Public Safety, Corrections and Security II/ Extended Practicum in Law, Public Safety Corrections & Security II	12	3	Practicum in Law, Public Safety, and Security I

Manufacturing

Course Number	Title	Grade	Credit	Prerequisites
70T349	Principles of Manufacturing	10-12	1	None
71T579	Robotics	10-12	1	None
70T359	Precision Metal Manufacturing I	11	2	Principles of Manufacturing
72T649	Precision Metal Manufacturing II/ Precision Metal Manufacturing II Lab	12	3	Precision Metal Manufacturing I
70P379	Welding I	11	2	Principles of Manufacturing
72T639	Welding II/ Welding II Lab	12	3	Welding I

Marketing

Course Number	Title	Grade	Credit	Prerequisites
70T109	Principles of Business Marketing	10	1	None
70T819	Entrepreneurship	11	2	Principles of Business Marketing
71T652	Practicum Marketing/Extended Practicum in Marketing	12	3	Teacher and Counselor approval

Science, Technology, Engineering and Mathematics

Course Number	Title	Grade	Credit	Prerequisites
70T639	Principles of Architecture	9	1	None
70T779	Principles of Applied Engineering	10-12	1	None
71T619	Engineering Design and Presentation I	11	1	Algebra I and Principles of Applied Engineering
72T619	Engineering Design and Presentation II	12	2	Algebra I, Geometry and Engineering Design & Presentation
71T239	Robotics	10	1	None

Transportation, Distribution and Logistics

Course Number	Title	Grade	Credit	Prerequisites
71T669	Principles of Transportation Systems	10	1	None
70T789	Collision Repair	11	2	Principles of Transportation Systems
70T729	Collision Repair /Advanced Transportation Laboratory Systems	12	3	Collision Repair
71T639	Automotive Technology I / Maintenance and Light Repair	11	2	Collision Repair
72T679	Automotive Technology II Automotive Service / Advanced Transportation Systems Laboratory	12	3	Automotive Technology I / Maintenance and Light Repair

Naval Science (NJROTC)

Course Number	Title	Grade	Credit	Prerequisites
51S019	Naval Science I	9-12	1	Selection by Naval Officer
52S029	Naval Science II	10-12	1	Naval Science I
53S039	Naval Science III	10-12	1	Naval Science I, II
54S049	Naval Science IV	10-12	1	Naval Science I, II, III

Special Programs

Course Number	Title	Grade	Credit	Prerequisites
110101	AVID I	9	1	Application Process & Committee Approval
110111	AVID II	10	1	Application Process & Committee Approval
130181	AVID III	11	1	Application Process & Committee Approval
140061	AVID IV	12	1	Application Process & Committee Approval
71T379	General Employability Skills	12	1	ARD Committee Approval
71T679	Project Based Research I	10	1	Meet Workforce Requirements
72T709	Project Based Research II	11	1	Meet Workforce Requirements

COURSE DESCRIPTIONS FOR CTE

Architecture and Construction

Principles of Architecture

1 credit

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision-making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. 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.

Principles of Construction

1 credit

Principles of Construction can provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I

2 credits

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II

2 credits

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Arts, A/V Technology, and Communications

Principles of Arts, A/V Technology and Communications

1 credit

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

Audio Video Production I

1 credit

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

(Required co-requisite- Audio Video Production I Lab)

Audio Video Production I Lab

1 credit

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 technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. **(Required co-requisite- Audio Video Production I)** Requiring a lab co-requisite for the course affords necessary time devoted specifically to the production and post-production process.

Audio Video Production II

1 credit

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video. **(Required co-requisite- Audio Video Production II Lab)**

Audio Video Production II Lab

1 credit

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. **(Required co-requisite- Audio Video Production II)** Requiring a lab co-requisite for the course affords necessary time devoted specifically to the production and post-production process.

Graphic Design & Illustration I

1 credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. **(Required co-requisite- Graphic Design and Illustration I Lab)**

Graphic Design & Illustration I Lab

1 credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. **(Required co-requisite- Graphic Design and Illustration I)**

Graphic Design & Illustration II

1 credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. **(Required co-requisite- Graphic Design and Illustration II Lab)**

Graphic Design & Illustration II Lab

1 credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. **(Required co-requisite- Graphic Design and Illustration II).**

****As part of the PAISD CTE Coherent Sequence, students may begin their respective sequence with Business Information Management and/or Professional Communications.****

Business Management and Administration

Principles of Business, Marketing and Finance

1 credit

This Principles Course presents principles of economics; characteristics of a business; forms of business ownership; structures within a business; career planning; personal and work-related business issues.

Business Information Management I

1 credit

In Business Information Management I, students will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post-secondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II

1 credit

In Business Information Management I, students will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post-secondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. **(Required co-requisite course: Business Lab)**

Business Lab

1 credit

In Business Lab, students will have an opportunity to further enhance their skills and previously studied knowledge and skills. This course will be used as an extension of Business Information Management II and is not offered as a stand-alone course. **(Required co-requisite course: Business Information Management II)**

Practicum in Business Mgmt./Extended Practicum in Business Mgmt.

3 credits

Practicum in Business Management is designed to give students supervised practical applications of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. This course is offered with a recommended Extended Practicum. Students who do not earn an average of at least 15 hours per week will only receive 2 credits for this course.

Education and Training

Human Growth and Development

1 credit

This course is recommended for Grades 10-12. Recommended prerequisites include Principles of Education and Training. Students examine human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a post-secondary, one-semester introductory course in developmental psychology or human development.

Finance

Banking and Financial Services

½ credit

Services of banking and financial institutions are the focus of this course. Students will develop the knowledge and skills needed to become competent employees and entrepreneurs within the field of banking.

Accounting I

1 credit

Students in this course will investigate the field of accounting, including how accounting is influenced by industry standards as well as economic, financial, technological, international, social, legal and ethical factors. Students will learn the skills needed to effectively engage in the accounting processes of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II

1 credit

Students continue their investigation of the field of accounting, including how it is influenced by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities.

Health Science

Principles of Health Science

1 credit

The Principles of Health Science course is designed to provide an overview of the therapeutic diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Health Science Theory/ Health Science Clinical

2 credits

The Health Science Theory and Health Science Clinical 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.

Practicum in Health Science/Extended Practicum in Health Science

3 credits

The students will master the 37 skills on the Texas Department of Health Nurse Aide Skill Exam List. They will also be taught medical ethics, confidentiality, CPR, and death and dying. The student will then take the TDH CAN exam and will be a certified nurse aide after passing a two-part exam. Students will explore a health care of their interest through classroom work and a clinical assignment in the community. Students will learn basic anatomy and physiology, medical terms and medical abbreviations.

Hospitality and Tourism

Principles of Hospitality & Tourism Hospitality Services

1 credit

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**2 credits**

Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing.

Practicum in Hospitality Services/ Extended Hospitality Services**3 credits**

Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more 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. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

Culinary Arts**2 credits**

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. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Practicum in Culinary Arts/ Extended Practicum in Culinary Arts**3 credits**

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; 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.

Human Services

Lifetime Nutrition and Wellness

½ credit

Students learn the significance of food; food buying; kitchen planning and management, nutrition of family, and meal planning and management.

Introduction to Cosmetology

1 credit

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

Cosmetology I

2 credits

In Cosmetology I, 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. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (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.

Cosmetology II

2 credits

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.

*****Within the Introduction to Cosmetology, Cosmetology I and II courses, students will acquire the necessary skills needed for preparation of the State Licensing examination which requires 1000 clock hours with 500 academic hours of lecture and practice in: providing any method of treatment as a primary service, including dressing, arranging, beautifying, bleaching, cleansing, coloring, cutting, dyeing, processing, shampooing, shaping, singeing, straightening, styling, tinting, waving, weaving, braiding, artificial hairpiece, massaging, facial treatment, removing superfluous hair, tweezing, waxing, manicure treatment, attaching false nails, and pedicure.**

Information Technology

Principles of Information Technology

1 credit

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Maintenance

1 credit

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. **(Required co-requisite - Computer Maintenance Lab)**

Computer Maintenance Lab

1 credit

In Computer Maintenance Lab, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. **(Required co-requisite - Computer Maintenance)**

Computer Technician Practicum/Extended Computer Technician Practicum **3 credits**

In the Computer Technician Practicum, students will gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society.

Computer Science Principles, AP

1 credit

The purpose of this course is to prepare students for the Advanced Placement Computer Science Principles exam. The test is a part of a nationally- recognized program in which students may earn college credit by taking an accelerated class while still in High School. This course will give students the opportunity to explore several important topics of computing, using their own ideas and creativity.

Law, Public Safety, Corrections and Security

Principles of Law, Public Safety, Corrections and Security

1 credit

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.

Practicum in Law, Public Safety, Corrections and Security I

2 credits

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security.

Practicum in Law, Public Safety, Corrections and Security II/Extended Practicum in Law, Public Safety, Corrections and Security II

3 credits

The second-year practicum course is designed to give students additional opportunities for experiences in supervised practical applications of previously studied knowledge and skills in law, public safety, corrections, and security.

Manufacturing

Principles of Manufacturing

1 credit

In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

Robotics 1**1 credit**

In Robotics 1, students will transfer academic skills to component design process. Students will build prototype or use simulation software to test their designs. Additionally, students will explore career opportunities, employer's expectation and educational needs in the robotic and automation industry.

Precision Metal Manufacturing I**2 credits**

Precision Metal Manufacturing I will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to precision metal manufacturing to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment for the student or articulated credit integration into a community college and dual credit with a community college with completion of the advanced course.

Precision Metal Manufacturing II**2 credits**

Precision Metal Manufacturing II will provide students the knowledge, skills, and technologies required for employment in precision machining. While this course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course addresses a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to these systems to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment for the student or articulated credit integration into a community college and dual credit with a community college with completion of the advanced course. **(Required co-requisite- Precision Metal Manufacturing II Lab)**

Precision Metal Manufacturing II Lab

1 credit

Precision Metal Manufacturing II Lab provides the knowledge, skills, and technologies required for employment in precision machining. While Precision Metal Manufacturing II Lab is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Students will develop knowledge of the concepts and skills related to these systems to apply them to personal and career development. This course supports integration of academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment for the student or articulated credit integration into a community college and dual credit with a community college with completion of the advanced course. **(Required co-Requisite-Precision Metal Manufacturing II)**

Welding I

2 credits

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Welding II

2 credits

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. **(Required co-requisite- Welding II Lab)**

Welding II Lab

1 credit

Welding II Lab introduces welding technology with an emphasis on basic welding laboratory principles and operating procedures. 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. This course provides knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. **(Required co-requisite- Welding II)**

Marketing

Entrepreneurship

2 credits

In Entrepreneurship, students will gain the basic knowledge and skills needed to become an entrepreneur. 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.

Practicum Marketing/ Extended Practicum Marketing

3 credits

Practicum in Marketing [I] is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.

Science, Technology, Engineering and Mathematics

Principles of Applied Engineering

1 credit

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

Engineering Design and Presentation I

2 credits

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

Engineering Design & Presentation II

2 credits

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, 34 and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

Transportation, Distribution and Logistics

Introduction to Transportation Technology **½ credit**

Introduction to Transportation Technology includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Transportation Technology includes applicable safety and environmental rules and regulations. In Transportation Technology, students will gain knowledge and skills in the repair, maintenance, and diagnosis of transportation systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Basic Collision Repair and Refinishing **1 credit**

Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Collision Repair **2 credits**

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Paint and Refinishing **2 credits**

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

Automotive Basics **1 credit**

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology I: Maintenance and Light Repair

2 credits

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology II: Automotive Service

2 credits

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. **(Required co-requisite- either Advanced Transportation Systems or Basic Collision Repair and Refinishing)**

Advanced Transportation Systems Laboratory

1 credit

Advanced Transportation Systems Laboratory provides the opportunity to extend knowledge of the major transportation systems and the principles of diagnosing and servicing these systems. Topics in this course may include alternative fuels such as hybrid, bio diesel, hydrogen, compressed natural gas (CNG), liquidized natural gas (LNG), propane, and solar; total electric vehicles and power trains; advanced transportation systems such as collision avoidance, telematics, vehicle stability control, navigation, vehicle-to-vehicle communications; and other technologies. This study will allow students to have an increased understanding of science, technology, engineering, and mathematics in all aspects of these systems. This will reinforce, apply, and transfer academic knowledge and skills to a variety of relevant activities, problems, and settings. **(Required co-requisite -Automotive Technology II: Automotive Service)**

NAVAL SCIENCE

NJROTC Naval Science I, II, III, IV

1 credit

The student must meet federal residency requirements

This course introduces the NJROTC Program, including its goals and objectives. Instruction in leadership and fellowship traits are provided and stressed. The mission and organization of Navy ships and the Navy are covered, as well as the basis of our government. The course also covers the importance of maritime geography and provides an understanding of the importance of the role of sea power in the development of the United States. Naval history and heritage from the American Revolution through 1815 is discussed and students are introduced to common tools, terminology, and procedures in navigation and basic seamanship. The principles of health education and effects of drug and alcohol abuses are covered. An introduction is provided in military drill, commands, and ceremonies. **The NJROTC uniform is worn one day per week.**



THREE YEAR PLAN FOR GRADUATION

A student must submit a letter to the Principal, during the first semester of the **ninth-grade year**, stating his/her desire to complete high school in three years. They should begin planning for early graduation with their middle school counselor. This letter must be signed by the parent and should include a three-year course of study plan (grades 9-11). See your counselor for more information. **A sample three-year plan has been provided below.**

Suggested Considerations:

- Early graduation may require students to take other coursework like Credit-by-Examination or Correspondence Courses. The student should be mindful that **both** of the mentioned other coursework programs require (1) passing of program exams and (2) success on the End-of-Course Exam as a State Accountability requirement, if relevant.
- Students also need to be aware that success on the **appropriate** State Assessment is required for graduation (STAAR/End-of-Course).

SAMPLE THREE-YEAR PLAN for Classes 2020 and beyond

FIRST YEAR	SECOND YEAR	THIRD YEAR	OTHER
English I	English II	English IV	English III (Credit by exam or Online program) 1 credit
Algebra I	Geometry	Pre-Calculus	
Biology	Chemistry/IPC	Physics	
World Geography	Science	US History	
World Language	World Language	Elective	
Physical Education	Algebra II	Elective	
Fine Arts	Elective	Elective	
	Elective	Elective	
Business Information Management	Professional Communication ½ Health ½	Government ½ Economics ½	
8 credits	9 credits	9 credits	27 credits total

WILSON EARLY COLLEGE HIGH SCHOOL

An initiative of the Texas Education Agency (TEA), Early College High School campuses are innovative high schools that allow students an opportunity to earn a high school diploma and concurrently earn up to 60 college credit hours. Program goals include graduation from high school, meeting the Texas Success Initiative (TSI) criteria for college entrance, and completing core college courses. ECHS students receive instruction, which is both rigorous and accelerated, and participate in dual credit college courses at no cost to the parents.

Port Arthur Independent School District and Lamar State College Port Arthur jointly created Woodrow Wilson Early College High School. This unique school enables students to begin taking college courses during their 9th grade year. The campuses of WECHS and LSCPA are adjacent, which allows students access to college facilities while attending college classes on the college campus. Students will simultaneously become college and career ready, earn their high school distinguished diploma, and have the opportunity to complete an associate’s degree.

Each year, 100 eighth graders are accepted into WECHS via an application and independent committee lottery process. Applications are available from 8th grade middle school counselors, and are posted on the PAISD website. The 8th grade middle school counselors will collect the applications for processing.

What differentiates Wilson Early College High School from traditional high school dual credit options?	
Dual Credit	Wilson Early College High School
Typically offers between 12 and 30 hours of college credit.	Provides over 60 hours of college credit leading to an associate’s degree.
Students usually begin taking dual credit in the 11 th or 12 th grade.	Students begin taking dual credit in the 9 th grade.
Support services vary.	Academic, social, and emotional supports are available to all students.

GRADUATION PLAN

4 Year Plan

Freshman Year – 2 College Courses

Junior Year – 6 to 8 College Courses

Sophomore Year – 4 College Courses

Senior Year – 8 or more College Courses

****To achieve TEA approval required to qualify as an officially recognized Early College High School, Port Arthur ISD must apply for this designation annually.**



WILSON EARLY COLLEGE HIGH SCHOOL

COURSE DESCRIPTION

80P043/ARTS 1311 Design I

An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design creating a visual interpretation of cultural expression.

70P433/COMM 1336 Video Production I

Practical experience in the operation of studio and control room equipment, including both pre- and post-production needs.

81P033/DRAM 1310 Introduction to Theater

Survey of theater including its history, dramatic works, stage techniques, production procedures and relation to other art forms. Participation in productions may be required. Emphasis on observation and appreciation of various types and styles of plays, knowledge of the functions of the personnel and other elements of theater production including its history, dramatic works, stage techniques, production procedures and its relation to the fine arts.

81P023/1310 MUSI American Music

General survey of various styles of music in America. Topics may include jazz, ragtime, folk, rock, and contemporary art music that promotes the appreciation of cultural expressions.

8P2023/MUSI Music Appreciation

Understanding music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances.

81P013/1301 ARTS Art Appreciation

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art (painting, sculpture, architecture) within formal, cultural, and historical contexts.

70P413/1305 BCIS Business Computer Applications

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the internet.

11P143/1315 SPCH Public Speaking

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.

10P103/SPCH 1318 Interpersonal Communications

Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

40P293/HIST 1301 American History-United States History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

40P303/ HIST 1302 American History-United States History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

40P333/2305 GOVT Federal Government

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.

40P313/2306 GOVT Texas Government

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.

40P363/1301 SOC Intro to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite(s): TSI complete in reading.

40P323/2301 ECON Principles of Macroeconomics

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

70P453/1301 CRIJ Introduction to Criminal Justice

This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

71T713/1306 CRIJ Court Systems and Practices

This course is a study of the court system as it applies to the structures, procedures, practices and sources of law in American courts, using federal and Texas statutes and case law.

13P013/ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite(s): TSI complete in reading and writing.

13P023/ ENGL 1302 Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite(s): ENGL 1301 or equivalent course.

14P023 ENGL 2326 American Literature

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Prerequisite(s): ENGL 1301.

11P003/ENGL 11P003 World Literature

A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

70P523/BIOL 2301 Anatomy and Physiology I

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and functions of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous, and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis.

Z00213/2101 Biology Anatomy and Physiology I Lab

The lab provides a hands-on learning experience for exploration of the human system components and basic physiology. Systems to be studied include integumentary, skeletal, muscular, nervous and special senses.

31P023/BIOL 1308 Biology

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

Co-requisite(s): BIOL 1108.

Prerequisite(s): TSI complete in reading.

31P013/PHYS 1315 Physical Science I

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology.

21P023/PHYS 1115 Physical Science I Lab

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. May or may not include a laboratory.

32P023/PHYS 1317 Physical Science II

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology.

Z2P023/PHYS 1117 Physical Science II Lab

Course, designed for non-science majors, that surveys topics from physics, chemistry, geology, astronomy, and meteorology. May or may not include a laboratory.

20P193/1314 MATH College Algebra

Linear, quadratic equations and inequalities, determinants, matrices, systems of equations, partial fractions, binomial theorem, logarithms, theory of equations.

71P033/PSYC 2314 Lifespan Growth and Development

Lifespan Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

40P003/SOCI 1306 Social Problems

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

71P023/BUSI 1301 Business Principles

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Financial topics are introduced, including accounting, money and banking, and securities markets. Also included are discussions of business challenges in the legal and regulatory environment, business ethics, social responsibility, and international business. Emphasized is the dynamic role of business in everyday life.

Prerequisite(s): TSI complete in reading.

COURSE SELECTION PROCESS

Developing the Class Schedule for Secondary Students

Students meet individually with Counselors during the spring semester to determine course selections for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as electives, and they have the opportunity to verify those choices and make corrections several times before the start of the new school year.

Counselors will provide information about the Course Selection Process, graduation plans, and class choices, through classroom guidance. Students will be given a Course Selection Catalog. Students will be given the due dates and instructions for completing course selections with a request for signatures of parents as a sign of approval. Parents will have the opportunity to attend scheduled parent information meetings and student orientations as students participate in the course selection process. Counselors will also see each student individually regarding course selections. In addition, each student will be provided verification of course requests along with a deadline for change requests. Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. It is very important that students provide alternate course choices for elective courses on the registration/course selection form.

Students and parents will have as an option, the opportunity to go on-line to complete the course selection process.

Important Reminder: Course Selection is a very important process upon which the Master Schedule is built, teachers are hired, and classroom assignments made. Students are requested to make their selections with seriousness in mind.

If a chosen class does not fit into a student's schedule, the alternate selections will be used by counselors, and if students fail to provide the required alternate selections, counselors will use their judgment in scheduling the student.

When a student selects a course, it is assumed that the student is eligible **and** prepared for the course by having passed the prerequisite. However, if a student fails a course(s), the student should plan to make up the course during the **up-coming summer** and avoid getting behind, due to the increased graduation requirements. Students should contact their counselor and or teacher if there is a concern about having failed a course and attending summer school.

If a particular course requires the teacher's approval, students are responsible for obtaining that approval prior to submitting course requests.

After the development of the Master Schedule, schedule changes will only be made (unless the campus Principal approves the schedule change) for the following reasons:

- A student is placed in a course in error.
- A student fails a required course making a schedule adjustment necessary for graduation.
- Additional credit was earned making a schedule adjustment necessary.
- The student has a schedule that is not educationally defensible; i.e., does not have the pre-requisites or not having courses needed for graduation.
- Change is needed as a result of a student being elected or administratively assigned to or taken out of a program within the school; i.e., band, athletics, work program, or other classes requiring instructor approval.
- Change is needed to enable a student to graduate in the particular year.
- Class sizes must be balanced.
- Courses are cancelled.

Level Changes

Research shows that students who take challenging courses in high school are more likely to enroll in and complete college degree programs. Students are encouraged to choose academic rigor over GPA when making choices about classes.

Before requesting approval from a campus administrator to move from an advanced course to a lower level course (English I Honors to English I, for example), a student should demonstrate effort to meet academic standards of the course, seek assistance by attending tutorials, participate in class, and ensure conferences, via phone or in person have occurred between the teacher, parent, and student.

MEMORIAL HIGH SCHOOL COURSE SELECTION PROCESS

Grades 9 – 12

ENGLISH LANGUAGE ARTS

Course Number	Title	Grade	Credit	Prerequisites
110019	English I	9	1	None
11R019	English I	9	1	ARD Committee Approval
11H049	English I, Honors	9	1	Open Enrollment
110069	English I, ABU	9	1	ARD Committee Approval
110029	English I, Alternate	9	1	ARD Committee Approval
11E079	ESOL I	9	1	Placement by the LPAC and/or ARD committee based on the student's level of English proficiency
0300800	Newcomers English Language Development, (NELD-A)	9-12	1	Placement by the LPAC and/or ARD committee based on the student's level of English proficiency
0300810	Newcomers English Language Development, (NELD-B)	9-12	1	Placement by the LPAC and/or ARD committee based on the student's level of English proficiency
110079	Reading I	9-12	1	STAAR
11E109	Reading I, SI	9-12	1	LPAC Approval/Beg. TELPAS Rating
110089	Reading I, ABU	9-12	1	ARD Committee Approval
100071	Practical Writing Skills	9	1	None

Course Number	Title	Grade	Credit	Prerequisites
120019	English II	10	1	English I
12H049	English II, Honors	10	1	English I
120059	English II, ABU	10	1	ARD Committee Approval
120029	English II, Alternate	10	1	ARD Committee Approval
12R012	English II, Resource	10	1	ARD Committee Approval
12E099	ESOL II	10	1	ESOL I <u>or</u> placement by the LPAC and/or ARD committee based on the student's level of English proficiency
12E109	English II, SI Int.	10	1	LPAC Approval, TELPAS Rating
110099	Reading I, Dyslexia	9-12	1	
120119	Reading II	10-12	1	STAAR-EOC
12E159	Reading II, SI Beg.	10-12	1	LPAC Approval, TELPAS Rating
12E169	Reading II, SI Int.	10-12	1	LPAC Approval, TELPAS Rating
120129	Reading II, ABU	10-12	1	ARD Committee Approval
120139	Reading II, Dyslexia	10-12	1	
130019	English III	11	1	English II
13H049	English III, Honors	11	1	English II
130059	English III, AP	11	1	English II
130079	English III, ABU	11	1	ARD Committee Approval
130029	English III, LS	11	1	ARD Committee Approval
13E109	English III, SI Beg.	11	1	LPAC Approval, TELPAS Rating
13E119	English III, SI Adv.	11	1	LPAC Approval, TELPAS Rating
13R029	English III, Resource	11	1	ARD Committee Approval

Course Number	Title	Grade	Credit	Prerequisites
130159	Reading III	11-12	1	STAAR-EOC
130169	Reading III, ABU	11-12	1	ARD Committee Approval
13E199	Reading III, SI Beg.	11-12	1	LPAC Approval, TELPAS Rating
13E209	Reading III, SI Int.	11-12	1	LPAC Approval, TELPAS Rating
130179	Reading III, Dyslexia	11	1	

Course Number	Title	Grade	Credit	Prerequisites
140199	Reading IV, Dyslexia	11-12	1	
140019	English IV	12	1	English III
140029	English IV, AP	12	1	English III
140039	English IV, ABU	12	1	ARD Committee Approval
14E059	English IV, SI/Beg.	12	1	LPAC Approval, TELPAS Rating
14E069	English IV, SI/Int.	12	1	LPAC Approval, TELPAS Rating
14R019	English IV, Resource	12	1	ARD Committee Approval
71T729	Business English	12	1	English I, II, III
110159	Research and Technical Writing	12	1	English I, II, III
140059	College Prep ELA	12	1	English I, II, III
CO-ENROLLMENT – ENGLISH				
10P051	English 1301	12	½	Admission to LSC-PA
10P062	English 1302	12	½	Admission to LSC-PA
11Q003	On-Ramps Rhetoric - 306K	11	½	Meets Performance on the STAAR English I & II EOC
12Q003	On-Ramps Rhetoric - 309K	11	½	Meets Performance on the STAAR English I & II EOC

LANGUAGES OTHER THAN ENGLISH

Course Number	Title	Grade	Credit	Prerequisites
910019	French I	9-12	1	None
920029	French II	9-12	1	French I
93H039	French III, Honors	10-12	1	French I & II
940029	French IV, AP	11-12	1	French III
910049	Spanish I	9-12	1	None
920059	Spanish II	9-12	1	Spanish I
93H079	Spanish III, Honors	9-12	1	Spanish I & II
940019	Spanish IV, AP	11-12	1	Spanish III, Honors
110129	American Sign Language I	10-12	1	None
920069	American Sign Language II	10-12	1	American Sign Language I

MATH

Course Number	Title	Grade	Credit	Prerequisites
210019	Algebra I	9	1	None
21R019	Algebra I, Resource	9	1	ARD Committee Approval
21H049	Algebra I, Honors	9	1	Open Enrollment
21E079	Algebra I, SI	9	1	LPAC Approval, TELPAS Rating
210069	Algebra I, ABU	9	1	ARD Committee Approval
210029	Algebra I, LS	9	1	ARD Committee Approval
20H049	Geometry, Honors	9	1	Algebra I
200019	Geometry	10	1	Algebra I
20H049	Geometry, Honors	10	1	Algebra I
20E089	Geometry, SI	10	1	LPAC Approval, TELPAS Rating
200069	Geometry, ABU	10	1	ARD Committee Approval

Course Number	Title	Grade	Credit	Prerequisites
20L019	Geometry, LS	10	1	ARD Committee Approval
20R019	Geometry, Resource	10-12	1	ARD Committee Approval
200099	Math Models with App.	10-11	1	Algebra I, Geometry ARD Approval
20R059	Math Models, Resource	10-12	1	ARD Committee Approval
71T109	Financial Math	11-12	1	Algebra 1
200149	Strategic Learning in Math	10-12	1	STAAR/EOC Non-Mastery
220089	Algebra II	10-11	1	Algebra I and Geometry
22H119	Algebra II, Honors	10-11	1	Algebra I and Geometry
22E159	Algebra II, SI	10-11	1	LPAC Approval, TELPAS Rating
22R049	Algebra II, Resource	12	1	ARD Committee Approval
22X019	Algebra II	10-12	1	ARD Committee Approval
22L019	Algebra II, LS	10-12	1	ARD Committee Approval
200179	Algebraic Reasoning	11-12	1	Algebra I and Geometry
20X019	Algebraic Reasoning	11-12	1	ARD Committee Approval
20P179	AP Statistics	11-12	½	Algebra II
71T739	Statistics and Business Decision Making	11-12	1	Accounting
20H109	Pre-Calculus, Honors	11-12	1	Algebra II
20P169	AP Calculus, AB	12	1	Pre-Calculus
200129	College Prep Math /Algebra	12	1	12 th Grade Only
CO-ENROLLMENT – MATHEMATICS				
20P189	College Algebra/Math (1314)	12	½	Admission to LSC-PA

SCIENCE

Course Number	Title	Grade	Credit	Prerequisites
310019	Biology	9	1	None
31H069	Biology, Honors	9	1	Open Enrollment
310079	Biology, AP	9	1	Biology, Chemistry or Concurrent Enrollment in Physics
310049	Biology, ABU	9	1	ARD Committee Approval
310029	Biology, Alternate	9	1	ARD Committee Approval
31E089	Biology, SI	9	1	LPAC Approval
300019	Integrated Phys. & Chemistry	10	1	None
Course Number	Title	Grade	Credit	Prerequisites
30E019	Integrated Phys. & Chem., SI	10	1	LPAC Approval, TELPAS Rating
300029	Integrated Phys. & Chem., ABU	10	1	ARD Committee Approval
000169	Integrated Phys. & Chem., LS	10	1	ARD Committee Approval
30L029	Environmental Systems, LS	12	1	ARD Committee Approval
300039	Chemistry	10	1	Biology, Algebra 1; Meets Performance Level on STAAR EOC Biology and Algebra 1
30H069	Chemistry, Honors	10	1	Same as Chemistry
300059	Chemistry, AP	10	1	Chemistry
30E109	Chemistry, SI	10	1	LPAC Approval, TELPAS Rating; same as Chemistry
300099	Chemistry, ABU	10	1	ARD Committee Approval
30L019	Chemistry, LS	10-11	1	ARD Committee Approval
300179	Environmental Systems	11-12	1	Geometry
70T489	Food Science (CTE)	12	1	None

Course Number	Title	Grade	Credit	Prerequisites
310219	Physics, AP	11-12	1	Physics
300119	Physics	11-12	1	Chemistry, Algebra II, & Geometry
30H129	Physics, Honors	11-12	1	Chemistry, Algebra II, & Geometry
300159	Astronomy	11-12	1	None
300189	Anatomy and Physiology	11-12	1	None
300209	Earth and Space	11-12	1	Biology, IPC, or Chemistry/2 units of Math Basics, Alg. I

SOCIAL STUDIES

Course Number	Title	Grade	Credit	Prerequisites
400009	World Geography Studies	9	1	None
40H029	World Geography Studies, Honors	9	1	Open Enrollment
40E079	World Geography Studies, SI	9	1	LPAC Approval, TELPAS Rating
400339	Human Geography, AP	9	1	VEGA/GT Enrollment/Open
400069	World Geography, ABU	9	1	ARD Committee Approval
400049	World Geography, LS	9	1	ARD Committee Approval
400199	World History Studies	10	1	None
40H029	World Hist. Studies, Honors	10	1	Open Enrollment
400229	World History Studies, AP	10	1	Open Enrollment
40E269	World History Studies, SI	10	1	LPAC Approval, TELPAS Rating
400259	World History Studies, ABU	10	1	ARD Committee Approval
400239	World History Studies, LS	10	1	ARD Committee Approval

Course Number	Title	Grade	Credit	Prerequisites
40X021	World History	10	1	ARD Committee Approval
400129	U.S. History	11	1	None
40H149	U.S. History, Honors	11	1	Open Enrollment
400159	U.S. History Studies, AP	11	1	Open Enrollment
40E189	U.S. History Studies, SI	11	1	LPAC Approval, TELPAS Rating
400172	U.S. History Studies, ABU	11	1	ARD Committee Approval
400169	U.S. History Studies, Alt	11	1	ARD Committee Approval
40X019	U.S. History	11	1	ARD Committee Approval
400083	U.S. Government	12	½	None
400093	U.S. Government, AP	12	½	Open Enrollment
40E113	U.S. Government, SI	12	½	LPAC Approval, TELPAS Rating
400172	U.S. Government, ABU	12	½	ARD Committee Approval
000153	U.S. Government, LS	12	½	ARD Committee Approval
400303	Economics	12	½	None
400313	Economics, AP	12	½	Open Enrollment
400333	Economics, SI	12	½	LPAC Approval, TELPAS Rating
400323	Economics, ABU	12	½	ARD Committee Approval
000143	Economics, Life Skills	12	½	ARD Committee Approval
400079	African American Studies	10-12	1	None
400299	European History, AP	12	1	None
400099	Mexican American Studies	10-12	1	None
CO-ENROLLMENT SOCIAL STUDIES				
40P381	American History (1301)	11-12	½	Admission to LSC-PA
40P339	American History (1302)	11-12	½	Admission to LSC-PA
40P353	Political Science (2301)	12	½	Admission to LSC-PA
40P343	Economics (2301)	12	½	Admission to LSC-PA

PHYSICAL EDUCATION

Course Number	Title	Grade	Credit	Prerequisites
50S013	Aerobic Activity	10-12	½	None
50S023	Foundations of Per. Fit.	9-12	½	None
00S033	Foundations of Per. Fit., Adapt.	9-12	½	Physician's statement
50S033	Individual Sports	9-12	½	None
00S043	Individual Sports, Adaptive	9-12	½	Physician's statement
50S043	Team Sports	9-12	½	None
00S059	Team Sports, Adaptive	9-12	½	Physician's statement
600013	Health	10-12	½	None
711029	Sports Medicine I	10-12	1	Trainer Approval
721029	Sports Medicine II	11-12	1	Sports Medicine I and Trainer Approval
731029	Sports Medicine III	12	1	Sports Medicine II and Trainer Approval

PHYSICAL EDUCATION (1 Credit Required) Students may earn no more than 2 credits in PE or Athletics to apply toward graduation. **(Any credits over 2 credits will be local credits)** In lieu of physical education, a student may participate in Drill Team, Dance, NJROTC and Marching Band for a minimum of one year.

The following areas of emphasis are available in Individual Sports or Team Sports II, III, or IV. Each of these areas requires the approval of the coach/sponsor.

Course Number	Title	Grade	Credit	Prerequisites
50S019	9 th Grade Athletics		1	Coaches Approval
52S019	Baseball II		1	Coaches Approval
53S029	Baseball III		1	Coaches Approval
54S039	Baseball IV		1	Coaches Approval
52S049	Basketball II		1	Coaches Approval
53S059	Basketball III		1	Coaches Approval
54S069	Basketball IV		1	Coaches Approval
52S079	Football II		1	Coaches Approval
53S079	Football III		1	Coaches Approval
54S089	Football IV		1	Coaches Approval
52S159	Track II		1	Coaches Approval
53S169	Track III		1	Coaches Approval
54S179	Track IV		1	Coaches Approval
52S189	Volleyball II		1	Coaches Approval
53S199	Volleyball III		1	Coaches Approval
54S209	Volleyball IV		1	Coaches Approval
53S129	Softball II		1	Coaches Approval
53S139	Softball III		1	Coaches Approval
54S149	Softball IV		1	Coaches Approval
52S099	Soccer II		1	Coaches Approval
53S109	Soccer III		1	Coaches Approval
54S119	Soccer IV		1	Coaches Approval
52S219	Tennis II		1	Coaches Approval
53S219	Tennis III		1	Coaches Approval
54S219	Tennis IV		1	Coaches Approval

FINE ARTS

Important Note - Students may audition to move from non-varsity to varsity or advanced groups. *The Roman numerals* indicate the number of years a student has been in the organization; thus, a senior who is in the choir for the first time would be in A Cappella I as a twelfth-grade student. Students who are Cappella II, III, and or IV should demonstrate steady improvement each successive year.

Example one: A student in Concert Band II may audition for placement in Symphonic Band III as opposed to moving into concert Band III.

Example two: A student in Treble Ensemble may audition for placement in A Cappella Choir.

Teacher recommendation or approval would be needed for situations reflected by the examples.

Course Number	Title	Grade	Credit	Prerequisites
81A019	Art I	9-12	1	None
82A029	Art II	10-12	1	Art I
83A039	Art III	11-12	1	Art II
84A049	Art IV	12	1	Art III
81F049	Theatre I	10-12	1	None
82F059	Theatre II	11-12	1	Theatre Arts I
83F069	Theatre III	12	1	Theatre Arts II
84F079	Theatre IV	12	1	Theatre Arts III
81F089	Theatre Production	10-12	1	Theatre Arts I, (Teacher Approval)
81D099	Dance I	9-12	1	None
82D109	Dance II	10-12	1	Dance I
83D119	Dance III	11-12	1	Dance II
84D129	Dance IV	11-12	1	Dance III

Course Number	Title	Grade	Credit	Prerequisites
81D109	Dance I – Drill Team	9-12	1	None
82D119	Dance II – Drill Team	10-12	1	Dance II – Drill Team
83D119	Dance III –Drill Team	11-12	1	Dance III – Drill Team
84D139	Dance IV –Drill Team	11-12	1	Dance IV – Drill Team
81B019	Band I	9-12	1	None
82B029	Band II	10-12	1	Band I
83B039	Band III	11-12	1	Band II
84B199	Band IV	12	1	Band III
81B049	Concert Band I	10-12	1	Band I
82B059	Concert Band II	10-12	1	Band I or Concert I
83B069	Concert Band III	11-12	1	Band I or Concert II
84B079	Concert Band IV	12	1	Band I or Concert III
81B159	Symphonic Band I	10-12	1	Band I
82B169	Symphonic Band II	10-12	1	Band I or Symphonic I
83B169	Symphonic Band III	11-12	1	Band I or Symphonic II
84B189	Symphonic Band IV	12	1	Band I or Symphonic III
81B089	Instrumental Ensemble I	10-12	1	Concurrent Band Enrollment
82B099	Instrumental Ensemble II	10-12	1	Concurrent Band Enrollment
83B109	Instrumental Ensemble III	11-12	1	Concurrent Band Enrollment
84B119	Instrumental Ensemble IV	12	1	Concurrent Band Enrollment
81B169	Music I/Piano I	9-12	1	None
82B179	Music II/Piano II	10-12	1	Music I/Piano I
83B179	Music III/Piano III	11-12	1	Music II/Piano II
84B209	Music IV/Piano IV	12	1	Music III/Piano III

Course Number	Title	Grade	Credit	Prerequisites
81C019	A Cappella Choir I	9-12	1	Choral Music I, Vocal Ensemble I
82C029	A Cappella Choir II	10-12	1	A Cappella Choir I
83C039	A Cappella Choir III	11-12	1	A Cappella Choir I, II
84C049	A Cappella Choir IV	12	1	A Cappella Choir I, II, III
81C119	Treble Ensemble I	9 -12	1	None
82C039	Treble Ensemble II	10-12	1	Treble Ensemble I
83C049	Treble Ensemble III	10-12	1	Treble Ensemble II
84C059	Treble Ensemble IV	10-12	1	Treble Ensemble III
81C079	Tenor-Bass Ensemble I	9-12	1	None
82C089	Tenor-Bass Ensemble II	10-12	1	Tenor-Bass Ensemble I
83C099	Tenor-Bass Ensemble III	10-12	1	Tenor-Bass Ensemble II
84C109	Tenor-Bass Ensemble IV	10-12	1	Tenor-Bass Ensemble III
81C129	Vocal Ensemble Mixed I	9-12	1	None
82C099	Vocal Ensemble Mixed II	10-12	1	Vocal Ensemble Mixed I
83C109	Vocal Ensemble Mixed III	10-12	1	Vocal Ensemble Mixed II
83C109	Vocal Ensemble Mixed IV	10-12	1	Vocal Ensemble Mixed III
81B179	Music Theory, AP	10-12	1	Instructor Approval
81C139	Music Appreciation	10-12	1	None

ELECTIVES

Course Number	Title	Grade	Credit	Prerequisites
100019	Journalism	10-12	1	English I
100029	Advanced Journalism/ Yearbook	11-12	1	Journalism with Teacher Approval
100039	Photojournalism	10-12	1	Journalism
100059	Humanities	11-12	1	English II
70T013	Professional Comm.	10-12	½	None
100009	SAT/ACT Prep.	9-12	1	None
100069	Debate	10-12	1	None
400399	Street Law	10-12	1	May take concurrently with Gov. / Eco.
300169	M.A.P.S.	10-12	1	None
400283	Psychology	10-12	½	None
400273	Sociology	10-12	½	None

CAREER & TECHNOLOGY

Course Number	Title	Grade	Credit	Prerequisites
710569	Computer Science I	10-12	1	None
70T013	Computer Science Principles, AP	10-12	1	Teacher Approval
700559	Web Design	10-12	1	None
700019	3D Modeling and Animation	10-12	1	None
720019	Computer Science II	10-12	1	Computer Science I

SPEECH

Course Number	Title	Grade	Credit	Prerequisites
70T013	Professional Comm.	10-12	1	None

GRADES 9-12 COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

English I, II, III, IV

1 credit

Students will interact with literacy in several different forms: reading, writing, research, listening and speaking. They will receive instruction that fosters the kinds of higher order thinking critical for maneuvering through a real world that includes many different forms of communication. In-depth analysis of narrative and expository texts—domestic and international, historical and contemporary—should foster mastery of creative and technical literary materials that help students connect comfortably to their everyday environments, leading to life-long success in the 21st century Information Age.

English I, II, III, IV, SI (Sheltered Instruction)

1 credit

Advanced and Advanced High ELs students will interact with literacy in several different forms: reading, writing, research, listening and speaking. They will receive instruction that fosters the kinds of higher order thinking critical for maneuvering through a real world that includes many different forms of communication. In-depth analysis of narrative and expository texts—domestic and international, historical and contemporary—should foster mastery of creative and technical literary materials that help students connect comfortably to their everyday environments, leading to life-long success in the 21st century Information Age.

English III, LS (Life Skills)

1 credit

English course for students in self-contained Life Skills.

ESOL I

1 credit

English for Speakers of Other Languages I (ESOL I) is offered to assist English Learners (ELs) in gaining a level of fluency which will enable their completion of a high school education. This course targets the same academic content as English I while supporting ELs in developing interpersonal and academic vocabulary.

ESOL II

1 credit

English for Speakers of Other Languages II (ESOL II) is offered to assist English Learners (ELs) in gaining a level of fluency which will enable their completion of a high school education. The ESOL II course targets the same academic content as English II. This course enables the English Learner with a proficiency level of Beginning, Intermediate or Advanced level to continue to increase and refine communication skills.

Business English **1 credit**

Students can take Business English for English IV credit. The purpose of this course is to provide instruction in English language arts with emphasis on specific language skills as they relate to various occupations. Great attention will be given to the technical applications of all conventions, mechanics, and communication skills—particularly related to expository and procedural text—needed for success in the business world.

Research and Technical Writing **1 credit**

English course designed to teach high school students research and technical writing skills. The information obtained through research will be used to write essays and papers that are supported by facts. Evaluation of students' own writing as well as others ensures that students' completing this course are able to analyze and evaluate their writing.

Practical Writing **1 credit**

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of the vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this Course are able to analyze and evaluate their writing.

Reading I, II, III **1 credit**

Word attack skills; vocabulary development; reading comprehension skills; reading skills applied to a variety of practical situations. Dyslexia classes are included in this description.

Reading I, II, III, IV (Sheltered Instruction) **1 credit**

Reading for beginning and intermediate students. Word attack skills; vocabulary development; reading comprehension skills; reading skills applied to a variety of practical situations.

Newcomers English Language Development (NELD-A) **1 credit**

This course develops language, survival vocabulary, and the basic building blocks of literacy for secondary recent immigrant students with little or no English proficiency. The development of communicative competence occurs through targeted lessons based on students' academic needs with the goal of increasing proficiency in English in all four language domains: listening, speaking, reading, and writing.

Newcomers English Language Development (NELD-B) **1 credit**

NELD-B is a second semester course designed to provide educational opportunities for immigrants who have limited experience in the American school system. More rigorous than NELD-A, this course prepares students for a smooth transition and success with the ESOL/ELPS, and ELLA TEKS leading to the College & Career Readiness Standards.

Journalism **1 credit**

Students will learn basic features of journalism and journalistic writing; history of journalism in the United States; editing; specialized writing; characteristics of layouts; advertising.

Advanced Journalism II; Yearbook/Literary **1 credit**

Skills are developed in process of magazine type journalistic products, such as the school yearbook and literary magazine, implementing advertising and circulation campaigns; writing, editing, and proofreading.

Humanities **1 credit**

Humanities is an interdisciplinary course in which students recognize writing as an art form. It includes the study of major historical and cultural movements and their relationship to literature and the other fine arts.

Photojournalism **1 credit**

Photography for journalistic purposes is studied, focusing on camera techniques, film processing, photo composition, photo editing.

Princeton Review Preparation Class-SAT/ACT **1 credit (local)**

Students who need reinforcement of basic test-taking skills will be given the opportunity to take the preparatory courses. They will use specifically designed materials to prepare them to make higher scores on the SAT/ACT/TASP. This course will be offered for local credit only.

Professional Communications (Speech) (CTE) **½ credit**

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

College Prep, ELA

1 credit

Texas College Bridge exists to remediate deficiencies in order that students may excel in their chosen careers. College Prep courses are designed to prepare students for college-level academic coursework through an online, HB5 user-friendly instructional platform.

Debate (English Language Arts Elective)

1 credit

Students will develop skills in argumentation, logic and debate while becoming involved in current issues, develop sound critical thinking, and will sharpen communication skills. Students are expected to participate in U.I.L and other events.

CO-ENROLLMENT – ENGLISH

College English 1301 Composition

½ credit

Intensive study and practice in basic forms of expository writing. Frequent themes. Collateral reading in articles and essays of a factual and informative type. [3 hours]

College English 1302 Composition

½ credit

Further study and practice in the basic forms of expository writing and analytical writing. Topics for composition suggested from wide reading in at least two of the three genres: prose, fiction, poetry, and drama. Research paper required. [3 hours]

OnRamps Rhetoric 306K

½ credit

An introductory writing course that includes instruction in practical reasoning and the principles of rhetoric.

OnRamps Rhetoric 309K

½ credit

A writing course focused on studying and practicing methods of rhetorical analysis within the contexts of disputed issues of academic, political, or cultural significance.

OTHER LANGUAGES

AMERICAN SIGN LANGUAGE I

1 credit

ASL I is an introduction to American Sign Language and the Deaf community. The main emphasis is on expressive skills (signing) while developing receptive skills (understanding signing). Students will be guided in recognizing the interrelationships of language and will develop a cultural appreciation for the Deaf community.

AMERICAN SIGN LANGUAGE II**1 credit**

This course is a continuation of ASL I. The main emphasis is on expressive skills (signing) while developing receptive skills (understanding signing). Students will be guided in recognizing the interrelationships of language and will develop a cultural appreciation for the Deaf community.

Recommendation: American Sign Language I**FRENCH I****1 credit**

French I is the introductory course in the French language and culture. During this course, the students will develop speaking, writing, reading, and listening skills in French around topics related to the everyday life of a student. Students will use French in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. The students will gain an understanding of culturally appropriate responses and practices.

FRENCH II**1 credit**

French II continues to introduce students to French language and culture. During this course, the students will continue to develop speaking, writing, reading, and listening skills in French that expand on topics beyond the everyday life of the student into the real world. Students will use French in the context of interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. Students will use culturally appropriate responses and practices.

Recommendation: French I**FRENCH III, Honors****1 credit**

French III/PAP engages students in French language and culture in depth. Students continue to grow their listening, speaking, reading and writing proficiency in a variety of contexts with increasing complexity. Students demonstrate rigorous critical thinking through the interpersonal, interpretive, and presentational communication modes in French.

Recommendation: French II**FRENCH IV, ADVANCED PLACEMENT****1 credit**

This course prepares students to take the French Language & Culture Advanced Placement Exam. Students will demonstrate listening, speaking, reading and writing proficiency in a variety of contexts and themes with increasing complexity. Students will demonstrate rigorous critical thinking and an understanding of cultural products, practices, and perspectives of the French-speaking world.

Recommendation: French III

SPANISH I**1 credit**

Spanish I is the introductory course in the Spanish language and culture. During this course, the students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. Students will use Spanish in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. The students will gain an understanding of culturally appropriate responses and practices.

SPANISH II**1 credit**

Spanish II continues to introduce students to Spanish language and culture. During this course, the students will continue to develop speaking, writing, reading, and listening skills in Spanish that expand on topics beyond the everyday life of the student into the real world. Students will use Spanish in the context of interpersonal, interpretive, and presentational communication modes. The students will use culturally appropriate responses and practices.

Recommendation: Spanish I**SPANISH III, Honors****1 credit**

Spanish III/PAP engages students in Spanish language and culture in depth. Students continue to grow their listening, speaking, reading and writing proficiency in a variety of contexts with increasing complexity. Students demonstrate rigorous critical thinking through the interpersonal, interpretive, and presentational communication modes in Spanish.

Recommendation: Spanish II**SPANISH IV, ADVANCED PLACEMENT****1 credit**

This course prepares students to take the Spanish Language & Culture Advanced Placement Exam. Students will demonstrate their listening, speaking, reading and writing proficiency in a variety of contexts and themes with increasing complexity.

Recommendation: Spanish III

MATHEMATICS

Algebra I

1 credit

Students develop algebraic thinking and symbolic reasoning skills as they study relationships among quantities. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology, including, but not limited to, powerful and accessible hand-held calculators and computers with graphing capabilities and model mathematical situations to solve meaningful problems. Students use problem-solving, computation in problem-solving contexts, language and communication connections within and outside mathematics, and reasoning, as well as multiple representations, applications and modeling, and justification and proof.

Algebra I, Honors

1 credit

Honors Algebra classes target the same Texas Essential Knowledge and Skills as the regular program but apply higher-level thinking skills. Students will complete projects incorporating mathematical tools and processes. Students develop algebraic thinking and symbolic reasoning skills as they study relationships among quantities. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology, including, but not limited to, powerful and accessible hand-held calculators and computers with graphing capabilities and model mathematical situations to solve meaningful problems. Students use problem-solving skills, computation in problem-solving contexts, language and communication skills, connections within and outside mathematics, and reasoning, as well as multiple representations, applications modeling, and justification and proof.

Geometry

1 credit

Students use geometric thinking to understand mathematical concepts and the relationships among them. Students also study properties and relationships having to do with size, shape, location, direction, and orientation of geometric figures. They perceive the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships, and properties to solve problems. Students use a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, and technology, including, but not limited to, graphing calculators to solve relationships, and prove things about them.

Geometry, LS

1 credit

Math course for students in self-contained Life Skills.

Algebra II**1 credit**

Students study algebraic concepts and the relationships among them to better understand the structure of algebra. Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. Students investigate connections between algebra and geometry and use the tools of one to help solve problems in the other. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology, including, but not limited to, powerful and accessible hand-held calculators and computers with graphing capabilities to model mathematical situations to solve meaningful problems.

Algebra II, LS**1 credit**

Math Course for students in self-contained Life Skills.

Mathematical Models with Application**1 credit**

Students continue to build on the K-8, Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music design, and science. A variety of representations, tools, and technology (i.e., calculators with graphing capabilities) are used to link modeling techniques and purely mathematical concepts and to solve applied problems.

Financial Math**1 credit**

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

Algebraic Reasoning**1 credit**

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and process, and deepen a foundation for studies in subsequent mathematics courses.

Pre-Calculus**1 credit**

Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to model functions and solve real life problems.

AP Calculus, AB**1 credit**

Students study to prepare for the AP Calculus AB Examination in order to receive credit for college level calculus.

College Prep Math/Algebra**1 credit**

This course is intended to prepare students to enter post-secondary course work (entry level College mathematics, or careers with no additional remediation in mathematics).

AP Statistics**1 credit**

The AP Statistics course is equivalent to one semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Statistics and Business Decision Making**1 credit**

This course may be taken to meet the requirements for the fourth mathematics; it is recommended for Grades 11 and 12. Recommended prerequisites may be Accounting I and Algebra II. Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions, and they will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Strategic Learning for High School Math

½ - 1 credit (local)

This course is an Approved Innovative Course for Foundation and Enrichment. Strategic Learning for High School Math 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.

CO-ENROLLMENT – MATHEMATICS

Math 1314 College Algebra/Independent Study in Mathematics

½ credit

Linear, quadratic equations and inequalities, determinants, matrices, systems of equations, partial fractions, binomial theorem, logarithms, theory of equations.

Math 2312 Pre-Calculus Mathematics/Pre-Calculus

½ credit

Fundamentals of algebra, trigonometry, and analytic geometry. Prepares students for Math 2313 and 2413.

Math 2413 Calculus and Analytic Geometry I/AP Calculus AB

½ credit

Functions, limits, derivatives of algebraic, trigonometric, exponential and logarithmic functions, curve sketching, related rates, maximum and minimum problems, definite and indefinite integrals with applications.

Math 2414 Calculus and Analytic Geometry II/AP Calculus BC

½ credit

Method of integration, differential equations, polar coordinates and vector analysis.

SCIENCE

Chemistry

1 credit

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 investigate how chemistry is an integral part of our daily lives.

Prerequisite(s): Biology, Algebra 1

Chemistry, Honors

1 credit

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 investigate how chemistry is an integral part of our daily lives.

Prerequisite(s): Biology, Algebra 1, Geometry

Chemistry, AP **1 credit**

Equivalent to a first-year college course in Chemistry. Students will study chemical equilibrium, kinetics, oxidation/reduction, acid and bases, electrochemistry, and nuclear chemistry.

Prerequisite(s): Chemistry, Chemistry Honors, Algebra I & II

Chemistry, LS **1 credit**

Science course for students in self-contained Life Skills.

Integrated Physics and Chemistry **1 credit**

Integrated Physics and Chemistry is an entry level course. Students may NOT enroll if they have already had Chemistry I and/or Physics I. Students will conduct field and laboratory investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformation, properties of matter, and changes in matter and solution chemistry.

Environmental Science, LS **1 credit**

Science course for students in self-contained Life Skills.

Biology **1 credit**

Students will use laboratory materials and equipment with the scientific method to study various life forms from the simplest to the most complex organisms.

Biology, AP **1 credit**

Students will use biological equipment, chemicals and the scientific method in the advanced study of biochemistry, botany, animal life, and the relationship between life and the environment.

Physics **1 credit**

Students will use physics laboratory equipment and the scientific method to study various mechanics by which students will cultivate inquiry-based investigations for real-life application. This course is necessary for students planning to attend college.

Physics, AP **1 credit**

Equivalent to a first-year college course in Physics. Students will study numerous Physics Laws and mechanics by which students will cultivate inquiry – based investigations.

Anatomy and Physiology**1 credit**

The course focuses on the structures and functions of the human body and body systems and the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems.

Environmental Systems**1 credit**

This course is recommended for students in Grades 11 and 12. Suggested prerequisites are one-unit high school life science and one unit of high school physical science. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study 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.

Food Science (CTE)**1 credit**

This course is recommended for students in Grades 11-12. Prerequisites are 3 units of science. Additionally, recommended prerequisites are Principles of Hospitality and Tourism. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in The Texas Education Code.

Earth and Space Science**1 credit**

ESS is designed to build on student's prior scientific and academic knowledge and skills to develop an understanding of Earth's systems in space and time. Students will spend time studying the geosphere (solid Earth) hydrosphere (water), and atmosphere systems. Students will focus on how these systems interact with each other and how they interact with the biosphere (life). In addition, students will investigate how the Earth is part of the much larger solar and stellar systems.

SOCIAL STUDIES**World Geography Studies****1 credit**

Students will study the nature of geography, physical setting of the earth, interaction of physical environments, urban analysis.

Human Geography, AP **1 credit**
Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

World History Studies **1 credit**
Students will study the development of early civilization; historical development of Western civilization and other regions; geographic influences on world history; developments of the twentieth century.

World History, LS **1 credit**
Social Studies course for students in self-contained Life Skills.

World History Studies, Honors **1 credit**
Though the basic content is the same as the regular course, the level of understanding and the opportunities for development of practical reflections of that understanding are enhanced by the depth and pace of the study.

World History Studies, AP **1 credit**
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. Upon completion of the Advanced Placement course, students are expected to take the Advanced Placement test.

United States History Studies Since Reconstruction **1 credit**
This course offers a study of the emergence of the U.S. as a world power; geographical influences on the historical development of the U.S.; economic, social, cultural and political developments of the U.S.

United States History Studies Honors: Since Reconstruction **1 credit**
Though the basic content is the same as the regular course, the level of understanding and the opportunities for development of practical reflections of that understanding are enhanced by the depth and pace of the study.

United States History Studies, AP: Since Reconstruction **1 credit**
This course provides students the opportunity to pursue an accelerated study in United 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. Upon

completion of the Advanced Placement course, students are expected to take the Advanced Placement test.

United States Government

½ credit

Students will study the foundations of the U.S. political system; development, structures, and functions of the U.S. governmental system; participation and decision making in civic affairs; respect for self/others; democratic beliefs and personal responsibilities; American economic system; application of social studies skills.

United States Government, AP

½ credit

This course provides students the opportunity to pursue and accelerated study in United States Government. 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. Upon completion of the Advanced Placement course, students are expected to take the Advanced Placement test

Economics, Free Enterprise Systems

½ credit

American free enterprise system; government in the American economic system; the American economic system and international economic relations will be a part of the studies in this course.

Economics, Free Enterprise Systems, AP

½ credit

This course provides students the opportunity to pursue an accelerated study in Economics. 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. Upon completion of the Advanced Placement course, students are expected to take the Advanced Placement test.

African American Studies

1 credit

African American Studies is a conceptually driven course that introduces students to 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.

European History, AP**1 credit**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live.

Mexican-American Studies**1 credit**

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.

Street Law**1 credit**

Street law is a practical law-related education course. The course will include units such as the Law and the Legal System, Criminal and Juvenile Justice, Consumer Rights and Housing Law, Torts and Civil Law, and Family Law. This course will provide the learner with practical information along with problem-solving opportunities necessary for survival in our society.

Sociology**½ credit**

In Sociology, students study dynamics and models of individual and group relationships. Topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication are emphasized.

Psychology**½ credit**

Students consider the development of the individual and the personality. The course is based on a historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Personal Financial Literacy**½ credit**

Students will learn ways to apply critical –thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training. Students will be equipped with the knowledge and skills needed to make sound and informed financial decisions.

CO-ENROLLMENT IN COLLEGE COURSES – SOCIAL STUDIES

American History 1301 History of the United States, 1763 to 1877 **½ credit**

Survey of United States history through reconstruction.

American History 1302 History of the United States, 1877 to the present **½ credit**

Survey of United States history from the post-reconstruction period to the present.

Economics 2301 Principles **½ credit**

Students are introduced to economic principles; allocation of resources; determination of output and prices; distribution and managerial economics.

Political Science 2301 Introduction to American Government I **½ credit**

Students study the national and Texas constitutions; federalism, political socialization and participation; public opinion and interest groups; parties, voting and elections.

HEALTH **½ credit**

Students will learn about the promotion of personal health and safety. The development of informed decisions regarding physical, mental, and social well-being for a full and satisfying life will be studied.

PHYSICAL EDUCATION (1 credit required)

Foundations of Personal Fitness **½ credit**

In support of personal fitness, students obtain knowledge and motor skills basic to efficient movement; rules, knowledge and skills for proficient participation in physical recreation activities and individual, and team sports; promotion of physical fitness; development of skills for leisure and lifetime sports activities.

Individual Sports **½ credit**

Students in individual sports are expected to participate in individual sports that they can pursue for a lifetime.

Team Sports **½ credit**

Students in team sports are expected to develop health-related fitness and an appreciation for teamwork and fair play.

Sports Medicine I**1 credit**

This course provides an opportunity for the study and application of the components of sports medicine including sports medicine, concepts of sports injury, athletic healthcare team, sports injury law, sports injury prevention, sports psychology, nutrition, recognition of injuries, 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, blood borne pathogens, thermal injuries, and special medical concerns of the adolescent athlete.

Sports Medicine II**1 credit**

This course provides a more in-depth study and application of the components of sports medicine including: CPR and AED certification, rehabilitative techniques; therapeutic modalities; prevention recognition, and care of injuries to the head and face, spine, upper extremity, lower extremity; taping and bandaging; injuries to the young athlete, substance abuse in sports; and general health concerns in sports medicine.

Sports Medicine III**1 credit**

This course will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine.

Aerobic Activity**½ credit**

Aerobic Activity is a personal fitness program that uses aerobic activities as a foundation. Examples of aerobic activities include walking, hiking, jogging, running, and dancing.

Adaptive Physical Education**1 credit**

Adapted physical education is a program for students with disabilities from birth through 21 years of age. This is a diversified program of developmental activities, games, sports, aquatics, and rhythmical movements suited to the interests, capabilities, and limitations of students with disabilities who may or may not safely or successfully engage in the activities of a general physical education program. Instructional, consultative, and/or monitoring services are provided to students in the least restrictive environment, one on one and small group settings, to inclusion in general physical education classes.

ELECTIVES

NOTE: The Roman numerals indicate the number of years a student has been in the organization, not an indication of grade level.

Art I, II, III, IV

1 credit

Students will learn awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through a variety of art media, understanding and appreciation of self and others through art culture and heritage, aesthetic growth through visual discrimination and judgment.

3D Modeling and Animation

1 credit

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. The student is expected to: evaluate, edit, and create scripts for animations.

Theatre Arts Note: Students participating in stage performance must be prepared to practice during, after- school hours, and holiday breaks.

FINE ARTS

Theatre Arts I

1 credit

This is a comprehensive class that covers both acting and technical aspects of theatre. This survey course covers units on expressive use of the body and voice, improvisation, stage movements, basic theatre history, introduction to Realism and structure, costuming, sets, props, make-up, basic lighting and sound.

Theatre Arts I, II, III, IV

1 credit

These courses are designed for students who are interested in developing their acting skills and focusing on character development. These courses give a more detailed view of acting on stage. Units on storytelling, character development, improvisational theatre, radio/TV/film, playwriting, modern comedy, classic comedy, and 19th/20th century drama will be covered. Students in this course are required to see at least one live performance and are encouraged to participate in at least one show.

Theatre Production

1 credit

The course is designed for students who are interested in performing, but geared more toward directing and being in the background. They may be from any department including special needs, in grades 10-12. Students involved in this course gain skills in self-confidence, basic performance strategies, character development, communication skills, creativity, and imagination. Students in this course also develop their leadership skills, communication ability, patience, creativity, and improvisational skills through

public speaking activities. They should have a positive outlook, should demonstrate eagerness to learn, and should expect to appear in UIL one-act play competitions.

Band I, II, III, IV

1 credit

Students in these classes will develop mental and physical conditioning and discipline; critical listening, technique, problem solving and evaluative skills; creative self-expression and leadership abilities. They will make lasting friendships, and through various aesthetic experiences, expand their knowledge of music literature and its place in history.

Concert Band I, II, III, IV

1 credit

Students perform grade 3-4 literature, and are encouraged to perform All-Region music, participate in UIL, Solo and Ensemble (Class I or Class II difficulty, and are required to attend sectional rehearsals. Students perform in most areas of performance: concerts, festivals, and competitions. Musical perception, creative expression and performance, historical and cultural heritage, response and evaluation are reinforced. Students must be enrolled in a band class in order to participate in marching band.

Symphonic Band I, II, III, IV

1 credit

Students perform grade 4-5 literature and/or collegiate level music, ALL-Region music, participates in UIL, Solo and Ensemble contest with Class I Materials, and are required to attend sectional rehearsals. Students perform in all types of venues: concerts, festivals, and competitions. Musical perception, creative expression and performance, historical and cultural, response and evaluation are reinforced. Students must be enrolled in a band class in order to participate in marching band.

Stage Band I, II, III, IV

1 credit

A select group of students from the parent group... Select students are taught a different style of music than that taught to the regular band classes – easy listening, pop, rock, etc., and would be available to play for dances etc. If the department grows as it should, stage band would be a second band class for the students in the group.

Treble Vocal Ensemble I, II, III, IV

1 credit

Sopranos and altos who may possess a similar proficiency of skills as sopranos and altos in the A Cappella Choir, but who may prefer singing daily with SSA(A) as opposed to an SATB group may choose this course. This choir will also serve as the “overflow” from A Cappella in order to maintain balance in that group. Students may be selected by audition and teacher recommendation. After learning basic vocal skills and terminology, students may move up to A Cappella by audition. Girls from both choirs may combine for performances. Students in this group must maintain eligibility to compete in Texas Music

Educators Association and University Interscholastic League competitions and performances.

Tenor/Bass Vocal Ensemble I, II, III, IV

1 credit

Tenors and basses who possess good voices and singing skills, but who are not in A Cappella Choir, and who may not wish to be a part of SATB singing every day. Roman numerals do not indicate grade levels.

A Cappella Choir I, II, III, IV

1 credit

This choir is for experienced vocalists. The primary focus of this organization is performance and the development of creative self-expression. Performance of unaccompanied music is preferred, but students will study literature from many cultures and historical periods. Students will be admitted by teacher recommendation and/or audition and should possess basic sight-reading skills and should be able to identify the fundamental elements of music. Participating in TMEA and UIL activities for these students is highly encouraged, but will be determined by eligibility and teacher recommendation.

Mixed Vocal Ensemble

1 credit

Though not a course offering, this group is open only to students from all choirs who successfully audition for Region Choir and who may have received a medal at the State UIL Solo and Ensemble contest. Students in this group may be chosen by audition, and membership may be limited to sixteen – twenty-four students. This class would serve as a second choir class to be taken concurrently with one of the other choir classes for the members of this group, and the music would be different than that performed by the choir.

Vocal Music Notes: Robes and Formal Uniforms are furnished for all choir members; however, students may be asked to purchase Memorial Choir tee shirts. If a mixed vocal ensemble is organized, those students may likely be asked to purchase a special uniform.

Music I, II, III, IV/Piano I, II, III, IV

1 credit

Through hands-on activities, students will learn the music basics of reading notes on the staff, recognizing rhythms and counting them, listening for pitch accuracy, and connecting the eye with what the ear hears to melodies that are pleasing to listeners. Students in group piano will progress at different rates of speed as the concepts are grasped, and will learn songs to play as they progress, with the difficulty level commensurate with their progress. Students will also learn performance skills and etiquette, audience etiquette, and will display their work in recital for family and friends

either formally (auditorium) or informally (classroom). Students will have graded rehearsals and performances.

The second- and third-year classes will continue the work begun in the previous year, but will be geared more toward performance, and may also include accompanying techniques. Both will depend upon the progress of the students.

Music Theory, AP

1 credit

AP Music Theory is an advanced level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. The AP Music Theory course is designed 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.

Music Appreciation

1 credit

Begins with the study of music elements, then proceeds sequentially through musical heritage by style period, from the Middle Ages through the first part of the Romantic period through the late Romantic period and continues through the music of the 20th century.

Dance I, II, III, IV

1 credit

Students will learn the basic elements of dance composition, with emphasis on skilled use of space, dynamics, and rhythm. Students will perform various types of dance including ballet, tap, jazz, and modern dance. Historical and cultural background of various dances will be discussed. Students must purchase the appropriate uniforms as specified by the instructor. These uniforms may include: Black leotard, black jazz pants, pink tights, pink ballet shoes, black ballet skirt, black jazz shoes, and black tap shoes.

CO-ENROLLMENT– FINE ARTS

1301 Art Appreciation

½ credit

Art Appreciation is an introductory course which emphasizes the understanding and appreciation of visual art (painting, sculpture, architecture).

VOCATIONAL EDUCATION FOR AT RISK STUDENTS

Personal Social

1 credit

This course will work with students in improving self-image, social adjustment, self-discipline, and ability to handle daily stress situations.

On-Campus Training

1 credit

Eligible students receive instruction, guidance, job placement, and supervision for on job sites at the high school.

Off-Campus Training

1 credit

Eligible students receive on-the-job training, instruction; guidance; job placement, supervision to in area businesses.

Other Electives

Computer Science I

1 credit

Computer Science I introduce analytical problem-solving activities and computer programming. Students will foster creativity and critical thinking skills by designing and implementing computer programs. Students will identify task requirements, plan algorithms and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. Students will gain the basic concepts and skills related to structured programming, Object-Oriented programming, and the fundamentals of the JAVA programming language.

Computer Science II

1 credit

Computer Science II fosters innovation and analytical skills by providing students the opportunity to design and implement computer programs through a variety of media. Students study advanced Object-Oriented programming concepts, with emphasis on programming methodologies, algorithms, and data structures. JAVA is the language used for completing the programming assignments. A strong math background is necessary. This course is designed for students who are interested in majoring in Engineering, Mathematics, Science or Computer Science in college.

Computer Science Principles, AP

1 credit

The purpose of this course is to prepare students for the Advanced Placement Computer Science Principles exam in May. The test is part of a nationally recognized program in which students may earn college credit by taking an accelerated class while still in high

school. This course will give students the opportunity to explore several important topics of computing using their own ideas and creativity.

3D Modeling and Animation

1 credit

Students will use computer modeling to explore the principles of 3-dimension design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, lighting, and rendering for animation, computer games and cinema.

Web Design

1 credit

This is an introductory course in web design focusing on using technology applications in the following six areas: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

M.A.P.S.

1 credit

Mapping for Academic and Personal Success is a TEA Approved Innovative Course designed to engage the student in self-reflection as they systematically build the skills necessary to be successful in school and in life. MAPS is a course dedicated to those who want to prepare for their life after high school. Students will be able to identify their strengths, potential, interests and learning styles. Students will learn various skills and strategies such as, cooperation, decision making, communication, time management, organization and setting goals.

AVID (Advancement Via Individual Determination) I, II, III, IV

1 credit

AVID is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Students receive instruction utilizing 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 and preparedness to support academic growth. AVID provides a mechanism for elevating students for college readiness.

General Employability Skills

1 credit

Course is designed to guide students in obtaining the knowledge and the needed employability 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.

**MIDDLE SCHOOL COURSE SELECTION
GRADES 6-8**

**Abraham Lincoln Middle School
Technology & Engineering**

Thomas Jefferson Middle School

6th GRADE COURSE REQUIREMENTS

The Texas Essential Knowledge and Skills (TEKS) for each course is identified by the general concepts and skills to be taught. The course descriptions follow the list of courses for each grade level.

Required Courses	Units
English Language Arts	1
Mathematics	1
Science	1
Social Studies 6-World Cultures	1
Physical Education	1
Health	½ - 1

Instructions for Making Sixth Grade Course Selection

1. All 6th grade students are required to enroll in the following academic courses: English Language Arts and Reading, Mathematics, Science, World Cultures, and Physical Education. Eligible students will be assigned to the appropriate English as a Second Language (ESL) or sheltered instruction (SI) courses.
2. All students are required to enroll in Physical Education for one unit.
3. All students are required to enroll in Health for one-half or one unit.
4. All 6th grade students are required to choose at least one fine art elective from Art, Theater Arts, Band, Dance, or Choir.
5. Students will be scheduled for State of Texas Assessment of Academic Readiness Enrichment courses if qualifying criteria are not met, in accordance to Texas Education Code §101.11.
6. Students must select alternate courses that could be used when the first selections are not available due to scheduling problems.

*****COURSE SELECTIONS WILL NOT BE CHANGED AFTER THE COURSE SELECTION CARD HAS BEEN RETURNED, SIGNED BY BOTH STUDENT AND PARENT, UNLESS CAMPUS ADMINISTRATORS IDENTIFY THE STUDENT FOR ENRICHMENT CLASSES OR IF THERE IS A SCHEDULING CONFLICT.**

COMPLETE LIST OF 6th GRADE COURSES

ENGLISH LANGUAGE ARTS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
1601	Eng. Lang. Arts 6	6	1	None
16H1	Eng. Lang. Arts 6, Honors	6	1	None
1631	Eng. Lang. Arts 6, ESL	6	1	LPAC Approval
1606	Eng. Lang. Art 6, Life Skills	6	1	ARD Committee Approval
1651	Applied ELAR 6	6	1	ARD Committee Approval

READING

Course Number	Title	Grade	Units	Prerequisites
1902	Reading 6, Dyslexia	6	1	504 Approval Required
1612	Reading LAB	6	1	Non-Masters
1633	Technology Blast Reading 6	6	1	TJMS-Non-Masters ALMS-None
1632	Reading 6, ESL	6	1	LPAC Approval
1072	Reading 6, ABU	6	1	ARD Committee Approval

MATHEMATICS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
2600	Math 6	6	1	None
2650	Math 6, Lab	6	1	5 th Grade STAAR Mastery in Math
26H0	Math 6, Honors	6	1	None
2670	Math 6, ABU	6	1	ARD Committee Approval
2630	Math 6, SI	6	1	LPAC Approval
2606	Math 6, Life Skills	6	1	ARD Committee Approval
2680	Technology Blast Math 6	6	1	TJMS-Non-Masters
2651	Applied Math 6	6	1	ARD Committee Approval

SOCIAL STUDIES-WORLD CULTURES (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
4600	SS 6-World Cultures, SI/ESL	6	1	None
46H0	SS 6-World Cultures 6, Honors	6	1	None
4670	SS 6-World Cultures 6, ABU	6	1	ARD Committee Approval
4606	SS 6-World Cultures 6, Life Skills	6	1	ARD Committee Approval

SCIENCE (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
3600	Science 6, SI/ESL	6	1	None
36H0	Science 6, Honors	6	1	None
3670	Science 6, ABU	6	1	ARD Committee Approval
3606	Science 6, Life Skills	6	1	ARD Committee Approval

PHYSICAL EDUCATION (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
6601	Phys. Ed. 6	6	1	None
6651	Phys. Ed. 6, Adaptive	6	1	ARD Committee Approval

FINE ARTS

Course Number	Title	Grade	Units	Prerequisites
8606	Art 1	6	1	None
8601	Beginning Band 6	6	1	5 th Grade Band
8611	Band 6 Intro.	6	1	None
8112	Choral Music 6	6	1	None
8607	Theater Arts	6	1	None
5100	Dance Beginning	6	1	None

GENERAL ELECTIVES (1 Unit Required)

Course Number	Title	Grade	Units	Prerequisites
0676	Personal & Social Skills	6	1	ARD Committee Approval
6608	Health	6	1	None
0616	Communication Life Skills	6	1	ARD Committee Approval

*****Students are required to enroll in a “fine arts course” in Grades 6, 7, or 8.**

Career awareness is an elementary school focus; career exploration is a focus at each Middle Theme School. Middle school students are provided expanded experiences in the form of expert presentations, educational assemblies, and hands-on activities. They also have opportunities for science research, career investigation, and academic field trips; these rich experiences reinforce critical thinking and problem-solving skills and career awareness.

6TH GRADE COURSE DESCRIPTIONS

English Language Arts

1 unit

Students will apply Texas Essential Knowledge and Skills (TEKS) to the areas of listening, speaking, viewing, representing, reading, and writing. They will develop vocabulary and comprehension skills and complete research reports in response to literature.

English Language Arts 6, Honors

1 unit

Honors English targets the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors English classes are enhanced with higher level thinking skill activities. In addition, writing assignments and other projects will correlate with the required reading list from the Honors Reading Course.

English Language Arts 6, ESL

1 unit

ESL approved students will apply Texas Essential Knowledge and Skills (TEKS) to the areas of listening, speaking, viewing, representing, reading, and writing. They will develop vocabulary and comprehension skills and complete research reports in response to literature.

Reading 6, Dyslexia

1 unit

The PAISD Dyslexia Program includes the components of phonemic awareness, graph phonemic knowledge, language structure and linguistic patterns and processes. Instructional strategies utilize explicit, individualized, intensive, multisensory phonetic methods and a variety of writing and spelling components to meet the specific learning needs of each individual student.

Applied Language Arts and Reading 6 (Thomas Jefferson)

1 unit

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Technology Blast Reading 6 (Lincoln)

1 unit

Students are immersed in a fast-paced, technology-rich, academically based computer programs such as APEX learning which is bridging the gap between classroom learning and the real-world application.

Reading 6 Lab**1 unit**

Students work to strengthen the areas of vocabulary development, reading comprehension, and word attack skills, then they are able to apply these skills to a variety of practical situations. STAAR mastery is the main goal.

Reading 6, ESL**1 unit**

ESL approved students work to strengthen the areas of vocabulary development, reading comprehension, and word attack skills, then they are able to apply these skills to a variety of practical situations.

AVID (Advancement Via Individual Determination)**1 unit**

AVID is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Students receive instruction utilizing 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 and preparedness to support academic growth. AVID provides a mechanism for elevating students for college readiness.

Mathematics 6**1 unit**

Mathematics 6 primary focal areas are number and operations, proportionality, algebraic expressions and equations and relationships, and measurement and data. Students will use concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships.

Mathematics 6, Honors**1 unit**

Honors mathematics classes target the same Texas Essential Knowledge and Skills as Mathematics 6 but apply higher-level thinking skills. Students will complete projects incorporating mathematical tools and processes.

Technology Blast Mathematic 6 (Thomas Jefferson)**1 unit**

Students are immersed in a fast-paced, technology-rich, academically-based computer programs such as APEX Learning which is bridging the gap between classroom learning and the real-world application.

Mathematics 6 Lab**1 unit**

Enrichment Math is a local course designed for students who have not shown success in mathematics, and/or failure on the STAAR test. This course will focus on strategies for success in math. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking skills and reading strategies will be targeted for individual students.

Mathematics 6, SI**1 unit**

Mathematics 6 Sheltered Instruction focal areas are number and operations, proportionality, algebraic expressions and equations and relationships, and measurement and data. Students will use concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships presented in a way that makes the information more comprehensible to students learning English.

Applied Mathematics 6, Thomas Jefferson**1 unit**

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Social Studies 6-World Cultures, SI**1 unit**

In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Rim. It is also presented in a way that makes the information more comprehensible to students learning English.

Social Studies 6-World Cultures, Honors**1 unit**

Honors World Culture targets the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors Social Studies classes are enhanced with higher level thinking skill activities.

Science 6, SI**1 unit**

In Science 6, students study life, earth, and physical sciences. They practice manipulative laboratory skills, scientific observations, and classification. Students conduct research and write descriptive reports. Applications of science to daily life and

health concepts are emphasized. It is also presented in a way that makes the information more comprehensible to students learning English.

Science 6, Honors

1 unit

Honors Science targets the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors Science classes are enhanced with higher level thinking skill activities.

Physical Education 6

1 unit

Students participate in health-related fitness activities to improve quality of life; motor skills to develop positive body image and confidence; rhythmic activities to develop coordination, self-expression, creativity, and endurance skills in games and sports, sequential gymnastics and tumbling skills.

Physical Education, Adaptive

1 unit

Adaptive physical education is a program for students with disabilities from birth through 21 years of age. This is a diversified program of developmental activities, games, sports, aquatics, and rhythmical movements suited to the interests, capabilities, and limitations of students with disabilities who may or may not safely or successfully engage in the activities of a general physical education program. Instructional, consultative, and/or monitoring services are provided to students in the least restrictive environment, one on one and small group settings, to inclusion in general physical education classes.

FINE ARTS ELECTIVES

Art I

1 unit

Students will develop awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through art materials and tools, understanding and appreciation of self and others through art culture and heritage, and aesthetic growth through visual discrimination and judgment.

Beginning Band 6

1 unit

Students will enhance previously developed mental and physical discipline learned in the 5th grade Band class.

Band 6, Introductory

1 unit

Students will develop mental and physical discipline in learning music, citizenship through group endeavors, physical conditioning for musical performance, cultural

growth through the study of music history and band literature; critical listening in music; music theory, proper instrumental techniques, and creative self-expression.

Choral Music 6

1 unit

Students will develop singing concepts and skills, music listening, and will respond to music through moving and playing of folk instruments.

Theater Arts 6

1 unit

Students will develop expressive use of the body and voice, aesthetic growth through appreciation of theatrical events, improvisation, dramatic storytelling, basic acting techniques, creative drama, pantomime, and participate on a voluntary basis in UIL competition.

Dance Beginning

1 unit

Students will learn the basic elements of dance composition, with emphasis on skilled use of space, dynamics, and rhythm. Students will perform various types of dance, including ballet, tap, jazz, and modern dance. Historical and cultural background of various dances will be discussed.

Communication Life Skills

1 unit

Students will develop social communication that significantly improves the ability to learn and interact with others within the school and community environments.

Personal & Social Skills

1 unit

Students will work to improve self-image, social adjustment, self-discipline, and the ability to handle daily stress.

Health 6

½ - 1 unit

Students will obtain accurate information, and develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. This course will include the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

7th GRADE COURSE REQUIREMENTS

Required Courses	Units
English Language Arts	1
Mathematics	1
Science	1
Social Studies 7-Texas History	1
Principles of Information Technology	1
Physical Education	½ -1
Elective (s)	1
Health	½ - 1

Instructions for Making Seventh Grade Course Choices

1. All 7th grade students are required to enroll in the following academic courses: English Language Arts, Mathematics, Science, Texas History and Technology Applications for a total of five units. Eligible students will be assigned to the appropriate English as a Second Language (ESL) or Sheltered (SI) courses.
2. All students are required to enroll in Physical Education and Health for one half (1/2) unit; however, one (1) unit may be scheduled.
3. Students will be scheduled for the State of Texas Assessment of Academic Readiness (STAAR) courses if qualifying criteria are not met, in accordance to Texas Education Code §101.11.
4. Students must select alternate courses that could be used when the first choices are not available due to scheduling problems.

*****COURSE SELECTIONS WILL NOT BE CHANGED AFTER THE COURSE SELECTION CARD HAS BEEN RETURNED, SIGNED BY BOTH STUDENT AND PARENT, UNLESS CAMPUS ADMINISTRATORS IDENTIFY THE STUDENT FOR ENRICHMENT CLASSES OR IF THERE IS A SCHEDULING CONFLICT.**

COMPLETE LIST OF 7th GRADE COURSES

ENGLISH LANGUAGE ARTS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
1701	Eng. Lang. Arts 7	7	1	None
17H1	Eng. Lang. Arts 7, Honors	7	1	None
1771	Eng. Lang. Arts 7, ABU	7	1	ARD Comm. Approval
1741	Eng. Learn. Lang. Arts 7	7	1	Placement by the LPAC and/or ARD committee based on the student's level of English proficiency
1707	Eng. Lang. Arts 7, Life Skills	7	1	ARD Committee Approval
1751	Applied ELAR 7	7	1	ARD Committee Approval

READING

Course Number	Title	Grade	Units	Prerequisites
1903	Reading 7, Dyslexia	7	1	504 Approval Required
1733	Technology Blast Reading 7	7	1	TJMS-Non-Masters
1712	Reading 7, Lab	7	1	6th Grade STAAR (TEC §101.11)
1771	Reading 7, ABU	7	1	ARD Committee Approval
1732	Reading 7, ESL	7	1	LPAC Approval

MATHEMATICS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
2700	Math 7	7	1	None
27H0	Math 7, Honors	7	1	None
2760	Technology Blast Math 7	7	1	TJMS-Non-Masters
2750	Math 7, Lab	7	1	6 th Grade STAAR (TEC§101.11)
2730	Math 7, SI	7	1	LPAC Approval
2770	Math 7, ABU	7	1	ARD Committee Approval
2707	Math 7, Life Skills	7	1	ARD Committee Approval
2751	Applied Math 7	7	1	ARD Committee Approval

SCIENCE (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
3700	Science 7, SI	7	1	None
37H0	Science 7, Honors	7	1	None
3770	Science 7, ABU	7	1	ARD Committee Approval
3707	Science 7, Life Skills	7	1	ARD Committee Approval

SOCIAL STUDIES - TEXAS HISTORY (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
4700	SS-Texas History 7, SI	7	1	None
47H0	SS-Texas History 7, Honors	7	1	None
4770	SS-Texas History 7, ABU	7	1	ARD Committee Approval
4707	SS-Texas History 7, LS	7	1	ARD Committee Approval

PHYSICAL EDUCATION (1/2 UNIT REQUIRED - 1 UNIT MAY BE SCHEDULED)

Course Number	Title	Grade	Units	Prerequisites
6002	Physical Education 7	7	½ - 1	None
5001	Physical Education 7, Athletics	7	1	Coach Approval
6051	Physical Education 6-8, Adaptive	7	½ - 1	ARD Committee Approval

TECHNOLOGY (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
70T399	Principles of Information Technology	7	1	Regular Program

ELECTIVE COURSES

FINE ARTS

Course Number	Title	Grade	Units	Prerequisites
8616	Art I	7	1	None
8706	Art II	7	1	None
8711	Band 7, Intro	7	1	None
8721	Concert Band	7	1	Band 6
8731	Band 7, Symphony	7	1	Band 6
8701	Choral Music 7	7	1	None
8708	Choral Music 7, Advanced	7	1	Choral Music 6
8607	Theater Arts 7	7	1	None
5110	Dance (Beg.)	7	1	None
5210	Dance II	7	1	Dance I
5300	Dance Team	7	1	Intermediate Dance

GENERAL ELECTIVES

Course Number	Title	Grade	Units	Prerequisites
7105	College and Career Readiness	7	½	None
7104	Investigating Careers	7	½	None
6701	Health	7	1	None
0617	Communication Life Skills	7	1	ARD Committee Approval
0677	Personal & Social Skills	7	1	ARD Committee Approval

Students are required to enroll in a fine arts course in Grades 6, 7, or 8. Students will also be required to take Health in Grades 6, 7, or 8

COURSE DESCRIPTIONS FOR GRADE 7

English Language Arts 7

1 unit

Students will apply Texas Essential Knowledge and Skills (TEKS) to the areas of listening, speaking, viewing, representing, reading, and writing. They will continue developing vocabulary and comprehension skills and complete research reports in response to literature.

English Language Arts 7, Honors

1 unit

Honors English targets the Texas Essential Knowledge and Skills (TEKS) same as the regular program. The learning experiences in the Honors English classes are enhanced with higher level thinking skill activities. In addition, writing assignments and other projects will correlate with the required reading list from the Honors Reading Course.

English Learners Language Arts 7 (ELLA 7)

1 unit

English Learners Language Arts (ELLA 7) is offered to assist students whose native language is not English. This course focuses on the same academic content as English Language Arts and Reading, Grade 7 while supporting English Learners in developing interpersonal and academic vocabulary by integrating the four language skills (Reading, Writing, Speaking, and Listening) and using a variety of literature.

Reading 7, Dyslexia**1 unit**

The PAISD Dyslexia Program includes the components of phonemic awareness, graph phonemic knowledge, language structure and linguistic patterns and processes. Instructional strategies utilize explicit, individualized, intensive, multisensory phonetic methods and a variety of writing and spelling components to meet the specific learning needs of each individual student.

Applied ELAR & Reading, 7 (Thomas Jefferson)

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Technology Blast Reading 7 (Lincoln)**1 unit**

Students are immersed in a fast-paced, technology-rich, academically-based computer programs such as APEX Learning which is bridging the gap between classroom learning and the real-world application.

Reading 7 Lab**1 unit**

Students work to strengthen the areas of vocabulary development, reading comprehension, and word attack skills and apply these skills to a variety of practical situations. Reading objectives are stressed in the STAAR lab.

Reading 7, ESL**1 unit**

ESL approved students work to strengthen the areas of vocabulary development, reading comprehension, and word attack skills, then they are able to apply these skills to a variety of practical situations.

AVID (Advancement Via Individual Determination)**1 unit**

AVID is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Students receive instruction utilizing 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 and preparedness to support academic growth. AVID provides a mechanism for elevating students for college readiness.

Mathematics 7**1 unit**

Mathematics 7 primary focal areas are numbers and operations, proportionality, algebraic expressions and equations, and relationships, and measurement and data. Students will use concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships.

Mathematics 7, Honors**1 unit**

The Honors mathematics classes target the same Texas Essential Knowledge and Skills as Mathematics 7 but apply higher-level thinking skills. Students will complete projects incorporating mathematical tools and processes.

Technology Blast Mathematic 7**1 unit**

Students are immersed in a fast-paced, technology-rich, academically-based computer programs such as APEX Learning which is bridging the gap between classroom learning and the real-world application.

Mathematics 7 Lab**1 unit**

Enrichment Math is a local course designed for students who have a history of failure in mathematics, and/or failure on the STAAR test. This course will focus on strategies for success in math. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking skills and reading strategies will be targeted for individual students.

Mathematics 7, SI**1 unit**

Mathematics 7, SI primary focal areas are number and operations, proportionality, algebraic expressions and equations, and relationships, and measurement and data. Students will use concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships presented in a way that makes the information more comprehensible to students learning English.

Applied Mathematics, 7 (Thomas Jefferson)**1 unit**

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Science 7, SI**1 unit**

Science 7 is the study of science with emphasis on field and laboratory investigations using the scientific method, critical thinking, and problem-solving. Students use tools to collect and analyze information that explain a phenomenon. Gravity and the components of the solar system, the relationship between force and motion, chemical and physical properties of substances, types of energy, characteristics of systems, and investigation about the natural world will be studied in this course. It is also presented in a way that makes the information more comprehensible to students learning English.

Science 7, Honors**1 unit**

Honors Science follows the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors Science classes are enhanced with higher level thinking skill activities.

Social Studies 7-Texas History, SI**1 unit**

Students study the history of Texas from early times to the present. Through the study of Texas History, students learn about the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. It is also presented in a way that makes the information more comprehensible to students learning English.

Social Studies 7-Texas History, Honors**1 unit**

Honors Texas History follows the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors Texas History classes are enhanced with higher level thinking skill activities.

Physical Education 7**½ or 1 unit**

Students will develop the knowledge and motor skills basic to efficient movement, knowledge and skills basic to individual, dual, and team sports, development and maintenance of personal and physical fitness, knowledge and skills in leisure and lifetime sports activity.

Physical Education 7, Athletics**1 unit**

Athletic PE involves students desiring to participate in U.I.L. athletic team competitions. Approval from coaches is required before schedule placement is made. Athletic PE is not a requirement for participation in afterschool sport activities.

Principles of Information Technology

1 unit

In Technology Education, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. It includes: keyboarding, word processing, databases, spreadsheets, multimedia, and desktop publishing, graphics, and telecommunication projects.

Communication Life Skills

1 unit

Students will develop social communication that significantly improves the ability to learn and interact with others within the school and community environments.

Personal & Social Skills

1 unit

Students will work to improve self-image, social adjustment, self-discipline, and the ability to handle daily stress.

******Students are required to enroll in a fine arts course in Grades 6, 7, or 8. Students will also be required to take Health in Grades 6, 7, or 8.***

ELECTIVE COURSES

FINE ARTS

Art 6-8

1 unit

Students will develop awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through art materials and tools, understanding and appreciation of self and others through art culture and heritage, aesthetic growth through visual discrimination and judgment.

Band I, II, III

1 unit

Students will develop mental and physical discipline in learning music, citizenship through group endeavors, physical conditioning for musical performance, cultural growth through the study of music history and band literature, critical listening in music, music theory, proper instrumental techniques, and creative self-expression.

Areas of special emphasis in Band include:

Band 6-8, Introductory for students with no band experience.

Band 7-8, Concert for experienced band students.

Band 7-8, Symphonic for advanced band students.

Choral Music I, II

1 unit

Students will develop vocal and choral techniques, music theory, sight singing skills; music history and literature, performance activities, and creative self-expression.

Areas of special emphasis in Choral Music includes:

Choral Music 7 Mixed for beginning choral students.

Choral Music 7-8 Mixed for experienced choral students.

Theater Arts - 7

1 unit

Students discover expressive use of the body and voice; creative drama; aesthetic growth through appreciation of theatrical events, improvisation dramatic storytelling, basic acting techniques, and pantomime. Participation in UIL competition is on a voluntary basis.

GENERAL ELECTIVES

College and Career Readiness 7-8

½ unit

Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

Investigating Careers 7-8

½ unit

The students research labor market information, learn job-seeking skills, and create documents required for employment.

Dance (Beginning, Intermediate, Advance)

1 unit

Students will learn the basic elements of dance composition, with emphasis on skilled use of space, dynamics, and rhythm. Students will perform various types of dance including ballet, tap, jazz, and modern dance. Historical and cultural background of various dances will be discussed.

STEM (8)

1 unit

Students will be introduced to 21st century learning through Science, Technology, Engineering and Math through hands-on experiences and learning that will foster further interest in career related fields.

Health (7)

½ - 1 unit

Students will obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. This course will include the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Pre-Vocational Life Skills

1 unit

Students will work to enhance life skills and work on readiness skills. Students will work on developing, improving, and extending skills required for increased independence. The emphasis will be on continued life skill development.

******Students are required to enroll in a fine arts course in Grades 6, 7, or 8. Students will also be required to take Health in Grades 6, 7, or 8.***

8th GRADE COURSE REQUIREMENTS

Required Courses	Units
English Language Arts	1
Mathematics	1
Science	1
American History	1
Physical Education	½ - 1
Elective (s)	1
Health	½ - 1

Instructions for Making Eighth Grade Course Choices

1. All 8th grade students are required to enroll in the following academic courses: English Language Arts, Mathematics, Science, and American History for a total of four units. Eligible students will be assigned to the appropriate English as a Second Language (ESL) or sheltered instruction (SI).
2. Students are required to enroll in Physical Education and Health for one 1 and ½ unit in middle school.
3. Students will be recommended for State of Texas Assessment of Academic Readiness (STAAR) courses if qualifying criteria are not met, in accordance with Texas Education Code §101.11.
4. Students must select two alternate courses that could be used when the first choices are not available due to scheduling problems.
5. Algebra I and Touch Systems Data Entry may be offered on middle school campuses for high school credit.

COMPLETE LIST OF 8th GRADE COURSES

ENGLISH LANGUAGE ARTS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
1801	Eng. Lang. Arts 8	8	1	None
18H0	Eng. Lang. Arts 8, Honors	8	1	None
1871	Eng. Lang. Arts 8, ABU	8	1	ARD Comm. Approval
1841	Eng. Learn. Lang. Arts 8	8	1	ELLA 7 <u>or</u> Placement by the LPAC and/or ARD committee based on the student's level of English proficiency
1808	Eng. Lang. Arts 8, Life Skills	8	1	ARD Committee Approval
1851	Applied ELAR 8	8	1	ARD Committee Approval

READING

Course Number	Title	Grade	Units	Prerequisites
1904	Reading 8, Dyslexia	8	1	504 Approval Required
1812	Reading 8, Lab	8	1	STAAR (TEC §101.11)
1871	Reading 8, ABU	8	1	ARD Committee Approval
1832	Reading 8, ESL	8	1	LPAC Approval

MATHEMATICS (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
2800	Math 8	8	1	None
2850	Math 8 Lab	8	1	STAAR (TEC §101.11)
2870	Math 8, ABU	8	1	ARD Committee Approval
2830	Math 8, SI/ESL	8	1	LPAC Approval
2808	Math 8, Life Skills	8	1	ARD Committee Approval
210019	Algebra I	8	1 Credit	8 th grade Math
2851	Applied Math	8	1	ARD Committee Approval

SCIENCE (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
3800	Science 8, SI	8	1	None
38H0	Science 8, Honors	8	1	None
3870	Science 8, ABU	8	1	ARD Committee Approval
3808	Science 8, Life Skills	8	1	ARD Committee Approval

SOCIAL STUDIES – AMERICAN HISTORY (1 UNIT REQUIRED)

Course Number	Title	Grade	Units	Prerequisites
4800	American History 8, SI/ESL	8	1	None
48H0	American History 8, Honors	8	1	None
4870	American History 8, ABU	8	1	ARD Committee Approval
4808	American History 8, Life Skills	8	1	ARD Committee Approval

PHYSICAL EDUCATION (1/2 UNIT REQUIRED - 1 UNIT MAY BE SCHEDULED)

Course Number	Title	Grade	Units	Prerequisites
6002	Physical Education 8	8	½ - 1	None
5001	Physical Education 8, Athletics	8	½ - 1	Coach Approval
6051	Physical Education 8, Adaptive	8	½ - 1	ARD Committee Approval

ELECTIVE COURSE

Course Number	Title	Grade	Units	Prerequisites
910049	Spanish I	8	1 Credit	None

FINE ARTS

Course Number	Title	Grade	Units	Prerequisites
8706	Art II	8	1	Art 7 th & 8 th grade
8806	Art III	8	1	Art I & II
8831	Band, Intro.	8	1	None
8821	Band 7-8, Concert (Exp.)	8	1	Beginning Band
8831	Band 7-8, Symphony (Adv.)	8	1	Beginning Band
8801	Choral 8, Intro	8	1	None
8808	Choral Music 8, Advanced	8	1	Choral Music 7
5110	Dance (Beg.)	8	1	None
8200	Dance (Int.)	8	1	Beginning Dance
5200	Dance (Adv.)	8	1	Intermediate Dance

GENERAL ELECTIVES

Course Number	Title	Grade	Units	Prerequisites
8607	Theater Arts 6-8	8	1	None
700829	Touch Data Systems Entry	8	½ Credit	None
7105	College and Career Readiness	8	½ - 1	None
7104	Investigating Careers	8	½	None
8110	STEM	8	1	TJMS Only
6801	Health	8	1	None
0618	Communication Life Skills	8	1	ARD Committee Approval
0678	Personal & Social Skills	8	1	ARD Committee Approval

*****COURSE SELECTIONS WILL NOT BE CHANGED AFTER THE COURSE SELECTION CARD HAS BEEN RETURNED, SIGNED BY BOTH STUDENT AND PARENT, UNLESS CAMPUS ADMINISTRATORS IDENTIFY THE STUDENT FOR ENRICHMENT CLASSES OR IF THERE IS A SCHEDULING CONFLICT.**

COURSE DESCRIPTIONS FOR GRADE 8

English Language Arts 8

1 unit

Students will apply Texas Essential Knowledge and Skills (TEKS) to the areas of listening, speaking, viewing, representing, reading, and writing. They will be able to identify characteristics of various literary forms and refine their vocabulary and comprehension skills and will complete research reports in response to literature.

English 8, Honors

1 unit

Honors English targets the same Texas Essential Knowledge and Skills (TEKS). It is enhanced with higher level thinking skill activities. In addition, writing assignments and other projects will correlate with the required reading list from the Honors Reading Course.

English Learners Language Arts 8 (ELLA 8)

1 unit

English Learners Language Arts (ELLA 8) is offered to assist students whose native language is not English. This course focuses on the same academic content as English Language Arts and Reading, Grade 8 while supporting English Learners in developing interpersonal and academic vocabulary by integrating the four language skills (Reading, Writing, Speaking, and Listening) and using a variety of literature.

Reading 8 Lab

1 unit

Enrichment Reading has as its goal the remediation of objectives previously assessed but not mastered. Students work to strengthen the areas of vocabulary development, reading comprehension and word attack skills and apply these skills to a variety of practical situations. Reading objectives are stressed in the STAAR lab.

Reading 8, Dyslexia

1 unit

The PAISD Dyslexia Program includes the components of phonemic awareness, graph phonemic knowledge, language structure and linguistic patterns and processes. Instructional strategies utilize explicit, individualized, intensive, multisensory phonetic methods and a variety of writing and spelling components to meet the specific learning needs of each individual student.

Applied ELAR and Reading, 8 (Thomas Jefferson)

1 unit

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Reading 8, ESL

1 unit

ESL approved students work to strengthen the areas of vocabulary development, reading comprehension, and word attack skills. Then they are able to apply these skills to a variety of practical situations.

AVID (Advancement Via Individual Determination)

1 unit

AVID is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Students receive instruction utilizing 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 and preparedness to support academic growth. AVID provides a mechanism for elevating students for college readiness.

Spanish I

1 credit

Listening, speaking, reading and writing in another language for comprehension of everyday conversation and familiar, nontechnical subjects; history and culture of other people; application of the language learning process of other languages. **Upon successful completion of this course, students will receive a high school credit.**

Mathematics 8

1 unit

Mathematics 8 primary focal areas are number and operations, proportionality, algebraic expressions and equations and relationships, and measurement and data. Students will use math concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships. Students will use algebraic thinking and begin to develop an understanding of functional relationships. **Beginning in the 2014-2015 school year, each student must have a handheld graphing calculator to use when taking the STAAR grade 8 math assessment and must have access to a calculator for routine class work.**

Mathematics 8, SI**1 unit**

Mathematics 8 primary focal areas are number and operations, proportionality, algebraic expressions and equations and relationships, and measurement and data. Students will use math concepts, algorithms, and properties of rational numbers to explore and concepts of proportionality to develop and communicate mathematical relationships. Students will use algebraic thinking and begin to develop an understanding of functional relationships presented in a way that makes the information more comprehensible to students learning English. **Beginning in the 2014-2015 school year, each student must have a handheld graphing calculator to use when taking the STAAR grade 8 math assessment and must have access to a calculator for routine class work.**

Applied Math 8 (Thomas Jefferson)**1 unit**

Specially designed instruction and related services are sometimes provided to a student with a disability in a setting other than the general education classroom. A student receiving this level of support will generally receive some modifications and/or accommodations.

Math 8 Lab**1 unit**

Enrichment Math is a local course designed for students who have not shown success in mathematics, and/or failure on the STAAR test. This course will focus on strategies for success in math. Students will be involved in problem-solving and concept development through the use of models, manipulatives, projects, and technology. Test-taking skills and reading strategies will be targeted for individual students.

Algebra I, Honors**1 credit**

Honors Algebra classes target the same Texas Essential Knowledge and Skills as the regular program but apply higher-level thinking skills. Students will complete projects incorporating mathematical tools and processes. Students develop algebraic thinking and symbolic reasoning skills as they study relationships among quantities. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology, including, but not limited to, powerful and accessible hand-held calculators and computers with graphing capabilities and model mathematical situations to solve meaningful problems. Students use problem-solving skills, computation in problem-solving contexts, language and communication skills, connections within and outside mathematics, and reasoning, as well as multiple representations, applications modeling, and justification and proof. Upon successful completion of this course, students will receive a high school credit.

Science 8, SI**1 unit**

Science 8 is the study of science which includes planning and conducting field and laboratory investigations using the scientific method, analyzing data, critical-thinking, and scientific problem-solving. Students use tools to collect and analyze information. As students learn science skills, they identify the roles of human activities and natural events that alter the earth systems, examine information on the periodic table, predict outcomes from genetic combinations, study systems as a collection of interactive cycles, structures, and processes, and investigate questions about the natural world. During the last six weeks, students will be introduced to concepts of biology. This will be presented in a way that makes the information more comprehensible to students learning English.

Science 8, Honors**1 unit**

Honors Science targets the same Texas Essential Knowledge and Skills as the regular program. The learning experiences in the Honors Science classes are enhanced with higher level thinking skill activities. During the last six weeks, students will work on TEKS related to biology.

Social Studies 8-American History, SI**1 unit**

Students study the history of the United States from the early colonial period through reconstruction. This is the first of a two-year study of American History. Included in this study are citizenship and the study of the free enterprise system. This will be presented in a way that makes the information more comprehensible to students learning English.

Social Studies 8-American History, Honors**1 unit**

Honors American History Studies targets the same Texas Essential Knowledge and skills as the regular program. The learning experiences in the Honors American History Studies classes are enhanced with higher level thinking skill activities.

Physical Education 8**½ or 1 unit**

Students will develop the knowledge and motor skills basic to efficient movement, knowledge and skills basic to individual, dual, and team sports, development and maintenance of personal and physical fitness, knowledge and skills in leisure and lifetime sports activities.

Physical Education 8, Athletics**1 unit**

Athletics involves students desiring to participate in U.I.L. athletic team competitions.

Communication Life Skills **1 unit**
Students will develop social communication that significantly improves the ability to learn and interact with others within the school and community environments.

Personal & Social Life Skills **1 unit**
Students will work to improve self-image, social adjustment, self-discipline, and the ability to handle daily stress.

MIDDLE SCHOOL ELECTIVE COURSES

FINE ARTS

Art 6-8 **1 unit**
Students will develop awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through art materials and tools, understanding and appreciation of self and others through art culture and heritage, aesthetic growth through visual discrimination and judgment.

Band **1 unit**
Students will develop mental and physical discipline in learning music, citizenship through group endeavors, physical conditioning for musical performance, cultural growth through the study of music history and band literature, critical listening in music, music theory, proper instrumental techniques, creative self-expression.

Areas of special emphasis in Band include:

Band 6-8 Introductory for students with no band experience.

Band 7-8 Concert experienced band students.

Band 7-8 Symphonic experienced band students.

Choral Music I, II, III **1 unit**
Students will develop vocal and choral techniques, music theory, sight singing; music history and literature, performance activities, and creative self-expression.

Areas of special emphasis in Choral Music includes:

Choral Music 8 Intro (Mixed) for inexperienced choral students.

Choral Music 7-8 (Mixed) experienced Choral Students

Theater Arts 8 **1 unit**
Students will develop expressive use of the body and voice, acting, theater production, and aesthetic growth through appreciation of theatrical events.

Touch Systems Data Entry **½ credit**
Students will master keyboarding, speed and accuracy in keyboarding, copy arrangement, communication skills, and application skills. Upon the successful completion of this course, students will receive a high school half (½) credit.

College and Career Readiness 7-8 **½ unit**
Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

Investigating Careers 7-8 **½ unit**
The students research labor market information, learn job-seeking skills, and create documents required for employment.

Dance (Beginning, Intermediate and Advance) **1 unit**
Students will learn the basic elements of dance composition, with emphasis on skilled use of space, dynamics, and rhythm. Students will perform various types of dance including ballet, tap, jazz, and modern dance. Historical and cultural background of various dances will be discussed.

STEM 8 **1 unit**
Students will be introduced to 21st century learning through Science, Technology, Engineering and Math through hands-on experiences and learning that will foster further interest in career related fields.

Health 8 **1 unit**
Students will obtain accurate information, will develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. This course will include the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Pre-Vocational Life Skills **1 unit**
Students will work to enhance life skills and work on readiness skills. Students will work on developing, improving, and extending skills required for increased independence. The emphasis will be on continued life skill development.

Rehabilitation Act, 1973. It is the policy of the Port Arthur Independent School District not to discriminate based on race, color, age, gender, handicap, religion, or national origin in educational or vocational programs, activities or employment. For further information, please contact Mark Porterie, Ed.D. at (409) 989-6238.

