

Lake Dallas High School

"Engage all students to reach their full academic and social potential."



Where Knowledge Takes Flight

The Course Description Guide is an annual publication developed to assist all students and their parents regarding information critical to academic success in the Lake Dallas Independent School District. Academic programs, graduation requirements, and course selections and descriptions are included in this guidebook. Although this is a primary tool for your student registration, we strongly encourage that you refer to it throughout the school year as a resource for questions that you may have concerning instructional programs and courses in LDISD. Academic Advisors, teachers and principals are available to answer questions or explain information.

Lake Dallas High School

<http://www.ldisd.net>

3016 Parkridge Dr.

Corinth, TX 76210

940.497.4031

Incoming 2014 and Beyond Freshmen

Students entering high school in 2014 and beyond will be required to complete the Foundations High School Program (FHSP) with Endorsements and must indicate in writing an endorsement that the students intend to earn. Students may choose, at any time, to earn an endorsement other than the endorsement that the student previously indicated. Students graduating under the FHSP must earn a minimum of 26 total credits. The FHSP requires 22 total foundation credits plus at least one Endorsement Area or Distinguished Level of Achievement (DLA) consisting of a minimum of four credits.

Effective February 2014, in order to receive a high school diploma, a student must demonstrate proficiency, as determined by the district, in:

- delivering clear verbal messages
- choosing effective nonverbal behaviors
- listening for desired results
- applying valid critical-thinking and problem-solving processes
- satisfy testing requirements
- satisfy academic program requirements
- identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations
- demonstrate proficiency in specified communication skills

Foundation High School Plan

[Foundation Plan Chart](#)

Foundation Plan Performance Acknowledgments

Dual Credit

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

Bilingualism/Biliteracy

Complete all ELA requirements with a minimum grade average of 80, and one of the following:

- 3 credits, same language, minimum grade average of 80 or higher
- Demonstrate proficiency in the TEKS for Level IV or higher in a language other than English with a minimum grade average of 80 or higher
- Completion of 3 credits in foundation subject area courses in a language other than English with a minimum grade average of 80
- Demonstrate proficiency in one or more languages other than English through: 1) score of 3 or higher on a CBAP exam, 2) performance on a national assessment of language proficiency in a language other than English, at least Intermediate High or equivalent

In addition, student must have participated in and met the exit criteria for a bilingual or ESL program, scored at the Advanced High level on the TELPAS.

Advanced Placement

- Score of 3 or above on an AP exam

College Entrance Exam

- PSAT/NMSQT score that qualifies the student for recognition as a commended scholar or higher by the College Board
- Achieving college readiness benchmark score on at least 2 subject area tests on the ACT PLAN exam
- Earning a combined critical reading and math score of at least 1250 on the SAT
- Earning a composite score on the ACT of 28 (excluding writing)

Business/Industry Certification

- Complete a certification for business or industry

Foundation Plan Distinguished Program

A student may earn a distinguished level of achievement by successfully completing:

- 4 credits in math - including Algebra 2
- 4 credits in science
- remaining curriculum requirements
- curriculum requirements for at least 1 endorsement

****A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.**

Careers by Endorsement Area

Business & Industry Careers at a Glance

High School Diploma:	Agricultural Equipment Operator, Earth Driller, Power Plant Operator, Customer Service Representative, General Office Clerk, Bank Teller, Credit Checker, or Industrial Machine Mechanic
Certificate:	Baker, Electrician, Plumber, Chef, Travel Agent, Real Estate Agent, Umpire/Referee, Air Traffic Controller, Aircraft Mechanic, Farm/Ranch Manager, or Forest/Conservation Technician
Associates Degree:	Construction Supervisor, Civil Drafter, Legal Secretary, Fashion Designer, Interior Designer, Funeral Director/Mortician, Avionics Technician, Electromechanical Technician, or Heavy Equipment Mechanic
Bachelor's Degree:	Architect, Surveyor, Editor, Newscaster, Accountant, Budget Analyst, Human Resources, Commercial Pilot, Statistician, Loan Officer, Economist, Advertising Manager, or Marketing Manager
Master's Degree:	Animal Scientist, Zoologist/Wildlife Biologist, Librarian, or Regulatory Affairs Manager
Doctoral Degree:	Business Professor

Public Service Careers at a Glance

High School Diploma:	Teacher Assistant, License Clerk, Municipal Clerk, Nanny, or Animal Control Worker
Certificate:	Trainer & Aerobics Instructor, Pre-school Teacher, Hairdresser/Cosmetologist, Social Work Technician, Personal & Home Care Aide, Court Reporter, Firefighter, or Private Investigator
Associates Degree:	Environmental Compliance Inspector, Police Detective, or Legal Technician/Paralegal
Bachelor's Degree:	K-12/Adult Education Teacher, Social/Community Services Manager, Childcare Center Administrator, Public Health Educator, Chief Executive, Parole & Probation Officer, or Judge/Magistrate
Master's Degree:	College/University Administrator, Principal, Urban & regional Planner, Sociologist, or Mental Health Counselor
Doctoral Degree:	Clinical Psychologist, Counseling Psychologist, or Educational Psychologist

Fine Arts & Humanities Careers at a Glance

High School Diploma:	Actor, Choreographer, Film/Movie Director, Dancer, or Musician
Certificate:	TV Camera Operator, or Pre-press Technician
Associates Degree:	Broadcast Technician, Sound Engineering Technician, Photographer, Desktop Publisher, or Library Technician
Bachelor's Degree:	Radio/TV Announcer, Graphic Designer, Music Director, Multimedia Artist/Animator, Commercial and Industrial Designer, FBI Agent, or Technical Writer
Master's Degree:	Curator, Museum Technician and Conservator, Archivist, International Relations Specialist, or College/University faculty Member
Doctoral Degree:	Professor, Lawyer, Anthropologist

STEM Careers at a Glance

High School Diploma:	Climate Change Analyst, Electromechanical Engineering Technologist, or Radio Frequency Identification Device Specialist
Certificate:	Robotics Technician
Associates Degree:	City Planning Aide, Nuclear monitoring Technician, Geospatial Information Scientist and Technologist, or Environmental Science Technician
Bachelor's Degree:	Engineer (mechanical, petroleum, biomedical, chemical, electrical, energy, industrial, Nano systems, nuclear, or robotics), Forensic Science Technician, Marine/Naval Architect, or Meteorologist
Master's Degree:	Natural Science Manager, Archaeologist, Geoscientist, Hydrologist, or Mathematician
Doctoral Degree:	Medical Scientist, Biochemist/Biophysicist, or Microbiologist

GPA and Class Rank

All students shall be ranked in their respective classes in accordance with guidelines established in LDISD Board policy EIC (local). Grades earned in all high school academic courses shall be used in averaging the students' grades, including high school credits earned at the middle school level.

The following courses have been designated as nonacademic (not averaged in GPA):

1. Physical Education
2. Athletics
3. Band
4. Drill Team
5. Dance
6. Cheerleading
7. Courses designated for local credit only

Grades received for the following courses shall not be included in the computation of GPA, class rank, and distinguished graduate status:

1. Correspondence courses
2. Credit by examination for acceleration
3. Credit by examination with prior instruction
4. Grades received in virtual learning courses completed through a source other than the District or a Dual Credit agreement

Virtual Dual Credit courses will be computed as any other Dual Credit course.

Semester grades shall be used for averaging and calculating class rank. Weights shall be assigned and used in computing averages and ranks. The weighted numerical system on a four point scale shall be as follows:

- 4.0 Regular Classes
- 4.5 Pre-Advanced Placement
- 5.0 Advanced Placement Courses and Dual Credit Courses

No points shall be awarded for failing semester grades or if the course is not completed.

Click [GPA Conversions.docx](#) for the LDHS GPA equivalents on a 100 point scale and a college board 4.0 scale.

GPA and Class Ranking Timeline

Class ranking for the top 10% and top 25% are calculated after completion of the 11th grade year.

All students whose grade point averages make up the top 10 percent of the graduating class and qualify for automatic admission under Education Code 51.803 shall be notified. Eligibility standards required for the local procedure for determining valedictorian and salutatorian (or other local honor positions) shall not apply to the procedure for determining the top 10 percent. The GPA shall be reported on the student's transcript and made available in accordance with the application deadline for the college or university when requested by the student.

On the Foundations High School plan, students must earn distinguished level of achievement to qualify for the top 10 percent automatic admission.

Mid September - GPA and class rank will be calculated for enrolled sophomores, juniors and seniors. All transcripts will be updated with the calculated GPA and class ranking and will be printed on the 1st **report card**.

End of January - GPA is calculated to include Semester 1 grades for freshmen, sophomores, juniors and seniors. All transcripts will be updated with the GPA and ranking.

End of 3rd Nine Weeks (FOR SENIORS ONLY) - GPA and rank is recalculated including 3rd nine weeks. Senior transcripts will be updated with the recalculated GPA and class ranking to reflect credit earned in courses.

Class ranking for determination of the Valedictorian and Salutatorian awards is calculated at the end of the 3rd nine weeks grading period.

End of 4th Nine Weeks - GPA and rank is recalculated including Semester 1 and Semester 2 grades for freshmen, sophomores and juniors after the 5 business day grace period for students to make up exams at the conclusion of the semester. Transcripts will be updated with the recalculated GPA and rank.

FOR GRADUATING SENIORS ONLY - Transcripts are updated with completed courses to reflect all credit earned. Final transcripts are printed with graduation date for Counselors to sign.

Scheduling / Credits

Course Selection:

Students will be scheduled into courses based on the course request form submitted to the Counselor's office.

Schedule Changes:

All requests for changes must be submitted on a Schedule Change Request Form in accordance to the schedule change deadline set forth by the administration. The following guidelines will be used in honoring changes/requests:

Changes will be made for the following reasons:

- too many / too few classes in schedule
- change needed for graduation requirement
- credit already earned for a course

Earning Credits

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.

Grade Classification

Students are classified according to the number of credits earned toward graduation.

Freshman	9th Grade	0-5.5 Credits
Sophomore	10th Grade	6 Credits
Junior	11th Grade	12 Credits
Senior	12th Grade	19 Credits

Classification will be made only at the beginning of the fall semester and will remain the same throughout the school year.

Collegiate Academy/Dual Credit

Students can begin to earn college credit as early as their 9th grade year in high school if they meet the entrance requirements. Directions will be given for all steps of the approval process during the open enrollment window. There will be a window in the fall for spring, and a window in the spring for summer and fall of the following year. Specific requirements and procedures are available in the Academic Advisors office.

A student must meet the GPA requirement. (The Lake Dallas GPA must be at least a 2.3 - College Board 3.0 - in qualifying courses for all 8th graders and high school students).

- Once a student has met the minimum GPA requirement, the student will begin the Dual Credit approval process to qualify for college admission. Students must meet all requirements as mandated by the state for college admission. ***See TSI Information below**
- The student will be responsible for registering with NCTC for pre-approved classes with paperwork provided by LDHS Academic Advisors.
- The student is responsible for paying all tuition, fees, and book expenses associated with the course(s). Please note that students who are part of the National School Lunch Program (free or reduced) require a tuition waiver. The waiver does not include the cost of books.
- Students must understand that a Dual Credit class is a college level class and the grade for the college class will be converted to a numerical grade for the high school transcript.
- Attendance and grading for all Dual Credit classes are governed by NCTC policy. For further information see NCTC's web page at nctc.edu
- Failing a Dual Credit class will result in a long semester of Dual Credit probation - (Fall, Spring, or All Summer)
- The final grade earned will be designated on the high school transcript and is included in grade point and class rank calculations. This will affect the "No Pass No Play" rule at the high school level.
- While the course(s) will earn university credit and will be recorded on a formal transcript, the transferability of this course to another university rests solely with the accepting institution. Students should consult the admissions office of the appropriate institution for information regarding the transfer of credits.

- The student will have to follow the college's procedures for requesting transcripts of college credit and must remember that all Dual Credit classes will become part of their permanent college record.
- Dual Credit classes taken during the second semester of the senior year will not be counted in GPA or class ranking calculations.
- The student will be responsible for bringing the college grade to the high school counselor's office within five days after the course grade is assigned.
- To drop an NCTC course the student must see their Academic Advisor and complete the necessary paperwork prior to the college drop date deadline. No schedule change will be made until a completed withdrawal form has been turned in to the Counselor's Office and the withdraw has been confirmed.

Lake Dallas High School On-campus Dual Credit Courses

- | | |
|-----------------------------------|------------------------------------|
| • Public Speaking 1315 | Fall & Spring Semesters |
| • College Algebra 1314 | Spring Semester |
| • English 1301 & 1302 | Fall & Spring Semesters |
| • Learning Frameworks 1300 | Fall & Spring Semesters |

The offering of these courses on campus are subject to change based on enrollment numbers

There is opportunity to take many more classes online or on site at the offering school. See counseling office for a complete list of approved Dual Credit courses with their pre-requirement and grade level requirements.

TSI Assessment - College Readiness Assessment

(replaces THEA, Compass, and all previously used placement exams)

The new TSI Assessment must be taken by all students (except those who are exempt) who enroll at public colleges in Texas. The test is designed to measure the ability of students - as indicated by their skills in Reading, Writing, and Math - to do college-level course work. For in-depth information about the TSI Assessment, please click [HERE](#).

Honors & AP Courses

The College Board's Advanced Placement (AP) program is a cooperative endeavor between secondary school, colleges and universities. AP courses offer a fast-paced challenging environment for students who are interested and motivated in each discipline. Students in AP courses will have more opportunities for individual study, projects, and college-level research. Pre-AP courses are designed for students who desire advanced level course work and who want to be prepared for later AP courses. Our goal at LDHS is to help each student be successful in taking course work that meets their needs.

Honors and AP students must:

- be highly self-motivated and responsible
- be willing to spend additional time outside the realm of the normal classroom workload to complete required course work
- maintain a semester average above 70
- complete any required summer assignment prior to the first class
- complete the Honors /AP Course Agreement Contract - [PAP/AP Contract](#)

Registering for Pre-AP and AP Courses

In order to guide students in selecting course work, the following measures are required before a student may be registered for a Pre-AP or AP course:

- teacher recommendation
- at least a "B" average in previous course work

Withdrawing from Honors and AP Courses

Dropping an Honors or AP course after the semester is underway requires a Honors / AP Course Withdrawal Form.

The Process in the Honors / AP Course Agreement Contract must be followed. Students are encouraged to carefully consider the challenge of the Honors and AP class prior to enrollment and commit themselves to completion of the semester in order to have a chance to see what the course is really like. In most instances, students find out that they really are ready for challenging course work.

[Honors & AP FAQs](#)

Special Education

A program of special education services is developed by an Admission, Review, and Dismissal (ARD) Committee. The degree to which a student's services are delivered in a general education vs. special education setting is determined by the ARD Committee. Services are individualized and may include but are not limited to:

- General education with accommodations, modifications, supplementary aids/services, and supports
- Specialized instruction in a special education environment
- Occupational preparation
- Vocational support
- Work internship
- Functional skills training
- Behavioral support
- Support with transition to post-secondary education

State Assessments

In addition to meeting specific course requirements listed previously, students must meet the requirements of the state mandated testing. Students must meet the course and testing requirements to receive a high school diploma.

Grades 9 - 12: The STAAR (State of Texas Assessment of Academic Readiness) testing program will require students to take five end-of-course (EOC) assessments as they complete the corresponding course. The five EOC assessments are:

- English I
- Algebra I
- Biology
- English II
- U.S. History

Students graduating under the Foundations Plan must take all five EOC assessments and meet the score requirement for each of the four foundation content areas.

If the student passes the course but does not earn the required minimum score, the student may retake the test. Students are not required to retake a course as a condition of retaking the test for that course.

Special Education students will take the STAAR EOC, STAAR EOC-Modified, STAAR EOC-Alternate, or may be exempt from this requirement as determined by the students ARD committee. For more information, please access the TEA website at: <http://www.tea.state.tx.us> or contact your school counselor / advisor.

TSIA2 Assessment - College Readiness Assessment

(replaces THEA, Compass, and all previously used placement exams)

The new TSI Assessment must be taken by all students (except those who are exempt) who enroll at public colleges in Texas. The test is designed to measure the ability of students - as indicated by their skills in Reading, Writing, and Math - to do college-level course work.

Early Graduation

Students must declare intent to graduate early with their counselor prior to their third year in high school. **Early graduates must complete all required credits before they can participate in graduation ceremonies.** Students may graduate at the end of the first semester of their senior year and participate in the graduation ceremonies - students must inform their counselor of their intent to walk with their class during graduation ceremonies. Grade point averages for these mid-term graduates will be treated in the same manner as four-year graduates in so far as class rank and class honors are concerned.

Non-Traditional Credits

LDHS counselors can provide information, answer questions and help students enroll in non traditional courses. The following options are available to Lake Dallas I.S.D. students.

Correspondence Courses

To receive credit for any correspondence course, approval must be given by your Academic Advisor prior to registering for the class. To receive credit, a grade of 70 or higher must be earned and credit must be awarded by the offering institution. The passing grade and credit earned from the correspondence course will be placed on the students transcript but will not be used in GPA and class rank calculations.

Credit by Examination without Prior Instruction (Original Credit)

In accordance with the Texas Education Code, Lake Dallas I.S.D. will administer examinations for specified courses to eligible students. Credit by Exam (CBE) will serve primarily as the vehicle for students to be given credit for a course they have not yet taken formally. The passing standard is a grade of 80+. The passing grade and credit earned on the Credit by Exam will be placed on the students transcript, but will not be used in GPA and class rank calculations.

Students wishing to exercise this option should see their counselor for a referral to the Testing Coordinator. CBE's will be administered during four testing windows throughout the year. A student will be permitted to take an exam or earn credit for an academic course for which the student has no prior instruction on dates scheduled by the district. The student (or parent) must register with the principal no later than 30 days prior to the scheduled test date.

Credit by Examination with Prior Instruction

Students may be awarded Credit by Examination (CBE) for course validation. A student who has received prior instruction in a course or subject may, with administration approval, be permitted to earn credit by passing an exam on essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam. The passing grade and credit earned on the CBE will be placed on the students transcript but will not be used in GPA and class rank calculations.

State Programs Supporting Texas Students

The State of Texas has developed several programs to encourage students to pursue a strong academic high school program which will adequately prepare them for further study and to face challenges in the twenty-first century workplace.

These programs focus on admissions, grants, tuition exemptions, and financial aid, which will enable well-prepared, eligible students to attend public and non-profit institutions of higher learning in the State of Texas. .

Top Ten Percent Admissions

Applicants from accredited Texas schools who graduate in the top ten percent of their high school class shall be admitted to a general academic institution if the students meet the following condition:

- apply no later than two years after graduating high school
- submit a completed application prior to filing deadlines set by the college
- graduate under the FHSP plan with a distinguished level of achievement (required for top 10 percent)
- provide additional documents requested by the college, including essays, letters of recommendations, admissions tests, and high school transcripts

Note: Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps. In some instances, students may be admitted to the university but not the college of choice within the university. Colleges may admit students on a first-come-first-admitted basis or may use a lottery system. The University of Texas Austin campus will limit automatic admissions to students who rank in the top seven percent of their class, rather than the top ten percent effective with the freshmen summer/fall applicants of 2014-2015.

Toward Excellence, Access, and Success (TEXAS) Grant Program

The Texas Grant Program establishes grants to cover tuition and fees to Texas public and independent colleges and universities, including community colleges and technical schools for students with financial need who successfully complete the Recommended or Distinguished Achievement High School Graduation Programs.

Students who continue in college and who meet program academic standards can receive awards up to 150 semester credit hours or six years, whichever occurs first. In the first year, of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75 percent of hours taken in the prior semester, plus an overall grade point average in college of at least 2.5 on a 4.0 scale.

Awards will be made through the financial office of the college. Persons interested in the program should contact the financial aid office to find out about deadlines and procedures.

Texas Educational Opportunity Grant (TEOG)

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public community colleges, technical colleges, or public state colleges in Texas. Students must be a Texas resident, have a financial need, enroll in the first 30 hours in college, and have not been convicted of a felony or a crime involving a controlled substance.

Other Texas Financial Aid Programs

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available including a tuition rebate program from Texas public universities, the Texas B-On-Time student loan program,

a loan repayment program for teachers, and the Tuition Equalization Grant (TEG). Student should begin preparing for these opportunities early in their high school years.

Students should develop a portfolio, which shows evidence of high achievement in a strong academic program as well as contributions to their school and community by participating in extracurricular activities and community organizations and projects.

General Financial Aid Information

Texas Financial Aid Information Center
(877) 782 - 7322 or (888) 311 - 8881

Tuition Exemption Information
(800) 242 - 3062 ext. 6387

Texas Higher Education Coordinating Board Tract sheet and links to other sources
www.theccb.state.tx.us (*external sites open in new window*)
www.collegeforalltexas.com (*external sites open in new window*)

Resources Available in the Counseling Office

- College catalogs (4 year, 2 year and technical)
- PSAT, SAT, ACT, TSI assessment registration information
- Scholarship opportunities that come through the Counseling office
- Links to online financial aid forms
- Resource books on colleges and other career materials
- United States Air Force, Army, Marines, Navy contact information

LDHS Course Offerings

Career and Technical Education

Agriculture, Food and Natural Resource and Manufacturing Business & Industry Endorsement

Principles of Agriculture, Food and Natural Resources

PRINAF

Principles of Agriculture, Food and Natural Resources introduces beginning students to the knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations to be prepared for careers in agriculture. This course enhances the agricultural comprehension of beginning students. The course includes soil, plants, animals, agricultural construction, food science, supervised occupational experience programs, and leadership skills.

Credit 1

Type: Regular

Grade: 9-12

Agriculture Mechanics and Metal Technologies

AGMECH

Students attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. Students are provided opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Agricultural Structures Design and Fabrication

AGSTFB

Students will focus on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Credit: 1

Type: Regular

Grade: 11-12

Agricultural Equipment Design and Fabrication

AGFAB

Students will focus on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Credit: 1

Type: Regular

Grade: 11-12

Agriculture Business Management & Marketing**AGRBUS**

This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Credit: 1

Type: Regular

Grade 9-12

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Livestock Production**LIVPRD**

In preparation for careers in the field of animal science, students will acquire knowledge and skills related to animal systems and the workplace. Students will be provided opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, goats, and poultry.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

Professional Standards in Agribusiness**PROFAG**

Course focuses on leadership development, communication in the workplace, employer-employee relations and problem solving in preparation for careers in agribusiness systems.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

Course Note: Teacher approval required

Advanced Animal Science**ADANSC**

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Credit: 1

Type: Regular

Grade: 12

Prerequisite: Livestock Production or Equine Science

Practicum in Agriculture, Food and Natural Resources

PRCAGF

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Credit: 2

Type: Regular

Grade: 12

Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster

Arts, AV Technology & Communications **Business & Industry Endorsement**

Principles of Arts, Audio/Video Technology &

PRINAA

Principles of AV Animation is an introduction to the basics of the Audio Video and Animation field. This course will touch on the core concepts of film making and animation production. Students will acquire hands on experience working with industry standard equipment and software.

Credit: 1

Type: Regular

Grade: 9-12

Animation 1

ANIM

Careers in animation span all aspects of traditional animation and contemporary motion graphics. In this introductory course, students will utilize professional hardware and software to develop basic animation skills, including understanding the 12 principles of animation, the elements of art and the principles of design as applied to motion graphics. Students will experiment with a range of animated mediums as they explore the history and development of the animation process.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) - Principles of Arts, Audio/Video Technology & Communications

Audio/Video Production

AVPROD

Careers in Audio/Video Technology and Film Production are applicable to all forms of contemporary media, including radio, television, film, the web and other forms of broadcast communication. Students will utilize professional hardware and software to develop a working understanding of fundamental industry practices for the pre-production, production and post-production phases of Audio/Video media. Students will also explore the history and development of moving imagery and the industry practices that have developed to create it.

Credit: 1

Type: Regular

Grade 10-12

PREREQUISITE: (RECOMMENDED) - Principles of Arts, Audio/Video Technology & Communications

Advanced Animation**ANIM2**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing knowledge and skills needed for success in the career area, students will be expected to create two- and three-dimensional animations.

Credits: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Animation

Advanced Audio/Video Production**AVPRD2**

Careers in Audio/Video Technology and Film Production are applicable to all forms of contemporary media, including radio, television, film, the web and other forms of broadcast communication. Students will utilize professional hardware and software to expand their knowledge of industry practices and improve their basic production based skill set with focus on developing and producing commercial, narrative and documentary story concepts.

Credits: 2

Type: Regular

Grade: 11-12

PREREQUISITE: Audio/Video Production

Practicum Animation**PRACAN**

Students will be expected to develop an increasing understanding of the industry with a focus on applying motion graphics to two-dimensional and three-dimensional animations. This course may be implemented in an animation format, and instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Credits: 2

Type: Regular

Grade: 12

PREREQUISITE: Advanced Animation

Practicum Audio Video**PRACAV**

Students will be expected to develop an increasing understanding of the industry with a focus on applying motion graphics to two-dimensional and three-dimensional animations. Students will utilize professional hardware and software to expand their knowledge of industry practices and improve their basic production based skill set with focus on developing and producing commercial, narrative and documentary story concepts.

Credits: 2

Type: Regular

Grade: 12

PREREQUISITE: Advanced Audio/Video

Business

Business & Industry Endorsement

Business Information Management 1 (BIM)

BUSIM1

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop spreadsheets, formulate databases, and make an electronic presentation using appropriate software.

CREDIT: 1

Type: Regular

Grade: 9-12

Entrepreneurship

ENTREP

Students will gain the 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 and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

Credit: 1

Type: Regular

Grade: 9-12

Principles of Business, Marketing and Finance

PRINBM

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

Credits: 1

Type: Regular

Grade: 9-12

Business Law

BUSLAW

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts contracts, negotiable financial instruments, personal property, sales, warranties, and business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applicants of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Credits: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Business, Marketing and Finance

Sports Entertainment Marketing**SPORTSEM**

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

Credits: .5

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Business, Marketing and Finance

Social Media Marketing**SMEDMKTG**

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

Credits: .5

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Business, Marketing and Finance

Accounting 1**Acct 1**

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

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Business, Marketing and Finance

Financial Analysis**FINANAL**

Students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Accounting 1

Education & Training

Public Service Endorsement

Principles of Human Services

PRINHU

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Credit: 1

Type: Regular

Grade 9-12

Human Growth & Development

HUGRDV

Human Growth and Development is an examination of 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 postsecondary, one-semester introductory course in developmental psychology or human development.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Human Services

Ready, Set, Teach!

RST

Instructional Practices in Education and Training

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

Credit: 2

Type: Regular

11-12

Course Note: See sponsor for course entry requirements

Ready, Set, Teach! 2

RST2

Practicum in Education and Training

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

Credit: 2

Type: Regular

Grade: 12

Course Notes: See sponsor for course entry requirements

Prerequisite: Ready, Set, Teach! Instructional Practices in Education and Training

Human Services

Public Service Endorsement

Principles of Human Services

PRINHU

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Credit: 1

Type: Regular

Grade 9-12

Human Growth and Development

HUGRDV

Human Growth and Development is an examination of 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 postsecondary, one-semester introductory course in developmental psychology or human development.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) PRINHU - Principles of Human Services

Interpersonal Studies

INTPER

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

Credit: 0.5

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Human Services

Lifetime Nutrition and Wellness

LNUTWL

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Credit: 0.5

Type: Regular

Grade: 10-12

Family Community Services**FAMCOM**

In this laboratory-based course, the student explores careers in family services. This course is designed to involve students in realistic and meaningful community-based activities through direct experiences. Students are provided opportunities to interact and learn about services to individuals, families, and the community through professional or volunteer activities. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Credit: 1

Type: Regular

Grade: 11-12

Health Science**Public Service Endorsement****Principles of Health Science****PRINHS**

Course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students will be introduced to the structure of medical terms, allowing students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology and pathophysiology.

Credit: 1

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Medical Terminology

Medical Terminology**MEDTRM**

Course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students will be introduced to the structure of medical terms, allowing students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology and pathophysiology.

Credit: 1

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Principles of Health Science

Health Science Theory**HLTHSC**

Course provides the development of advanced knowledge and skills related to a wide variety of health careers. Students will be introduced to government regulating agencies and guidelines; legal and ethical behavioral standards; therapeutic communication appropriate to a situation; employability skills and professionalism; first aid, vital signs, and CPR skills; global impact of disease, disease prevention and research wellness strategies.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Biology 1 and Principles of Health Science (with Medical Terminology)

Emergency Medical Technician - Basic Certification

EMTDC

2 high school credits in which students prepare to sit for the National Registry Emergency Medical Technicians exam. Required clinical experiences and clinical internships are completed through area hospitals and EMS/Fire departments. The students will enroll in Anatomy & Physiology for Allied Health (VNSG 1420) at NCTC in the fall and upon successful completion, will enroll in the EMT courses (EMSP 1160, EMSP 1501) for the spring. Courses are taught through lecture, written assignments, and hands-on training in conjunction with NCTC.

Prerequisites: Health science or related courses.

Credit: 2

Type: Dual Credit

Grade: 12

OTHER REQUIREMENTS: Please see your academic advisor for additional requirements and registration information.

Practicum in Health Science - Pharmacy Tech

PHRMTC

Program equips students with knowledge, technical skills, and work habits required for an entry-level position in the pharmacy field or related area. A strong emphasis is placed on ethics, accountability and professionalism. Upon successful completion of the course and graduation, students will have the opportunity to sit for the Pharmacy Technician Certification Exam (PTCE).

Credit: 2

Type: Regular

Grade: 12

PREREQUISITE: Biology 1 and Principles of Health Science (with Medical Terminology)

Course Note: See sponsor for course entry requirements

Principles of Exercise Science & Wellness

EXSCIWL

Designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: This course is replacing health. Students will receive instruction on state required curriculum on CPR, Dating Violence, and Alcohol Awareness

Kinesiology 1

KINES1

Will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.

Credit: 1

Type: Regular

Grade: 9-10

Law, Public Safety, Corrections & Security

Public Services Endorsement

Principles of Law, Public Safety, Corrections and Security

PRINLP

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

Credit: 1

Type: Regular

Grade: 9-12

Law Enforcement 1

LAWEF1

Course is an overview of the history, organization, and functions of local, state and federal law enforcement. The course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Principles of Law, Public Safety, Corrections, and Security

Law Enforcement 2

LAWEF2

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

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Law Enforcement 1

Firefighter Year 1

FIRE1

This course is the first year of a 2 year commitment in the LDHS Fire Academy. This is a certificate program in cooperation with Lake Cities Fire Department and NCTC. The Fire Academy is designed to give the student a well-rounded education for a professional career in the fire service and the training for Basic Firefighter Certification in accordance with the Texas Commission on Fire Protection (TCFP).

Credit: 2

Type: Dual Credit

Grade: 11

OTHER REQUIREMENTS: Please see your academic advisor for other requirements and registration information.

Firefighter Year 2

Fire 2

This course is the continuation of the 2-year commitment to the LDHS Fire Academy. Upon completion of the 2-year program, students will have gained the training and skills to sit for the National Registry Emergency Medical Technicians exam and to become a Texas Certified Firefighter.

Prerequisite: Successful completion of Firefighter- year 1.

Credit: 2

Type: Dual Credit

Grade: 12

OTHER REQUIREMENTS: Please see your academic advisor for additional requirements and registration information.

Science, Technology, Engineering & Technology

S.T.E.M. Endorsement

Principles of Applied Engineering

PRINAE

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 have an understanding of 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.

Credit: 1

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Principles of Technology
Requires Algebra 1 teacher approval

Principles of Technology

PRINTE

Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

Credit: 1

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Principles of Applied Engineering

Computer Science 1

COMSC1

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Honors Algebra 1 or Algebra 1

Introduction to Engineering Design

ENGDS1

Students will be able to understand and apply the international system of units, numerical calculations, including significant figures, the binary system and the engineering design process. In addition, students will be able to understand the foundations of digital technology and its application in digital image, digital music, and digital communication. The lab activities are based on the graphical programming system Lab View (Library Virtual Instrument Engineering Workbench). This course will count as a CTE credit.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Principles of Applied Engineering and Principles of Technology

Computer Science 2

COMSC2

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

Credits: 1

Type: Regular

Grade: 11-12

PREREQUISITE: COMPUTER SCIENCE 1

Engineering Design and Problem Solving

ENGDS2

Students will be able to enhance their understanding of the engineering design process and apply math and science knowledge in environmental, mechanical, production, and chemical engineering. Engineering for sustainability, engineering stress and strain, thermodynamics, material balance, energy balance, lean manufacturing and

introduction to nanotechnology will be topics in this course. The lab activities are based on the graphical programming system Lab View.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Introduction to Engineering Design

Practicum in STEM

PRSTM1

This course is designed to provide an opportunity for students who have taken previous engineering courses to obtain hands-on work experience. Students will apply technical skills to address business application of engineering and business concepts and will develop their insight into the economic, financial, technological, international, social, and ethical aspects of engineering.

Credits: 2

Type: Regular

Grade: 12

PREREQUISITE: Introduction to Engineering Design or Engineering Design & Problem Solving

AP Computer Science

CMSAP1

This course introduces students to in-depth problem solving, design strategies and methodologies, organization of data, approaches to processing data algorithms, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Credit: 1

Type: Advanced Placement

Grade: 12

PREREQUISITE: COMPUTER SCIENCE 2

Information Technology

Business & Industry Endorsement

Principles of Information Technology

PRINT

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.

Credit: 1

Type: Regular

Grade – 9-12

English Language Arts

English 1

ENG 1

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 1, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade and to report and describe. English 1 students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context of a literary work.

Credit: 1

Type: Regular

Grade: 9

Honors English 1

E1 H

Honors English 1 engages students in learning all the essential knowledge and skills of English 1 while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Language and Literature classes. Summer reading is required.

Credit: 1

Type: Honors

Grade: 9

Course Note: Teacher signature and contract required

English 2

ENG 2

Students continue to increase and refine their communication skills and are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 2, students practice all forms of writing with an emphasis placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English 2 students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Credit: 1

Type: Regular

Grade: 10

Honors English 2

E2 H

Honors English 2 engages students in learning all the essential knowledge and skills of English 2 while providing greater depth. This enhanced curriculum continues to build the tools necessary to succeed in AP Language and Literature classes. Summer reading is required.

Credit: 1

Type: Honors

Grade: 10

Course Note: Teacher signature and contract required

English 3

ENG 3

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 3, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the

resumé. English 3 students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Credit: 1

Type: Regular

Grade: 11

AP English 3 - Language and Composition

E3

Advanced Placement English 3 engages students in becoming skilled readers of a variety of prose selections and skilled writers who compose for varied audiences and purposes. Students become adept at identifying and analyzing varied rhetorical features used in writing as these features contribute to purpose and meaning of a selection. The course provides an overview of American literature, including samples of traditional, classic, and multi-ethnic selections. Reading selections include fiction, poetry, drama, literary nonfiction, and informative texts. Fused with the study of literature is the refinement of composition skills, usage skills and research skills. Practice in listening/speaking and the enhancement of media literacy occur throughout the course. This course of study is equivalent to an introductory college English course and is available to the student interested in taking the Advanced Placement Examination in English Language and Composition. A summer reading project is required.

Credit: 1

Type: Advanced Placement

Grade: 11

Course Note: Teacher signature and contract required

English 4

ENG 4

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 4, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English 4 students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections read. Students interpret the possible influences of the historical context on a literary work.

Credit: 1

Type: Regular

Grade: 12

Business English

BUSENG

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

Credit: 1

Type: Regular

Grade: 12

AP English 4 - Literature and Composition

E4

Advanced Placement Literature and Composition teaches the serious, college-bound student to prepare for the AP Literature and Composition exam and for college courses. Students read novels, plays, short stories, essays, and poetry from world literature. In-class reading, writing assignments, outside reading, and independent research projects are required each six-week period. Students present their research and projects to the class through papers, visual aids, and oral presentations. Students are required to memorize poetry in this course. A summer reading project is required.

Credit: 1

Type: Advanced Placement

Grade: 12

Course Notes: Teacher signature and contract required.

ENGL 1301

VDCE1

Dual credit course that also satisfies semester 1 for English 3 or English 4:

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 3, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé. English 3 students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Credit: 0.5

Type: Dual Credit

Grade: 11-12

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses

ENGL 1302

VDCE2

Dual Credit course that satisfies semester 2 credit for English 3 or English 4:

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 4, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English 4 students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections read. Students interpret the possible influences of the historical context on a literary work.

Credit: 0.5

Type: Dual Credit

Grade: 11-12

PREREQUISITE: ENGL 1301

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses

Dual Credit Literature Semester 1

VDCEW1

Dual Credit course that satisfies semester 1 credit for English 4:

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 4, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English 4 students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections read. Students interpret the possible influences of the historical context on a literary work.

Credit: 0.5

Type: Dual Credit

Grade: 12

PREREQUISITE: ENGL 1301

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses

Dual Credit Literature Semester 2

VDCEW2

Dual Credit course that satisfies semester 2 credit for English 4:

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English 4, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English 4 students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections read. Students interpret the possible influences of the historical context on a literary work.

Credit: 0.5

Type: Dual Credit

Grade: 12

PREREQUISITE: E4W DC - Dual Credit Lit

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses

Journalism

JRNLSM

Students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Students learn the skills necessary to produce the Falcon Yearbook and/or the Wingspan online. Units will include Media Libel and Ethics; Advertising Sales and Design; News, Sports, Feature, Editorial, and Column Writing; Layout and Design; and Photo Edition.

Credit: 1

Type: Regular

Grades 9-12

Yearbook 1

YBK 1

Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook 1, 2, 3, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students plan, design and publish the school's yearbook. Students set a budget, design all artwork, set a production schedule, and make marketing plans to sell ads and the yearbook. Students are required to complete an application and go through an interview process. Students will dedicate many outside class hours to the yearbook project.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: (RECOMMENDED) Journalism

Course Note: See sponsor for course entry requirements.

Yearbook 2**YBK 2**

Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook 1, 2, 3, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students plan, design and publish the school's yearbook. Students set a budget, design all artwork, set a production schedule, and make marketing plans to sell ads and the yearbook. Students are required to complete an application and go through an interview process. Students will dedicate many outside class hours to the yearbook project.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Yearbook Production 1

Course Note: See sponsor for course entry requirements.

Yearbook 3**YBK 3**

Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook 1, 2, 3, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students plan, design and publish the school's yearbook. Students set a budget, design all artwork, set a production schedule, and make marketing plans to sell ads and the yearbook. Students are required to complete an application and go through an interview process. Students will dedicate many outside class hours to the yearbook project.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: YBK 2 - Advanced Journalism: Yearbook Production 2

Course Note: See sponsor for course entry requirements.

Independent Study in English: Hebrew Scriptures and New Testament**HSNTENG**

Focus on Hebrew Scripture and the New Testament from a literary standpoint. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

Credit: 1

Type: Regular

Grade: 9-12

Fine Arts

Art 1**ART 1**

Exploration course in which students create original two and three dimensional artwork in a variety of art disciplines, learn why man makes art, understand it's historical and cultural influences, and make critical judgments about art. Some personal art supplies are required. Art 1 is a prerequisite to upper level studio art courses.

Credit: 1

Type: Regular

Grade: 9-12

Honors Art 1**HART 1**

Honors Art 1 engages students in learning all the essential knowledge and skills of Art I while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Art classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 9-12

Course Note: Teacher signature and contract required.

Dance 1**DANCE1**

The purpose of Dance 1 is to introduce basic vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 1 is a physical activity requiring students to dress in appropriate dance attire. Dance 1 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 9-12

Dance 2**DANCE2**

The purpose of Dance 2 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 2 is a physical activity requiring students to dress in appropriate dance attire. Dance 2 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Dance 1

Dance 3**DANCE3**

The purpose of Dance 3 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 3 is a physical activity requiring students to dress in appropriate dance attire. Dance 3 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students

will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Dance 2

Dance 4**Dance 4**

The purpose of Dance 4 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 4 is a physical activity requiring students to dress in appropriate dance attire. Dance 4 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: Dance 3

Drill Team/ Fine Art Equivalent**DRLDAN**

1 credit: ½ PE credit granted for the fall semester and ½ fine arts credit awarded in the spring semester
The drill team is a performing group for various athletic activities.

Credit: 0.5

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Drill Team / PE Equivalent (Semester 1)

Music History**MUSHIS**

Explore music through the ages ranging from Amadeus Mozart to Zoltan Koldaly. Course objectives cover the music, instruments and composers from each era in musical history. Not only will the students learn about the music and composers, but they will also listen and learn to identify different musical examples from each era.

Credit: 1

Type: Regular

Grade: 9-12

AP Music Theory**MUTHAP**

AP Music Theory is a composition-based course in the advanced study of music. This college level course implements detailed notation, terminology, the reading and writing skills of harmony, analysis, aural skills and sight singing. In addition, students should already be competent at performing in voice or on an instrument. Students who take AP courses are expected to take the AP exam in May. Fees for books, supplies and the AP test may be required.

Credit: 1

Type: Regular

Grade: 11-12

Course Note: Choir or Band teacher signature and contract required.

Art 2 - Ceramics 1**CRMC 1**

This second-year art course provides students who have successfully completed an Art 1 course an opportunity to further develop their three-dimensional skills through the use of advanced concepts and processing in clay and a variety of other media. Students will learn the history, vocabulary, techniques and skills of ceramic art. A variety of hand building and wheel throwing skills, as well as decorative and glaze finishes, firing methods, clay design and types will be covered.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Art 1 or Honors Art 1

Art 2 - Drawing 1**DRAW 1**

This course will prepare students to develop skills relating to drawing concerns, 2-D design, and development of artistic voice through the use of wet and dry media. Focus will be placed heavily on formal technique and design thinking.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Art 1 or Honors Art 1

Digital Art & Media 1**DIGME1**

This second-year art course is an introduction to digital art media. Students will learn the design principles through a variety of digital media, including photography; and through applications such as Photoshop and Illustrator.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Art 1 or Honors Art 1

Art 3- Ceramics 2**CRMC 2**

This third-year course provides an in-depth study of the concepts, techniques, and self-expression of ceramics on an advanced level incorporating increased use of themes and imagery.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Art 2 -Ceramics 1

Art 3 - Draw 2**DRAW 2**

This course will serve as a level three drawing and painting course. Work will focus on mastery of drawing concerns, 2-D design, and development of artistic voice through the use of wet and dry media. Focus will be split evenly between advanced formal technique, design thinking, and unique expression

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Art 2 -Draw 1

Digital Art & Media 2**DIGME2**

This third-year course provides an in-depth study of digital concepts, techniques, and self-expression on an advanced level.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Digital Art & Media 1

AP Two Dimensional Design Portfolio**2D AP**

AP 2-D students should demonstrate mastery in concept, composition, and execution of drawing concerns. Work will address three constants in the practice of art: 1) a sense of quality in a student's work; 2) the student's sustained investigation of a particular interest or problem; and 3) the student's need for a range of approaches in their art making experience. Portfolio submission to the College Board is a requirement for this course and may result in college credit.

Credit: 1

Type: Advanced Placement

Grade: 11-12

PREREQUISITE: Art 2- Draw 1, or Art 2 - Ceramics 1 or Digital Art & Media 1

Course Note: Teacher signature and contract required

Art 4 - Ceramics 3**CRMC 3**

This fourth-year course provides an in-depth study of the concepts, techniques, and self-expression of ceramics on an advanced level incorporating increased use of themes and imagery beyond the third course.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: Art 3 - Ceramics 2

Art 4 - Draw 3**DRAW 3**

This course will prepare students to pursue AP Studio Art in their junior or senior years OR serve as a level 4 drawing and painting course for students who do not wish to pursue college credit. Work will focus on mastery of drawing concerns, 2-D design, and development of artistic voice through the use of wet and dry media. Focus will be placed heavily on development of unique artistic voice, while formal skills continue to improve.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: Art 3 - Drawing 2

Digital Art & Media 3**DIGME3**

This fourth-year course provides an in-depth study of digital concepts, techniques, and self-expression on an advanced level beyond the third class.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: Electronic Media 2 and portfolio evaluation

AP Drawing Portfolio**DRAWAP**

AP Drawing students should demonstrate mastery in concept, composition, and execution of drawing concerns. Work will address three constants in the practice of art: 1) a sense of quality in a student's work; 2) the student's sustained investigation of a particular interest or problem; and 3) the student's need for a range of approaches in their art making experience. Portfolio submission to the College Board is a requirement for this course and may result in college credit.

Credit: 1

Type: Advanced Placement

Grade: 11-12

PREREQUISITE: Art 2- Draw 1, or Art 2 - Ceramics 1 or Digital Art & Media 1

Course Note: Teacher signature and contract required

Physical Education

Boys and Girls Athletics

Students will work to develop individual and team skills that are fundamental to success in their chosen sport. Competition and additional practice are required outside of school time. Academic subjects are stressed as all participants must be eligible under TEA and UIL rules.

Football

Credit: 1

Type: Regular

ATH

Grade: 9-12

Course Notes: Coach's signature and physical required.

Basketball Boys or Girls**BKB**

Credit: 1

Type: Regular

Grade: 9-12

Course Notes: Coach's signature and physical required.

Baseball**BSBL**

Credit: 1

Type: Regular

Grade: 9-12

Course Notes: Coach's signature and physical required.

Cross Country**CC**

Course Note: Tryout and athletic physical required.

Drill Team/ PE Equivalent (Semester 1)

DRLTM

1 credit: ½ PE credit granted for the fall semester and ½ fine arts credit awarded in the spring semester
The drill team is a performing group for various athletic activities.

Credit: 0.5

Type: Regular

Grade: 9-12

COREQUISITES: If you take this course, you must also take Drill Team / Fine Art Equivalent (Semester 2)

Course Note: Tryout and athletic physical required.

Color Guard

CLRGD

The Color Guard is a part of the Falcon Band program. This is a performance class where the basics of movement, dance and use of equipment are taught. The skills of Color Guard are developed in this course as the guard performs with the Falcon marching Band in the fall and as an independent unity in the spring. All students will acquire skills in various styles of dance and several varieties of equipment, including flag, rifle and saber. Most students are welcome to audition, including non-band members (Wind Ensemble members are not eligible to audition). This course will require rehearsals, performances and competitions outside of the school day. Additional expenses may be incurred for the purchase of uniforms, individual equipment and supplies.

Credit: 1

Type: Regular

Grade: 9-12

COURSE NOTE: Audition required. Current band members must maintain concurrent enrollment in their concert class.

Dance 1

DANCE1

The purpose of Dance 1 is to introduce basic vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 1 is a physical activity requiring students to dress in appropriate dance attire. Dance 1 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 9-12

Dance 2

DANCE2

The purpose of Dance 2 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 2 is a physical activity requiring students to dress in appropriate dance attire. Dance 2 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and

critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Dance 1

Dance 3**DANCE3**

The purpose of Dance 3 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 3 is a physical activity requiring students to dress in appropriate dance attire. Dance 3 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Dance 2

Dance 4**Dance 4**

The purpose of Dance 4 is to further advance vocabulary, principles, concepts, skills, and techniques in one or more areas of dance, and to explore creative movement. Dance 4 is a physical activity requiring students to dress in appropriate dance attire. Dance 4 is suggested for any students interested in participating in activities requiring strength, stamina, and physical coordination, such as drill team, color guard, cheerleading, and athletics. Students will discuss the four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.

Credit: 1

Type: Regular

Grade: 12

PREREQUISITE: Dance 3

PE Buddy**PEBDDY**

Credit: 1

Type: Regular

Grade: 9-12

Lifetime Fitness and Wellness Pursuits**LFWP**

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

Credit: 1

Type: Regular

Grade: 9-12

Languages other than English (LOTE)

Spanish 1

SPAN 1

Students wishing to learn Spanish should consider the rigorous nature of the course. Though rewarding, it is challenging. Foreign languages require DAILY practice and review in order to master the concepts and develop a strong foundation for further language study. Spanish 1 will emphasize all aspects of the Spanish language: reading, writing, speaking, and listening and students begin to learn the simple past tense. Students will develop a foundation of vocabulary and grammar that will enable them to use Spanish with common topics (school, family, likes/dislikes, etc.)

Credit: 1

Type: Regular

Grade: 9-12

Honors Spanish for Spanish Speakers 1-2

SSHON1/2

Spanish for Spanish Speakers 1-2 is designed for Spanish speaking students whose native language is Spanish but who lack literary skills. Course curriculum focuses on the refinement of the students reading, writing, and listening skills in order to make successful language transitions into other academic areas in the English language. Pre-AP Spanish for Spanish Speakers 1-2 begins the preparation for the Advanced Placement Exam in the Spanish Language and Spanish Literature.

Credit: 2

Type: Honors

Grade: 9-12

PREREQUISITE: Native or fluent Spanish speaker

Course Note: Spanish teacher approval and contract required.

Spanish 2

SPAN 2

Because Spanish 2 builds on the grammar and vocabulary learned in Spanish 1, students must have a fair mastery of that material. DAILY study and practice is essential in Spanish 2 as the concepts are more advanced and the pace is increased. Students will continue to use reading, writing, speaking, and listening activities to develop vocabulary and learn grammar. Emphasized grammar topics include: commands, object/reflexive pronouns, the preterit tense, and the imperfect tense.

Credit: 1

Type: Regular

Grade: 9-12

PREREQUISITE: Spanish 1

Honors Spanish 2

SPN 2H

Because Spanish 2 builds on the grammar and vocabulary learned in Spanish 1, students must have a fair mastery of that material. DAILY study and practice is essential in Spanish 2 as the concepts are more advanced and the pace is increased. Students will continue to use reading, writing, speaking, and listening activities to develop vocabulary and learn grammar. Emphasized grammar topics include: commands, object/reflexive pronouns, the preterit tense, and the imperfect tense. This course will move at a quicker pace and help the student be better prepared for AP courses. Pre-AP Spanish 2 continues the preparation for the Advanced Placement Exam in Spanish Language and Spanish Literature.

Credit: 1

Type: Honors

Grade: 9-12

PREREQUISITE: Spanish 1

Course Note: Teacher signature and contract required.

Spanish 3

SPAN 3

Class is taught primarily in Spanish, expanding the students' ability to speak and listen in the target language. Students will read and write at a more advanced level as they continue to learn vocabulary and grammar. Emphasized grammar topics include the subjunctive, future, conditional, and perfect tenses.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Spanish 2 or Pre-AP Spanish 2 or Pre-AP for Spanish Speakers 1-2

Honors Spanish 3

SPN 3H

Designed for the Spanish-speaking student who is literate in Spanish language and desires to perfect and enrich his/her language proficiency in the areas of grammar, reading, writing and communication/presentation skills. Curriculum focuses on critical thinking skills and on fostering an interest in the Hispanic heritage through the study of culture, history, geography, and appropriate AP literature selections. This course continues the preparation for the Advanced Placement Exam in Spanish Language and Spanish Literature.

Credit: 1

Type: Honors

Grade: 10-12

PREREQUISITE: Spanish 2 or Honors Spanish 2

Course Note: Teacher signature and contract required.

Spanish 4

SPAN 4

Class taught in Spanish to strengthen and expand conversational skills. Students will utilize grammar and vocabulary skills to read, write, speak, and listen at an advanced level.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Spanish 3 or Honors Spanish 3

AP Spanish and Culture (AP Spanish 4)

SP4AP

At the core of the AP Spanish Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas: Spoken Interpersonal Communication, Written Interpersonal Communication, Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentation Communication, Written Presentation Communication. The goal of the course is to prepare the student for the Spanish Language Advanced Placement Exam.

Credit: 1

Type: Advanced Placement

Grade: 11-12

PREREQUISITE: Spanish 3 or Honors Spanish 3

Course Note: Teacher signature and contract required.

Mathematics

Algebra 1

ALG 1

Algebra 1 begins the study of functions. Functions represent the systematic dependence of one quantity on another. Students use functions to represent and model problem situations and to analyze and interpret relationships. Students work in many situations to set up equations and inequalities and use a variety of methods to solve them. A variety of representations (concrete, numerical, algorithmic, and graphical), tools, and graphing calculators are used to model mathematical situations and solve meaningful problems. Coursework concentrates on foundations for functions, linear functions, and quadratic and other nonlinear functions. All ninth-grade students who did not take Algebra 1 in eighth grade will enroll in this course.

(NOTE: Students who pass Algebra 1 in 8th grade earn high school credit and it will be counted in the calculation of Grade Point Average (GPA) and class rank.)

Credit: 1

Type: Regular

Grade: 9

Honors Algebra 1**ALG 1H**

Honors Algebra 1 engages students in learning all the essential knowledge and skills of Algebra 1 while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Mathematics classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 9

Course Note: Teacher signature and contract required.

Geometry**GEOMET**

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships of size, shape, location, direction, and orientation of these figures. The students use a variety of representations, tools, and technology to solve meaningful problems by representing figures, transforming figures, analyzing relationships, and proving things about them. Topics will include congruency, similarity, dimensionality, and patterning of all geometric figures.

Credit: 1

Type: Regular

Grade: 9-10

PREREQUISITE: Algebra 1 or Honors Algebra 1

Honors Geometry**GEOM H**

Honors Geometry engages students in learning all the essential knowledge and skills of Geometry while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Mathematics classes. Summer assignments may be required.

Credits: 1

Type: Honors

Grade: 9-10

PREREQUISITE: Algebra 1 or Honors Algebra 1

Course Note: Teacher signature and contract required.

Algebra 2**ALG 2**

Students use functions and equations as a means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. The course emphasizes the use of equations and functions to represent geometric curves and figures and the connections between algebra and geometry as tools to help solve

problems in the other. Functions studied include quadratic and square root, rational, and exponential and logarithmic. Conic sections (non-functions) are also studied. Graphing calculators will be used extensively.

Credit: 1

Type: Regular

Grade: 9-12

PREREQUISITE: Geometry or Honors Geometry

Honors Algebra 2

ALG 2H

Honors Algebra 2 engages students in learning all the essential knowledge and skills of Algebra 2 while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Mathematics classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 9-12

PREREQUISITE: Geometry or Honors Geometry

Course Note: Teacher signature and contract required.

Algebraic Reasoning

ALGREA

Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Credit: 1

Type: Regular

Grade: 11-12

Statistics & Business Decision Making

STATBD

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course falls under the Business Endorsement.

Credit: 1

Type: Regular

Grade: 11-12

PREREQUISITE: Algebra 2 or Honors Algebra 2

AP Statistics

STATAP

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Credit: 1

Type: Advanced Placement

Grade: 10-12

PREREQUISITE: Honors Algebra 2 or Algebra 2

Course Notes: Teacher signature and contract required.

Pre-Calculus

PRECAL

In Pre-Calculus, 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, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model functions and equations and solve real-life problems.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Algebra 2 or Honors Algebra 2

Honors Pre-Calculus

PRECLH

Honors Pre-Calculus engages students in learning all the essential knowledge and skills of Pre-Calculus while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Mathematics classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 10-12

PREREQUISITE: Algebra 2 or Honors Algebra 2

AP Calculus AB

CALCUL

Students will work with functions graphically, numerically, analytically and verbally. In addition, students will gain an understanding of the derivative in terms of a rate of change and local approximation; understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change; understand the relationship between the derivative and the definite integral in both parts of the Fundamental Theorem of Calculus; use technology to help solve problems, interpret results, verify conclusions, and determine reasonableness of solutions.

Credit: 1

Type: Advanced Placement

Grade: 11-12

PREREQUISITE: Honors Pre-Calculus or Pre-Calculus.

Course Note: Teacher signature and contract require

Independent Study in Math

INDMTH

(Students are strongly encouraged to have a TI-83+ graphing calculator) This mathematics course is designed for students who have successfully completed Algebra II, but still need to strengthen their algebra skills before taking college level mathematics. Graphing calculator technology is integrated throughout the course to enhance the learning of concepts and skills. In addition to deepening the mathematical understanding of functions, systems of equations and inequalities, logarithms, and conic sections, matrices, sequences and series, students will also be introduced to trigonometry concepts.

Credit: 0.5

Type: Regular

Grade: 11-12

PREREQUISITE: Algebra 2 or Honors Algebra 2

Course Note: Students taking college algebra in the spring semester will take INDMTH during the fall semester to make 1 full math credit.

MATH 1314**CA DC**

This one-semester course includes 48 lecture hours on mathematics topics including: Equations and inequalities; functions and graphs; polynomial functions; exponential and logarithmic functions; systems of equations; sequences and series; applications.

Credit: 0.5

Type: Dual Credit

Grade: 11-12

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses

Other Electives

Sports Medicine 2**SPMED2**

This course provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Sports Medicine 1

Student Council (StuCo)**STUCO**

This course is designed to promote student awareness of the positive impact benefitting all members of a community when a priority is placed upon service and leadership within that structure. Students will be given the opportunity to play a viable role in serving the LDHS community through promoting school spirit, serving at school events, and impacting school climate by encouraging their peers to find ways to fulfill a civic duty as active Lake Dallas Falcons.

Credit: 1

Type: Local Credit

Grade: 10-12

Course Note: See sponsor for course entry requirements.

Peer Assistance Leadership 1**PAL 1**

A peer helping program in which students are trained to work with other students in the district. Positive peer influence is utilized in enabling students to have a more positive and productive school experience.

Credit: 1

Type: Local Credit

Grade: 11-12

Course Note: See sponsor for course entry requirements.

Peer Assistance Leadership 2

PAL 2

A peer helping program in which students are trained to work with other students in the district. Positive peer influence is utilized in enabling students to have a more positive and productive school experience.

Credit: 1

Type: Local Credit

Grade: 12

PREREQUISITE: Peer Assistance Leadership 1

Early Release

ERL

Seniors Only - off campus release. To choose a 4th period early release you must also choose a 5th period early release. You will only be off 5th period and either 4A or 4B for a total of two periods off campus. You may choose a 5th period early release by itself, paired with a 1st period late arrival, or paired with a 4th period early release.

Credit: 0

Type:

Grade: 12

Late Arrival

LATE

Seniors Only - off campus release. You may choose a 1st period early release by itself, paired with a 5th period early release, or paired with a 2nd period late arrival. To choose a 2nd period late arrival you must also choose a 1st period late arrival. You will only be off 1st period and either 2A or 2B for a total of two periods off campus.

Credit: 0

Type:

Grade: 12

Performing Arts

Band

Color Guard

GLRGD

The Color Guard is a part of the Falcon Band program. This is a performance class where the basics of movement, dance and use of equipment are taught. The skills of Color Guard are developed in this course as the guard performs with the Falcon marching Band in the fall and as an independent unity in the spring. All students will acquire skills in

various styles of dance and several varieties of equipment, including flag, rifle and saber. Most students are welcome to audition, including non-band members (Wind Ensemble members are not eligible to audition). This course will require rehearsals, performances and competitions outside of the school day. Additional expenses may be incurred for the purchase of uniforms, individual equipment and supplies.

Credit: 1

Type: Regular

Grade: 9-12

COURSE NOTE: Audition required. Current band members must maintain concurrent enrollment in their concert class.

Concert Band

CBAND

The Falcon Concert Band is a sub non-varsity UIL ensemble. This group will focus on the fundamentals of instrumental and percussion technique. This class meets every other day. Members will be required to participate in no less than 2 performances per year (one per semester). Literature will be chosen based on the overall ability level of the group.

Participation in the Falcon Marching Band is required.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Audition Required

Instrumental Ensemble

INSEN

Instrumental Ensemble is a full year course concentrating on developing individual brass, woodwind and percussion technique. Much of the curriculum focuses on improving small ensemble and basic fundamental skills. Class time may be spent on technical exercises, All-State etudes, solo and ensemble music as well as general band literature. Students who enroll in the instrumental ensemble class will be required to audition for the All-Region band (fall semester) and prepare a solo for the UIL Solo and Ensemble contest (spring semester).

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Concurrent enrollment in one of the three ensembles; Director approval

1st Jazz Band

JZB1

The Falcon Jazz program is divided into 2 groups – Jazz Ensemble 1 & 2. This is a performance based group, which performs frequently throughout the school year. Advanced music reading skills are required. Students enrolled in Jazz 1 will perform in a variety of musical styles including jazz, latin, pop and rock. Advanced techniques for developing improvisation will be explored. This course will involve rehearsals, performances, and competitions outside of the school day. All members must be enrolled in the Wind Ensemble or the Symphonic Band and must enroll for the entire school year.

Credit: 1

Type: Regular

Grade: 9-12

COURSE NOTE: Audition Required. Concurrent enrollment in one of the three concert ensembles; Director approval.

2nd Jazz Band

JZB2

The Falcon Jazz program is divided into 2 groups – Jazz Ensemble 1 & 2. This is a technique based group, which will focus on developing the skills necessary to play a variety of music styles, including jazz, latin, pop and rock.

Intermediate music reading skills are required. Beginning techniques for developing improvisation will be introduced. This course will involve performances and competitions outside of the school day. All members must be enrolled in the Wind Ensemble, the Symphonic Band or the Concert Band and must enroll for the entire school year.

Credit: 1

Type: Regular

Grade: 9-12

COURSE NOTE: Audition Required. Concurrent enrollment in one of the three concert ensembles; Director approval.

Symphonic Band

SYMBN

Symphonic Band is a rigorous, full year course concentrating on the continued development of fundamental wind and percussion skills. The curriculum focuses mainly on marching band in the fall and concert band in the spring. The rehearsal and performance schedules are very demanding, including outside-of-school practices, football games, pep rallies, contests, sectionals, and concerts.

The Symphonic Band is a non-varsity UIL ensemble which will perform intermediate to upper level literature. Students earning placement in the Symphonic Band must enroll in this course. Participation in the Falcon Marching Band is required. In the fall, percussionist performing front ensemble instruments will be placed in this course and then will audition for spring band placements. All students will receive a PE waiver for marching band during the fall semester and Fine Arts credit during the spring semester. Additional expenses for supplies will be incurred.

Concurrent enrollment in the Falcon Marching Band required.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Audition Required.

Wind Ensemble

WNDEN

The Falcon Wind ensemble is a rigorous, full year course concentrating on the continued development of advanced fundamental wind and percussion skills. The curriculum focuses mainly on marching band in the fall and concert band in the spring. The rehearsal and performance schedules are very demanding, including outside-of-school practices, football games, pep rallies, contests, sectionals, and concerts.

The Wind Ensemble is a UIL varsity ensemble which performs upper level literature. All students placed in the Wind Ensemble must enroll in this course. Participation in the Falcon Marching Band is required. In the fall, percussionists performing battery instruments will be placed in this course then will audition for spring band placements. All students will receive a PE waiver for marching band during the fall semester and Fine Arts credit during spring semester. Additional expenses for supplies will be incurred.

Concurrent enrollment in the Falcon Marching Band required.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Audition Required.

Choir

Choir

CHR

Performances, UIL competition, learning to sight-read music, and singing all musical styles are expected. Participation in UIL Solo and Ensemble contest is recommended.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Audition required.

Theatre

Theatre Arts 1**TH 1**

This is a course in the fundamentals of theatre production designed to acquaint the student with pantomime, improvisation, and the rudiments of acting, as well as the technical aspects of theatre such as sets, props, costumes, and makeup. The course includes the history of the theatre.

Credit: 1

Type: Regular

Grade: 9-12

Technical Theater 1 - Stagecraft**TECTH1**

Stagecraft focuses on practical experience in scenery construction and painting, with emphasis on creative dramatics, stage lighting, and organizational techniques.

Credit: 1

Type: Regular

Grade: 9-12

Theatre Production 1**THPRD1**

The focus of this class is producing the school's theatrical productions. Using the skills learned in previous theatre classes the students will work on all aspects of the school's productions including all on stage, off stage, and managerial functions of the theatre department.

Credit: 1

Type: Regular

Grade: 9-12

Course Note: Audition required.

Theatre Arts 2**TH 2**

This course is designed to further develop knowledge of the theatre through acting styles, techniques, performances, and theatre contributions. These courses provide advanced study in acting and directing styles.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Theatre Arts 1

Technical Theatre 2- Introduction to Stage Design**TECHTH2**

Introduction to the theory of scene, costume, and lighting design for the stage.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Technical Theatre 1

Theatre Production 2**THPRD2**

The focus of this class is producing the school's theatrical productions. Using the skills learned in previous theatre classes the students will work on all aspects of the school's productions including all on stage, off stage, and managerial functions of the theatre department.

Credit: 1

Type: Regular

Grade: 10-12

Course Note: Audition Required.

Theatre Arts 3**TH 3**

This course provides advanced study in acting and directing styles including stage and film.

Credit: 1

Type: Regular

Grade: 11-12

Prerequisite: Theatre Arts 2

Technical Theatre 3 - Stage Design**TECHTH3**

This course provides a practical study of the theories of color, design, rendering, graphic techniques, and perspective as they pertain to scene, costume, and lighting design for the stage.

Credit: 1

Type: Regular

Grade: 11-12

Prerequisite: Technical Theatre 2

Theatre Production 3**THPRD3**

The focus of this class is producing the school's theatrical productions. Using the skills learned in previous theatre classes the students will work on all aspects of the school's productions including all on stage, off stage, and managerial functions of the theatre department.

Credit: 1

Type: Regular

Grade: 11-12

Course Note: Audition Required.

Theatre Arts 4**TH 4**

This course is geared toward production and all phases of theater.

Credit: 1

Type: Regular

Grade: 12

Prerequisite: Theatre Arts 3

Technical Theatre 4**TECHTH4**

This course provides practical experience in advanced theories of stage technology, shop management, budgeting, cost effective solutions, and construction practices.

Credit: 1

Type: Regular

Grade: 12

Prerequisite: Technical Theatre 3

Theatre Production 4**THPRD4**

The focus of this class is producing the school's theatrical productions. Using the skills learned in previous theatre classes the students will work on all aspects of the school's productions including all on stage, off stage, and managerial functions of the theatre department.

Credit: 1

Type: Regular

Grade: 12

Course Note: Audition Required.

Science

Biology**BIO**

Biology 1 is the study of all living things. It is a lab oriented course which emphasizes structure and function, growth and development, cells, tissues and organs, nucleic acids and genetics, biological evolution, taxonomy, and the relationships between living things and the environment.

Credit: 1

Type: Regular

Grade: 9

Honors Biology**BIO H**

Honors Biology 1 engages students in learning all the essential knowledge and skills of Biology I while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Science classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 9

Course Note: Teacher signature and contract required

Integrated Physics and Chemistry (IPC)**IPC**

Integrated Physics and Chemistry is a lab-oriented course that introduces the basic concepts of physics and chemistry. The two disciplines are integrated in the topics of motion, waves, energy transformation, properties of matter, changes in matter, and solution chemistry. This course serves as a background for subsequent courses in chemistry and physics and integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Credit: 1

Type: Regular

Grade: 10

Course Note: Course must be taken prior to Chemistry and Physics.

Chemistry**CHEM**

Students study a variety of topics that include characteristics of matter, use of the periodic table, development of atomic theory and chemical bonding, stoichiometry, gas laws, solution chemistry, thermochemistry and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Credit: 1

Type: Regular

Grade: 10-12

Prerequisite: Honors Biology or Biology AND Honors Algebra 1 or Algebra 1

Honors Chemistry**CHEM H**

Honors Chemistry engages students in learning all the essential knowledge and skills of Chemistry while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Chemistry classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 10-12

Course Note: Teacher signature and contract required

Prerequisite: Honors Biology or Biology AND Honors Algebra 1 or Algebra 1

Physics**PHYSIC**

Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics.

Credit: 1

Type: Regular

Grade: 10-12

Honors Physics**PHYS H**

Honors Physics engages students in learning all the essential knowledge and skills of Physics while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Physics classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 10-12

Course Note: Teacher signature and contract required.

AP Chemistry**CHEM AP**

Advanced Placement Chemistry is a college-level introduction to Chemistry. This course is an in-depth study of the principles and concepts in chemistry. Students are required to demonstrate an understanding of these principles through application in a laboratory situation. Content includes structure and bonding, stoichiometry, thermodynamics, kinetics, and quantitative analysis. This course will emphasize preparation for the AP Chemistry exam. Students will be required to purchase their own textbook, which costs approximately \$100. The summer project is due on the first day of class.

Credit: 1

Type: Advanced Placement

Grades: 11-12

Course Note: Teacher signature and contract required.

Prerequisites: Algebra 2 or Honors Algebra 2 AND Chemistry or Honors Chemistry.

AP Physics 1**PHY AP**

This course stresses application of mathematics to physical situations, principles of mechanics, and thermodynamics. Considerable emphasis is placed on laboratory investigation and student research. This course is designed toward advanced placement for the college-bound student. Students who take the course will be prepared for the AP-B exam. A graphing calculator with trig functions is recommended for this course.

Credit: 1

Type: Advanced Placement

Grades: 11-12

Course Note: Teacher signature and contract required

Prerequisites: Physics or Honors Physics AND Algebra 2 or Honors Algebra 2

Anatomy & Physiology**ANAPHY**

Anatomy and Physiology teaches human anatomy, and human/mammalian systems, and the related physiology. The course focuses on the study of the structure and function of the body, its individual systems, and the integration of the body systems into an efficiently functioning organism. Respiration, transportation, nutrition, excretion, support/movement, and reproduction are some of the major topics covered.

Credit: 1

Type: Regular

Grade: 11-12

Prerequisite: Biology or Honors Biology AND Chemistry or Honors Chemistry

Engineering Design & Problem Solving**ENGDS2**

Students will be able to enhance their understanding of the engineering design process and apply math and science knowledge in environmental, mechanical, production, and chemical engineering. Engineering for sustainability, engineering stress and strain, thermodynamics, material balance, energy balance, lean manufacturing and introduction to nanotechnology will be topics in this course. The lab activities are based on the graphical programming system Lab View. This course can count as a science credit and as a CTE credit.

Credit: 1

Type: Regular

Grade: 11-12

Prerequisite: Introduction to Engineering Design

Environmental Systems**ENVSYS**

Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an

environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in environments.

Credit: 1

Type: Regular

Grade: 11-12

Forensic Science

FORENS

Course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigate procedures, related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. This course can count as a science credit.

Credit: 1

Type: Regular

Grade: 11-12

Prerequisite: Biology or Honors Biology AND Chemistry or Honors Chemistry

Astronomy

ASTRMY

Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, and reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical thinking skills.

Credit: 1

Type: Regular

Grade: 12

AP Physics 2

PHYAP2

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability.

Credit: 1

Type: Advanced Placement

Grade: 12

Course Note: Teacher signature and contract required.

Prerequisite: (Recommended) AP Physics 1

Social Studies and Economics

World Geography Studies

W GEO

The World Geography course is a regional study of the world. Students will develop factual knowledge and appropriate analytical skills to develop a greater understanding of the world around us, allowing students to become informed global citizens. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students study how location affects economic activities in different economic systems throughout the world and identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies.

Credit: 1

Type: Regular

Grade: 9

Honors World Geography Studies

WG H

Honors World Geography engages students in learning all the essential knowledge and skills of World Geography while providing greater depth. This enhanced curriculum builds the tools necessary to succeed in AP Social Studies classes. Summer assignments may be required.

Credit: 1

Type: Honors

Grade: 9

Course Note: Teacher signature and contract required.

World History Studies

W HIST

World History Studies provides students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students trace the historical development of important legal and political concepts and examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Credit: 1

Type: Regular

Grade: 10

AP World History

WH AP

The purpose of the Advanced Placement World History course is to develop greater understanding of world processes and contacts, in interaction with different types of human societies. Building on a short summary of cultural and institutional world history prior to 1000 C.E. (AD), the course focuses primarily on the last 1000 years of global experience. Using a chronological approach, the curriculum uses six major themes as unifying threads, helping students to put what is particular about each time period or society into a larger framework. Knowledge of major developments that illustrate or link the six thematic areas and of major civilizations in Asia, sub-Saharan Africa, Europe, and the Americas is expected. This course prepares students for the AP World History exam.

Credit: 1

Type: Advanced Placement

Grade: 10

Course Note: Teacher signature and contract required.

United States History since Reconstruction

USH

United States History since Reconstruction teaches about the United States from Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, the impact of constitutional issues on American society, and evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students study the relationship between the arts and the times during which they were created and analyze the impact of technological innovations on the American labor movement. Critical-thinking skills will be used to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Credit: 1

Type: Regular

Grade: 11

AP United States History since Reconstruction

USH AP

Advanced Placement U.S. History since Reconstruction teaches students the analytical skills and factual knowledge necessary to deal critically with problems and materials in American history. Students will assess historical elements, interpret problems, and weigh evidence presented in historical issues. In class, students will develop the skills essential to understanding and defending conclusions or positions, and be able to present reasons and evidence clearly and persuasively both in oral and essay form. Students will find information in different sources of information including books, documents, pictures, cartoons, graphs, charts, and maps in order to prepare for the AP U. S. History exam. The summer project is due on the first day of class.

Credit: 1

Type: Advanced Placement

Grade: 11

Course Notes: Teacher signature and contract required.

HIST 1301**VDCUS1**

Dual credit course covering 1st semester and the material for United States history up to 1865:

United States History since Reconstruction teaches about the United States from Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, the impact of constitutional issues on American society, and evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students study the relationship between the arts and the times during which they were created and analyze the impact of technological innovations on the American labor movement. Critical-thinking skills will be used to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Credit: 0.5

Type: Dual Credit

Grade: 11

Other Requirements: Must see academic advisor to request dual credit.

HIST 1302**VDCUS2**

United States History since Reconstruction teaches about the United States from Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression, the impact of constitutional issues on American society, and evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students study the relationship between the arts and the times during which they were created and analyze the impact of technological innovations on the American labor movement. Critical-thinking skills will be used to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Credit: 0.5

Type: Dual Credit

Grade: 11

Other Requirements: Must see academic advisor to request dual credit.

Economics**ECO**

Economics teaches supply and demand and the effects on everyday consumers. Students will also study economic institutions such as the stock market, the Federal Reserve System, and the federal agencies that play a significant part in every citizen's daily activities. Students will become more learned citizens and will gain insightful knowledge for their personal financial concerns.

Credit: 0.5

Type: Regular

Grade: 12

AP Economics**ECO AP**

This is a macroeconomic (big picture) course focusing on the forces that drive a modern economy. Students will learn how the flow of business household and government activities function to create wealth and how that wealth is measured. Attention will be given to fiscal and monetary policy. The course will examine international trade and its effect on the wealth of nations. Students will prepare for the Advanced Placement Economics test.

Credit: 0.5

Type: Advanced Placement

Grade: 12

Course Note: Teacher signature and contract required.

Government

GOVT

Government teaches the structure of United States government, its past, its heritage, and its people. Special emphasis is placed on the independent study of the principles of the constitution and the interpretation according to specific constitutional law cases. An independent look at the three branches of government will give the student an informed understanding of the national government and its infrastructure.

Credit: 0.5

Type: Regular

Grade: 12

AP U.S. Government

GOV AP

Advanced Placement Government teaches an analytical perspective on government and politics in the U.S. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students need to have familiarity with institutions, groups, beliefs, and ideas that constitute U.S. politics. AP Government is an intensive course designed to prepare students for the AP Government exam. The summer project is due on the first day of class. The course will cover these topics:

- Constitutional Underpinnings of the U.S. Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and the Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

Credit: 0.5

Type: Advanced Placement

Grade: 12

Course Note: Teacher signature and contract required.

Personal Financial Literacy

PERFNL

Students will develop skills and strategies to make informed financial decisions and apply critical thinking skills to analyze decisions involving spending, saving, borrowing, and investing, including instruction in methods of payment for college or other post-secondary education and costs.

Credit: 0.5

Type: Regular

Grade: 10-12

Psychology**PSYCH**

Psychology is designed to acquaint students with the concept of human behavior. This elective provides a general introduction to the field of psychology. Specific topics include the following: learning and creativity, perception, motivation, emotional response, theories of personality, human growth and development, and abnormalities. Psychology involves group work, laboratory experiments, independent reading/research, and active participation by the student.

Credit: 0.5

Type: Regular

Grade: 11-12

AP Psychology**PSY AP**

Psychology is designed to acquaint students with the concept of human behavior. This elective provides a general introduction to the field of psychology. Specific topics include the following: learning and creativity, perception, motivation, emotional response, theories of personality, human growth and development, and abnormalities. Psychology involves group work, laboratory experiments, independent reading/research, and active participation by the student.

Credit: 0.5

Type: Advanced Placement

Grade: 11-12

Course Note: Teacher signature and contract required

Sociology**SOC**

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

Credit: 0.5

Type: Regular

Grade: 11-12

Speech

Professional Communication**PROFCM**

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

Credit: 0.5

Type: Regular

Grade: 9-12

SPCH 1315

PS DC

Dual credit course that also satisfies Speech credit for high school graduation:

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

Credit: 0.5

Type: Regular

Grade: 9-12

OTHER REQUIREMENTS: Must see academic advisor to request dual credit courses