



**HILLSBORO**

H I G H S C H O O L

*Academic Course Guide*  
*2024-25*



# Hillsboro High School

## Mission Statement

### Preparing Today's Students for Tomorrow's World

Students and Parents,

The information provided in this booklet can be very valuable in determining your pathway through high school and beyond. Therefore, it is important to keep this material for future reference. Please note that since this planning guide is published in the spring of the preceding year some information may be subject to change.

#### PLANNING YOUR HIGH SCHOOL PROGRAM

Hillsboro High School has a wide array of high school programs that prepare students for post-high school pursuits. It is recommended that students and parents think in terms of a *six-year plan* that carries students through their first two years beyond high school.

#### Practical suggestions for students and parents:

- ◆ **Take the Preliminary Scholastic Aptitude Test (PSAT) the sophomore and junior years.** Taking the PSAT the sophomore year exposes students to the format used and allows the school and parents to identify areas of strength and weakness. National Merit Scholarship recipients are taken from PSAT candidates that take the test during the junior year only.
- ◆ **Take the SAT/ACT examinations multiple times.** It is recommended that students take either the ACT/SAT in the spring of their junior year. Students are then encouraged to take the ACT/SAT again in the fall of their senior year.
- ◆ **ACT/SAT Fee Waiver.** When made available, any student who qualifies for free/reduced lunch is allowed the use of two fee waivers per test to register for the ACT and SAT.
- ◆ **Plan on a senior year filled with rigorous coursework and activities.** A student's senior year should propel the student smoothly toward the next challenge. "Senior-itis" alludes to the "need" to relax and enjoy oneself prior to leaving high school. This mindset and culture greatly impairs a student's ability to succeed in an ever-changing, competitive society. A student's senior year should be focused on future academic pursuits.
- ◆ **Integrate technology into studies and life.** An understanding and competence in the use of computer hardware, software, programs and the Internet is essential. A high level of knowledge and skill in the use of technology will be required in the 21<sup>st</sup> Century.
- ◆ **Participate in school-related activities and community service.** Being involved in school programs and community service contributes to developing a well-rounded, sensitive, compassionate citizen. Institutes of higher learning are hypersensitive to a student's involvement in activities other than academics.
- ◆ **Keep an updated résumé and portfolio of accomplishments.** Whatever choices each student may make, it is important to have a visible record of accomplishments and activities that point toward the student's commitment to succeed. You may start recording activities and accomplishments the summer after your 8th grade year for your resume. Students should have a résumé on file no later than the sophomore year and it should be updated at least twice a year.
- ◆ **E Portfolios** Students will create ePortfolios to showcase their abilities, evidence of learning, and individual growth over the course of their High School career. As 21st century learners, students must be prepared to communicate, collaborate, critically think, and create. ePortfolios provide an avenue for students to create a digital resume for college and career readiness.

## General Web Addresses

Name	Category	Web Addresses
SAT	Testing	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
ACT	Testing	<a href="http://www.actstudent.org">www.actstudent.org</a>
Texas Success Initiative Assessment	Testing	<a href="https://accuplacer.collegeboard.org/">https://accuplacer.collegeboard.org/</a>
FASTWEB	Scholarships	<a href="http://www.fastweb.com">www.fastweb.com</a>
Scholarships	Scholarships	<a href="http://www.scholarships.com">www.scholarships.com</a>
Minnie Stevens Piper Foundation	Compendium of Texas Colleges & Financial Aid Calendar	<a href="http://www.window.state.tx.us/scholars">www.window.state.tx.us/scholars</a>
NCAA Clearinghouse	Athletics	<a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
Texas Common Application	College Application	<a href="http://www.applytexas.org">www.applytexas.org</a>
Common Application	College Application	<a href="http://www.commonapp.org">www.commonapp.org</a>
Universities	College Search	<a href="http://www.universities.com">www.universities.com</a>
FAFSA	Financial Aid	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>
Texas Higher Education Coordinating Board	Financial Aid	<a href="http://www.collegefortexans.com">www.collegefortexans.com</a>
State Grants	Financial Aid	<a href="http://www.theccb.state.tx.us">www.theccb.state.tx.us</a>
National Aid	Financial Aid	<a href="http://www.finaid.org">www.finaid.org</a>

## **TEXAS GRANT PROGRAM**

Parents should be aware of the TEXAS Grant program. The purpose of this program is to provide financial aid assistance to enable eligible students to attend public institutions of higher education in this state. To be eligible, a student must graduate from an accredited public or private high school in Texas and be enrolled in an approved institution within 16 months after high school graduation.

### **How can you apply?**

You apply for the TEXAS Grant when you complete and submit the Free Application for Federal Student Aid (FAFSA) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after October 1 of your senior year. The financial aid office at each college and university will determine if the TEXAS Grant is part of the aid package that is offered to you.

## **TOP TEN PERCENT**

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a public college or university in Texas as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class. University of Texas is automatic admission if the applicant earned a grade point average in the top 6 percent of the student's high school graduating class.

Under the HB5 Graduation Plan the student must earn the distinguished level of achievement to be eligible for top 10% automatic admission. This includes graduating with an endorsement and successfully completing Algebra II.

**Modifications to Texas' Automatic Admission Law** – SB 175, passed by the 81st Legislature in the spring of 2009, modifies TEC 51.802 for The University of Texas at Austin. Under the new law, the University is to automatically admit enough students to fill 75% of available Texas resident spaces. By September 15th of each year, the University will notify Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted two years out of high school. SB 175 went into effect with the 2011 summer/fall class and will remain in effect at least through the 2017-2018 academic year. For additional information, see UT website ([www.utexas.edu](http://www.utexas.edu)).

## **DISTINGUISHED LEVEL OF ACHIEVEMENT**

Under the HB5 Graduation Plan the student can earn the distinguished level of achievement by graduating with an endorsement and successfully completing Algebra II.

## **PERFORMANCE ACKNOWLEDGEMENTS**

An extra diploma feature in the Foundation plan is the Performance Acknowledgement, the "cherry on top." A Performance Acknowledgement can be earned by demonstrating an outstanding achievement

- Exemplary scores on the ACT, SAT, or PSAT
- Dual Credit Coursework/Associates Degree
- AP Exams
- Achievement in Bilingualism or Biliteracy
- Earning a nationally or internationally recognized business or industry certificate or license

## **VALEDICTORIAN AND SALUTATORIAN**

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. Beginning with the graduating class of 2009, to be eligible for such recognition, a student must have been continuously enrolled as a full-time student in the district high school for the four semesters

preceding graduation, must have completed the Foundation plan plus an endorsement with distinguished achievement and must be graduating in exactly eight semesters.

In case of a tie between weighted grade point averages when determining which students receive recognition as valedictorian or salutatorian, the District shall compute the weighted grade point averages to a sufficient number of decimal places until all ties are broken.

### **HONOR GRADUATES**

Beginning with the graduating class of 2009, to be eligible for recognition as an honor graduate, a student shall have earned a weighted grade point average of 3.0 or higher and shall have completed the Foundation High School Program with endorsement or the Foundation High School Program with Distinguished Achievement for graduation.

### **GRADING CALCULATIONS**

**The following provisions shall apply to students beginning with the graduating class of 2019.** The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9-12 in the following subject areas only: English, mathematics, science, and social studies; economics and languages other than English I and II. Electives do not count in the grading calculations.

The calculation of class rank shall exclude grades earned in summer school, any local credit course, or through credit by examination, with or without prior instruction.

The District shall categorize and weigh eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

### **CATEGORIES**

#### **Advanced**

Eligible Advanced Placement (AP) and dual credit courses shall be categorized and weighted as Advanced courses.

#### **Honors**

Eligible Pre-AP courses and other courses locally designated as honors shall be categorized and weighted as Honors courses.

#### **Regular**

All other eligible courses shall be categorized and weighted as Regular courses

**STATE TESTING INFORMATION**  
**State Assessment of Academic Readiness (STAAR)**

High School students must demonstrate mastery of five End-of-Course Exams under the STAAR program. STAAR exams align significantly with specific curriculum objectives called “readiness” standards and emphasizes these standards in the test’s blueprint.

The STAAR exams at the high school level apply to all graduation plans. Tests will be organized around five core content courses required for graduation. Students must be successful on these “End of Course” exams in order to complete graduation requirements.

English I English II	Algebra I	Biology	U.S. History
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Students must demonstrate satisfactory performance on all five EOC’s. For those students not yet achieving a satisfactory performance, an accelerated program will be put into place. This program could affect course selection or the loss of an elective.

**Hillsboro ISD Graduation Plan**

<b>Foundations High School Program</b>  <b>22 Credits</b>	<b>FHSP + Endorsements</b>  <b>26 Credits</b>	<b>FHSP + Endorsements Distinguished Level of Achievement</b>  <b>26 credits</b>
<ul style="list-style-type: none"> <li>★ 4 credits English – ELA I, II, III, and an additional ELA credit</li> <li>★ 3 credits Math – Algebra I, Geometry, and an additional math credit</li> <li>★ 3 credits Science – Biology, two additional science credits</li> <li>★ 3 credits Social Studies – U.S. History, Government, Economics, World Geography or World History</li> <li>★ 2 credits in Language other than English</li> <li>★ 1 credit in Fine Arts</li> <li>★ 1 credit in Physical Education</li> <li>★ 1 credit in Professional Communications/Financial Literacy</li> <li>★ 4 credits in electives (may include CTE or certification courses)</li> </ul>	<ul style="list-style-type: none"> <li>★ 4 credits English – ELA I, II, III, and an additional ELA credit</li> <li>★ 4 credits Math – Algebra I, Geometry, and two additional math credits</li> <li>★ 4 credits Science – Biology, three additional science credits</li> <li>★ 3 credits Social Studies – U.S. History, Government, Economics, World Geography or World History</li> <li>★ 2 credits in Language other than English</li> <li>★ 1 credit in Fine Arts</li> <li>★ 1 credit in Physical Education</li> <li>★ 1 credit in Professional Communications/Financial Literacy</li> <li>★ 6 credits in electives (may include CTE or certification courses)</li> </ul> <p style="text-align: center; font-style: italic;">Credit requirements specific to at least one endorsement</p>	<ul style="list-style-type: none"> <li>★ 4 credits English – ELA I, II, III, and an additional ELA credit</li> <li>★ 4 credits Math – Algebra I, Geometry, <b>Algebra II</b> and one additional math credits</li> <li>★ 4 credits Science – Biology, three additional science credits</li> <li>★ 3 credits Social Studies – U.S. History, Government, Economics, World Geography or World History</li> <li>★ 2 credits in Language other than English</li> <li>★ 1 credit in Fine Arts</li> <li>★ 1 credit in Physical Education</li> <li>★ 1 credit in Professional Communications/Financial Literacy</li> <li>★ 6 credits in electives (may include CTE or certification courses)</li> </ul> <p style="text-align: center; font-style: italic;">Credit requirements specific to at least one endorsement</p>

**\*A student must earn a Distinguished Level of Achievement to be eligible for top 10% automatic admission\***

## Hillsboro ISD Graduation Plan (cont)

Endorsements				
STEM	Business & Industry	Public Service	Arts & Humanities	Multidisciplinary Studies
Advanced Science Advanced Math	Agriculture Construction Hospitality & Tourism Business Technology & Communications Public Speaking	Health Sciences Education & Training Cosmetology	Fine Arts Foreign Language	Advanced courses AP Dual Credit

**\*These Endorsement Pathways require a coherent sequence of CTE courses in a targeted program of study\***

State Assessments Required to Graduate	Performance Acknowledgements
<ul style="list-style-type: none"> <li>● English I</li> <li>● Algebra I</li> <li>● Biology</li> <li>● English II</li> <li>● US History</li> </ul>	Outstanding Performance in: <ul style="list-style-type: none"> <li>● Dual Credit (12 hours)</li> <li>● Bilingualism or Biliteracy</li> <li>● College Board AP Exams</li> <li>● PSAT, SAT, or ACT</li> <li>● Earning a Nationally or Internationally Recognized Business/Industry Certification or License</li> </ul>

**\*CPR, Peace Officer Interaction Training, and FAFSA completion are required before graduation.**

### GRADE CLASSIFICATIONS

1. Students are classified at the beginning of the school year according to the number of credits they have earned. Only graduating seniors will be reclassified at the end of semester 1.
2. Minimum grade classification requirements:
 

Freshman (9)	Promotion from 8 <sup>th</sup> grade
Sophomore (10)	6 credits
Junior (11)	12 Credits
Senior (12)	19 Credits

### SCHEDULING PRACTICE

Hillsboro High School is pleased to be able to offer a wide variety of programs and courses for our learners. Selections during registration indicate how many teachers and sections will be needed for a course. Master schedules are developed in the spring prior to the upcoming year. The process allows administrators to plan and to hire for optimum academic strength. When learners are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, all learners are affected. Even the most effective planning is compromised. Very seldom does a single course change affect only one course. Careful selections benefit everyone. Thank you for being a crucial part of our educational team as we work together for academic excellence.

#### Registration

- Learner informational meetings will be held during spring registration.
- Learners will be guided through course selection. Parents are encouraged to set up a meeting or e-mail counselors with questions.



- Learners who do not submit a Course Selection Worksheet will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan.

### Guidelines for changes

#### **Schedule Pickup Through First Week of School**

During schedule pick up and through the first week of school, only the request for schedule changes listed in this section will be considered. Learners must complete and submit HHS Schedule Change Request Form. All requests will require administrative approval.

#### **Possible Reasons for Schedule Changes:**

- A senior not enrolled in a course necessary for graduation.
- Senior needs to reduce number of periods enrolled.
- Student is scheduled into a class for which she/he already has credit.
- Student is scheduled into a class for which the student does not have prerequisite, did not apply, or did not try out.
- An error in scheduling occurred.
- Student is cut from extracurricular program.
- Change from/to Pre-AP, AP to Regular courses.
- Changes due to class balancing may be required due to inequitable teacher loads; this is unforeseeable, may occur at random, and is a normal part of the scheduling process.
- Administrative discretion

#### **The following requests will not be approved:**

- Requests for a teacher change.
- Requests for a lunch change.
- Requests to drop a course after the drop deadline.
- Requests to add a course after the add deadline.
- Requests to drop an advanced course after the drop deadline

#### **Other notes:**

- If a student changes academic levels, the grade classification is not adjusted.
- UIL only allows a one week grace period for completing work due to an incomplete; beyond this grace period, the student is ineligible.
- In order to earn weighted grade points, a student must maintain a semester average of 70 and remain in the class for the entire semester.
- Students MUST follow their printed schedules or they will have unexcused absences for the classes missed.

\*\*\*All schedule changes have to be approved by administration

#### **End of First Six Weeks of the First Semester**

Level Down - At the end of the first six weeks of the first semester only requests to level down will be considered if space is available in the new class. Learners must complete and submit a HHS Schedule Change Form. The grade earned in the current class will be the grade the learner begins with in the new class. Requests for same level moves will not be taken

#### **End of First Semester**

Level Down – At the end of the first semester, only requests to level down will be considered if space is available in the new class. Learners must complete and submit HHS Schedule Change Form. The grade earned in the current class will be the final grade for the first semester. Requests for same level moves will not be taken.

#### **End of First Six Weeks of the Second Semester (One Semester Course in Spring Semester)**

For a one semester course that begins the second semester, a level down request will be considered at the end of the first six weeks of the spring semester if space is available in the new class. Learners must complete and submit HHS Schedule Change Form. The grade earned in the current class will be the grade the learner begins with in the new class. Requests for same level moves will not be taken.



## Advanced Course Placement Checklist

Advanced and Pre-AP courses are designed to prepare our students for high school AP courses. AP courses are college-level courses taught in a high school setting, generally during the Junior and Senior years. Students enrolled in advanced, Pre-AP or AP courses should expect faster pace, more in-depth classroom discussions, increased amount of reading, and overall greater academic expectations on assignments and time management. Students taking advanced, Pre-AP and AP courses should expect additional demands on time, personal organization and commitment.

Students must meet the following criteria:

### Personal Characteristics:

- Strong study skills and self-motivation
- Self-discipline to plan, organize, and carry out tasks completely
- Can communicate effectively with peers and teachers
- Does not have attendance issues
- Does not have major discipline issues

### Academic Characteristics:

- Grade of 90 or higher in the respective academic class
- Grade of 80 or higher in the Pre-AP class if moving to AP
- Successful performance in related content area courses. Example: (Math/Science; ELA/SS)
- Teacher recommendation with principal approval
- Placement in Pre-AP courses is subject to principal discretion
- Student must pass their STAAR tests

## Parent/Student Guide to Pre-AP and AP Courses

What is the Advanced Placement Program?

Pre-AP courses are designed to prepare students for high school AP courses.

AP Courses are college-level courses taught in a high school setting, generally during the junior and senior years. Students may show mastery in these courses by taking the AP exams that are administered in May of each school year. Tests are scored with grades from 1-5. The College Board then reports the scores to colleges with the following recommendations:

- 1 - no recommendation
- 2 - may be qualified
- 3 - qualified
- 4 - well qualified
- 5 - extremely qualified

Each college sets its own policy for the award of AP credit, determining which score is successful and how much credit will be awarded. Generally, colleges accept a score of "3" with credit ranging from three to six semester college hours per AP test. Students should contact the college directly to find about the AP policy for that institution.

Students enrolled in Pre-AP or AP courses should expect faster pace, more in-depth classroom discussions, increased amount of reading, and overall greater academic expectations on assignments and time management. Students taking Pre-AP and AP courses should expect additional demands on time, personal organization and commitment.

Student's Role (included but not limited to) - Students enrolled in advanced level courses will:

- Possess the interest, ability and motivation to meet the challenges of an advanced level course. Be willing to take greater responsibility for their learning.
- Aspire to an advanced level of learning through high quality work.
- Be aware of and complete any prerequisite course(s) leading to the advanced level course.
- Students must be dedicated to complete a more rigorous course of study. The keys to success are maturity, motivation, self-discipline, and academic preparation.
- In the Pre-AP program, students are encouraged to ask good questions, to acquire deep understandings, to apply comprehensive analytical techniques, and to construct good written and verbal arguments. These skills will allow them to be successful in the AP program.
- Must maintain passing grades each six weeks or student will be removed from the course.

Parent's Role (includes but not limited to)- Parents/Guardians of the advanced learner will:

- Be aware of the requirements and expectations of an Advanced Level Course.
- Support their student to perform at an advanced level of learning through high quality work.
- In order to earn weighted grade points, a student must maintain a semester average of 70 and remain in the class for the entire semester.

## **Career and Technical Education**

### **Public Notification of Nondiscrimination**

**2024-2025**

Hillsboro ISD offers career and technical education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, Audio Visual Technology, and Communications, Business, Marketing, and Finance, Education and Training, Health Science, Hospitality and Tourism, and Human Services. Admission to these programs is based on students' selected interest and career interest.

It is the policy of Hillsboro ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Hillsboro ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Hillsboro ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at [lorene.ownby@hillsboroisd.org](mailto:lorene.ownby@hillsboroisd.org), (254)582-8585, and/or the Section 504 Coordinator at [gaila.sanders@hillsboroisd.org](mailto:gaila.sanders@hillsboroisd.org), (254) 582-4170.

## ENGLISH

**English I**                      **Grade Level: 9**                      **Regular**                      **Credit: 1**

This course covers grammar, literature, composition, vocabulary development and spelling. Development of reading skills, paragraph writing, and language concepts are stressed. Students focus on various types of literature including plays, novels, and poetry and develop writing skills through multiple-paragraph compositions. A research paper is required.

**Pre-AP English I**                      **Grade Level: 9**                      **Honors**                      **Credit: 1**

This course is for students who have demonstrated superior skills and who are sufficiently motivated to accomplish challenging assignments. It is designed to prepare the student for Advanced Placement courses. It includes extensive reading assignments, critical thinking skills, and advanced forms of composition. A research paper is required.

**English II**                      **Grade Level: 10**                      **Regular**                      **Credit: 1**

Prerequisite: English I

This course introduces a variety of literary forms and continues skill development in language, reading, and composition. It includes a study of short stories, poetry, novels, and essays. Parts of speech, punctuation, usage and sentence structure are emphasized, as are literary analysis and research skills. A research paper is required.

**Pre-AP English II**                      **Grade Level: 10**                      **Honors**                      **Credit: 1**

Prerequisite: English I

This course further prepares students for Advanced Placement courses. The course stresses mastery of general essay skills, literary analysis, and critical thinking. Various forms of world literature are explored through extensive reading assignments. A research paper is required.

**English III**                      **Grade Level: 11**                      **Regular**                      **Credit: 1**

Prerequisite: English I, II

Clear writing demonstrates clear thinking. Therefore, this course will assist the student in the clarification of ideas and concepts and the mechanics of self-expression so that he or she might develop a reasonable, lucid style of written communication. Literature, through the particular mode the author chooses to employ, is a reflection of life. The best of literature sets forth universal and enduring truths concerning human behavior. This course includes an analysis of such representations of life which raises the student's level of awareness and sharpens his or her perceptiveness of self and of those persons with whom the student finds occasion to interact. A research paper is required.

**Dual Credit English III**                      **Grade Level: 11**                      **Advanced**                      **Credit: 1**

**Must meet qualifications for this course**

**ENGL 1301/1302 Composition I and II**

College English is a review of the principles of grammar, punctuation, and sentence structure, spelling drill and vocabulary; selected reading; theme writing with emphasis on organization of the whole composition, paragraph development, and effective sentences for expository writing; study of library use, and individual conferences. The second semester is a study in argumentative and persuasive writing, techniques of analyzing literature and the writing of critical papers; production of a research paper; mechanics of composition as necessary for each class. The student is responsible for all textbook costs of this class. Must have passed the writing section of the TSI or be exempt.

**English IV**                                      **Grade Level: 12**                                      **Regular**                                      **Credit: 1**

Prerequisite: English III

This course focuses on language composition and British literature. It includes study of sentence structure and multi-paragraph compositions. The study of literature emphasizes critical analysis through individual composition and the techniques of summary. The course provides the critical reading and writing skills necessary for college entrance. A research paper is required.

**Business English\***                      **Grade Level:12**                      **Regular**                      **Credit: 1**

In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

**Dual Credit English IV**                      **Grade Level: 12**                      **Advanced**                      **Credit: 1**

**Must meet qualifications for this course**

**ENGL 2311 Technical Writing**                      **Grade Level: 12**                      **Advanced**                      **Credit: .5**

Training in writing clear, concise technical reports on scientific, engineering, and business projects; the processes of collection, organization, interpretation, and logical presentation of facts and ideas; and the use of graphic aids. Prerequisites: six semester hours of composition.

**ENGL 2322 British Literature I**                      **Grade Level 12**                      **Advanced**                      **Credit: .5**

A general survey of English literature from its origin through the 18th century; some consideration of historical background and development; emphasis on emerging ideas and surviving influences. Prerequisite: six semester hours of composition.

**College Prep English**                      **Grade Level: 12**                      **Regular**                      **Credit: 1**

This course is offered for students their senior year of high school who may not have been successful on the Texas Success Initiative (TSI) Assessment or other college readiness measures. Students who enroll in this course will follow the Texas College Bridge program modules. The goal of this course is to prepare students for college-level courses. The students who successfully complete all the modules will earn exemption from the TSI Writing Assessment that is good for 2 years.

**Public Speaking I, I, III (Electives)**                      **Grade Level: 9-12**                      **Credit: 1**

This course explores classic rhetorical theory and analyzes its use in oral and written discourse. Students research topics and use rhetorical devices in speeches to be presented in class and in preparation for tournament competition. Students will need permission from the instructor to take the class.

**Debate I, II, III (Elective)**                      **Grade Level 12**                      **Credit: 1**

This course will introduce basic debate skills: logic and reasoning, research, organization and topic analysis. It will introduce students to the debate process: building cases, planning defense of cases, and using effective language and delivery. Students will participate in speech contests.

## SOCIAL STUDIES

**Personal Financial Literacy**                      **Grade Level: 9**                      **Regular**                      **Credit: 1**

This course is designed to be an interactive and research based course. The course will teach students to apply critical thinking and problem solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

**World History Studies**                      **Grade Level: 10**                      **Regular**                      **Credit: 1**

This course gives students the opportunity to trace the historical development of human cultures. It traces political, economic, and social experiences of mankind and applies them to the present for understanding, and appreciating the roots, development, and nature of American-Western civilization. The relationship of Western culture to great world problems involving international civilization will be emphasized.

**Pre AP World History**                      **Grade level: 10**                      **Honors**                      **Credit: 1**

Prerequisite: Pre-AP World Geography

Pre-AP World History is an intensive survey course of World History from the Paleolithic Era through the 20th Century. Students are required to demonstrate critical thinking and writing skills in this class. This course is designed to prepare students for AP Social Studies classes at the junior and senior levels.

**U.S. History Since Reconstruction**                      **Grade Level: 11**                      **Regular**                      **Credit: 1**

This course follows the history of America from 1867 to the present. Emphasis is placed on the problems experienced by an expanding American nation through immigration and industrialization, the development of the United States as a world leader, and the importance of individual rights in a climate of national freedom based on government by constitutional law. These topics are presented in a skills approach to reinforce the basics of critical reading and writing.

**Dual Credit U.S. History**                      **Grade Level: 11**                      **Advanced**                      **Credit: 1**

**Must meet qualifications for this course**

**HIST 1301/1302 US History I and II**

**HIST 1301.** United States History I. A survey of the history of the United States from its European background through the Reconstruction Era, with emphasis on colonization, the War of Independence, the Jefferson and Jackson Ages, Westward Movement events leading to and the fighting of the War Between the States, and the Reconstruction Era of 1865-1877. All aspects of history are considered: social, political, economic, military.

**HIST 1302.** United States History II. A survey of the United States from 1877 to the present, starting with the Hayes administration, emphasizing industrial growth, social changes and reforms and the role of the United States in 20th Century reforms, political trends, international commitments and leadership.

**Government**                      **Grade Level: 12**                      **Regular**                      **Credit: .5**

This course provides the student with an understanding of the functions of the United States, Texas and local governments. Topics include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of governments at the federal, state and local levels; and responsibilities of American citizenship.

**Dual Credit Government**                      **Grade Level: 12**                      **Advanced**                      **Credit: .5**  
**Must meet qualifications for course**  
**GOVT 2305**

This college course covers the origin and development of constitutional democracy in contrast with other governmental organizations; the federal system, the individual voter, political parties and pressure groups. It includes an analysis of the executive, legislature, and judicial branches of the government in relation to foreign relations, national defense, finance, business, commerce, conversation, labor, and welfare. Must have passed the reading section of the TSI or be exempt.

**Economics/Free Enterprise**                      **Grade Level: 12**                      **Regular**                      **Credit: .5**  
Prerequisite: W. Geography/W. History/ U.S. History

This course is designed to familiarize the student with the factors that have influenced the growth and development of the economic system of the United States in a free enterprise system. Emphasis will also be placed on skills such as income tax preparation, banking practices, establishing credit, building consumer awareness, budgeting, and the stock market.

**Economics/Financial Literacy**                      **Grade Level: 12**                      **Regular**                      **Credits: .5**

The personal financial literacy and economic course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subject information, students gain the ability to lead productive and financially self-sufficient lives.

**Dual Credit Economics**                      **Grade Level: 12**                      **Advanced**                      **Credit: .5**  
**Must meet qualifications for course**  
**ECON 2301**

Prerequisite: Dual Credit Admission requirements listed on page 4.

This college course is a study of fundamental economics concepts, macro-economics principles, national income analysis, role of the government, money and banking, and economic fluctuations. Students are responsible for textbooks for this course. Must have passed the reading section of the TSI.

**\*The following 2 out of 3 college electives will count as an additional Social Studies credit.**

**Dual Credit PSYC 2301 General Psychology**                      **Grade Level: 9-12**                      **Advanced**                      **Credit .5**

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**Dual Credit SOCI 1301 Introductory Sociology**                      **Grade Level: 9-12**                      **Advanced**                      **Credit .5**

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

**GOVT 2306 Texas Government**      **Grade Level: 12**      **Advanced**      **Credit .5**  
?(3-0) Surveys the origins and development of the current Texas Constitution and its previous constitutions, the amendment process, the structure and powers of state and local government including the Texas legislature, plural executive, and system of laws and courts, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas. Prerequisite: None; however, it is recommended completion of HIST 1301 and HIST 1302. Must have passed the reading section of the TSI. **NOTE: This course is for students wishing to complete the core curriculum for Hill College. This course does not count for high school government.**

## MATH

**Algebra I**      **Grade Level: 9**      **Regular**      **Credit: 1**  
This is a foundation course for high school mathematics. Concepts studied include symbolic reasoning, functional relationships, the real number system, patterns, quantitative reasoning, problem solving and logical thought processes.

**Mathematical Applications in Agriculture, Food & Natural Resources\*** **Grade Level 10&11** **Regular**  
**Credit: 1**  
In Mathematical Applications in Agriculture, Food, and Natural Resources, students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources.

**Geometry**      **Grade Level: 9-10**      **Regular**      **Credit: 1**  
Prerequisite: Algebra I  
This course consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. The students will study the connections between geometry and real mathematical worlds and use geometric ideas, relationships, and properties to solve problems.

**Pre-AP Geometry**      **Grade Level: 9-10**      **Honors**      **Credit: 1**  
Prerequisite: Pre-AP Algebra I or Algebra 1 Teacher Recommendation  
This course is for students who have demonstrated both an ability and interest in mathematics. In addition to the content mentioned for Geometry, this course will include problem solving by means of logical proofs and definitions. The approach will be to meet the needs of the motivated, disciplined student.

**Algebra II**      **Grade Level: 10-12**      **Regular**      **Credit 1**  
Prerequisite: Algebra I, Geometry  
This course continues and expands the study of algebraic concepts including equations and inequalities, linear, quadratic, exponential, logarithmic, polynomial and rational functions, graphing and applications. Fundamental algebraic skills are reviewed to provide a foundation for more advanced techniques.

**Honors Algebra II**      **Grade Level: 10-12**      **Honors**      **Credit: 1**  
Prerequisite: Pre-AP Algebra I, Pre-AP Geometry



This course is for students who have demonstrated both an ability and interest in mathematics. All the topics in Algebra II will be covered, but the approach to teaching will be to meet the needs of the motivated, disciplined student.

**Students will take Pre-AP Algebra II the first semester and College Algebra-Math 1314 the second semester. See College Algebra course description in the Dual Credit section.**

### **Pre-Calculus**

**Grade Level: 11-12 Regular**

**Credit: 1**

Prerequisite: Algebra II, Geometry

Students expand their understanding of functions to include polynomial, rational, exponential, logarithmic, trigonometric, precise functions and various transformations of these functions. Students study conic sections, their properties, and parametric representations in their application of conics to real-life situations.

### **Statistics & Business Decision Making\***

**Grade 12 Regular**

**Credit: 1**

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.

### **Honors Pre-Calculus**

**Grade Level: 11-12**

**Honors**

**Credit: 1**

Prerequisite: Pre-AP Algebra II, Pre-AP Geometry

This course is designed to prepare students for AP Calculus. It includes advanced study of functions of two variables including polynomial, rational, exponential and logarithmic functions and their parametric representations. It will also include units on Analytical Geometry, Vector Analysis and Series and Sequences. Half of the course will be devoted to an in depth study of Trigonometry including periodic functions and the triangular relationships of the trigonometric functions.

### **DC Math**

**Grade Level: 12**

**Dual Credit**

**Credit: 1**

#### **MATH 1316 Plane Trigonometry**

In-depth study and application of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included. Prerequisite: MATH 1314 or concurrent registration or permission from instructor.

#### **MATH 2412 Precalculus Math**

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness. Prerequisite: MATH 1314 College Algebra or the equivalent preparation.

#### **MATH 2413 Calculus**

**Grade Level: 12**

**Dual Credit**

**Credit: 1**

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

### **Math Models with Applications**

**Grade Level: 11-12**

**Regular**

**Credit: 1**

Prerequisite: Algebra I

Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems. Students model and solve real-life problems involving finance, data, chance, patterns, music, design, and science. Students use a variety of tools, representations, and technology to link modeling techniques with mathematical concepts to solve applied problems.

### **College Prep Math**

**Grade Level: 12**

**Regular**

**Credit: 1**

This course is offered for students in their senior year of high school who may not have been successful on the Texas Success Initiative (TSI) Assessment or other college readiness measures. Students who enroll in this course will follow the Texas College Bridge program modules. The goal of this course is to prepare students for college-level courses. The students who successfully complete all the modules will earn exemption from the TSI Math Assessment that is good for 2 years.

## SCIENCE

**Biology**                                      **Grade Level: 10**                                      **Regular**                                      **Credit: 1**

This course provides a general knowledge of the natural order of living organisms and their relationship with the environment. Areas of study will include the systems and ecology. Laboratory procedures, observation, measurement, classification, prediction, and reporting skills will be emphasized.

**Pre-AP Biology**                                      **Grade Level: 9**                                      **Honors**                                      **Credit: 1**

This course is designed for students who show an advanced aptitude toward science. Areas of study will include the elements and objectives of those in regular Biology I with greater depth and at a more accelerated rate. A greater emphasis will be placed on the lab and the ability to evaluate, outline, organize, and report scientific information. Laboratory procedures, observation, measurement, classification, prediction, and reporting skills will be stressed. The student should be proficient in reading and projects are required.

**Integrated Physics & Chemistry**                                      **Grade Level: 9 and 11**                                      **Regular**                                      **Credit: 1**

This course is a study of the physical aspects of the world. Topics will include energy, mass, electricity, light, and aerodynamics. A large portion of this course will consist of laboratory and demonstrations. This is a preparatory course for further science classes. This course will not count towards the distinguished graduation plan.

**Pre-AP Chemistry**                                      **Grade Level: 10-11**                                      **Honors**                                      **Credit: 1**

Prerequisite: Pre-AP Biology, and or Algebra I

This course is designed for students who show an advanced aptitude toward the physical sciences. Areas of study will include the elements and objectives of those in the regular chemistry course with greater depth and at a more accelerated rate. Emphasis will be placed on the ability to evaluate, outline, organize, and report scientific information. This course is a prerequisite for AP Chemistry.

**Physics I**                                      **Grade Level: 11-12**                                      **Regular**                                      **Credit: 1**

Prerequisite: Chemistry and Algebra II

This course is an introductory level Physics course. The topics covered include Newtonian mechanics, kinetic theory and thermodynamics, and modern Physics theory. Electricity and magnetism, waves and optics will be addressed. The student will be expected to observe and measure real phenomena, organize, display, and critically analyze data, determine uncertainties in measurement, and draw inferences from observations and data.

**Honors Physics**                                      **Grade level: 11-12**                                      **Honors**                                      **Credit: 1**

Prerequisite: Pre-AP Chemistry, Geometry, and Algebra II (or concurrent enrollment in Algebra II)

Pre-Advanced Placement Physics is the study of the subject matter presented in Physics with intensified laboratory and mathematics applications including algebra and trigonometry. This course serves as preparation for Advanced Placement Physics. Students enrolling in Pre-Advanced Placement Physics should have successfully completed Geometry, Algebra II.



## SPANISH

### Spanish I

**Grade Level: 9-12**

**Regular**

**Credit: 1**

Spanish I is an introductory course in the Spanish language. The course emphasizes proficiency and fluency. Fluency is attained through extensive vocabulary development and mastery of the phonetic system and correct pronunciation. Basic grammar elements are presented through written exercise and vocabulary extension to gain proficiency. Also, special emphasis is placed on various aspects of Hispanic culture of Spanish speaking countries from around the world to help students better understand the correlation between the language and its people.

### Spanish II

**Grade Level: 9-12**

**Regular**

**Credit: 1**

Prerequisite: Spanish I

Spanish II is a continuation of skills of Spanish I with increased emphasis in developing increased proficiency in the language through grammar elements, writing activities and discussions in the language. Vocabulary development is expanded in Spanish II. Fluency is developed through conversational skills and listening comprehension. Global culture exploration of Spanish speaking countries is stressed.

### Spanish III

**Grade Level: 10-12**

**Regular**

**Credit: 1**

Prerequisite: Spanish II

Spanish III is a continuation of the basic concepts of the language and continues with advanced grammar elements and usage. Emphasis is placed on conversational skills and formal writing skills. Different aspects of Hispanic cultures are explored through various literary selections by Hispanic authors.

### Spanish IV

**Grades 11-12**

**Advanced**

**Credit:1**

**Dual Credit SPAN 2311. Intermediate Spanish. (Spanish Level IV) Grade 12 Advanced Credit .5**

A study of Spanish grammar and verb tenses with conversation, readings, vocabulary study, and some original compositions. Prerequisite: SPAN 1411 and SPAN 1412 or equivalent or two years of high school Spanish or consent of the instructor.

**Dual Credit SPAN 2312. Intermediate Spanish. (Spanish Level IV) Grade 12 Advanced Credit .5**

Continuation of SPAN 2311. Prerequisite: SPAN 2311 or equivalent or consent of the instructor.

## HEALTH/PHYSICAL EDUCATION

### PE I, II

**Grade Level: 9-12**

**Credit: 1**

Students enrolled in PE 1 & 2 are expected to develop health-related fitness and an appreciation for teamwork and fair play. The high school physical education courses are less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

### Athletic Trainer

**Grade Level: 9-12**

**Credit: 1**

This is a course for students that are interested in a career in Sports Medicine or Physical therapy. **Grading for this class is based on attending required practices 2 hours before or after school and scheduled athletic events.** Students will provide leadership in maintaining the training room, scheduling, and peer mentoring to underclassmen in our program. They will be expected to master advanced competencies of Athletic Training. **Students will need permission from the head athletic trainer to take this course. This course does meet the requirement as a PE elective.**

### Adventure/Outdoor Education

**Grade Level: 9-12**

**Credit: 1**

Adventure outdoor education students are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime. Will count for a PE Credit!!!

**Practicum in Health Science\* (Trainer)**      **Grade Level 11-12**      **Regular**      **Credit: 2**

Prerequisite: Health Science and Biology

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## **ATHLETICS**

**Grades: 9-12**      **Credit: .5 per semester**

### **Alphabetic Listing of Sports Offered:**

#### **Boys**

Basketball  
Baseball  
Cross Country  
Football  
Golf  
Powerlifting  
Tennis  
Track & Field

#### **Girls**

Basketball  
Cross Country  
Golf  
Powerlifting  
Softball  
Tennis  
Track & Field  
Volleyball

- All student-athletes are required to participate in the off-season (Athletic Period) the semester prior to their sport and the year round lifting/running program. The exceptions are: golf, power-lifting, and tennis only participants.
- Students must maintain an acceptable academic average to remain in the athletic program and eligible for competition.
- Admittance into the athletic program is at the discretion of the Athletic Director.
- Completion of all necessary medical paperwork will be required prior to participation.

## **THE BIBLE AND HEBREW SCRIPTURE**

### **The Bible's Hebrew Scripture (Old Testament) and New Testament**

**Grade Level: 9-12**

**Credit: .5**

An elective course on the Hebrew Scriptures (Old Testament) and New Testament and its impact on the history of western civilization. The purpose of this course is to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including art, literature, music, oratory, and public policy. Also understand the impact on law, history, government, customs, values, and cultures.

## **FINE ARTS**

**Theatre Arts I - IV**

**Grade Level: 9-12**

**Credit: 1**

Theater Arts I is offered to students who have had no drama training and who want to learn theatrical skills. This class focuses on performance with an emphasis on pantomime, stage movement, oral interpretation, physical theatre knowledge, acting and theater heritage. Theatre Arts I is a survey course where students will study the cultural contribution of theater, its structure, the play, and its performance. Attendance of live performances is required.

**Technical Theatre I                      Grade Level: 9-12    Credit: 1**

Technical Theatre I is a project based class within the theatrical arts curriculum at the high school level focusing on the design process, construction and implementation of the various technical aspects of a production. Students learn lighting basics, audio design, effective make-up application, construction techniques, as well as costume design and construction. Students desiring to excel in skills related to technical theatre are welcome to participate in activities occurring outside the academic school day. No prior theatre experience is required to be eligible for this course. Attendance of live performances is required.

**Technical Theatre II - IV              Grade Level: 11-12    Credit: 1**

Prerequisite: Technical Theatre I

These courses are a continuation of Technical Theatre I in which students assume a leadership role in the design and construction of elements required for theatrical productions such as lighting, sound, scenic elements, properties, and costumes. These courses may require a commitment of time outside the academic school day. Attendance of live performances is required.

**Theatre Production I – IV              Grade Level: 9-12    Credit: 1**

Theatre Production provides practical hands-on experiences in acting and stagecraft through the preparation and public performances of plays. This curricular laboratory is for the exploration, development, and synthesis of all the elements of theater supplements, other theater and technical courses that concentrate on theories, and information and techniques that provide for the integration and implementation of those ideas and skills. This course requires a commitment of time outside the academic school day and a contract or agreement is expected. Attendance of live performances is required.

**Art I    Grade Level: 9-12    Credit: 1**

Students are introduced to art techniques and how-to's to be used in a variety of projects that are both 2 and 3 dimensional. Students will learn drawing, color theory, painting, perspective, pastels, printmaking, calligraphy, commercial art applications, cartooning, paper mache, clay and art history. Art 1 provides an overview for further art studies.

**Art II    Grade Level: 10-12    Credit: 1**

Prerequisite: Art I

Art 2 takes the Art 1 curriculum up a step. Students will continue to use and refine the art techniques learned in Art 1. Projects have higher standards to meet as Art 2 work. Drawing, painting, calligraphy, cartooning, pastels, 3 dimensional work, silk-screening, art history and commercial art applications give the students the opportunity to improve their skills.

**Art III    Grade Level: 11-12    Credit: 1**

Prerequisite: Art II

Art 3 curriculum builds upon the knowledge and experience gained in Art 2 with level of expectations and difficulty raised. There will be 9 week blocks of drawing, painting, printmaking, and 3 dimensional work. This is an advanced course that will prepare students to take the AP Art 4 course.

**Art IV** **Grade Level: 12** **Credit: 1**

Prerequisite: Art III

Art 4 class continues to build on the knowledge gained in the lower levels of Art while adding degrees of difficulty and expectations to the projects and performance. The Art 4 student should be committed and can earn AP credit at this level. There will be 9 week blocks of drawing, painting, printmaking, and 3 dimensional work, allowing time for students to refine skills. Students will build a portfolio and have a senior show.

**AP Art Studio-Drawing Portfolio IV** **Level: 12/Teacher Approval** **Credit: 1**

Highly motivated students pursue in-depth drawing and painting at the AP level of quality. Students can receive credit for college level coursework in high school through this course. Students select a concentration or visual interest for part of the portfolio and breadth of experience in technical completion for the rest of the portfolio. This combination provides the students with a portfolio for college entrance, college credit, and/or employment. A portfolio is required.

**Choir I-IV** **Level: 9-12** **Credit: 1**

Intermediate vocal and choral techniques are taught including tone, balance, blend and sight-singing. All students are required to participate in co-curricular activities which take place before and/or after school hours.

**Band I, II, III, or IV** **Grade Levels: 9-12** **Credit: 1**

Prerequisite: Prior Band Experience

This course is an instrumental music program consisting of a Fall Term of Marching Band and a Spring Term of Concert Band. In addition, members may elect to participate in Region, Area and All-State Band auditions. Participation is also encouraged in the UIL Solo and Ensemble contest. P.E. credit is available for the Fall Term of Marching Band.

**Color Guard I, II, III, or IV** **Grade Levels:9-12** **Credit: 1**

Selection into Color Guard is by audition only. Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band. In the spring semester, the Color Guard continues performance through the Winter Guard program. Students are required to participate in all performances, competitions, and scheduled rehearsals.

**Music Theory I and II** **Grade Levels: 9-12**

Teacher Recommendation required

Teaches fundamental written and applied theory and skills.

## **OTHER ELECTIVES**



**Graphic Design I\* (Yearbook I)****Grade Level: 11-12****Credit: 1**

Recommended Prerequisite: Principles of Audio/Video Technology and Communications

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

**Graphic Design II\* (Yearbook II)****Grade Level: 11-12****Credit: 1**

Prerequisite: Graphic Design I

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

**Practicum in Graphic Design & Illustration\*****Grades: 11-12****Credit: 1**

**Prerequisites: Graphic Design II**

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Business Information Management I\*****Grade Level: 9-12****Credit: 1**

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

**Business Information Management II\*****Grade Level: 9-12****Credit: 1**

Prerequisite: Business Information I

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

**Global Business\*****Grade Level: 10-12****Credit: .5**

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

**Human Resources Management\*****Grade Level: 11–12****Credit: .5**

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.

**Practicum in Business Management\*****Grade Level: 11-12****Credit: 2**

Recommended Prerequisite: Business Management or Business Information II

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

**Professional Communications/Financial Literacy (Required HHS course) Grade Level: 9 Credit: 1  
Professional Communications\* Credit: .5**

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

**Financial Literacy\* (Dollars and Sense) (Required HHS course) Credit: .5**

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

**Project Based Research\* Grade: 11-12 Credit: 1**

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**College Readiness and Study Skills Grade 12 Credit: .5**

Students learn techniques for learning from texts including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. Interpretations and understandings will be presented through varying forms including through the use of available technology.

## **CAREER AND TECHNOLOGY COURSES**

The remaining courses in this guide are part of the Hillsboro High School Career and Technology Program. It is highly recommended that all students take a principles course as these are often the first step in the various endorsement pathways.

**Career Preparation I -II\*      Grade Level 12****Credit: 2-3****Career Prep I- student must work 10 hours per week; course is 2 credits**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

**Career Prep II- student must work 15 hours per week; course is 3 credits**

Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.

**Principles of Cybersecurity****Grades 11-12****Credit: 1**

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyberattacks, common vulnerabilities, and the emergence of cyber terrorism.

**Computer Science I-II      Grade Level: 9-12****Credit: .5-2**

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

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

**Digital Communications in the 21st Century****Grade Level: 9-12****Credit: 1**

Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts

**Web Communications****Grade Level: 9-12****Credit: .5**

In Web Communications, students will acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

**Robotics I****Grade Level: 9-10****Credit: 1**

Recommended Prerequisite: Principles of Applied Engineering.

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

**TECHNOLOGY & COMMUNICATION****Principles of Arts, Audio/Video Technology, and Communications****Grade Level: 9****Credit: 1**

Prerequisite: None.

The goal of this course is for the student to understand arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**Audio/Video Production I\*****Grade Level: 10-11****Credit: 1**

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

**Audio/Video Production II\*****Grade Level: 11-12****Credit: 1**

Prerequisite: Audio/Video Production I

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

**Practicum in Audio/Video Production\*****Grade Level:11-12****Credit :2**

Prerequisite: Audio/Video Production II

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Video Game Design****Grade Level: 9-12****Credit: 1**

Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications.

Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

**Video Game Programming****Grade Level: 10-12****Credit: 1**

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

## **AGRICULTURE, FOOD AND NATURAL RESOURCES**

**Principles of Agriculture, Food, and Natural Resource\*****Grade Level: 9-12****Credit: 1**

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

**Agricultural Mechanics and Metal Technologies/Lab\*****Grade Level: 10-12****Credit: 2**

Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources

Agricultural Mechanics and Metal Technologies 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 metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must 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.

**Agricultural Equipment Design and Fabrication/Lab\*****Grade Level: 11-12****Credit: 2**

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

**Practicum In Agriculture-Welding\***

**Grade: 11-12**

**Credit: 2**

Practicum in welding is an occupationally specific course designed to provide classroom technical instruction or on the job training experience.

**Small Animal Management\***

**Grade Level: 10-12**

**Credit: .5**

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds

**Equine Science\***

**Grade Level: 10-12**

**Credit: .5**

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

**Wildlife, Fisheries, and Ecology Management**

**Grade Level: 9-12**

**Credit: 1**

Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Floral Design\***

**Grade Level: 9-12**

**Credit: 1**

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

**Advanced Floral Design\***

**Grade Level: 11-12**

**Credit: 1**

Prerequisite: Floral Design

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

**Practicum in Agriculture, Food, and Natural Resources\***

**Grade Level: 11-12**

**Credit: 2**

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

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

participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

**Veterinary Medical Applications\***                      **Grade Level: 11-12**                      **Credit: 1**  
Prerequisite: Small Animal Management/ Equine Science  
Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species

**Practicum in Agriculture-Vet Assistant\***    **Grade: 11-12**                      **Credit: 2**  
Prerequisite: Vet Med Applications  
Students in this application only program learn about the care of animals as well as how to recognize signs of illness and disease. The program will cover interpersonal communication, interaction with clients and their animals, as well as how to assist the veterinarian during examinations. The program will culminate with the student being eligible for the Veterinary Medical Assistant certification.

## CONSTRUCTION

**Principles of Construction\***                      **Grade Level: 9-12**                      **Credit: 1**  
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

**Construction Technology I\***                      **Grade Level: 10-12**                      **Credit: 2**  
Prerequisite: Principles of Architecture and Construction  
In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended

**Mill & Cabinet Making Technology\***                      **Grade Level: 10-12**                      **Credit: 2**  
Prerequisite: Principles of Architecture and Construction  
In Mill and Cabinetmaking Technology, students will gain knowledge and skills needed to enter the workforce in millwork and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.

**Construction Technology II\***                      **Grade Level: 11-12**                      **Credit: 2**  
Prerequisite: Principles of Architecture and Construction and Construction Technology I  
In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended

**Practicum in Construction Technology\***                      **Grade Level: 11-12**                      **Credit: 2**



Prerequisite: Completion of a coherent sequence in a program area related to the field of construction management

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

## HEALTH SCIENCE

**Principles of Health Science\***      **Grade Level 9-12**      **Regular**      **Credit: 1**

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

**Medical Terminology\***      **Grades 10-12**      **Regular**      **Credit: 1**

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Anatomy and Physiology\***      **Grade: 10-12**      **Regular**      **Credit: 1**

Prerequisite: Biology and second science credit.

Recommended Prerequisite: A course from the Health and Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

**Practicum in Health Science\***      **Grade Level 11-12**      **Regular**      **Credit: 2**  
**(CNA or Trainer)**

Prerequisite: Health Science Theory and Biology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## HOSPITALITY AND TOURISM

**Introduction to Culinary Arts\***      **Grade Level: 9-10**      **Credit: 1**

Recommended Prerequisite: Principles of Hospitality and Tourism

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

**Culinary Arts\***      **Grade Level: 10-12**      **Credit: 2**

Prerequisite: Principles of Hospitality and Tourism

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

**Advanced Culinary Arts\***

**Grade 12**

**Credit: 2**

Prerequisite: Culinary Arts

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by indepth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

**Practicum in Culinary Arts\***

**Grade 12**

**Credit: 2**

Prerequisite: Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace.

## **EDUCATION & TRAINING**

**Principles of Human Services\***

**Grade 9-12**

**Credit: 1**

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.

**Human Growth & Development\***

**Grades 9-12**

**Credit: 1**

Human Growth and Development is an examination of human development across the lifespan with emphasis on 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.

**Lifetime Nutrition and Wellness**

**Grades 11-12**

**Credit: .5**

Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science

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

**Interpersonal Studies**

**Grades 11-12**

**Credit: .5**

Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science

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

**Instructional Practices\*****Grades 11-12****Credit: 2**

Prerequisite: One credit from Education and Training Career Cluster

Instructional Practices is a field-based (practicum) 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, middle childhood, and adolescence 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

**Practicum in Education & Training\*****Grades 11-12****Credit: 2**

Prerequisite: Instructional Practices

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators 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, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

## **DUAL CREDIT ADMISSIONS**

### **Concurrent and Dual Credit Enrollment for High School Students**

Qualified students may be enrolled concurrently with Hillsboro Independent School District and Hill College. In some cases, high school students may receive high school as well as college credit for the Hill College courses. This is referred to as "Dual Credit." Courses for which students may receive dual credit must be approved by HHS. Concurrent enrollment allows HISD students to receive college credit for the courses completed while still enrolled in high school. Concurrent enrollment courses are for college credit only – no high school credit will be given.

Students enrolled in either concurrent or dual credit courses will earn college credit and will have a college transcript of the work completed through Hill College. Note: All courses taken on the Hill College campus are open to both high school and the general public.

To participate in dual or concurrent courses students must:

- meet HHS campus criteria for program participation
- apply to Hill College to participate
- complete required paperwork provided by HHS counselors
- take TSI if required (includes pre-assessment)

### **DUAL CREDIT ADMISSION COSTS**

Hillsboro ISD will pay tuition for students enrolling in academic concurrent and dual credit courses for one course per semester (5 semesters maximum). Hill College covers any additional courses per semester for HHS students. **Students will reimburse the district the cost of their tuition if they do not pass the course or if they drop the course after the final drop date for full reimbursement.** All students who wish

for HISD to cover the cost of dual credit courses must complete 15 hours of community service each semester by the established deadline. Failure to complete community service hours will result in the student covering the cost of the course. Students may choose to pay for dual credit courses in lieu of community services hours. Textbooks must be purchased or rented by the student and can be found at the Hill College bookstore or online.

## DUAL CREDIT COURSES

**ARTS 1301 Art Appreciation** **Grade 9-12**    **Regular**    **Credit .5**

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

**BCIS 1305 Business Computer Applications\*** **Grade 9-12**    **Regular**    **Credit .5**

Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet. Online course.

**BIOL 1408 Biology for Non-Science Majors I** **Grade 12**    **Advanced**    **Credit .5**

(Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. A co-requisite laboratory-based course includes activities that will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. **Co-requisite: Student must also enroll in lab for the course: BIOL 1106**

**BIOL 1409 Biology for Non- Science Majors II** **Grade 12**    **Advanced**    **Credit .5**

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. A co-requisite laboratory-based course includes activities that will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. **Prerequisite: BIOL 1406. Biology for Science Majors. Co-requisite: Student must also enroll in lab for the course:**

**CSME 1401 Orientation to Cosmetology\*** **Grade Level: 11-12**    **Credit: 1**

An overview of the skills and knowledge necessary for the field of cosmetology.

**CSME 1405 Fundamentals of Cosmetology\*** **Grade Level: 11-12**    **Credit: 1**

A course in the basic fundamentals of cosmetology. Topics include service preparation, manicure, facial, chemical services, shampoo, haircut, wet styling, and comb out.

**CSME 1451 Artistry of Hair, Theory and Practice** **Grade Level: 11-12**    **Credit: 1**

Instruction in the artistry of hair design. Topics include theory, techniques, and application of hair design

**CSME 1453 Chemical Reformation and Related Theory** **Grade Level: 11-12**    **Credit: 1**

Presentation of the theory and practice of chemical reformation including terminology, application, and workplace competencies.

**CSME 1543 Manicuring and Related Theory** **Grade Level: 11-12**    **Credit: 1**

Presentation of the theory and practice of nail services. Topics include terminology, application, and workplace competencies related to nail services.

**CSME 1547 Principles of Skin Care/Facials and Related Theory**      **Grade Level: 11-12**      **Credit: 1**  
In-depth coverage of the theory and practice of skin care, facials and cosmetics

**CSME 2401 Principles of Hair Coloring and Related Theory**      **Grade Level: 11-12**      **Credit: 1**  
Presentation of the theory, practice and of hair color. Topics include terminology, application, and workplace competencies related to hair color.

**CSME 2541 Preparation for the State Licensing Examination**      **Grade Level: 11-12**      **Credit: 1**  
Preparation for the state licensing examination

**ECON 2301 Principles of Macroeconomics**      **Grade Level: 12**      **Advanced**      **Credit: .5**  
Prerequisite: Dual Credit Admission requirements listed on page 4.  
This college course is a study of fundamental economics concepts, macroeconomics principles, national income analysis, role of the government, money and banking, and economic fluctuations. Students are responsible for textbooks for this course. Must have passed the reading section of the TSI.

**ENGL 1301/1302 Composition I and II**      **Grade Level: 11**      **Advanced**      **Credit: 1**  
College English is a review of the principles of grammar, punctuation, and sentence structure, spelling drill and vocabulary; selected reading; theme writing with emphasis on organization of the whole composition, paragraph development, and effective sentences for expository writing; study of library use, and individual conferences. The second semester is a study in argumentative and persuasive writing, techniques of analyzing literature and the writing of critical papers; production of a research paper; mechanics of composition as necessary for each class. Student is responsible for all textbook costs of this class. Must have passed the writing section of the TSI or be exempt.

**ENGL 2311 Technical Writing**      **Grade Level: 12**      **Advanced**      **Credit: .5**  
Training in writing clear, concise technical reports on scientific, engineering, and business projects; the processes of collection, organization, interpretation, and logical presentation of facts and ideas; and the use of graphic aids. Prerequisites: six semester hours of composition.

**ENGL 2322 British Literature I**      **Grade Level 12**      **Advanced**      **Credit: .5**  
A general survey of English literature from its origin through the 18th century; some consideration of historical background and development; emphasis on emerging ideas and surviving influences. Prerequisite: six semester hours of composition.

**Fire Academy of Hill College\***      **Grade Level: 11-12**      **Credit: 2**  
The Hill College Fire Protection Technology Program offers comprehensive training in this rewarding field of service. Our program prepares you for the firefighter's job with not only classroom experience but also hands-on skills and physical training.

**GOVT 2305 Federal Government**      **Grade Level: 12**      **Advanced**      **Credit: .5**  
Prerequisite: AP US History plus Early College Admission requirements listed on page 4.  
This college course covers the origin and development of constitutional democracy in contrast with other governmental organizations; the federal system, the individual voter, political parties and pressure groups. It includes an analysis of the executive, legislature, and judicial branches of the government in relation to foreign relations, national defense, finance, business, commerce, conversation, labor, and welfare. Must have passed the reading section of the TSI or be exempt.

**GOVT 2306 Texas Government**      **Grade Level: 12**      **Advanced**      **Credit .5**  
 ?(3-0) Surveys the origins and development of the current Texas Constitution and its previous constitutions, the amendment process, the structure and powers of state and local government including the Texas legislature, plural executive, and system of laws and courts, federalism and intergovernmental relations, political participation, the election process, public policy and the political culture of Texas. Prerequisite: None; however, it is recommended completion of HIST 1301 and HIST 1302. Must have passed the reading section of the TSI. **NOTE: This course is for students wishing to complete the core curriculum for Hill College. This course does not count for high school government.**

**HIST 1301/1302 US History I and II**      **Grade Level: 11**      **Advanced**      **Credits 1**  
**HIST 1301.** United States History I. A survey of the history of the United States from its European background through the Reconstruction Era, with emphasis on colonization, the War of Independence, the Jefferson and Jackson Ages, Westward Movement events leading to and the fighting of the War Between the States, and the Reconstruction Era of 1865-1877. All aspects of history are considered: social, political, economic, military.  
**HIST 1302.** United States History II. A survey of the United States from 1877 to the present, starting with the Hayes administration, emphasizing industrial growth, social changes and reforms and the role of the United States in 20th Century reforms, political trends, international commitments and leadership.

**MATH 1314 College Algebra**      **Grade Level: 10**      **Advanced**      **Credit .5**  
 In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.  
 Prerequisites: Two years of high school algebra. Students must be TSI complete or exempt in math.

**PSYC 2301 General Psychology**      **Grade Level: 9-12**      **Advanced**      **Credit .5**  
 General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**SOCI 1301 Introductory Sociology**      **Grade Level: 9-12**      **Advanced**      **Credit .5**  
 The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**SPAN 2311. Intermediate Spanish. (Spanish Level IV)**      **Grade 12**      **Advanced**      **Credit .5**  
 A study of Spanish grammar and verb tenses with conversation, readings, vocabulary study, and some original compositions. Prerequisite: SPAN 1411 and SPAN 1412 or equivalent or two years of high school Spanish or consent of the instructor.

**SPAN 2312. Intermediate Spanish. (Spanish Level IV)**      **Grade 12**      **Advanced**      **Credit .5**  
 Continuation of SPAN 2311. Prerequisite: SPAN 2311 or equivalent or consent of the instructor.

**SPCH 1315 Public Speaking**      **Grade Level: 11-12**      **Regular**      **Credit: .5**  
 This is a practical course in public speaking, employing oral assignments demonstrating the ability to choose a topic, do research, organize a speech, and deliver it with maximum control over stage fright. Students prepare and deliver a minimum of four speeches, followed by critiques. **Online Course.**

**DUAL CREDIT WELDING**  
**11th Grade**

**WLDG 1428. Introduction to Shielded Metal Arc Welding (SMAW).** An introduction to the shielded metal arc welding process. Emphasis is placed on power sources, electrode selection, oxy-fuel cutting, and various joint designs. Instruction provided in SMAW fillet welding in various positions.

**WLDG 1457. Intermediate Shielded Metal Arc Welding (SMAW).** A study of the production of various fillet and groove welds. Preparation of specimens testing in all positions.

**WLDG 1428 or concurrent enrollment or consent of the instructor. WLDG 1413.** Introduction to Blueprint Reading for Welders. A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description, and welding processes. Includes systems of measurement and industry standards. Also includes interpretation of plans and drawings used by industry to facilitate field application and production.

**WLDG 1430. Introduction to Gas Metal Arc Welding (GMAW).** A study of the principles of gas metal arc welding, setup and use of GMAW equipment, and safe use of tools/equipment. Instruction on various joint designs.

**Awarded: Basic Arc Welding Certificate of Completion**

**12th grade**

**WLDG 1412. Introduction to Flux Cored Arc Welding (FCAW).** An overview of terminology, safety procedures, and equipment set-up. Practice in performing T-joints, lap joints, and butt joints using Flux Cored Arc Welding (FCAW) equipment.

**WLDG 1434. Introduction to Gas Tungsten Arc Welding (GTAW).** An introduction to the principles of gas tungsten arc welding (GTAW), setup/use of the GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions on joint design.

**WLDG 1435. Introduction to Pipe Welding.** An introduction to welding of pipe using the shielded metal arc welding process, including electrode selection, equipment setup, and safe shop practices. Emphasis on welding positions 1G and 2G using various electrodes.

**WLDG 2413. Welding Using Multiple Processes.** Instruction using layout tools and blueprint reading with demonstration and guided practices with some of the following welding processes; oxy-fuel cutting and welding, shielded metal arc welding, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, or any other approved welding procedures.

**Awarded: Semi-Automatic Welding Certificate of Completion and Special Arc Welding Certificate of Completion**

**\* Designates a CTE (Career & Technical Education) Course**