

**IOLA SECONDARY SCHOOL**  
**COURSE CATALOG**  
**2024 - 2025**



**COMPLIANCE STATEMENT**

It is the policy of Iola Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator, Lindsey Harris.

# PLANNING YOUR FUTURE

- The Iola ISD Course Catalog is designed to provide you, our students and parents, information to assist you in planning a course of study during middle school and high school. The decisions you make along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness. Contact your campus counselor for additional information about graduation programs, courses, state mandated assessments, or other graduation requirements.
- To receive a diploma from Iola ISD, students must meet the requirements of a state graduation plan as mandated by Chapter 74 of the Texas Administrative Code, as well as state testing requirements for graduation. Students are encouraged to develop a graduation plan that identifies the courses which will satisfy the program requirements and prepare them for their chosen career cluster.
- All students should create a PGP, **Personal Graduation Plan**. The PGP is a flexible college and career education plan for each student based on an interest area called an endorsement. High school course selection should be based on the student's researched and carefully selected career pathway.
- A **PGP** is helpful to students in three ways. First, a **PGP** is adjustable which allows students to change their minds. Second, a PGP encourages students to take responsibility for their own path. And third, no two PGP's are exactly the same, which allows each student to create a plan of action for achieving his or her own individual goals and success!
- The goal of Iola ISD is to have every eighth grader create a **PGP** which is reviewed each year and can be revised as necessary. We accomplish this goal by encouraging students to work with their parents, teachers, and counselor. Personal Graduation Plan Meetings are set at the end of the 8th grade year where parents, students and the counselor sit down and create the plan.
- Parents can play a key role in helping their child develop a PGP by becoming partners with counselors and teachers. Parents are encouraged to learn more about endorsements and career clusters by visiting the Iola ISD website and attending the 8th grade Parent Night in the Spring.

The school counselor provides information sessions and guidance at the campus throughout the year. We encourage you to participate in these activities to the greatest extent possible so that you will be prepared to make informed decisions. It is important that each student and parent work with the school counselor to ensure that graduation program requirements are met.

The following resources may be of additional assistance:

- Texas Higher Education Coordinating Board
- 1-800-242-3062 or <https://www.highered.texas.gov/>
  
- Financial Aid Hotline 1-800-433-3243
  
- SAT/PSAT: College Board [www.collegeboard.org](http://www.collegeboard.org)
  
- College for Texans <http://www.collegeforalltexans.com/>
  
- ACT: [www.act.org](http://www.act.org)
  
- Occupational Outlook Handbook published by the US Department of Labor: [-www.bls.gov/ooh](http://www.bls.gov/ooh)
  
- Minnie Piper Stevens Foundation Compendium of Texas Colleges and Financial Aid: <https://comptroller.texas.gov/programs/education/msp/schools/>
  
- Free Application for Federal Student Aid and additional resources: <https://studentaid.gov/h/apply-for-aid/fafsa>

## **SCHEDULING PHILOSOPHY**

- ❖ Courses are selected during the spring of the prior year. Students meet with the counselor in academic conferences to ensure proper academic placement. Information regarding course selection is then sent home to the parents. Parents may request a conference with the counselor regarding course selection.
  
- ❖ Teachers/staff are hired, and the master schedule is set, including class sizes, according to student selections. Staffing needs are dependent upon the integrity of this process.
  
- ❖ Courses listed in the catalog are subject to student selection patterns and staffing availability and though offered, may not actually become a part of the schedule.

### **Schedule Changes will be made ONLY for the following reasons:**

- ❖ Senior is not enrolled in a class REQUIRED for graduation.
- ❖ Student is scheduled for a class which he/she 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.
- ❖ A scheduling error occurred.
- ❖ Balancing class sizes is necessary.

- ❖ Student needs to add a course to be a full time student/has an incomplete schedule.
- ❖ Student is cut from the athletic program (WITHIN THE CUT DEADLINE).
- ❖ Academic level changes (WITHIN THE CHANGE DEADLINE).

### **Deadlines:**

- ❖ \*Deadline is 5 days after the start of each semester to submit a schedule change request
- ❖ \*For change from Advanced to Regular classes, the deadline is within the first 5 days of school

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

- ❖ Requests for a teacher change
- ❖ Request for an elective change
- ❖ Requests to drop a course after the drop deadline
- ❖ Requests to add a course after the add deadline
- ❖ Requests for a period change

### **Note:**

- ❖ If a student changes academic level, the grade carries over to the new class.

## **SPECIAL PROGRAMS**

### **Dual Credit**

Dual credit enrollment courses may be taken at the high school as part of the student's regular class schedule or as an online course, or at Blinn College. Section 75.167 of the State Board of Education Rules for curriculum provides for awarding high school credit to students completing college-level courses. By completing college-level courses, students receive both high school and college credit. Blinn College credit may not transfer to all colleges and universities. Check with the institution(s) of your choice. Blinn College requires students in the dual credit enrollment program to complete each college course with a college grade of "C" or better while still a high school student. Dual credit courses are exempt from the UIL no pass no play guidelines. Instructions and student responsibilities for Early Admissions College Enrollment will be provided as a part of student advisement. Dual credit courses are only offered in the Sophomore, Junior and Senior years of high school.

**Eligibility:** Students must have an overall GPA of 3.0, pass all EOC tests, pass required TSI testing sections and meet these course grade requirements:

1. Students must be enrolled in Honors English and have an 85 average or above. OR
2. Students must be enrolled in Honors English and have an 80 average with successful completion of TSI Assessment no more than 1 retake. OR
3. If the student is not enrolled in Honors English they must have a 90 average in Regular English to be considered with successful completion of TSI Assessment with no retake.
4. Students can be considered for Dual Credit in their junior year with a score of 4000 or above on their English 2 EOC test and all other requirements met.

### **Credit Recovery**

If a student does not meet passing standards for any of their core courses, they will be enrolled in our credit recovery classes. We use an online curriculum through Plato Learning Environment in order to allow the students a chance to work at their own pace to finish the course. Only in very rare cases will the student be placed back in the classroom for a course that was unsuccessful. Students may be put back in the classroom for a course that was unsuccessful if they do not pass an EOC associated with that course.

### **Gifted & Talented**

State law requires that specialized instruction is provided for students who have been identified as gifted & talented. Students are often served through advanced courses or if available for the current year they can enroll in the GT elective course unless a furlough is on file with the school counselor. Furloughs must be updated annually.

### **Honors courses**

Students can only enter the Honors Program at the beginning of the school year. The contract must be signed and on file with the course teacher before enrollment is permitted.

#### Criteria of Honor Program

- \* 90 yearly average from the previous year in the content area
- \* Pass ALL STAAR test from previous year
- \* Teacher recommendation can override criteria in extenuating circumstances

#### Continuation of Honor Program Criteria

- \* Maintain an 85 average for the year
- \* Pass ALL STAAR for current year
- \* Teacher recommendation can override criteria in extenuating circumstances

If at the end of the semester, a student is failing, the student will be moved to a regular class. No late work will be accepted and the retesting policy does not apply to honors courses. Transfer Students who were in the Honors Program at their previous school can continue in Iola's Honor Program but must maintain the same standards in order to remain in the program.

### **English for Speakers of Other Languages**

Students who are Limited in English Proficiency (LEP)/English Language Learners (ELL) may be eligible and have a need to be enrolled in English for Speakers of Other Languages as their English language arts program. The primary goal of this program is to enable the student who is limited in English to become sufficiently competent in listening, speaking, reading, comprehending, and writing for the successful mastery of the requirements outlined in the Texas Administrative Code and district guidelines in all programs.

All Limited English Proficient (LEP/ELL) placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified ESL teacher, an administrator, and a parent of a language minority student.

### **Special Education**

The Iola Independent School District offers a variety of supports and services for students with disabilities. These instructional supports and services can be provided in any setting available to all students but may also be provided in specialized settings if a student qualifies for Special Education services as determined by the student's ARD Committee (IEP team).

The curriculum provided to all students with disabilities is the enrolled grade level curriculum with individually designed accommodations, adaptations, specialized supports or specialized instruction that have been decided by the ARD Committee. The potential effects that specialized instruction may have on graduation are considered in those committees. The Foundation Plus Endorsement with Distinguished Level of Achievement Graduation Plan is available to students who have successfully completed all the requirements of the general education curriculum. Modification of curriculum is only available to those students eligible for Special Education and whose ARD Committee decided this change to be educationally appropriate and necessary.

### **Students who are identified as needing 504 services**

Students who are identified as needing 504 services receive their support in all general education settings. The curriculum provided to all students with disabilities is the enrolled grade level curriculum with individually designed accommodations, adaptations, specialized supports or specialized instruction that have been decided by the 504 Committee.

### **Texas Virtual School Network**

The Texas Virtual School Network (TxVSN) offers online courses for high school credit. A TxVSN course provides a quality online instructional opportunity for Iola ISD students. Courses are facilitated by online instructors with Texas certification in the course subject area and grade level. Each instructor has completed required TxVSN-approved professional development. The combination of subject area knowledge with training in the unique methods for delivering online instruction will create an interesting, challenging, and interactive learning experience for students.

Through regular review of the student's personal graduation plan the school counselor along with the student and parent may determine that TxVSN online courses provide useful instructional options that are a good fit for the student's goals. For more information, go to [www.txvsn.org](http://www.txvsn.org). Any student interested in participating in a TxVSN course should contact his/her counselor. Interested students and their parents or guardians must sign the Iola ISD/ Texas Virtual School Network Student/Parent Agreement in order to participate.

## **ENGLISH LANGUAGE ARTS & READING**

### **ENGLISH I**

ENG 1 - 1090

Prerequisite: None

Grade Level: 9

Semesters: 2

English I provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis and expository writing is stressed. Students study selected stories, dramas, novels, poetry, and nonfiction. This course will be assessed with an End of Course exam required for graduation.

### **ENGLISH I HONORS**

ENG 1 HON – 1092

Prerequisite: Meet Honors Criteria

Grade Level: 9 Advanced grade points (5.0)

Semesters: 2

English I Honors consists of a study of the elements of literature. An in-depth study of expository writing and research techniques and word and language structures serve as foundations to the course. This course will be assessed with an End of Course exam required for graduation. The course requires summer reading.

### **ENGLISH II**

ENG 2 – 1100

Prerequisite: English I

Grade Level: 10

Semesters: 2

English II provides intensive practice in the persuasive form of writing. Students study selected stories, dramas, novels, poetry, and nonfiction. This course will be assessed with an End of Course exam required for graduation.

### **ENGLISH II HONORS**

ENG 2 HON – 1102

Prerequisite: English I (English I honors suggested) & Meet Honors Criteria

Grade Level: 10 Advanced grade points (5.0)

Semesters: 2

The course provides extensive instruction in methods of literary analysis through reading and persuasive writing about selected works of fiction, nonfiction, drama, and poetry. This course will be assessed with an End of Course exam required for graduation. The course requires summer reading.

### **ENGLISH III**

ENG 3 – 1110

Prerequisite: English II

Grade Level: 11

Semesters: 2

English III provides intensive instruction on the modes and purposes of writing, the development of the multi-paragraph paper, literary analysis, and an emphasis on the research process and the research paper. Students plan, draft, and complete written compositions on a regular basis. Students read extensively in multiple genres from American literature.

### **ENGLISH III HONORS**

ENG 3 HON – 1112

Prerequisite: English II (English II Honors suggested) & Meet Honors Criteria

Grade Level: 11 Advanced grade points (5.0)

Semesters: 2

Especially beneficial to students planning to take dual credit English, this course includes a formal grammar overview, intensive vocabulary study, essay writing, and basic literary analysis, and a research paper. Students will participate in in-depth studies of selected literary works from world literature. The course requires heavy outside reading.

### **ENGLISH IV**

ENG 4 – 1120

Prerequisite: English III

Grade Level: 12

Semesters: 2

Designed for the student who plans to attend college, as well as for the student who is attempting to meet graduation requirements, this course covers grammar and composition skills and the writing of a research paper. Students will undertake a chronological study of British literature from the Anglo-Saxon Period to the Modern Period and read selected novels. The course requires outside reading.

### **ENGLISH 1301- Freshman Composition I-Fall Semester**

### **ENGLISH 1302-Freshman Composition II-Spring Semester**

ENGDC - 1122

Prerequisite: English III Honors (suggested) & Must be college ready

Grade Level: 12 (Dual Credit) Advanced grade points (6.0)

Semesters: 2 (1 credit; 6 college hours)

Tuition & Fees: Student's responsibility (See counselor for details)

Students enrolled in the college course will receive dual credit. The course will focus on developing core skills in reading, critical thinking, writing, and speaking. It emphasizes the writing process and includes standard language conventions. Prose analysis techniques commonly needed for college courses and career responsibilities are also presented.



## **PRACTICAL WRITING**

PRAC WRITING 1091

Prerequisite: fail 8th Grade English STAAR or need additional help in ELA

Grade Level: 9

Semesters: 1 or 2

Practical Writing is a course that emphasizes developing student's writing skills and gives additional instruction for those who struggle in this area. This course does not count toward HS English credit requirements but does count toward credits for graduation.

## **ENGLISH I EOC PREP**

ENGEOC1 - 1097

Prerequisite: fail EOC English 1

Grade Level: 10

Semesters: 1 or 2

English I EOC Prep provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

## **CREATIVE WRITING**

CREAT WRITING 1204

Prerequisite: fail 9th grade English 1 EOC or need additional help in ELA

Grade Level: 10

Semesters: 1 or 2

Practical Writing is a course that emphasizes developing student's writing skills and gives additional instruction for those who struggle in this area. This course does not count toward HS English credit requirements but does count toward credits for graduation.

## **ENGLISH II EOC PREP**

ENGEOC2 - 1106

Prerequisite: fail EOC English 2

Grade Level: 11

Semesters: 1 or 2

English II EOC Prep provides an intensive study of composition. Students will plan, draft, and complete written compositions on a regular basis as well as short answer essays.

## **COLLEGE TRANSITION**

COLTRN - 1141

Prerequisite: none

Grade Level: 12

Semesters: 1 or 2

College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college. This course will also provide practice and training for college entrance exams-ACT and SAT. Students will also have the opportunity for successful completion of college applications and college essays. This course provides real world knowledge about navigating a college campus and discussing first year challenges. This is a state adopted Innovative Course.

## **YEARBOOK PRODUCTION I, II & III**

YRBK – 8500, 8510, 8512

Prerequisite: Student application and advisor approval

Grade Level: 10-12

Semesters: 2

Students will use high ethical standards and be responsible journalists for the yearbook, a publication created by students for students. Yearbook staff members will plan, report, write layouts, design pages on the computer, and photograph for the yearbook. Yearbook staff members will also be required to sell advertisements, participate in fundraising, and selling yearbooks. Students will work as team members to achieve the goal of producing a top-quality publication. When necessary, the advisor may assign after school, weekend, and summer work sessions.

# **MATHEMATICS**

## **ALGEBRA I**

ALG 1 – 2090

Prerequisite: None

Grade Level: 9

Semesters: 2

This course includes the language of algebra, properties of real numbers, linear open sentences, algebraic expressions, rational expressions, irrational expressions, and quadratic functions. Algebra I is the prerequisite for all college preparatory mathematics courses.

Algebra I is designed to provide a foundation for higher level mathematics courses. It emphasizes the properties and structure of mathematics. The focus of Algebra I is on solving relevant problems and on applying algebraic principles in a variety of situations. Topics include the investigation of the real number system and its various subsystems in terms of structural characteristics and operations; algebraic representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; exploration of quadratic equations, polynomials, rational expressions, and properties and operations with square roots. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible. This course will be assessed with an End of Course exam required for graduation.

## **ALGEBRA I HONORS**

ALG 1 – 2092

Prerequisite: Pass all STAAR tests and have a 90 or above grade in Math prior year

Grade Level: 8\*-9 Advanced grade point scale (5.0)

Semesters: 2

This course includes the language of algebra, properties of real numbers, linear open sentences, algebraic expressions, rational expressions, irrational expressions, and quadratic functions. Algebra I is the prerequisite for all college preparatory mathematics courses. The honors course is taught at a more rigorous level and student's follow the honor class guidelines.

Algebra I is designed to provide a foundation for higher level mathematics courses. It emphasizes the properties and structure of mathematics. The focus of Algebra I is on solving relevant problems and on applying algebraic principles in a variety of situations. Topics include the investigation of the real number system and its various subsystems in terms of structural characteristics and operations; algebraic representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; exploration of quadratic equations, polynomials, rational expressions, and properties and operations with square roots. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible. This course will be assessed with an End of Course exam required for graduation.

\* In order to register for this course in 8<sup>th</sup> grade, there are certain qualifications that must be met.

## **GEOMETRY**

GEOM – 2100

Prerequisite: Algebra I

Grade Level: 9-10

Semesters: 2

An emphasis of the geometry course is on connections. The interplay between geometry and algebra strengthens a student's ability to formulate and analyze problems within and outside of mathematics. Geometry focuses on students' solving relevant problems and applying geometric properties of real-world situations. Proof is an important component of the geometry course. Topics include axiomatic systems; lines, segments, and angles; triangles; polygons; circles; solid geometry; and measurement. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible.

## **GEOMETRY HONORS**

GEOM – 2102

Prerequisite: Algebra I

Grade Level: 9-10 Advanced grade point scale (5.0)

Semesters: 2

An emphasis of the geometry course is on connections. The interplay between geometry and algebra strengthens a student's ability to formulate and analyze problems within and outside of mathematics. Geometry focuses on students' solving relevant problems and applying geometric properties of real-world situations. Proof is an important component of the geometry course. Topics include axiomatic systems; lines, segments, and angles; triangles; polygons; circles; solid geometry; and measurement. The use of current technology as problem-solving and discovery tools will be integrated throughout the course whenever possible. The honors course is taught at a more rigorous level and student's follow the honor class guidelines.

## **ALGEBRA II**

ALG 2 – 2110

Prerequisite: Algebra I & Geometry

Grade Level: 10-12

Semesters: 2

Algebra II is an advanced algebra course. It is designed for students who have mastered the content for Algebra I. Topics covered include mathematical structure, quadratic functions, quadratic relations, systems of equations, numerical methods and higher degree polynomials, exponential and logarithmic functions, rational algebraic functions, sequences and series, and data handling and analysis. Algebra II relates or extends concepts of previously learned material. The use of current technology as problem solving and discovery tools will be integrated throughout the course whenever possible.

## **MATHEMATICAL MODELS WITH APPLICATIONS**

MTHAP – 2130

Prerequisite: Algebra I and Geometry

Grade Level: 10-12

Semesters: 2

In Mathematical Models with Applications students use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Mathematical models from algebra, geometry, probability, statistics, and technology are used to solve application problems in both mathematical and non mathematical situations.

## **PRECALCULUS**

PRECAL - 2120

Prerequisite: Algebra I, Geometry, Algebra II

Grade Level: 11-12 Advanced grade point scale (5.0)

Semesters: 2

Pre-Calculus is taught from a functional approach integrating the topics of trigonometry, elementary analysis, analytic geometry, and number theory. Topics studied in the course include: operations with functions, composite and inverse functions, graphing functions using symmetry and translation, and using functions to model real-world situations to find maximums or minimums; trigonometric circular functions, their inverses and graphs, trigonometric identities and equations, and solving triangles using the Law of Sines and the Law of Cosines; operations with and graphing of polynomial, rational, exponential, and logarithmic functions, solving equations with these functions, and using them to model real-world problems; properties and systems of real and complex numbers; polar coordinates and graphing polar equations; vectors; conic sections; Binomial Theorem; arithmetic and geometric sequences and series and their application in modeling real-world situations, limits, and proof by mathematical induction. Whenever possible, the use of technology is incorporated with traditional problem-solving methods.

## **AP CALCULUS AB**

CALC – 2122

Prerequisite: Alg. I, Geometry, Alg. II, Pre-Calculus

Grade Level: 12 Advanced Grade Point scale (6.0)

Semesters: 2

Calculus covers the topics of elementary functions, differential and integral calculus. Students will evaluate limits, analyze and apply the notions of continuity and differentiability to algebraic and trigonometric functions, use the concept of the derivative and the various formulas associated with it to investigate the properties of functions, use implicit differentiation to solve related rates problems, construct detailed graphs of functions using differentiation, use basic integration techniques to solve simple differential equations, apply the Fundamental Theorem of Calculus to evaluate definite integrals and solve real-world problems, differentiate and integrate logarithmic and exponential functions in addition to inverse trigonometric functions, apply L'Hopital's Rule to evaluate limits of indeterminate forms. The course is primarily concerned with an intuitive understanding of the concepts of the Calculus with emphasis on methods and applications

## **STRATEGIC LEARNING FOR HIGH SCHOOL MATH**

SLHM - 2105

Prerequisite: unsuccessful on 8th grade Math STAAR or struggle in Math

Grade level: 9

Semesters: 1 or 2

This course is designed to create strategic mathematical learners from underprepared students. In this course, students will explore their approach to mathematical learning and receive direct instruction on mathematical skills needed to be successful in Algebra I. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans. This course does not count toward HS Math credit requirements but does count toward credits for graduation.

## **ALGEBRA I EOC PREP**

ALG1INT - 2097

Prerequisite: unsuccessful EOC Algebra 1

Grade level: 10

Semesters: 1 or 2

Students will receive supplemental instruction on topics previously addressed in the Algebra I classroom as well as support for their scheduled Math course. Math Lab students will reattempt the Algebra I EOC in December and again in May, if the December attempt is unsuccessful. This intervention course does not count toward HS Math credit requirements and is considered a local credit.

## **SCIENCE**

### **BIOLOGY I**

BIO 1 – 3090

Prerequisite: None

Grade Level: 9

Semesters: 2

Biology is designed to provide students with a comprehensive foundation in all major branches of biology. The course covers science process skills, biochemistry, cellular biology, genetics, evolution, botany, zoology, ecology, and human body systems. Laboratory work is used throughout to facilitate the student's understanding. Labs include working with models; making chemical determinations; doing dissections of frogs, rats, and some invertebrates; classifying and identifying plants and animals; charting the growth and development of living organisms. This course will be assessed by the Biology STAAR EOC.

### **INTEGRATED PHYSICS AND CHEMISTRY**

INT PHY&CHEM – 3100

Prerequisite: placement based on graduation plan; Biology

Grade Level: 10 (recommended)

Semesters: 2

Integrated Physics and Chemistry is designed to provide a foundation in the physical sciences for those students seeking additional skill development before continuing on with more advanced science courses. Although this course is taught in a conceptual manner, mathematical analysis of scientific concepts will also be presented. Laboratory activities are an integral part of this course used not only to reinforce concepts but also to give students hands-on experience in making inferences and predictions, collecting data, and drawing conclusions.

## **CHEMISTRY I**

CHEM 1 – 3110

Prerequisite: Algebra I, Biology

Grade Level: 10-11

Semesters: 2

The curriculum is designed to achieve the following objectives: to become proficient in the use of the scientific process skills and laboratory equipment, to solve problems using dimensional analysis and the mole concepts, to understand the properties of matter and energy, to use this information quantitatively and qualitatively to predict chemical behavior, and to develop an appreciation for the work of earlier scientists as well as ongoing scientific research. Chemistry is a concept-oriented course. Good mathematics skills are essential to success in this class. Laboratory safety and technique are emphasized throughout the year. It is recommended that students have concurrent enrollment in Algebra II.

## **PHYSICS**

PHYSICS – 3120

Prerequisite: Algebra I

Grade Level: 11-12

Semesters: 2

This applied physics course is designed to provide a study in force, work, rate, resistance, energy, power, and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course also reinforces the mathematics applications a student needs to understand to apply the principles being studied.

## **ANATOMY AND PHYSIOLOGY HONORS**

ANT/PHYS – 3126

Prerequisite: Biology, Chemistry

Grade Level: 12 Advanced Grade Points (5.0)

Semesters: 2

Anatomy and Physiology of Human Systems is designed to give students a thorough knowledge of both the structures and functions of the human body. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of the nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. Approximately three weeks are devoted solely to the cat dissection. Lab practicals are incorporated into most areas of the laboratory work. Taught with a higher level of rigor and expectations.

## **ADVANCED ANIMAL SCIENCE**

AAS - 3129

Prerequisite: Recommended, one credit agricultural course

Grade Level: 12

Semesters: 2

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

## **ENVIRONMENTAL SYSTEMS**

ENVIRSYS - 3115

Prerequisite: Biology or IPC

Grade Level: 11-12

Semesters: 2

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

## **SOCIAL STUDIES**

### **WORLD GEOGRAPHY STUDIES**

WEOG - 4100

Prerequisite: None

Grade Level: 9 or 10

Semesters: 2

In World Geography, students will examine people, places, and environments on local, regional, national, and international scales. Students will examine the interrelationships that exist between geography, history, and economy, while developing cultural empathy.

### **WORLD HISTORY STUDIES**

WHIST - 4090

Prerequisite: None

Grade Level: 9 or 10

Semesters: 2

World History provides an overview of the development of civilization in all parts of the globe from prehistoric times to the present. Students will use the process of historical inquiry to research, interpret, and write their analysis of important legal and political concepts.



## **UNITED STATES HISTORY SINCE RECONSTRUCTION**

USHIST - 4110

Prerequisite: World History

Grade Level: 11

Semesters: 2

This course surveys the significant events, issues, and problems in United States History since Reconstruction, considering the causes and results, and attempting to show the students how they may be affected by similar situations. This course is assessed with an End of Course exam required for graduation.

## **US HISTORY 1301 - Fall Semester (Dual Credit)**

### **US HISTORY 1302 - Spring Semester**

USHTDC - 4112

Prerequisite: World History & Must be college ready

Grade Level: 11 Advanced Grade Points (6.0)

Semesters: 2

Tuition & Fees: Student's responsibility (See counselors for details)

1301 is a survey of the social, political, economic, cultural and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

1302 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

## **UNITED STATES GOVERNMENT**

GOVT - 4120

Prerequisite: World Geography, World History, U.S. History

Grade Level: 12

Semesters: 1

This course includes a study of the political heritage of the United States and Texas, the national and state constitutions, and political participation. Topics examined include political parties and ideologies; voting and elections; interest groups and lobbying; civil rights; and the functions and responsibilities of the legislative, executive, and judicial branches.

## **AMERICAN GOVERNMENT 2305 (Dual Credit)**

AMGVTDC - 4122

Prerequisite: World Geography, World History, U.S. History and Must be college ready

Grade Level: 12 Advanced Grade Points (6.0)

Semesters: 1

Tuition & Fees: Student's responsibility (See counselors for details)

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion; political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy.

## **TEXAS GOVERNMENT 2306 (Dual Credit)**

AMGVTDC - 4123

Prerequisite: Government 2305

Grade Level: 12 Advanced Grade Points (6.0)

Semesters: 1

Tuition & Fees: Student's responsibility (See counselors for details)

Texas Government discusses the origin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas.

## **ECONOMICS**

ECO - 4130

Prerequisite: World Geography, World History, U.S. History

Grade Level: 12

Semesters: 1

This course concentrates on the economic concepts, laws, and principles as they apply to comparative economic systems, with emphasis on the free enterprise system of the United States. Students will explore personal financial literacy, including budgeting, consumer economics, insurance, investing principles, managing credit, financial planning, retirement savings, consumer loans and mortgages. A part of this course is a simulation in Applied Economics: Entrepreneurship is included.

## **SOCIOLOGY 1301 (Dual Credit)**

Soc - 4140

Prerequisite: Must be College Ready

Grade Level: 10-12 Advanced Grade Points (6.0)

Semesters: 1

Tuition & Fees: Student's responsibility (See counselors for details)

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.

## **US HISTORY EOC PREP**

USHISTINT - 4097

Prerequisite: unsuccessful EOC US HISTORY

Grade level: 12

Semesters: 1 or 2

This course is designed for underprepared US History Students. The goal of the course is to stimulate students to think critically about our US History. The course will develop the skills of students who have not been successful on the US History End of Course exam.

## **FOREIGN LANGUAGE**

### **SPANISH I**

SPAN 1 – 7510

Prerequisite: None

Grade Level: 8\*-12

Semesters: 2

Introduction to the Spanish language, people, culture, history and geography with emphasis on these language skills: listening comprehension, speaking, reading, and writing.

\* In order to register for this course in 8<sup>th</sup> grade, there are certain qualifications that must be met.

### **SPANISH II**

SPAN 2 – 7520

Prerequisite: Spanish I

Grade Level: 9-12

Semesters: 2

Review and further development of basic skills. Reading and writing activities increase. Culture, history, and geography of Spanish speaking countries is integrated into the curriculum.

### **SPANISH III Honors**

SPAN 3 – 7532

Prerequisite: Spanish I and Spanish II and Meet Honors Criteria

Grade Level: 10-12 Advanced Grade Points (4.5)

Semesters: 2

Includes advanced grammar and more difficult reading selections. Provides opportunities to improve speaking and listening skills.

## **SPANISH IV Honors**

SPAN 4 – 7542

Prerequisite: Spanish I, Spanish II, Spanish III and Meet Honors Criteria

Grade Level: 11-12 Advanced Grade Points (4.5)

Semesters: 2

Spanish IV is an extended study of language and grammar. Students develop and refine skills in reading, writing, speaking, and listening. Through further study of literature and the arts, they will advance their literary skills as well as gain a greater understanding of Hispanic culture.

## **FINE ARTS**

### **ART I**

ART1 – 8310

Prerequisite: None

Grade Level: 9-12

Semesters: 1-2

This entry level art course allows students to explore the art elements for line, shape, value, texture, color, form and space while applying the principles of art to develop and create original artworks using a variety of art media. Students will analyze, interpret, and evaluate their own artwork as well as those of well-known artists comparing the different styles and techniques used throughout the various periods of art history. This introductory art course is designed for students to experiment with a wide variety of media and skills while providing an overview of the conceptual relationship of art to other subject areas.

### **ART II**

ART2 – 8320

Prerequisite: Art I

Grade Level: 10-12

Semesters: 1-2

This Visual Arts course allows students with prior Art experience to develop and expand their skills in the areas of drawing, painting, printmaking, collage, sculpture, and mixed-media. Students will be expected to apply the elements and principles of art to the creation of original artworks using a variety of techniques and materials. Students will analyze, interpret, and evaluate the styles and movements of Art in a historical context. They will also be expected to discuss and explain their own artistic decisions in a written format.

### **ART III**

ART2 – 8330

Prerequisite: Art II and Teacher Approval

Grade Level: 11-12

Semesters: 1-2

Art 3 allows students with an avid interest in Art and prior Art experience to develop personal expression and style through various media. Students will continue to learn about master artists and will be expected to interpret, compare, and contrast their works in historical and societal contexts. They will also be expected to discuss and explain their own artistic decisions in written and verbal formats. In Art 3, students will be encouraged to express personal ideas through the creation of original and unique compositions. With some guidance, themes and materials will be chosen primarily by the student.

### **BAND COURSES**

Placement in one of several performing ensembles is determined through an audition process that includes a student's technical proficiency as well as demonstrated leadership skills, reliability, and personal commitment to ensemble requirements, ensemble instrumentation limitations, eligibility information, and is not necessarily related to the number of years in Band. All ensembles perform at various concerts, community events, competitions, and select festivals that require frequent rehearsals and performances after school hours. Attendance is required at all after-school rehearsals and performances as a part of the graded curricula.

During the fall semester, all band students are members of the marching band that rehearses daily after school hours and performs at all varsity football games, selected competitions, and local school and community events. Students in Marching Band in the fall semester may substitute a maximum of 1 unit for the physical education graduation requirement with the remaining Band units applying toward Fine Arts and/or elective graduation requirements.

### **BAND I, II, III, IV**

Prerequisite: Band Director's Approval

Grade Level: 9-12

Semesters: 1-2

This course stresses building of fundamentals to strengthen playing ability, musicianship, public performances, mental and physical discipline, as well as responsibility to a corporate endeavor. This group appears at football games, pep rallies, parades, civic functions, and participates in All-Region, All Area, and All-State tryouts, UIL Solo and Ensemble, UIL Marching, Concert/Sight-Reading Competition, and selected festivals.

<b>Course Code</b>	<b>Description</b>
BAND 1 – 8090	1st year
BAND 2 – 8100	2nd year
BAND 3 – 8110	3rd year
BAND 4 – 8120	4th year

### **APPLIED MUSIC I & II**

MUS1APL - 8111 & MUS2APL - 8121

Prerequisite: Band Director's Approval; concurrent enrollment in Band 3/4

Grade Level: 11-12

Semesters: 1-2

This course stresses building of fundamentals to strengthen playing ability, musicianship, public performances, mental and physical discipline, as well as responsibility to a corporate endeavor. This course helps prepares students for UIL Solo and Ensemble, UIL Marching, Concert/Sight-Reading Competition, and selected festivals.

## **PHYSICAL EDUCATION**

As allowed by Chapter 74 of the Texas Administrative Code and provided through Iola ISD Board Policy (EIF local), students may substitute certain physical activities for graduation credits required in physical education including the Foundations of Personal Fitness course. The following physical activities will substitute ½ credit per semester toward the physical education state graduation requirements.

Approved Off-Campus Physical Education

Athletics

Cheerleading (fall semester only) (up to 1 credit allowed total)

Drill Team

Marching Band (fall semester only)

For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. There are two categories in which a student may participate in off-campus physical education. **Category one** requires fifteen (15) hours per week, with at least 75% of those training hours being completed Monday through Friday. (Students approved for category one may be permitted to arrive at school late or be dismissed early for the purpose of attending training sessions.)

**Category two** requires five (5) hours per week, Monday through Friday, and the student **will not** be permitted to arrive late or be dismissed early from school. Applications should be made prior to the semester in which the student is seeking approval. Applications received after the first 3 weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact Mrs. Butler.

Students are required to earn 1 credit of physical education to graduate.

## **LIFETIME FITNESS AND WELLNESS PURSUITS**

PE – 5090

Prerequisites: None

Grade Level: 9-10

Semesters: 2

The physical education student develops the knowledge and skills needed to take responsibility for his/her own fitness levels. The student will successfully benefit from an intense program of physical activity and fitness conditioning. Each student will assess his/her own level of fitness and progress during the course. The differences between health-related and skill-related fitness will also be examined.

## **ATHLETICS I, II, III, IV**

ATHG – 5020, 5030, 5040, 5050

ATHB – 5021, 5031, 5041, 5051

Grade Level: 9-12

Prerequisite: Participating in Sport

Semesters: 1-2

All athletic programs are designed to prepare students for competition in specific sports. Athletic classes meet during the school day with seasonal practices also being required outside school hours. The University Interscholastic League Competition and Contest Rules regulate all athletic classes, practices, and contests. Student athletes representing the Iola Independent School District must also adhere to district athletic policies. Available athletic programs include baseball, basketball, cross-country, diving, football, golf, soccer, softball, swimming, tennis, track, volleyball, wrestling, and sports medicine/athletic training. Tryout procedures will be conducted in programs where limitations exist concerning safety, equipment, supervision, and facilities.

## **HEALTH EDUCATION**

### **HEALTH**

HLTH – 5065 (5060 8<sup>th</sup> Grade)

Grade Level: 8-12

Prerequisite: None

Semesters: 1

**Required Elective:** Health is designed to give students practical knowledge that will help them keep physically fit and mentally healthy throughout their lives. The scope of this course includes three-week studies of each of the following: Chemical substance abuse (Drugs, Alcohol, Tobacco), Current health issues (Research Papers and Oral Presentations), Education in healthy sexuality (Relationships, Reproduction, Family Planning, Sexually Transmitted Diseases), Emergency care (CPR, First Aid), Healthful lifestyles (Nutrition, Fitness), Mental and social health (Teen Suicide and Stress Management), Healthy relationships (dating violence warning signs and prevention, dealing with negative peer pressure, etc.)

## **PROFESSIONAL COMMUNICATIONS**

### **PROFESSIONAL COMMUNICATIONS**

PRCM - 1200 (1205 8<sup>th</sup> Grade)

Grade Level: 8-12

Prerequisite: None

Semesters: 1

**Required Elective:** 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 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. This course counts for a ½ credit of Speech required for graduation.

### **SPCH 1315/PUBLIC SPEAKING (Dual Credit)**

PUBSPK1 – 1203

Grade Level: 10-12 Advanced Grade Points (6.0)

Prerequisite: Must be College Ready

Semesters: 1

Tuition & Fees: Student's responsibility (See counselors for details)

This course can satisfy the Speech Requirement. The college level course studies the application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations.



## **LOCAL ELECTIVES**

### **SCHOOL SERVICE VOLUNTEER**

SSV - 8700

Grade Level: 12

Prerequisite: None

Semester: 1 or 2

Office aide positions are available in various offices. A school service volunteer works in an office performing duties such as filing, taking phone messages, and delivering information to teachers and students. A student must be willing to work in any area of the school. School service volunteers are not graded. Students may be subject to approval for this position. This course is for local credit only and will not fulfill State graduation requirements.

### **STUDY HALL**

STHL - 9997

Grade Level: 11-12

Prerequisite: None

Semester: 1 or 2

Study hall provides an opportunity during the school day to complete assignments and homework under the supervision and support of a teacher.

### **Peer Assistance and Leadership**

PALS -

Grade Level: 11-12

Prerequisite: student application and teacher approval

Semester: 2

The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. High school students have the opportunity to work with younger students in activities that are monitored by the teacher.

The outcomes identified through implementation of the PAL® program in a school setting are a reduction in substance use/abuse, an increase in academic performance, a reduction of absences/truancy, a reduction of discipline referrals to the school office, and an increase in positive decision-making skills and risk resiliency. Parents and school administrators note a favorable perception of the program effectiveness.

## **CAREER & TECHNICAL EDUCATION**

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

PRAFNR – 6090

Grade Level: 9-10

Prerequisite: None

Semesters: 2

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### **LIVESTOCK PRODUCTION**

LVPROD – 6163

Grade Level: 10-12

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Semesters: 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### **EQUINE SCIENCE**

EQSCI – 6162

Grade Level: 11-12

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Semesters: 1

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

### **SMALL ANIMAL MANAGEMENT**

SMANIMGT - 6113

Grade Level: 11-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

Semesters: 1

This course is designed for students preparing for careers in the field of animal science. Small Animal Management focuses on the anatomy, management and physiology of Small Animals. Small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

## **VETERINARY MEDICAL APPLICATIONS**

VMA - 6110

Grade level: 11-12

Prerequisite: Livestock Production

Semesters: 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

## **ADVANCED ANIMAL SCIENCE**

ADAS – 3129

Grade Level: 12

Prerequisite: Recommended, one credit agricultural course

Semesters: 2

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

## **WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT**

WFECMGMT – 6130

Grade Level: 10-12

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Semesters: 2

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and nongame wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

## **INTRODUCTION TO AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES**

AGMCMT – 6100

Grade Level: 10-12

Prerequisite: Principles of Agriculture, Food and Natural Resources

Semesters: 2

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.

## **AGRICULTURAL STRUCTURES DESIGN AND FABRICATION**

AGFACDFAB – 6104

Grade Level: 11-12

Prerequisite: Introduction to Agricultural Mechanics and Metal Technologies

Semesters: 2

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. \*This course will work towards completion of the OSHA 30 Hour General Industry Certification, which is nationally recognized.

## **AGRICULTURAL EQUIPMENT DESIGN & FABRICATION W/LAB**

AGEQDFLAB – 6111

Grade Level: 12

Prerequisite: Introduction to Agricultural Mechanics and Metal Technologies

Semesters: 2 & 2 periods

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. They will have the opportunity to earn welding certifications. \*This course will work towards completion of the OSHA 30 Hour General Industry Certification, which is nationally recognized.

## **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES** PRACAG - 6150

Grade Level: 12

Prerequisite: 2 courses in the Agriculture field of study, FFA Membership, prepare for and participate in Leadership Development Events in the fall and Career Development Events in the spring, student engagement in and documentation of one or multiple ongoing Supervised Agricultural Experience Projects that span throughout the school year and the completion of proficiency applications. Semesters: 2; 203 hour class

The practicum 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. In addition, students will select an event/activity to organize and manage. Student's grades will be based on their performance and completion of the above minimum criteria. \*Supervised Agricultural Experience Projects are not limited to animal production projects; please an Agriculture Teacher for more information in regards to SAE questions.

Students can enroll again in the practicum during their senior year and earn 3 hours of credit if they add an independent study project on to the requirements listed above.

## **CAREER PATHWAY: BUSINESS, MANAGEMENT & ADMINISTRATION**

### **TOUCH SYSTEM DATA ENTRY**

TSDE – 7075

Grade Level: 7-9

Prerequisite: None

Semesters: 1

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

### **PRINCIPLES OF BUSINESS, MARKETING & FINANCE**

PRINBMF - 7091

Prerequisite: None

Grade Level: 9-10

Semesters: 2

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

## **BUSINESS INFORMATION MANAGEMENT I**

BIM1 – 7083 (8<sup>th</sup> Grade – 7085)

Grade Level: 8-10

Prerequisite: Touch System Data Entry

Semesters: 2

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**

BIM2 – 7082

Grade Level: 10-12

Prerequisite: BIM I

Semesters: 2

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. \*This course will work towards completion of the Microsoft Office Specialist Word Certification, which is nationally recognized.

## **MONEY MATTERS**

MMATT – 7090

Grade Level: 11-12

Prerequisite: BIM I

Semesters: 2

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning.

## **BUSINESS MANAGEMENT**

BUSMGT - 7086

Grade Level: 11-12

Prerequisite: BIM I

Semesters: 2

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

## **PRACTICUM IN BUSINESS MANAGEMENT**

PRACBM - 7087

Grade Level: 12

Prerequisite: Business Management

Semesters: 2

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.

## **ENTREPRENEURSHIP I**

ENTREP - 7095

Grade Level: 9-10

Prerequisite: Business Information Mgt I

Semesters: 2

The Entrepreneurship program teaches students how to plan, direct and coordinate the management of operations of public and private sector organizations. Students learn the skills necessary to formulate policies, manage daily operations, analyze management structures and plan for the use of materials and human resources.

## **ENTREPRENEURSHIP II**

ENTREP2 - 7096

Grade Level: 10 - 11

Prerequisite: Entrepreneurship I

Semesters: 2

The Entrepreneurship program teaches students how to plan, direct and coordinate the management of operations of public and private sector organizations. Students learn the skills necessary to formulate policies, manage daily operations, analyze management structures and plan for the use of materials and human resources.

## **CAREER PATHWAY: HUMAN SERVICES**

### **PRINCIPLES OF HUMAN SERVICES**

PHS - 6590

Grade Level: 9-11

Semesters: 2

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

### **LIFETIME NUTRITION AND WELLNESS**

LNW -6510 (6511 8<sup>th</sup> grade)

Grade Level: 8-12

Suggested Prerequisite: Principles of Human Services or Principles of Education and Training

Semesters: 1

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

### **INTERPERSONAL STUDIES**

INTSTUD – 6519 (6520 8<sup>th</sup> grade)

Grade Level: 8-12

Suggested Prerequisite: Principles of Human Services

Semesters: 1

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

### **HUMAN GROWTH & DEVELOPMENT**

HGDEV - 6524

Grade Level: 10-12

Prerequisite: Principles of Human Services or Principles of Education and Training

Semesters: 2

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one semester introductory course in developmental psychology or human development.



## **CHILD DEVELOPMENT**

CHILDDDEV - 6525

Grade Level: 10-12

Prerequisite: Principles of Human Services or Principles of Education and Training

Semesters: 2

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

## **COUNSELING & MENTAL HEALTH**

CONMENHLT – 6521

Grade Level: 11-12

Prerequisite: Human Growth & Development

Semesters: 2

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

## **PRACTICUM IN HUMAN SERVICES**

PRHS - 6540

Grade Level: 12

Prerequisite: Principles of Human Services and two other public service courses

Semesters: 2 & 2 periods

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

## **INTRODUCTION TO CULINARY ARTS**

INCULARTS – 6516

Grade Level: 09-10

Semesters: 2

Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.

## **CULINARY ARTS**

CULARTS – 6517

Grade Level: 10-11

Semesters: 2

Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.

## **ADV CULINARY ARTS**

ADVCULARTS

Grade Level: 11-12

Semesters: 2

Culinary Arts program introduces students to occupations and educational opportunities related to planning, directing or coordinating activities of food and beverage organizations or departments. It explores opportunities involved in directing and participating in the preparation and cooking of food.