2024-2025
Mesquite Independent School District
Vanguard High School
Course Description Guide

Ángel Rivera, Ed.D.
Superintendent of Schools

FOREWORD

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

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

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

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

Table of Contents

MISD GRADUATION PROGRAMS AND REQUIREMENTS

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

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

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

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

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

Distinguished Level of Achievement

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

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

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

Performance Acknowledgements

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

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

High school students will enroll in courses sufficient to graduate with an endorsement and be post-secondary ready. Students may be eligible for early release if they are on track to graduate with an endorsement and are TSI and CCMR met.

GENERAL INFORMATION

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

AWARD OF CREDIT

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

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

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

CLASSIFICATION OF STUDENTS

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

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

COLLEGE COURSES

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

Concurrent enrollment for college credit provides the opportunity for students to remain in high school and take courses for college credit in the evenings, on the weekend, or during the summer. Grade points are not awarded for these courses. All fees, tuition, or other costs are the responsibility of the student and his/her parents. These courses generally do not count for high school credit unless special circumstances exist; however, high school credit may also be earned for academic courses taken concurrently and passed only if these criteria are met:

- The courses are provided by institutions of higher education accredited by SACS (Southern Association of Colleges and Schools Commission on Accreditation) or other recognized regional accrediting associations that are part of the same national organization.
- The course is part of a special program recognized and approved by MISD. The college course should correlate to a Texas state approved course and provide advanced academic instruction beyond or in greater detail than the essential knowledge and skills for the MISD high school course.
- Each course syllabus has been submitted for review and approval by the Assistant Superintendent of Teaching & Learning **prior** to student enrollment.
- The student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before credit can be awarded and before the course can be added to the student's academic achievement record. The transcript will be kept by the school.

Students may receive one credit toward the required courses for high school graduation; additional credits will be counted as elective credits. If MISD teaches the course, then the same amount of credit will be awarded but no grade points will be awarded, unless the course is

offered on campus during the school day. Special programs may be added, but those approved at this time are:

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

DUAL CREDIT COURSES

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

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

DUAL ENROLLMENT COURSES

OnRamps – University of Texas at Austin

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

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

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

Process for OnRamps Courses:

1. Students enroll in a yearlong course taught by their high school teacher for high school credit.
2. During the fall semester, OnRamps students must complete a series of required assignments that are designated by an instructor of record at the University of Texas at Austin and earn the minimum grade established by the UT college/department to be eligible to be dually enrolled in the university course offered during the spring semester. (Note that for students enrolled in English and US History Courses, this process will be accelerated.)

3. During the spring semester, OnRamps students must complete a series of additional required assignments that are designated by the university's instructor of record to determine successful completion of the college course.
4. The university's instructor of record will award the appropriate grade based on their performance for the college course. The high school teacher will separately award credit for the grade earned in the high school course, which may differ from that for the college course.

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

Texas Virtual Schools Network

TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Through regular review of student needs, schools may determine that TxVSN courses provide useful instructional options. A student must request courses available through TxVSN, and then the district-designated TxVSN Site Coordinator reviews and approves course selection. This system of checks and balances allows the public school district or open enrollment charter school to have an active role in the acquisition of TxVSN courses. The district may deny paying for a student to take a course via the TxVSN if 1) The district offers a substantially similar course, 2) A student wants to take more than three year-long courses within a year at his or her own expense, and 3) A student wants to take courses that do not align with the student's high school graduation plan or requirements for college admission or earning an industry certification.

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

CORRESPONDENCE AND/OR EVENING COURSES

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

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

CREDIT BY EXAM FOR ACCELERATION

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

DROPPING COURSES

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

GIFTED/TALENTED PROGRAM

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

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

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

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

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

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

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

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

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

RANKING AND LOCAL/STATE CREDIT

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

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

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

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

LOCAL TECHNOLOGY EDUCATION CREDIT REQUIREMENT

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

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

Architectural Design I
Business Information Management I
Computer Science 1
Engineering Design & Presentation I
Foundations of Cybersecurity
Fundamentals of Computer Science
Graphic Design & Illustration I
Principles of Applied Engineering
Principles of Architecture
Principles of Arts, Audio/Video Technology & Communications

Local Speech Credit Requirement

Students on any of the graduation programs must earn one speech credit as part of local graduation requirements. Listed below are various MISD courses offered which count as credit for the speech requirement.

Professional Communication	Public Speaking Dual Credit	Public Speaking
Oral Interpretation 1	Debate 1	AVID 2
Communication Applications Dual Credit		

COLLEGE ENTRANCE REQUIREMENTS

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

TSI (Texas Success Initiative)

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

Advanced Placement (AP) Program

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

- better prepared academically
- more likely to complete more college courses in 4 years
- found to perform significantly better than peers who did not take AP courses
- twice as likely to go into advanced study (medicine, law)

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

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

NCAA Student-Athletes

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

Division I

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

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab science)
- 1 additional year of English, mathematics or science
- 2 years of social science
- 4 years of extra core courses (from any listed above, foreign language or comparative religion/philosophy)
- Graduate from high school in four years
- Earn a minimum required 2.3 grade-point average in your core courses
- Earn a corresponding test score that matches your core-course GPA (minimum 2.3) on the Division I Sliding Scale.

Division II

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

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

Mesquite ISD NCAA Approved Courses

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

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

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

SAT or ACT and NCAA Initial Eligibility

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

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

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

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

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

Top students are eligible for automatic admission to any public university in Texas. Under House Bill 588 passed by the 75th legislature in 1997, students who are in the top ten percent of their graduating class are eligible for automatic admission to any public university in Texas.* To be eligible for automatic admission, a student must: Graduate in the top 10 percent of his/her class at a public or private high school in Texas on the recommended, distinguished achievement program, or distinguished level of achievement, Enroll in college no more than two years after graduating from high school; and submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline. Application deadlines are FIRM deadlines. A student missing a deadline is usually denied admission.

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

Top 6% to Receive Automatic Admission (University of Texas at Austin ONLY)

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

ACT AND SAT INFORMATION

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

In order to make the best possible score on a college entrance examination, the following statements may be helpful for making course selections:

1. Students who are in the honors program in English and math will usually score high in both areas if they have been successful in the honors program (consistently receiving grades in the 80's or higher).
2. The student who takes science at least through chemistry tends to score significantly higher in math than the student who only goes through biology.
3. Students who take more academic courses (English, math, science, social studies, fine arts, and foreign language) tend to score higher on both the ACT and the SAT. Students should try to take a minimum of 18 credits from these courses. The remaining course work should be designed to match the student's intended major and/or college admission's requirement.
4. Preparation for college entrance exams can sometimes be enhanced with a test preparation course. The district offers this opportunity during the spring, outside of school hours, on a tuition basis to correspond with certain SAT and ACT test dates. Some high schools may offer a College Prep course for local credit during the school day. Students can also access test preparation programs free on the internet. See the counselor for details. However, it must be stated that neither these nor any other preparation course will be beneficial without the proper academic preparation.
5. Students will be most successful on the SAT and ACT if they follow the counselor's recommendation, the college preparation timeline, and the suggested academic courses listed in #1, 2, and 3 above.
6. Students who are on a college preparation academic program and who have completed at least English 3, Algebra 2, biology and chemistry should take the SAT and/or ACT at the end of their junior year. Students who have not completed these courses are advised against taking the SAT at that time. The ACT would be a better choice at that time for a college entrance examination.
7. Students who take the SAT or ACT late in their junior year (May or June) and want to raise their scores by taking the test again as seniors must remember that simply to retake the test with no more preparation will probably result in score decreases. In order to raise scores, students should continue with additional math courses and other academically demanding courses during the senior year. Please check with a counselor before taking or retaking any college entrance test.
8. Both tests are normally taken in May/June of the junior year and by seniors before the end of the fall semester of their senior year. A college will always take the best score if a student has tested more than once.

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

ACT Test Dates

September 7, 2024
October 26, 2024
December 7, 2024
February 7, 2025
April 11, 2025
June 7, 2025

SAT Test Dates

October 5, 2024
November 5, 2024
December 7, 2024
March 8, 2025
May 3, 2025
June 7, 2025

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

2024-2025 Vanguard High School Graduation Plan

FOUNDATION HIGH SCHOOL PROGRAM - 24 CREDITS

English	Math	Social Studies	Science	Additional Courses	
4 credits	3 credits	3 credits	3 credits	1 credit - Physical Education 1 credit - Fine Arts 1 credit - Technology	2 credits - Language other than English (LOTE) .5 credit - Health .5 credit - Speech 5 credits - Electives

STAAR EOC EXAMS REQUIRED FOR GRADUATION:
ENGLISH 1, ENGLISH 2, ALGEBRA 1, US HISTORY, BIOLOGY

ENDORSEMENTS - MINIMUM 26 CREDITS

In Mesquite ISD, every student is expected to earn 26 credits to graduate on the foundation high school program *with* an endorsement.

Dual credit & Advanced Placement classes are available in all Programs of Study

STEM	Business & Industry	Public Services
1 additional credit of math* and **1 additional credit** of science* **+** **4 credits** in a single CTE program of study* *__Algebra II,__ __Chemistry__ and __Physics__ (*or Principles of Technology)* are required credits for STEM endorsement	**1 additional credit** of math and **1 additional credit** of science **+** **4 credits** in a single CTE program of study	**1 additional credit** of math and **1 additional credit** of science **+** **4 credits** in a single CTE program of study

Graduating with a DISTINGUISHED LEVEL OF ACHIEVEMENT

Additionally, a student may earn a Performance Acknowledgement for outstanding performance in one or more areas listed below.

PERFORMANCE ACKNOWLEDGMENTS				
Dual Credit (12 hours with a 3.0 or higher)	**Advanced Placement** (3 of above on an AP exam)	**Bilingualism & Bi-literacy**	**Exam Performance** PSAT (commended) SAT (1350 +) ACT (29 not including writing)	**Complete a qualifying business or industry certification**

Mesquite ISD offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, or the workforce. By selecting
the program of study that most aligns with their planned path after high school students will gain valuable experience and knowledge to prepare them for post-secondary success.

Programs of Study		
STEM	**Business & Industry**	**Public Services**

• Computer Science
• Engineering
• Robotics
	• Architectural Design
	• Construction Technology
	• Graphic Design
	• Automotive Collision
	• Automotive Technology
		• Health Science:
		  ○ Dental Assistant
		  ○ Emergency Medical Technician
		  ○ Medical Assistant
		  ○ Phlebotomy Technician
		  ○ Pharmacy Technician
		  ○ Therapy Occupations
		• Firefighter

Advanced Coursework to Satisfy Foundation and Endorsement(s)

<table>
<tr>
<td>English Language Arts

AP English Literature
English 4
Independent Study English
Texas College Bridge ELA
Creative Writing
Literary Genres
English 3 OnRamps
English 4 OnRamps</td>
<td>Mathematics

Algebra 2
Advanced Quantitative Reasoning
Pre-Calculus
AP Pre-Calculus
AP Statistics
AP Calculus AB
Independent Study in Math:
DC College Algebra/Trig
DC College Algebra/Stats
Texas College Bridge
Engineering Mathematics</td>
<td>Social Studies

AP European History
Psychology
Sociology
Research Methods: World Studies
Special Topics in Social Studies:
DC Texas Government
AP Psychology
AP African American Studies
Mexican American Studies
Personal Financial Literacy
Hebrew Scriptures (Bible Lit)</td>
</tr>
<tr>
<td>LOTE

Spanish 3
DC Spanish 4
AP Spanish Language
AP Spanish Literature
French 3
AP French Language
German 4
American Sign Language 3
American Sign Language 4
Advanced Language for Career Applications</td>
<td>Science
Chemistry OnRamps
Anatomy & Physiology
AP Biology
Biology OnRamps
Chemistry
Engineering Design & Problem Solving
Environmental Systems
Principles of Technology
Physics
AP Physics 1
AP Physics C: Mechanics
AP Physics C: Electricity & Magnetism
AP Environmental Science
Principles of Technology
Scientific Research and Design: Neuroscience</td>
<td>CTE STEM

Engineering Design and Presentation I
Engineering Design and Presentation II
Engineering Mathematics
Engineering Design and Problem Solving
Practicum in STEM Engineering Design (H)
Computer Science II (H)
Practicum in STEM – Computer Science (H)
Robotics II
Practicum in Manufacturing Robotics (H)</td>
</tr>
<tr>
<td colspan="2">CTE Public Services

Practicum in Health Science I General Healthcare (H)
Practicum in Health Science I Dental Assistant (H)
Practicum in Health Science I Therapy Occupations (H)
Practicum in Health Science II Emergency Medical Tech (H)
Practicum in Health Science II Pharmacy Tech (H)
Practicum in Health Science II Phlebotomy Tech (H)
Practicum in Health Science II Dental Assistant (H)
Practicum in Health Science II Therapy Occupations (H)
Firefighter I
Firefighter II
EMT Basic – Fire (H)</td>
<td>CTE Business and Industry
Architectural Design II
Practicum in Architectural Design (H)
Construction Technology II
Practicum in Construction Technology (H)
Graphic Design and Illustration II + lab
Practicum in Graphic Design and Illustration (H)
Auto Tech I: Maintenance and Light Repair
Auto Tech II: Automotive Service
Practicum I Transportation Auto Tech (H)
Paint and Refinishing
Practicum in Transportation Collision Repair (H)
Accounting II
Business Management
Social Media Marketing
Global Business
Advertising
Practicum in Entrepreneurship</td>
</tr>
</table>

English Language Arts

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

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

ENGLISH 1 G/T (H) **9**
Prerequisite –Admission to the Gifted Program; 8th grade English
One Credit; Full year
The humanities-focused course provides appropriately differentiated learning experiences and an advanced curriculum with emphasis on critical thinking, creative synthesis, and written/oral communication. The class serves as a forum in which the study of literature is a springboard to examine, analyze, explore, argue, evaluate, and to formulate new insights and perspectives. Students will develop an understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Through independent and guided research, independent study, cooperative learning, and seminars, the student will ultimately acquire intellectual independence as well as a knowledge of literature and expression.

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

ENGLISH 2 ADVANCED (H) **9-10**
Prerequisite – English 1
One Credit; Full year
English 2 (H) is designed as a sequential program to develop to a greater degree all of the skills studied in English 1 (H). The introduction of satire and the writing of a documented research paper are included in this year's work. Activities in written and oral communication stress organization, usage, creativity, and vocabulary. Students are also encouraged to further their appreciation and interpretation of good literature plus do individualized work in literary analysis. With a focus on higher order thinking, timed writings, and a better sequencing of information,

students will be better prepared for advanced placement classes. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

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

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

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

ENGLISH LITERATURE & COMPOSITION ADVANCED PLACEMENT (H) **11-12**
Prerequisite – English 3
One Credit; Full year
This course combines studies of language, rhetoric, and literature designed for students of high interest and motivation as well as strong intellect. The emphasis of reason and analysis in composition provides the student with extensive practice in explaining others' ideas as well as expressing his/her own. The emphasis in literature includes both classical and contemporary works plus philosophical views of great thinkers from the past and present. Some writers studied are: Sophocles, Shakespeare, Thoreau, Keats, Solzhenitsyn, and Faulkner. Upon completion of this course, students will take the AP exam.

ENGLISH 3 DUAL CREDIT (H) **11**
Prerequisite – See note below; English 2
One Credit; Full year
This college level course focuses on developing a student's ability to build understanding of concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed

materials. The course includes reading and analysis of significant works from British literature. College credit will be awarded for ENGL 1301 and 1302.
NOTE: Students must meet the following prerequisites:

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

ENGLISH 3 ONRAMPS (H) **11**
Prerequisite – English 2
One Credit; Full year
A student who successfully completes this course will receive college credit for ENGL 1301/1302 and will not be eligible to receive credit for English 4 OnRamps. This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, which is essential to leadership communication skills. It is followed by a spring semester topics course, which furthers students' writing in their application of rhetorical skill by analyzing texts related to American identities. Over the two courses, students will research and analyze the various positions held in any public debate and learn to advocate their own positions effectively through a process of drafts and revisions. In the fall, students will explore the ethics of argumentation and what it means to fairly represent someone with whom they disagree. By the spring, students are ready to analyze arguments presented by others, research a topic of their own, and craft sound and effective arguments. Across these two courses, students will develop their skills and knowledge to write four- to six-page essays and read non-fiction text aligned to college expectations for critical writing, reading, research, and analysis. An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.** Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. This course may not be available at all campuses.

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

ENGLISH 4 DUAL CREDIT (H) **12**
Prerequisite – See note below; English 3
One Credit; Full year
This course is for students who have <u>not</u> completed English 3 Dual Credit (H) [ENGL 1301/1302] and are taking their first English Dual Credit course. This college level course focuses on developing a student's ability to build understanding of clear, concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed materials. The course includes reading and analysis of significant works from British literature. College credit will be awarded for ENGL 1301 and 1302.
NOTE: Students must meet the following prerequisites:

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

ENGLISH 4 DUAL CREDIT (H) **12**
Prerequisite – Completion of ENGL 1301/1302
One Credit; Full year
This course is for students who have already completed English 3 Dual Credit (H) [ENGL 1301/1302] and are taking their second English Dual Credit course.This college level course will focus on:

- A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. College credit will be awarded for ENGL 2326.
- A survey of world literature from the ancient world to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. College credit will be awarded for ENGL 2331.

NOTE: Students must meet the following prerequisites:

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

ENGLISH 4 ONRAMPS (H) **12**
Prerequisite – English 2
One Credit; Full year
This course is for students who have not completed English 3 Dual Credit (H) [ENGL 1301/1302] and are taking their first English Dual Credit course. This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, which is essential to leadership communication skills. It is followed by a spring semester topics course, which furthers students' writing in their application of rhetorical skill by analyzing texts related to American identities. Over the two courses, students will research and analyze the various positions held in any public debate and learn to advocate their own positions effectively through a process of drafts and revisions. In the fall, students will explore the ethics of argumentation and what it means to fairly represent someone with whom they disagree. By the spring, students are ready to analyze arguments presented by others, research a topic of their own, and craft sound and effective arguments. Across these two courses, students will develop their skills and knowledge to write four- to six-page essays and read non-fiction text aligned to college expectations for critical writing, reading, research, and analysis. An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.** Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. This course may not be available at all campuses.

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

LITERARY GENRES **11-12**
Prerequisite – English 3 or may be taken concurrently, English 2 Advanced considered
Half Credit; Semester
Literary Genres is a one-semester course that exposes students to poetry, short stories, essays, dramatic literature, and other genres as relevant. Students develop general literary skills as well

as those specific to each of the genres that the course covers. Emphasis is on reading, analyzing, and evaluating specific selections illustrating the history and development of each genre. Students deepen their knowledge of the writing process as they experiment with writing from various points of view.

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

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

JOURNALISM

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

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

SPEECH

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

PUBLIC SPEAKING DUAL CREDIT (H) **9–12**
Prerequisite – None
Half Credit; Semester
Public Speaking is designed primarily to help students develop effective communication skills for successful participation in professional and social life. Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. College credit will be awarded for Public Speaking 1315. This course meets the MISD speech credit requirement.
NOTE: Students must meet the following prerequisites:

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

ORAL INTERPRETATION 1 **10-12**
Prerequisite – None
One Credit; Year
The Oral Interpretation 1 course is a performance class to develop the oral reading of literary text as a communication art. Students will select, research, analyze, adapt, interpret, and perform literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of texts. Individual and group performances of literature will be presented and evaluated. The Oral Interpretation 1 student is encouraged to develop his/her skill to the utmost by participating in oral interpretation competition with other schools. Tournaments and contests are provided for enhancement. This course meets the MISD speech credit requirement.

DEBATE 1 **10-12**
Prerequisite – None
One Credit; Year
Debate 1 is a course which specializes in developing such skills as critical thinking, sound reasoning, effective persuasion, and in-depth research. It is a course for both the beginning and experienced debater. The novice debater is taught the histories of the various formats of debate, the elements of analysis and synthesis, organization skills, and the research of pertinent information. Students learn the methods of structure within the debates, debate terminology, and the relevance of debate in today's world. The debate student is encouraged to develop his/her skill to the utmost by participating in debate competition with other schools. Tournaments and contests are provided for enhancement. This course meets the MISD speech credit requirement.

READING

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

LANGUAGES OTHER THAN ENGLISH

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

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

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

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

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

SPANISH 3 (H) **11-12**
Prerequisite – Spanish 2
One Credit; Year
As the students become more orally proficient, their study focuses on vocabulary expansion, more complex grammatical construction, and creative expressions. Spanish literature is introduced to provide more perception and understanding of the culture and literary values and enables one to grow in both written and oral skills. Opportunities for media interaction are included.

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

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

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

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

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

SPANISH LANGUAGE & CULTURE ADVANCED PLACEMENT (H) **9-12**
Prerequisite – Spanish 3 (H) or Spanish for Spanish Speakers 2
One Credit; Year
Spanish Language and Culture develops Spanish language skills and explores cultures in Spanish-speaking parts of the world. Students practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Students will understand Spanish when they hear it and read it; apply their skills to hold conversations in real life; and write stories, letters, emails, essays, and other texts.
Upon completion of this course, students will take the AP exam.

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

ADVANCED LANGUAGE FOR CAREER APPLICATIONS **9-12**
Prerequisite – Completion of a level 3 LOTE course
One Credit; Year
The Advanced Language for Career Applications course provides students with instruction in terminology that prepares students to communicate in a language other than English in a professional, business, or industry setting. Students will learn how to communicate in the target language and use culturally appropriate language when addressing diverse audiences in different workplace environments.

Mathematics

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

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

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

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

GEOMETRY G/T (H) **9 –10**
Prerequisite – Algebra 1 and admission to mathematics segment of the gifted program
One Credit; Year
G/T Geometry is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional geometric concepts such as the nature of deductive reasoning and geometry of the real world. Logic and proofs, history of geometry, and architectural geometry will be emphasized. Various non-Euclidean geometries will also be investigated. Course will prepare students for the rigor of future Advanced Placement, Dual Credit, and OnRamps classes.

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

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

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

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

PRECALCULUS (H) **11–12**
Prerequisite – Geometry, Algebra 2 and academically prepared
One Credit; Year
Precalculus is an advanced mathematics course. It includes the study of polynomial, rational, exponential, and logarithmic functions, trigonometry, analytic geometry, sequences and series, probability, statistics and data analysis. Also included is an introduction to Calculus.

PRECALCULUS G/T (H) **11–12**
Prerequisite – Geometry, Algebra 2 & Admission into the mathematics segment of the Gifted Program
One Credit; Year
G/T Precalculus is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional Precalculus concepts such as functions, trigonometry, analytic geometry, sequences and series, probability, statistics and data analysis as well as an introduction to calculus.

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

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

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

ADVANCED QUANTITATIVE REASONING **11-12**
Prerequisite – Geometry & Algebra 2
One Credit; Year
Advanced Quantitative Reasoning expands students' understanding through further mathematical experiences. It includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers. This course was adopted by the State Board of Education and counts as the final mathematics credit depending on the student's graduation plan.

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

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

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

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

College Algebra/Plane Trigonometry DC (H) **11-12**
Prerequisite – Algebra 2 and Geometry
One Credit; Year
This college level course focuses on applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices during the Fall semester. The Spring semester focuses on applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. College credit will be awarded for MATH 1314 and 1316. Students will earn high school credit for Independent Studies in Math.
NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

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

APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS **11–12**
Prerequisite – Geometry & Algebra 2
One credit; Year
The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying

the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

MATHEMATICS FOR MEDICAL PROFESSIONALS **11-12**
Prerequisites – Algebra 1 & Geometry
One credit – Year

The Mathematics for Medical Professionals course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Science

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

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

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

BIOLOGY ONRAMPS (H) **11-12**
Prerequisite – Biology & Chemistry
One Credit; Year
This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells. College credit will be awarded for Biology OnRamps.

ENVIRONMENTAL SYSTEMS **9–12**
Prerequisite – Biology
One Credit; Year
In Environmental Systems, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

INTEGRATED PHYSICS AND CHEMISTRY **9–11**
Prerequisite – None
One Credit; Year
Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions. Students will discover that the physical world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world. Generally, this course cannot be taken after Chemistry or Physics without administrative approval.

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

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

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

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

CHEMISTRY ONRAMPS (H) **10–12**
Prerequisite Algebra 1 & Biology
One Credit; Year
The Principles of Chemistry I course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course reviews descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Built with an intention to engage students from a variety of backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Introduction to Chemical Practices I—the course's lab component—provides an introduction to the techniques of modern experimental chemistry and is designed to instill basic laboratory and analytical skills.
An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. A TSI qualifying score is not necessary for these courses. Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade.

CHEMISTRY ONRAMPS 2 (H) **11–12**
Prerequisite Chemistry OnRamps or AP Chemistry
One Credit; Year
The College Chemistry II course continues the development and application of concepts, theories, and laws underlying chemistry that were introduced in Principles of Chemistry I.
The course extends the study of thermodynamics taught in Principles of Chemistry I, or a first college chemistry course, to the development of chemical equilibria and kinetics with applications to water chemistry and electrochemistry. In addition, students will gain insight into the workings of the material world through introduction to nuclear chemistry, battery technology, polymer chemistry, and applications in organic chemistry and biochemistry. Introduction to Chemical Practices II—the course's lab component—provides laboratory exercises that focus on analytical laboratory techniques, modern chemistry instrumentation, such as spectrophotometers, voltage probes, and a variety of experimental protocols of how to analyze and identify unknowns. An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. **A TSI qualifying score is not necessary for these courses.** Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade. This course may not be available at all campuses.

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

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

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

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

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

PHYSICS C: MECHANICS ADVANCED PLACEMENT (H) **12**
Prerequisite – Calculus or concurrent enrollment
Half Credit; Semester
Physics C will help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as creating and analyzing representations of physical scenarios, designing experiments, analyzing data, and using mathematics to model and to solve problems. Upon completion of this course, students will take the AP exam.

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

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

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

ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT (H) 11-12
Prerequisite – Biology and Chemistry & completion or concurrent enrollment in either Physics or Principles of Technology
One Credit; Year

AP Environmental Science is a course devoted to scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze natural and human-induced environmental problems, assess the risks associated with these problems, and evaluate alternative solutions for resolving and preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography. Course concepts are explored through laboratory activities, environmental case studies, and student projects. This course is designed to be equivalent of a one-semester, introductory college course in environmental science, and taking the AP exam offered in May is a course expectation. Students should expect a rigorous course of study and are expected to take responsibility for their own learning. Upon completion of this course, students will take the AP exam.

CHEMISTRY ADVANCED PLACEMENT (H) 11–12
Prerequisite – Biology & Chemistry
One Credit; Year

The purpose of this course is to prepare students to take and pass the Chemistry AP exam. Advanced Placement Chemistry is a laboratory-oriented course designed to be the equivalent of the general chemistry course usually taken during the first year of college. The student in this course will experience an in-depth examination of the founding principles of chemistry which should lead to competence in dealing with advanced-level chemical problems. Students should expect a rigorous course of study and are expected to take responsibility for their own learning. Upon completion of this course, students will take the AP exam.

SCIENTIFIC RESEARCH AND DESIGN: NEUROSCIENCE 11–12
Prerequisite – Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics
One Credit; Year

This course focuses on facilitating citizen science partnerships, in which students become an extension of the collegiate research mission. By bringing the very latest science into the classroom, students will research neuroscience tenants that focus on anatomy, animal science, and cell biology. By leveraging virtual reality, students experience high levels of engagement and involvement in a learning environment in which they feel safe.

Social Studies

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

HUMAN GEOGRAPHY ADVANCED PLACEMENT (H) 9–12
Prerequisite – Admission to the Gifted Program or Academically Prepared
One Credit; Year
The purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Combined with TEKS for World Geography, this one year course satisfies the state requirement while preparing students for the AP Human Geography exam. A student is not eligible for this course if he/she has received credit for World Geography or Pre-AP World Geography. Upon completion of the course, students will take the Advanced Placement Human Geography test.

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

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

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

UNITED STATES HISTORY – STUDIES SINCE RECONSTRUCTION 10–12
Prerequisite – None
One Credit; Year
Content for the study of United States History includes significant individuals, issues, and events after the period of Reconstruction to the present. The course continues the focus from Grade 8 on the history, geography, and political and economic growth of the nation.
Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

UNITED STATES HISTORY ADVANCED PLACEMENT (H) 11–12
Prerequisite – Admission to Gifted or Academically Prepared
One Credit; Year
The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to think critically about events in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to analyze historical documents, their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement U.S. History course will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
AP U.S. History will involve a great deal of reading and independent work. This will include the reading of a comprehensive textbook, a supplementary collection of interpretative articles and/or primary sources, and one or more book-length studies of a particular era or event. Students will also be involved in analysis/problem solving type activities.
Upon completion of the course, students will take the Advanced Placement U.S. History test. Advanced Placement U. S. History satisfies the one unit credit graduation requirement for U. S. History Studies Since Reconstruction.

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

ETHNIC STUDIES: AFRICAN AMERICAN STUDIES ADVANCED PLACEMENT 10-12
Prerequisite – None
One credit; Year
African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students. Upon completion of the course, students will take the Advanced Placement African American exam.

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

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

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

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

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

Government and Politics course typically requires the reading of a comprehensive textbook, a supplemental collection of interpretive readings, and several book-length studies. Students will also be engaged in several types of writing exercises including term papers, book reviews, critical interpretive essays, legal briefs, legislative histories, or policy papers. Presenting written or verbal arguments will also be a part of the course. Upon completion of the course, students will take the Advanced Placement Government test. A successful score on this test can allow students to gain three hours of college credit in United States Government. Most colleges and universities accept Advanced Placement credit in United States Government. Advanced Placement United States Government satisfies the one-half credit graduation requirement for United States Government.

ECONOMICS ONRAMPS (H) 11-12
Prerequisite – Algebra 2 or concurrent enrollment
Half credit; Semester
Economics introduces students to the principles, models, and conditions that influence how consumers, businesses, governments, and workers make and evaluate economic decisions. The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and demand, market structures, competition, and behavioral economics.
An OnRamps course works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Credit from the University of Texas at Austin is earned through the University Extension (UEX) within the Texas Extended Campus. OnRamps courses do not require admission to the university but are aligned with courses taught to UT Austin's residential students. A TSI qualifying score is not necessary for these courses. Students taking OnRamps courses will receive two separate grades, one for the college grade and one for the high school grade.
This course may not be available at all campuses.
This course counts for a student's high school economics credit. A student who takes this course should not take any other course for Economics credit.

ECONOMICS: WITH AN EMPHASIS ON THE FREE ENTERPRISE SYSTEMS & ITS BENEFITS (EOS/FES) 11-12
Prerequisite – World Geography or World History and U.S. History
Half credit; Semester
This course is designed to provide opportunities for students to study economics with emphasis on the following areas: (1) THE AMERICAN FREE ENTERPRISE SYSTEM including purposes of an economic system and how supply and demand affect prices; (2) GOVERNMENT IN THE AMERICAN ECONOMIC SYSTEM including how the government both protects and regulates the operation of the market system, and fiscal and monetary policies; (3) AMERICAN ECONOMIC SYSTEM AND INTERNATIONAL ECONOMIC RELATIONS including comparing various types of economic systems and world trade; and (4) CONSUMER ECONOMICS including rights and responsibilities of consumers as well as consumer terminology, budgets, and income tax.
This course counts for a student's high school economics credit. A student who takes this course should not take any other course for Economics credit.

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

Macroeconomics satisfies the one-half credit graduation requirement for Economics. This course counts for a student's high school economics credit. A student who takes this course should not take any other course for Economics credit.

MACROECONOMICS DUAL CREDIT (H) **11–12**
Prerequisite – World Geography or World History and U.S. History
Half credit; Semester
This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for Macroeconomics through Dallas College. The course content includes economic principles studied within the historical framework of classical, Keynesian, monetarist and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance.
NOTE: Students must meet the following prerequisites:

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

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

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

SPECIAL TOPICS IN THE SOCIAL STUDIES 9–12
Prerequisite – Specific to course
Half credit; Semester

These courses serve to create more options for our students in social studies. These yearlong courses provide unique options for in-depth study in specific social studies content. Each course has gone through a rigorous vetting process and been approved by the Teaching and Learning department.

Approved Options:

National Security Issues in American History (H) 11-12
Prerequisite – World Geography, World History and U.S. History; Admission to the Gifted Program or Academically Prepared
Half credit; Semester

The National Security Issues In American History Honors course allows students to engage in an in-depth study of selected national security issues, both current and historical. Students will learn the complexity of national security and will make comparisons between issues of the past and their resolutions and current national security policy, both foreign and internal, with a concern for the future in both a predictive and prescriptive manner. Students will be required to do independent and group research projects.

Texas Government Dual Credit (H) 11–12
Offered at campuses where dual credit instructor is available
Prerequisite – U.S. Government or U.S. Government Dual Credit or U.S. Government AP
Half Credit; Semester

This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for GOVT 2306 through Dallas College. The course content includes the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

NOTE: Students must meet the following prerequisites:

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

SPECIAL TOPICS IN SOCIAL STUDIES: HEBREW SCRIPTURES (BIBLE LITERACY) 11-12
Prerequisite – None
Half credit; Semester

This course will follow federal law maintaining religious neutrality and will consider the Bible in a secular academic context. Students will study biblical content and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, tradition, and public policy. It will familiarize students with the Hebrew Scriptures and their influence on law, history, government, literature, art, music, customs, morals, values, and culture. This course may not be available at all campuses.

Health and Physical Education

HEALTH EDUCATION
The local requirement for high school graduation is successful completion of one-half (1/2) credit of health. Either Principles of Health Science or Health Science Theory may substitute for the health requirement (pages 49-50).

HEALTH **9–12**
Prerequisite – None
Half credit; Semester
The goal of this course is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. There are six strands in health education. These strands include physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health. The skills taught within these strands include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, the rights and responsibilities of parenting, seeking help and support and recognizing various influences on health such as social, environment, media, and genetics.

PHYSICAL EDUCATION
Graduation Requirements for students entering ninth grade
Students are required to successfully complete a minimum of 1.0 unit of credit with a maximum of 4 state credits for physical education. Credit can be earned by taking any of the following (1.0) credit courses; however, credit may not be earned for any physical education course more than once.

- Lifetime Recreation and Outdoor Pursuits
- Skill-Based Lifetime Activities

Up to 1 unit of state physical education credit may be earned through participation in JROTC.

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

*Students are expected to suit-out in appropriate attire and actively participate in movement activities to successfully fulfill course requirements.

Fine Arts

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

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

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

CAREER & TECHNICAL EDUCATION

Career & Technical Education (CTE) classes combine high-quality, rigorous instruction with real-life experiences to prepare students for the future. Mesquite CTE offers 37 programs of study (22 at the 5 comprehensive high schools & 15 at Vanguard) that equip students to achieve at high levels whether they are starting college, attending a technical school, or entering the workforce after high school graduation.

Students are also offered opportunities to earn paid and unpaid work experience, state and nationally recognized professional certifications, and college credits through dual-credit programs with Dallas College. CTE courses help prepare students for a variety of real-world careers and the goal for our CTE program is to produce young adults who think critically and independently, communicate effectively, and work collaboratively in today's world.

The following programs of study are offered at Vanguard through the Career & Technical Education department:

- **Architectural Design**
- **Automotive Collision**
- **Automotive Technology**
- **Computer Science**
- **Construction Technology**
- **Dental Assistant**
- **Emergency Medical Technician**
- **Engineering**
- **Firefighter**
- **Graphic Design**
- **Medical Assistant**
- **Pharmacy Technician**
- **Phlebotomy Technician**
- **Robotics**
- **Therapy Occupations**

SCHOOL OF TECHNOLOGY

FUNDAMENTALS OF COMPUTER SCIENCE **9**
Prerequisite – None
One credit; Year
Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. Students will gain an understanding of the principles of computer science through the study of technology operations 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. *This course does count for the technology education credit requirement.*

COMPUTER SCIENCE I **10**
Prerequisite – Algebra 1 & Fundamentals of Computer Science
One credit; Year
Computer Science serves both as introductory work for potential computer science majors and as important background experience for students considering study in other fields which significantly involve computing. The primary programming language is Java. The curriculum for this course has four strands: foundations, information acquisition, work in solving problems, and communication. *This course does count for the technology education credit requirement.*

COMPUTER SCIENCE II (H) **11**
Prerequisite – Computer Science 1
One credit; Year
Computer Science 2 emphasizes advanced computer programming concepts in Java. Computer structure, design, numeration systems, alphanumeric codes, and programming procedures are included. Projects will incorporate the use of the computer for topics in algebra, coordinate geometry, probability and statistics, advanced mathematics, and other content areas. Students will have the opportunity to obtain the Certified Entry-Level Python Programmer Certificate.

PRACTICUM IN STEM – COMPUTER SCIENCE (H) **12**
Prerequisite – Computer Science II
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills.

COMPUTER SCIENCE PRINCIPLES ADVANCED PLACEMENT **9–12**
Prerequisite – None
One credit; Year
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all \disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Students taking this course will take the AP Exam aligned with course content to earn college credits.

COMPUTER SCIENCE A ADVANCED PLACEMENT **11–12**

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

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS 9
Prerequisite – None
One credit; Year
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. This course will focus on base knowledge in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. *This course does count for the technology education credit requirement*.

GRAPHIC DESIGN AND ILLUSTRATION I 10
Prerequisite – Principles of Arts, Audio/Video Technology and Communications
One credit; Year
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. *This course does count for the technology education credit requirement*.

GRAPHIC DESIGN AND ILLUSTRATION II 11
GRAPHIC DESIGN AND ILLUSTRATION II LAB
Prerequisite – Graphic Design and Illustration I
Two credits – Blocked for 2 consecutive class periods; Year
This course continues the exploration of careers in graphic design and illustration and spans all aspects of the advertising and visual communications industries. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Students have the opportunity to obtain multiple Adobe Certified Professional certifications.

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION (H) 12
Prerequisite – Graphic Design and Illustration II/Lab
Two credits – Blocked for 2 consecutive class periods; Year
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. Practicum in Graphic Design allows students the opportunity to further explore the graphic industry and the variety of careers available.

DIGITAL ART AND ANIMATION 9-12

Prerequisite – Art 1
One credit; Year
Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. 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.

SCHOOL OF ENGINEERING

AUTOMOTIVE BASICS **9**
Prerequisite – None
One credit; Year
Automotive Basics includes instruction on the basic automotive systems, the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and service of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR **10**
Prerequisite – Automotive Basics
Two credits – Blocked for 2 consecutive class periods; Year
In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are expected to purchase an automotive lab shirt at an estimated cost of $35.
**This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE **11**
Prerequisite – Automotive Technology I: Maintenance & Light Repair
Two credits – Blocked for 2 consecutive class periods; Year
In Automotive Technology II: Automotive Service, students will gain advanced knowledge of the major automotive systems, the principles of diagnosing and servicing these systems, and applicable safety and environmental rules and regulations. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students will have the opportunity to earn ASE entry-level certifications.

PRACTICUM IN TRANSPORTATION SYSTEMS – AUTOMOTIVE TECHNOLOGY (H) **12**
Prerequisite – Automotive Technology II – Automotive Service
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based. Students will have the opportunity to earn ASE entry-level certifications.

COLLISION REPAIR **10**
Prerequisite – Automotive Basics
Two credits – Blocked for 2 consecutive class periods; Year
Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students are expected to purchase an automotive lab shirt at an estimated cost of $35.

PAINT AND REFINISHING **11**
Prerequisite – Collision Repair

Two credits – Blocked for 2 consecutive class periods; Year
Paint and Refinishing includes advanced knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Students will have the opportunity to earn ASE entry-level certifications.
**This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

PRACTICUM IN TRANSPORTATION SYSTEMS – COLLISION REPAIR (H) 12
Prerequisite – Paint and Refinishing
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based. Students will have the opportunity to earn ASE entry-level certifications.

PRINCIPLES OF APPLIED ENGINEERING 9
Prerequisite – None
One credit; Year
This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Students will work on a design team to develop a product or system. *This course does count for the technology education credit requirement*.

ENGINEERING DESIGN AND PRESENTATION I 10
Prerequisite – Algebra 1 and Principles of Applied Engineering or Manufacturing Engineering Technology
One credit; Year
Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use computer hardware and the Autodesk Design Academy software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. *This course does count for the technology education credit requirement*.

ENGINEERING DESIGN AND PRESENTATION II 11
Prerequisite – Engineering Design and Presentation I, and Geometry
Two credits – Blocked for 2 consecutive class periods; Year
This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process. Students will have the opportunity to obtain the Auto Desk (certified user) Certificate.

ENGINEERING MATHEMATICS 12
Prerequisite – Geometry, Algebra 2, Chemistry & Physics or Principles of Technology

One credit – Blocked for 2 consecutive class periods with Engineering Design and Problem Solving; Year

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. *This class meets the requirements for the fourth math credit*. Students registering for this class need to have met the satisfactory performance level on EOC tests.

ENGINEERING DESIGN AND PROBLEM SOLVING 12

Prerequisite – Geometry, Algebra 2, Chemistry & Physics or Principles of Technology

One credit – Blocked for 2 consecutive class periods with Engineering Mathematics; Year

This course promotes interest in understanding of career opportunities in engineering, intending to promote ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. *This class meets the requirements for the fourth science credit*. Students registering for this class need to have met the satisfactory performance level on EOC tests.

PRACTICUM IN STEM - ENGINEERING (H) 12

Prerequisite – Engineering Design and Presentation II

Two credits – Blocked for 2 consecutive class periods; Year

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Students will have the opportunity to obtain the Auto Desk (certified user) Certificate.

ROBOTICS I 10

Prerequisite: Principles of Applied Engineering or Manufacturing Engineering Technology

One credit; Year

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.

PRACTICUM IN MANUFACTURING – ROBOTICS (H) 11-12

Prerequisite – Robotics I

Two credits – Blocked for 2 consecutive class periods; Year

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students will have the opportunity to obtain the SACA C-101 Associate-Basic Operations certification.

SCHOOL OF CONSTRUCTION SCIENCE

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

ARCHITECTURAL DESIGN I **10**
Prerequisites - Algebra 1, English 1, and Principles of Architecture
One credit; Year
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural Design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. *This course does count for the technology education credit requirement*.

ARCHITECTURAL DESIGN II **11**
Prerequisites – Architectural Design I and Geometry
Two credits – Blocked for 2 consecutive class periods; Year
Students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. This course includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Students will have the opportunity to obtain the Auto Desk (certified user) Auto CAD Certificate.

PRACTICUM IN ARCHITECTURAL DESIGN (H) **12**
Prerequisites – Architectural Design II
Two credits – Blocked for 2 consecutive class periods; Year
Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. Students will have the opportunity to obtain the Auto Desk (certified user) Auto CAD Certificate

PRINCIPLES OF CONSTRUCTION **9**
Prerequisite – None
One credit; Year
This course 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. Students will have the opportunity to obtain the NCCER Core Certificate.

CONSTRUCTION TECHNOLOGY I **10**
Prerequisite – Principles of Construction
Two credits – Blocked for 2 consecutive class periods; Year

Students gain knowledge and skills related to various careers in the construction trade or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, measuring, hand tools/power tools, and assembling. A material fee may be required for this course.

CONSTRUCTION TECHNOLOGY II **11**
Prerequisites - Construction Technology I
Two credits – Blocked for 2 consecutive class periods; Year
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.

PRACTICUM IN CONSTRUCTION TECHNOLOGY (H) **12**
Prerequisites - Construction Technology II
Two credits – Blocked for 2 consecutive class periods; Year
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.

SCHOOL OF HEALTH SCIENCE

PRINCIPLES OF HEALTH SCIENCE **9**

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

MEDICAL TERMINOLOGY **10**
Prerequisite – None
One credit; Year
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTION, AND SECURITY SERVICES-FIRE **9**
Prerequisite – None
One credit; Year
This course introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections. A student fee will be required. **This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

DISASTER RESPONSE **10**
Prerequisites – Principles of Law, Public Safety, Correction and Security Services-Fire
One credit; Year
Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues and disasters of all kinds. **This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

FIREFIGHTER 1 **11**
Prerequisite – Disaster Response
Two credits – Blocked for 2 consecutive class periods; Year
Firefighter I introduces students to firefighter safety and development. Students will analyze the Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. **This course is eligible for dual credit through Dallas College for students who meet college entrance requirements.

FIREFIGHTER 2 **12**
Prerequisite – Firefighter 1 with successful completion of TCFP Fire 1 certificate
Three credits – Blocked for 3 consecutive class periods; Year
Firefighter II is the second course in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will demonstrate proper use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.

EMERGENCY MEDICAL TECHNICIAN BASIC - FIRE (H) **12**
Prerequisites – Firefighter I
Two credits – Blocked for 2 consecutive class periods; Year

Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course. Students are required to purchase their hospital attire, TB skin test and influenza vaccine, and comply with all requirements of the health care facilities. Students will have the opportunity to obtain the National Registry Emergency Medical Technician (EMT) certification. Students must be 18 years of age and meet program requirements in order to take the National Registry EMT certification exam. Students are responsible for their own transportation to/from clinical sites.

HEALTH SCIENCE THEORY **10**
Prerequisites - One Credit Biology and Principles of Health Science or Medical Terminology
One credit; Year
The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. This course may be substituted for the required half credit of Health Education.

HEALTH INFORMATICS **11-12**
Prerequisites – one credit in Medical Terminology
One credit; Year
The Health Informatics course is designed to provide knowledge of one of the fastest growing areas in both academic and professional fields. The large gap between state of the art computer technologies and the state of the affairs in healthcare information technology has generated demand for information and health professionals who can effectively design, develop and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by the systems.

PATHOPHYSIOLOGY **11-12**
Prerequisites – one credit in Biology and one credit in Chemistry and at least one credit in level 2 of high course in health science (Med Term, Health Science Theory)
One credit; Year
The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and made informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.
This course counts as a fourth science credit.

PHARMACOLOGY **11-12**
Prerequisites – one credit in Biology and one credit in Chemistry and a course in Health Science (Med Term, Health Science Theory)
One credit; Year
The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever changing, growing body of information that continually demands greater amounts of time and education from health care workers.

ANATOMY AND PHYSIOLOGY (H) **11–12**
Prerequisites – One credit Biology and one credit in either Chemistry, IPC or Physics
One credit; Year

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *This course counts as a fourth science credit*.

PRACTICUM IN HEALTH SCIENCE I - GENERAL HEALTHCARE (H) 11
Prerequisites - Biology, Health Science Theory
Two credits – Blocked for 2 consecutive class periods; Year
This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course is taught in a clinical rotation setting in which students are in a hospital or clinic environment. Instruction is provided for students to develop a basic medical knowledge applicable to the medical field. Instruction includes medical terminology, medical ethics and legal responsibilities, communication skills, and basic medical skills. Professionalism and leadership skills are developed. Students are required to purchase their hospital attire, TB skin test and influenza vaccine, complete a CPR course, and to comply with all requirements of the health care facilities. Students will have the opportunity to obtain the Certified Patient Care Technician (CPCT/A) Certification.

PRACTICUM IN HEALTH SCIENCE II – EMT (H) 12
Prerequisites – Practicum in Health Science I - General Healthcare
Two credits – Blocked for 2 consecutive class periods; Year
This course focuses on extensive training for the Emergency Medical Technician (EMT) certification and training to administer electrocardiograms. Students are required to purchase their hospital attire, TB skin test and influenza vaccine, complete a CPR course and comply with all requirements at the health care facilities. Students are responsible for their own transportation to/from clinical sites; must meet program requirements in order to take the National Registry Emergency Medical Technician (EMT) certification.

PRACTICUM IN HEALTH SCIENCE II - PHARMACY TECHNICIAN (H) 12
Prerequisite – Practicum in Health Science I - General Healthcare
Two credits – Blocked for 2 consecutive class periods; Year
The course content will emphasize medical terminology specifically to the pharmacy, reading and interpreting prescriptions, dispensing medication, and defining prescription and non-prescription drugs by brand versus generic name. Students must meet the requirements for obtaining their Registered Technician Trainee Permit. Students will have the opportunity to obtain the Pharmacy Technician (EXCPT) Certification. Students are required to purchase their clinical site attire, TB skin test and influenza vaccine, complete a CPR course and comply with all requirements at the health care facilities. Students are required to have their own transportation to pharmacy internship sites.

PRACTICUM IN HEALTH SCIENCE II - PHLEBOTOMY TECHNICIAN (H) 12
Prerequisite – Practicum in Health Science I – General Healthcare
Two credits – Blocked for 2 consecutive class periods; Year
The course content will emphasize all aspects of blood collection; terminology; anatomy; physiology; blood collection procedures; specimen hands-on practice; and clinical training in skills and techniques to perform puncture methods.
Students are required to purchase their clinical attire and comply with all requirements of the clinical setting. Students will have the opportunity to obtain the Phlebotomy Technician (CPT) certification.

PRACTICUM IN HEALTH SCIENCE II - MEDICAL ASSISTANT (H) 12
Prerequisite – Practicum in Health Science I – General Healthcare
Two credits – Blocked for 2 consecutive class periods; Year
The Practicum in Health Science II - Medical Assistant course content includes how to assist physicians with exams, take vital signs, practice aseptic technique, interview patients for medical history, provide documentation, perform clinical procedures, use laboratory techniques, understand medical terminology and understand office procedures. Students will gain valuable knowledge to prepare them to handle both the clinical duties and administrative

responsibilities in a variety of healthcare settings. This program prepares students for the Certified Clinical Medical Assistant exam.
Students are required to purchase their clinical attire, TB skin test and influenza vaccine, complete a CPR course, and comply with all requirements of the health care facilities. Students will have the opportunity to obtain the Clinical Medical Assistant (CCMA) certification.

PRACTICUM IN HEALTH SCIENCE I - THERAPY OCCUPATIONS (H) 11
Prerequisite –Health Science Theory
Two credits – Blocked for 2 consecutive class periods; Year
The Practicum in Health Science I – Therapy Occupations course provides students with an in-depth study of various therapeutic careers including physical therapy, occupational therapy, etc. Students will be introduced to treatment plans, patient counseling and rehabilitation programs that help restore daily living skills to persons with disabilities or developmental delays. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
Students are required to purchase their clinical attire, complete a CPR course, and comply with all requirements of the health care facilities. Students will have the opportunity to obtain the Certified EKG Technician (CET) certification.

PRACTICUM IN HEALTH SCIENCE II - THERAPY OCCUPATIONS (H) 12
Prerequisite – Practicum in Health Science – Therapy Occupations
Two credits – Blocked for 2 consecutive class periods; Year
The Practicum in Health Science II – Therapy Occupations course focuses on injury prevention, evaluation, treatment, rehabilitation, emergency injury management and administrative functions. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are required to purchase their clinical attire, TB skin test and influenza vaccine, complete a CPR course, and to comply with all requirements of the health care facilities. Students will have the opportunity to obtain the Certified EKG Technician (CET) certification if not already earned in junior year.

PRACTICUM IN HEALTH SCIENCE I - DENTAL ASSISTANT (H) 11
Prerequisites - Health Science Theory
Two credits – Blocked for 2 consecutive class periods; Year
Students in this course will gain in-depth experience through lab-based practical experiences in a dental lab setting. Class will include Introduction to Dental Assisting Profession, Ethics, Communication Skills, Infection Control and Hazard Management, Clinical Procedures, Clerical Functions, Concepts in Radiological and Digital Imaging, cooperating health care facility or training stations. Students are required to purchase their clinical attire and complete a CPR course.

PRACTICUM IN HEALTH SCIENCE II - DENTAL ASSISTANT (H) 12
Prerequisites – Practicum in Health Science I - Dental Assistant
Two credits – Blocked for 2 consecutive class periods; Year
This course is designed to give students practical application of previously studied knowledge and skills in Practicum in Health Science I - Dental Assistant. Students will gain in-depth experience in the Dental Assisting Profession, Ethics, Communication Skills, Infection Control and Hazard Management, Clinical Procedures, Clerical Functions, Concepts in Radiological and Digital Imaging. Practicum experiences will occur in a variety of locations appropriate to the nature and level of experience. Students are required to purchase their clinical attire and comply with all requirements of the health care facilities. Students are responsible for their own transportation to/from clinical sites. Students will have the opportunity to obtain the Registered Dental Assistant certification.

CAREER & TECHNICAL EDUCATION ELECTIVES

BUSINESS INFORMATION MANAGEMENT I 9-12

Prerequisite – None
One credit; Year
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. *This course does count for the technology education credit requirement*.

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

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE **9-11**
Prerequisite – None
One credit; Year
Students gain foundational knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

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

ENTREPRENEURSHIP II **11-12**
Prerequisite – Entrepreneurship I
One credit; Year
The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events.

PRACTICUM OF ENTREPRENEURSHIP (H) **11-12**
Prerequisite – Entrepreneurship I & II
Two credits; Year
The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning 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. It is recommended

that students are paired with local business owners or employers in their specific industry program of study.

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

ACCOUNTING I **10–12**
Prerequisite – BIM 1 and Principles of Business, Marketing and Finance
One credit; Year
Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. Students have the opportunity to obtain the NOCTI Accounting Basics certification.

ACCOUNTING II (H) **11–12**
Prerequisite – Accounting I
One credit; Year
Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making. This course meets the requirement of counting as a third math credit. Students have the opportunity to obtain the NOCTI Accounting Foundations certification.

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

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

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

ADVERTISING **10–12**
Prerequisite – Principles of Business, Marketing & Finance

Half credit; Semester
Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

MARKETING **10–12**
Prerequisite – Principles of Business, Marketing & Finance
One credit; Year
Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

VIRTUAL BUSINESS **10–12**
Prerequisite – None
Half credit; Semester
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills, maintain business records, and understand legal issues associated with a virtual business.

GLOBAL BUSINESS **10–12**
Prerequisite – None
Half credit; Semester
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.

SPORTS & ENTERTAINMENT MARKETING **9–12**
Prerequisite – None
Half credit; Semester
Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

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

Miscellaneous Courses

ARMY JROTC 1,2,3,4 **9–12**
Prerequisite – None
One credit per year; Year
Army JROTC is a leadership course using both theory and practical application to develop leadership. The theory provides the student an opportunity to study the character traits of great leaders and principles of leadership and management. Other emphases include college and career readiness skills with a focus on emerging work force requirements in science, technology, math, computer science, and cybersecurity as well as first aid, charter development, financial and logistical management, citizenship in American history and government, service learning, and communication skills. The practical work emphasizes individual and group, participation in unit inspections, and learning to apply the duties and responsibilities of individuals and leaders. Through the corps of cadets, students learn to take and respond to orders, prepare for higher positions of responsibility, and develop self- discipline, pride, and teamwork. Students may participate in such extracurricular activities as robotics, CyberPatriot, color guard, academic, as well as school and community service projects. The course fosters good citizenship, patriotism, self-motivation, and the benefits of leading a healthy, drug-free lifestyle; and gives the student an understanding of basic non-combat military skills. The student does not incur any military obligation. A student may take this course for one to four years as an elective. One physical education credit can be substituted for JROTC 1. JROTC 2, 3, and 4 is a continuation of JROTC 1, and is designed to place the student in higher positions of responsibility. These courses reinforce all previous training and continue to develop the student's ability to manage, motivate, and lead others.

ARMY JROTC 3 (H) **11-12**
Prerequisite –
Successful completion of JROTC 1 & 2 and currently serving in a leadership position that includes Battalion Commander, Battalion CSM, Battalion staff member or conduct responsibilities that are linked to leadership positions, such as company commander or First Sergeant
One credit per year; Year
This course is designed for students who want to apply advanced leadership and management skills in a practical environment. The leadership and management theory learned during previous JROTC levels is applied daily in an environment in which the cadet, having been selected for and placed in a key leadership position, is required to lead and manage the cadet organization through the preparation and execution of classroom and field training, logistics management, community and school service projects, and major battalion events such as the Military Ball, the Dining Out (awards banquet), the Brigade Review, the Battalion Review and Change of Command, and annual Formal Inspection. The cadet must prepare plans, prepare and issue written and verbal orders and guidance, supervise execution and organize the required support. The cadet will prepare and present numerous projects ranging from after-action reviews and teaching of classroom lessons to the presentation of the entire cadet battalion's program during the annual Formal Inspection. The cadet will directly participate in the management decisions of the battalion by acting as part of the Officer Review Board, the Senior NCO Promotion Board, or as a member of the Battalion Command and Staff group. The cadet will accept responsibility for the training and preparation of subordinate cadets. Key leadership positions are defined as Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader.

ARMY JROTC 4 (H) **12**
Prerequisite –

Successful completion of JROTC 2 or 3 and approval by Senior Army Instructor
Selection to key leadership position - Cadet Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader. Other selected positions as approved by the school principal and registrar in coordination with the Senior Army Instructor
One credit per year; Year

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

ARMY JROTC CYBERSECURITY I (H) **9**
Prerequisite – None
One credit per year; Year

Year one focuses on the foundational skills needed to begin a pathway into cybersecurity. It begins with an introduction to ethics and cybersecurity, moves on to global connectivity, and then transitions to understanding hardware, operating systems, networks, cryptography, and operating procedures. The course ends with a service learning oriented capstone project that encourages problem solving and team building. This course prepares students for a CompTIA A+ certification.

ARMY JROTC CYBERSECURITY II (H) **10**
Prerequisite – Army JROTC Cybersecurity I
One credit per year; Year

This course delves into the more technical aspects of the field, providing a firm foundation in network architecture and security. Students also learn about cybersecurity crime and cybersecurity law, while tying these concepts to citizenship and government. The course ends with a Python programming bootcamp and a service-learning capstone project that focuses on leadership skills and team building. This course covers topics associated with CompTIA Network+ certification.

ARMY JROTC CYBERSECURITY III (H) **11-12**
Prerequisite – Army JROTC Cybersecurity II
One credit per year; Year

In year three, the course starts with JROTC Leadership Training. Next, students build upon their understanding of secure enterprise network architecture, vulnerability management, security controls and deepen their understanding of risk management, cryptography, and system hardening. Additionally, they explore endpoint security, application security, cloud network architecture, and incident response. When the course concludes, the students should be comfortable with topics associated with CompTIA's Security+ certification exam.

COLLEGE PREP **11-12**
Prerequisite – None

Half credit; Semester
This local credit course will better prepare our students to take the SAT I: Reasoning Test which is required for admission to many colleges and universities. It is designed to strengthen the verbal and mathematical reasoning skills of our students who are college bound and to also strengthen their test taking skills on the SAT I: Reasoning Test and the SAT II: Subject Tests.

COLLEGE TRANSITION **9-11**
Prerequisite – None
Half credit; Semester
College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 10-12. This course will be paired with College Transition DC making this a year long course.

COLLEGE TRANSITION DUAL CREDIT **9-11**
Prerequisite – None
Half credit; Semester
College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 9-12. This course will be paired with College Transition making this a year long course.
NOTE: Students must meet the following prerequisites:
- Complete an application to Dallas College
- Meet eligibility criteria required by Dallas College
- Earn a C or higher to receive high school credit

SCHOOL TO COLLEGE **9-12**
Prerequisite – None
Half credit; Semester
School to College is an in-depth course on postsecondary readiness to develop knowledge and skills in four areas: Career Planning, Postsecondary Institution Analysis, Financial Planning Literacy, and Outcome-based Postsecondary Institution Selection. Students identify interests and strengths before mapping them to potential careers and explore macroeconomic indicators to research in-demand occupations and industries that are upward-trending. Students will evaluate the best institution type (Vocational School, 2-year or 4-year College) that will meet their career goals. With costs and student debt on the rise to earn certificates or degrees, students calculate returns on postsecondary investment, including analyzing costs of attendance, grants, scholarships, work study, loans, graduation rates, postsecondary earnings, and loan repayment strategies to optimize decision making. Students quantitatively evaluate postsecondary options by comparing the Return on Investment (ROI) with that of a high school graduate who chooses not to pursue postsecondary education.

PATH COLLEGE CAREER 1 **9-12**
Prerequisite – None

One credit; Year
The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

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

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

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

STUDENT LEADERSHIP – EMERGING LEADERS **10-12**
Prerequisite – One year as an "Emerging Leader" in the afterschool program
One credit; Year
The Emerging Leaders program is designed to grow empathetic, effective, and resourceful leaders through historical study, skill development, and diverse leadership opportunities. Students will cultivate their unique abilities to lead and influence others to make an impact on their community. As a result of this pathway, the Leadership and Empowerment Team of Mesquite ISD has developed a three-year opportunity for students to explore, expound, and become an expert on their leadership acumen. This course is recommended for students who have at least one year as an "Emerging Leader" in the afterschool program that is offered at every high school in Mesquite ISD.

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

HUMANITIES (H) **11-12**
Prerequisite – Teacher approval

.5 - 2 credits; Year

The Humanities course is designed to serve the student that is continuing to participate in Academic Decathlon competition (past the 2 years of Research Methods), as well as participate in current events and citizenship competitions.

The purposes of Academic Decathlon are:

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

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

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

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

GRADUATION REQUIREMENTS

TAC §89.1070

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).

(b) A student entering Grade 9 in the 2014-2015 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

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

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

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

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

(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

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

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

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

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

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

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

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

with School Year 2012-2013)), as applicable, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.

(2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

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

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

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

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

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

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

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

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

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

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

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

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

ENGLISH

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

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

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

COLLEGE PREPARATORY IN ENGLISH LANGUAGE ARTS CO-TEACH **12**
Prerequisite – Performance on an end-of-course assessment instrument or a course work, a college entrance examination, or TSI that does not meet college readiness standards; Placement by ARD Committee
Half credit; Year
The focus of the course will be on the integration of critical thinking skills/strategies, analytical reading, and effective writing required for college level courses. The students will learn to apply critical thinking skills/strategies to a variety of texts. The students will learn to apply critical thinking skills/strategies as they learn to write effective, logical essays which utilize textual evidence to synthesize and to support a thesis from a variety of texts.

READING

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

BASIC READING (1-2) **9-12**
Prerequisite – Placement by ARD Committee

One credit; Year

Basic Reading MTI (Modified TEKS Instruction) courses use general education curriculum in conjunction with individualized goals and objectives. This course stresses the importance of reading for day-to-day living and independent career success. Vocabulary, decoding skills and comprehension are emphasized to assist the student in becoming independent in the community.

MATH

ALGEBRA 1 CO-TEACH **9**
Prerequisite – Placement by ARD Committee
One credit; Year

Algebra 1 Co-Teach focuses on the Algebra 1 Curriculum with additional support. It includes the study of pre-algebra and algebra, scale reading, charts and graphs, and problem solving. The goal of this course is for the student to acquire the necessary skills to proceed through the basic math curriculum.

ALGEBRA 1 MTI **9**
Prerequisite – placement by ARD committee
One credit; Year

Algebra 1 MTI (modified TEKS Instruction) focuses on general education curriculum in Algebra 1 in conjunction with the student's individualized goals and objectives. This course is the study of foundations of functions, linear functions, quadratic, and other non-linear functions. This course emphasizes algebraic reasoning skills, application of process standards, and problem-solving real-world situations.

ALGEBRA 1 ALT **9**
Prerequisite – placement by ARD committee
One credit; Year

This is a locally designed course aligned with the TEKS for Algebra 1 and determined by the ARD committee to be a suitable alternative to Algebra 1.

GEOMETRY CO-TEACH **10**
Prerequisite – placement by ARD committee
One credit; Year

Geometry coteach focuses on general education curriculum in Geometry with additional academic support. This course is the study of spatial reasoning, geometric figures and their properties, and tools for geometric thinking. This course emphasizes underlying mathematical process standards, problem solving, multiple representations, and justification and proofs.

GEOMETRY MTI **10**
Prerequisite – placement by ARD committee
One credit; Year

Geometry MTI (modified TEKS Instruction) focuses on general education curriculum in Geometry in conjunction with the student's individualized goals and objectives. This course is the study of spatial reasoning, geometric figures and their properties, and tools for geometric thinking. This course emphasizes underlying mathematical process standards, problem solving, multiple representations, and justification and proofs.

GEOMETRY ALT **10**
Prerequisite – placement by ARD committee
One credit; Year

This is a locally designed course aligned with the TEKS for Geometry and determined by the ARD committee to be a suitable alternative to Geometry.

MATH MODELS WITH APPLICATION CO-TEACH **11-12**
Prerequisite – placement by ARD committee

One credit; Year
Math Models with Application coteach focuses on general education curriculum in Math Models with Application with additional academic support. This course is the study of applying algebraic, graphical, and geometric reasoning to solve real-world problems. This course emphasizes students understanding patterns and structures to model and communicate solutions to real-world problems.

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

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

ALGEBRA 2 CO-TEACH **11-12**
Prerequisite – placement by ARD committee
One credit; Year
Algebra 2 co-teach focuses on general education curriculum in Algebra 2 with additional academic support. This course is the study of advanced functions and the relationship between algebra and geometry. This course emphasizes algebraic reasoning skills, application of process standards, and problem-solving real-world situations.

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

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

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

SCIENCE

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

BIOLOGY MTI **9-12**
Prerequisite – Placement by ARD Committee
One credit; Year
Biology MTI (Modified TEKS Instruction) focuses on the Biology Curriculum in conjunction with individualized goals and objectives. It is a study of the natural world from the simplest of organisms to the most complex. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

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

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

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

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

CHEMISTRY CO-TEACH **10-12**
Prerequisite – Placement by ARD Committee

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

INTEGRATED PHYSICS AND CHEMISTRY CO-TEACH **9-12**
Prerequisite – None
One credit; Year
Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.
Students will discover that the physical world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world. *Generally, this course cannot be taken after Chemistry or Physics without administrative approval.*

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

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

SOCIAL STUDIES

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

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

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

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

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

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

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

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

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

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

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

GOVERNMENT ALT **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Government ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for United States History and determined by the ARD Committee to be a suitable substitute for Government. Government ALT focuses on prerequisite skills.

ECONOMICS CO-TEACH **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics Co-Teach will focus on the Economics curriculum with additional supports. The course will cover national, state, and local governments. Focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities.

ECONOMICS MTI **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics MTI (Modified TEKS Instruction) focuses on the Government Curriculum in conjunction with individualized goals and objectives. The course will cover national, state, and local governments. Focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities.

ECONOMICS ALT **11-12**
Prerequisite – Placement by ARD Committee
Half credit; Semester
Economics ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Economics and determined by the ARD Committee to be a suitable substitute for Economics. Economics ALT focuses on prerequisite skills.

SOCIOLOGY ALT **9**
Prerequisite – Placement by ARD Committee as a substitution for PE

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

PERSONAL FINANCIAL LITERACY ALT **9**
Prerequisite – Placement by ARD Committee as a substitution for PE
Half credit; Semester
This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Personal Financial Literacy and determined by the ARD Committee to be a suitable substitute for Personal Financial Literacy.

HEALTH AND PHYSICAL EDUCATION

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

BUSINESS MANAGEMENT AND ADMINISTRATION

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

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

STATE ASSESSMENT

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

GRADUATION PROGRAMS and ASSESSMENT REQUIREMENTS

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

Understanding STAAR EOC Exams

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

English 1 Algebra 1 Biology English II US History

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

Additional Information can be found on the Texas Education Agency Website

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