Texas Leadership 2023-2024

High School Graduation Plans, Endorsements, and Course Catalog

Planning For the Future

Dear Student and Parent/Guardian,

Texas Leadership Public Schools offers a wide variety of learning opportunities that prepare our students to be future-ready and successfully help them reach their goals: academic, workforce, military, and beyond.

The purpose of this planning guide is to provide a brief description along with visual pathways that will help you make informed choices starting in the 8th grade. We ask that you take the time to familiarize yourself with this course catalog so that you are aware of all courses available.

Each decision you make now affects the options you have later. Challenge yourself fully and develop a plan that fits your interests and abilities. Build a partnership with teachers, counselors, school administrators and your family to fully take advantage of all of the learning opportunities that Texas Leadership has to offer. The faculty and staff are here to support the success of every student and we encourage participation in extracurricular and co-curricular activities that foster learning outside of the classroom.

Course selections determine how our master schedules are developed. The choices you make are so important to the planning of our school year. Efforts will be made to schedule your course choices, though some conflicts are unavoidable. Thank you for communicating with your counselor frequently and meeting deadlines to help ensure a schedule that is appropriate.

Sincerely,

Texas Leadership Administrators and Staff

Creating Your Texas Achievement Plan

The state of Texas sets the requirements for graduation. Students must meet the following requirements to be able to earn a diploma in the state of Texas.

- Earn 26 specific required credits.
- Meet STAAR Requirements for 5 End of Course Exams

Planning a four-year Texas Achievement Plan is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have several other choices to make during your years of school. The courses you select will be guided largely by your plans for the future. In order to prepare for such a highly competitive job market, students need to begin thinking early about what types of occupations they might want to pursue after high school.

Texas Leadership offers many ways to prepare for productive adult life and provides opportunities for you to control your future. The district's high schools provide a wide range of programs that prepare students for post-high school experiences: college, business school, vocational-technical school, military service, fine arts participation, full-time employment, and other areas. The programs offered allow a student to choose the high school program best for him/her, whether that program is the traditional college preparatory, tech-prep, or career preparatory program. Outlined on the following pages are the graduation requirements for each of the state's graduation programs.

Following the charts of possible graduation plans are practical suggestions for planning your high school courses of study as well as descriptions of the courses and required prerequisites.

Lastly, career-related information is available to assist you in preparing a personalized education plan. This section of the guide explains future career options in terms of a student's interest areas and suggests courses and activities that will help students determine their goals in life. We strongly urge you to plan for high school for it deserves the utmost attention for your future. By planning wisely, you can create the future that is most appropriate for you.

Required Courses for each Graduation Plan

	FOUNDATION + ENDORSEMENTS 26 CREDITS	DISTINGUISHED LEVEL OF ACHIEVEMENT (RECOMMENDED FOR ALL STUDENTS) 26 CREDITS
ELA 4 CREDITS	● ENG. I** ● ENG II** ● ENG III ● One advanced English course	● ENG. I** ● ENG II** ● ENG III ● One advanced English course
MATH 4 CREDITS	● Algebra I** ● Geometry ● Additional math course ● Additional math course toward Endorsement	● Algebra I** ● Geometry ● Algebra II* ● Additional math course toward Endorsement
SCIENCE 4 CREDITS	● Biology** ● IPC or Chemistry or Principles of Technology ● Additional science course ● Additional science course toward Endorsement	● Biology** ● IPC or Chemistry or Principles of Technology ● Additional science course ● Additional science course toward Endorsement
SOC STUD 4 CREDITS	● World Geography ● World History ● US History** ● Government & Economics	● World Geography ● World History ● US History** ● Government & Economics
NON-CORE 8-10 CREDITS	● 2 credits, Language other than English ● 1 credit, Physical Education ● 1 credit, Fine Arts ● .5 credit Professional Com. ● 6 credits, Electives	● 2 credits, Language other than English ● 1 credit, Physical Education ● 1 credit, Fine Arts ● .5 credit Professional Com. ● 6 credits, Electives

In addition, a student may earn a performance acknowledgment by:

Completing the requirements for the Foundation Program **AND** 1 of the following:

Completing 12 hours of Dual Credit with a grade of 80% or higher
OR PSAT National Merit Scholar Candidate
OR ACT composite score (without writing) of 28
OR SAT combined score of 1310
OR 3.0 Credits of the same foreign language with a cumulative grade of 80% or higher.

*In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

** SUBJECTS THAT ARE STATE TESTED (EOC)

Multidisciplinary Endorsement

Foundation + Multidisciplinary Endorsement 26 CREDITS	
ELA **4 CREDITS**	● English I** ● English II**English III or Dual Credit ● English IV or or Dual Credit English
MATH **4 CREDITS**	● Algebra I** ● Geometry ● Algebra II ● 4th Math Credit (Algebraic Reasoning, Pre-Cal, Calculus, Independent Study)
SCIENCE **4 CREDITS**	● Biology** ● Chemistry ● Principles of Technology or Physics ● 4th Science Credit (IPC or Anatomy and Physiology)
SOC STUD **4 CREDITS**	● World Geography ● World History ● US History** or Dual Credit US HIstory ● Government & Economics or Dual Credit Government/Economics
WORLD LANGUAGES **2 credits**	● Spanish I ● Spanish II
NON-CORE **8 CREDITS**	● 1 credit, Physical Education ● 1 credit, Fine Arts (Art, Theatre, Music) ● .5 credit Professional Com. ● 5.5 credits, Electives

Fine Arts Endorsement

Foundation + Fine Arts Endorsement 26 CREDITS	
ELA **4 CREDITS**	● English I** ● English II** ● English III or Dual Credit English ● English IV or College Readiness English or Dual Credit English
MATH **4 CREDITS**	● Algebra I** ● Geometry ● Algebra II ● 4th Math Credit (Algebraic Reasoning, Pre-Cal, Calculus)
SCIENCE **4 CREDITS**	● Biology** ● Chemistry or Principles of Technology ● Chemistry or Principles of Technology ● 4th Science Credit (IPC or Anatomy and Physiology)
SOC STUD **4 CREDITS**	● World Geography ● World History ● US History** ● Government & Economics
WORLD LANGUAGES **2 credits**	● Spanish I ● Spanish II
Fine Arts **4 Credit**	● 4 Credits of Band or Art or Theatre ○ **OR** ● 2 Credits from 2 of the above (ie 2 Band and 2 Art)
NON-CORE **4 Credits**	● 1 credit, Physical Education ● .5 credit Professional Communications ● 2.5 credits, Electives

STEM ENDORSEMENT - Math/Science Option

Foundation + STEM Endorsement (Math or Science Option) 26 CREDITS	
ELA **4 CREDITS**	● English I** ● English II** ● English III or Dual Credit English ● English IV or College Readiness English or Dual Credit English
MATH **4 CREDITS**	● Algebra I** ● Geometry ● Algebra II ● 4th Credit
SCIENCE **4 CREDITS**	● IPC ● Biology** ● Chemistry ● Principles of Technology
SOC STUD **4 CREDITS**	● World Geography ● World History ● US History** ● Government & Economics
MATH OPTION **1 Credit**	● 5th Math Credit (Pre-Cal, Cal, Ind Study)
SCIENCE OPTION **1 credit**	● 4th Science Credit (A&P)
WORLD LANGUAGES **2 credits**	● Spanish I ● Spanish II
NON-CORE **8 Credits**	● 1 credit, Physical Education ● 1 credit, Fine Arts (Art, Theatre, Music) ● .5 credit Professional Communications ● 5.5 credits, Electives

Public Service Endorsement

Family and Community Services Program of Study

Foundation + Public Service Endorsement 26 CREDITS	
ELA **4 CREDITS**	• English I** • English II** • English III or Dual Credit English • English IV or College Readiness English or Dual Credit English
MATH **4 CREDITS**	• Algebra I** • Geometry • Algebra II • 4th Math Credit (Algebraic Reasoning, Pre-Cal, Calculus, Independent Study)
SCIENCE **4 CREDITS**	• Biology** • Chemistry or Principles of Technology • Chemistry or Physics • 4th Science Credit (IPC or Anatomy and Physiology)
SOC STUD **4 CREDITS**	• World Geography • World History • US History** • Government & Economics
WORLD LANGUAGES **2 credits**	• Spanish I • Spanish II
FCS Pathway **4 Credit**	• Principles of Human Services • Child Development or Human Development • Lifetime Nutrition/Interpersonal Studies • Family and Community Services
NON-CORE **4 Credits**	• 1 credit, Physical Education • 1 credit, Fine Arts (Art, Theatre, Music) • .5 credit Professional Communications • 1.5 credits, Electives

Public Service Endorsement

Healthcare Therapeutics Program of Study

(Dual Credit with Midland College)

Foundation + Public Service Endorsement 26 CREDITS	
ELA **4 CREDITS**	• English I** • English II** • English III or Dual Credit English • English IV or College Readiness English or Dual Credit English
MATH **4 CREDITS**	• Algebra I** • Geometry • Algebra II • 4th Math Credit (Algebraic Reasoning, Pre-Cal, Calculus)
SCIENCE **4 CREDITS**	• Biology** • Chemistry • Anatomy and Physiology • 4th Science Credit (IPC, physics or Specialized topic in Science)
SOC STUD **4 CREDITS**	• World Geography • World History • US History** • Government & Economics
WORLD LANGUAGES **2 credits**	• Spanish I • Spanish II
Healthcare Therapeutic **4 Credits**	• Medical Terminology • Anatomy and Physiology • Health Science Theory/ Health Science Clinical
NON-CORE **4 Credits**	• 1 credit, Physical Education • 1 credit, Fine Arts (Art, Theatre, Music) • .5 credit Professional Communications • 1.5 credits, Electives

Honors and Dual Credit Course Guidelines

Are Honors or Dual Credit (DC) courses right for you?			
Academic Preparation	**Habits of Mind & Study Skills**	**Family & Personal Commitments**	**Future Goals**
How would teachers/family describe your strengths? What are your strong subjects? Are your current grades a reflection of your effort/ability? Are you satisfied with your current level of challenge? How have you performed on STAAR, PSAT, MAP and classroom assessments?	How do you study, take notes, and stay organized? When you are confused or absent, do you ask for help and/or access campus resources? Do you value hard work and challenging course content over GPA?	What are your family and extracurricular commitments outside the school day? How do you balance commitments? Are you absent six days or less per semester?	What are your career interests? What education is required? ● 4-year/2-year University ● Career/ Technology ● Apprenticeship ● Military Do your selected courses help you reach your goal?

Honors courses are designed to challenge motivated students and prepare them for success in college-level coursework in high school and beyond. These courses move at a faster pace, are more academically challenging, require additional outside reading, and require more independent learning than on-level courses.

Honors Criteria

8th Grade:

- Algebra I -
  - Automatic- Masters Grade Level of 7th Grade Math STAAR and 85+ average in 7th grade math
  - Appeal - Meets Grade Level on 7th Grade Math STAAR and 85+ average in 7th grade math, and teacher recommendation

9th - 12th Grade:

- Honors English I
  - Automatic - Masters Grade Level on 8th Grade ELAR STAAR and 85+ average in 8th grade ELAR
  - Appeal- Meets Grade Level on 8th Grade ELAR STAAR and 85+ average in 8th grade ELAR, and teacher recommendation
- Honors English II
  - Automatic - Masters Grade Level English I EOC and 85+ average in 9th grade ELAR
  - Appeal- Meets Grade Level on English I EOC and 85+ average in 9th grade ELAR, and teacher recommendation
- Honors Biology
  - Automatic - Masters Grade Level on 8th Grade Science STAAR and 85+ average in 8th grade Science

    - Appeal- Meets Grade Level on 8th Grade Science STAAR and 85+ average in 8th grade Science, and teacher recommendation
- Honors Chemistry, Principles of Technology, or Anatomy and Physiology
    - Automatic - Masters Grade Level on Biology EOC and 85+ average in current science class
    - Appeal- Meets Grade Level on Biology EOC, 85+ average in current science class, and teacher recommendation
- Honors World Geography or World History
    - Automatic - Masters Grade Level on 8th Grade Social Studies STAAR, 85+ average in current social studies class, and teacher recommendation
    - Appeal- Meets Grade Level on 8th Grade Social Studies STAAR and 85+ average in current social studies class, and teacher recommendation
- Dual Credit Math Courses
    - Automatic - Masters Grade Level on Algebra I EOC 85+ average in current math class, and teacher recommendation
    - Appeal- Meets Grade Level on Algebra I EOC, 85+ average in current math class, and teacher recommendation
    - All additional requirements for enrollment in dual credit classes
- Dual Credit United States History
    - Automatic - Masters Grade Level on 8th Grade Social Studies STAAR, 85+ average in current social studies class, and teacher recommendation
    - Appeal- Meets Grade Level on 8th Grade Social Studies STAAR and 85+ average in current social studies class, and teacher recommendation
    - All additional requirements for enrollment in dual credit classes
- Dual Credit English III or IV
    - Automatic - Masters Grade Level English II EOC, STAAR, 85+ average in current English class, and teacher recommendation
    - Appeal- Meets Grade Level on English II EOC and 85+ average in current English class, and teacher recommendation
    - All additional requirements for enrollment in dual credit classes

What's the Difference in High School and College Courses? Are you ready?

High School Classes	College Classes
Attending Class	
Students attend classes for 36 weeks. Some classes extend over the semester dates and some may not.	College classes are divided into two long 16 week semesters which is the regular school year. There are 5 and 10 week summer courses. There are 5, 6, 8, 10, and 12 week classes available in the fall and spring semesters.
You may study outside of class anywhere from 0-2 hours, many times you will be successful with studying the night before a test.	To keep up with all the information that your professor expects you to know and will not cover in class; you must study 2-3 hours every day outside of class. Be sure that somewhere in your daily schedule, you schedule this study time just like you would schedule a real class, even if it is in small increments.
You usually read something once, but from time to time you can just listen to the teacher and get the information.	Read your text assignments and take good notes on your text and in class. Organize and review all notes regularly. You should be able to visualize some notes in your head ("Oh, I remember that was in the top right hand corner of the page and I put a star next to it.") If the professor uses a publisher test bank, many of the questions will come from the readings to which s/he will add questions from the lectures. The key here is "Keep up."
You are expected to read, at most, a chapter or some other short assignment. Commonly, what you read is re-taught in class.	You may be assigned significant reading and writing assignments – perhaps several chapters with an essay. The professor may not even mention these in class.
Teachers/Professors	
Teachers check your completed homework and hand it back.	Professors may not check completed homework, but they have assigned it to allow you to practice what will likely be tested somewhere in the course. They will assume that you can perform the tasks unless you tell them that you tried the homework and had trouble. If you make an appointment with the professor, they can sit down and help you.
Teachers remind you of incomplete work.	Some professors will remind you; others will not. It is your responsibility to be familiar with your syllabus and all the requirements that are listed there. The syllabus is your best friend for keeping on track and is the legal

	document on what you will learn and what you are required to do in the course. If you are late on an assignment and think it was unfair that the instructor docked your grade, the department will refer to the syllabus. If the assignment is clearly published with the due date, the grade will stand.
Teachers may approach you if they think you need help.	Professors are happy to help you, but they will expect you to initiate contact and request for help.
Teachers present material to assist you in understanding the text book.	Professors may or may not follow the book and may or may not correlate the lecture to the book. Some professors use the text heavily; some may only use several chapters and rely more on their own material.
Teachers provide you with information you missed when you were absent.	Professors expect that you will get missed class notes from classmates.
Teachers write important information on the board, project it on a screen, or send it to your laptop.	Some professors may do this; others may just lecture non-stop and expect you to take good notes.
Teachers impart knowledge and facts. Then they either discuss the connections and conclusions or lead you to make the correct connections.	College professors expect that you will do the appropriate research or have discussions with your peers to be able to make these connections on your own. That will be part of the course outcomes – your ability to synthesize information and make the appropriate connections especially about unrelated topics.
Teachers remind you of assignments and due dates.	Professors expect you to consult the course syllabus which spells out exactly what is expected, when it is due, and how much the assignment counts in your total course grade. Sometimes this is configured in percentages and sometimes in course points.
Tests	
Make-up tests are often available.	Make- up tests are seldom an option. You will need to talk to your instructor about it. If s/he authorizes a make-up test, you will need to coordinate the date/time for the make-up test with the instructor.
Teachers rearrange test dates to avoid conflict with school events.	Professors schedule tests without regard to the demands of other courses or activities.
Testing is frequent and covers a small amount of material.	Testing is mostly infrequent and may cover large, cumulative amounts of material. Many courses will have only 2 tests – a midterm

	and a final-- and both will count heavily in the grade.
Teachers conduct review sessions pointing out the most important concepts.	Professors sometimes offer review sessions and sometimes not. If they give a review, they expect you to participate with plenty of questions.
Grades	
Consistently good homework grades will raise your overall grade when test grades are low.	Major tests and papers generally provide most of the course grade. In many courses, professors expect you to do homework for practice, but they do not grade it.
Extra credit projects are often available.	Many professors do not give extra credit, and if they do, it is not assigned for the purpose of raising a grade
Grades are given for most assigned work.	This may or may not happen.
Initial low test grades may not have an adverse effect on your final grade.	Grade values for all assignments, to include tests, are clearly outlined in your syllabus. Make sure to be appropriately prepared for all tests
Teachers keep you briefed on your grades	Your professor or your syllabus tells you where you can see your grades. It's your responsibility to go there and keep track of how you are doing.

Dual Credit Criteria

Dual Credit courses are college courses taken for high school and college credit. A grade average of 70 or higher in a Dual Credit course earns credit toward graduation. Texas Leadership has Dual Credit agreements with local colleges. Students may take no more than 3 dual credit courses per semester.

In order to enroll in a dual credit course, students must meet the following eligibility criteria:

- Dual Credit Enrollment Application from College
- Counselor/Principal Interview - approval
- Teacher Recommendation from previous course in the same content area (ie- for dual credit math- from a math teacher (Algebra II or higher))
- TSIA2/PSAT/ACT scores at the College Readiness required level
- Junior level (special approval considered for advanced Sophomores)
- Parent/Guardian and student attend Dual Credit enrollment meeting with the high school/college counselor

When selecting advanced courses, it is important to consider the following:

- Students develop academic readiness at different rates and may not be ready for Honors/DC at the same time as their friends or classmates..
- Some Honors and DC courses have course prerequisites that must be completed.

- Honors is not "all or nothing." Students may take one or more of their core classes as Honors.

General Information

CLASSIFICATION CREDITS

Students are classified according to the number of credits they have earned.

- Freshman (9th) 0 – 5.5 credit, and at least first year in high school
- Sophomore (10th) 6 – 11.5 credits, and at least second year in high school
- Junior (11th) 12 – 17.5 credits, and at least third year in high school
- Senior (12th) 18 credits, and at least fourth year in high school

A student may choose to graduate from high school in fewer than four years. This decision needs to be considered early in their high school career as much planning is required. Graduating juniors will be classified as seniors at semester. For more information, contact your school counselor.

COURSE SELECTION

In the course description section of this book, you will find a brief description of each course offered at Texas Leadership Public Schools high school, at the grade levels during which specified courses may be taken, and any possible prerequisites. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered, and an alternative selection will be made. Finally, changes can occur at the state and district level that could change course offerings, information concerning grade placements, and prerequisite requirements. Also, some elective subjects may not be available at the high school you will be attending. Course selections will take place in February and March each school year, and students are urged to plan their course selections carefully. Although students will receive specific instructions and assistance from the school counselors during the course selection process, **the responsibility for selecting career and graduation choices rests with students and parents.** Students will choose specific courses with parental approval, and counselors will verify that those choices will meet graduation requirements.

DUAL CREDIT COURSES

Dual credit courses offer students an opportunity to receive credit for both high school and college. These courses may require payment of tuition and/or an application. Please visit your counselor for more information.

TEXAS ASSESSMENT PROGRAM

The State of Texas Assessments of Academic Readiness (STAAR) is the name of the state assessment program. For grades 3 – 8, the STAAR program will assess reading and mathematics in grades 3 – 8, science in grades 5 and 8, and social studies in grade 8. At high school, the freshman class of 2011-2012 and beyond will have to meet the passing standard on 5 end-of-course assessments: English I, English II, Algebra I, Biology, and U.S. History.
A student must complete all the requirements in a specified graduation plan and pass the state's assessment requirements before being awarded a diploma.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities offer opportunities for adolescent development such as peer relations, appropriate social conduct and basic skills for academic achievement. Research also suggests that participation in extra-curricular activities leads to higher attendance rates, higher levels of academic achievement and aspirations to higher levels of education.

Texas Leadership Public Schools offers a variety of school-related extracurricular activities and encourages students to participate in those that are of interest to them. Some activities are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the athletic and sports teams that participate in the University Interscholastic League (UIL) athletic competition are extracurricular, as are the Marching Band, Cheerleading, and Drill Team.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all academic classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

CREDIT BY EXAMINATION (With Prior Instruction)

Credit by exam is available for students that have taken a course but failed with a score of 60 or higher. Credit will be granted to students who attain seventy percent (70%) or above mastery on the exam. Students who qualify are allowed to take the exam one time a year at no cost. Texas Leadership currently administers Texas Tech credit by exams. Study guides are available on the Texas Tech website: **Texas Tech CBE**

Testing schedule and application deadlines may be obtained in the counseling center offices. A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

CREDIT BY EXAMINATION (Without Prior Instruction)

Credit by exam is available to students who are enrolled in grades 9 through 12 and who are interested in being awarded credit toward high school graduation. The student must not have been previously enrolled in the class. Credit is granted to students who attain eighty percent (80%) or above mastery on the examination for acceleration. Students who qualify are allowed to take the exam one time a year at no cost. Texas Leadership currently administers the Texas Tech credit by exams. Study guides are available on the Texas Tech website**:** **Texas Tech CBE**

Testing schedule and application deadlines may be obtained in the counseling center offices.

A student may not attempt to earn credit by examination for a specific high school course more than two times. §74.24

Course Descriptions
Core Curriculum

English Language Arts

English I - 1 Credit

Through a survey of various types of world literature, the student will learn to analyze selected writings through both oral and written methods. The course also focuses on the attainment of grammar and vocabulary skills through written composition which involves analytical thinking skills. **End of Course (EOC) tested**
Grade Placement: 9

Honors English I - 1 Credit

Offering students the opportunity to study world literature representing various types of genres, this advanced course places emphasis on the analysis of novels, short stories, essays, poetry, and drama. The course offers an intensive study of grammar, vocabulary, and composition. Emphasis is placed on critical thinking skills expressed through both oral expression and written communication**. End of Course (EOC) tested.**
Grade Placement: 9

English II - 1 Credit

Through a survey of various types of world literature, the student will learn to analyze selected writings through both oral and written methods. The course also focuses on the attainment of grammar and vocabulary skills through written composition which involves analytical thinking skills. (English II SOL may be substituted for this class on all graduation plans only for immigrant students with limited English proficiency.) **End of Course (EOC) tested.**
Grade Placement: 10
Prerequisite: English I

Honors English II - 1 Credit

This course challenges advanced students to complete college preparatory work through an in-depth study of world literature from various genres and time periods and includes extensive study of vocabulary, grammar, and composition. Requiring abstract, analytical thinking, and research skills, the course focuses on oral expression and written communication. **End of Course (EOC) tested**
Grade Placement: 10
Prerequisite: Honors English I or teacher recommendation

English III - 1 Credit

This course, a chronological survey of American literature, integrates literature, composition, grammar, and vocabulary through representative readings from historical documents, essays, dramas, short stories, and novels of significant American writers. Research skills and literature analysis are stressed.
Grade Placement: 11
Prerequisite: English II

English IV - 1 Credit

This course, a survey of British literature, integrates writing and language concepts and skills as well as literature and reading concepts and skills. This course includes intensive writing instruction and provides the critical thinking, reading, and writing skills necessary for college entrance**.**
Grade Placement: 12
Prerequisite: English III

Practical Writing Skills - 1 Credit

This course emphasizes skills in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing, as well as the writing of others, ensures that students completing this course are able to analyze and evaluate their writing.
Grade Placement: 9-12 (teacher recommendation required)

Reading I, II, III - .5 - 3 Credits
Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.
Grade Placement: 9-12 (teacher recommendation required)

DC English 1301 - 1 Credit HS - 3 College Credits
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.
Grade Placement: 11-12 (requires Dual Enrollment)

DC English 1302 - 1 Credit HS - 3 College Credits
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.
Grade Placement: 11-12 (requires Dual Enrollment)

Mathematics

Algebra I - 1 Credit
Algebra I provides the foundation concepts for high school mathematics. Students will be introduced to algebraic thinking and will use symbols to study relationships among quantities. They will be introduced to the relationship between equations and functions and will receive the tools for algebraic thinking as well as the training to use technology to model mathematical situations to solve meaningful problems. Foundations will be laid for all functions, with emphasis on linear and quadratic. **Grade Placement: 8 - 9**

Geometry - Credit: 1
Geometry provides an opportunity to do geometric thinking and spatial reasoning. The student will study properties and relationships of all geometric figures relating to zero, one, two, and three dimensions and will be introduced to the relationship between geometry & other mathematics with other disciplines.
Grade Placement: : 9-11 Prerequisite: Algebra I

Algebraic Reasoning - 1 Credit
In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.
Grade: 10-12 Prerequisite: Algebra I (Note: Students who wish to use this course to satisfy one of the state graduation requirements for mathematics must take this course before they take Algebra II.)

Algebra II - 1 Credit
Algebra II allows students to continue to build on the algebraic skills of analysis of data and the foundations of Algebra I. It shows a connection between algebra and geometry and illustrates how the tools of one can be used to solve problems in the other. The course includes in-depth studies and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.
Grade: 10-12 Prerequisite: Algebra I

Precalculus - 1 Credit
This course allows students to continue to build on the mathematical foundations laid in Algebra I, II, and Geometry. Students will use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students are expected to have a good working knowledge of a graphics calculator.
Grade: 10-12 Prerequisite: Geometry and Algebra II

College Preparatory Math - 1 Credit
College Preparatory Math exists to remediate deficiencies in order that students may excel in their chosen careers. College Prep courses are designed to prepare students for college-level academic coursework. The recommendation to enroll in College Prep courses is made on the basis of diagnostic testing and THEA. Although these courses do not satisfy any college degree requirement, they are designed to assure reasonable student success in the college curriculum. The courses do qualify for high school elective credit. Note: Upon successful completion of this course and Texas College Bridge online a student will qualify for the TSI exemption for the math test scores required for enrollment in college-level courses..
Grades: 12 Prerequisite: Geometry, Algebra II and satisfactory completion of the STAAR Algebra I EOC examination

DC College Algebra (1314) - 1 Credit HS - 3 College Credits
This course includes the study of mathematical applications in business, life sciences and social science. Topics in this course include set theory, systems of linear equations, matrices, linear inequalities and linear programming, mathematics of finance, elementary probability theory, and topics in probability. The course will include the study of graphs, functions and their inverses, polynomial and rational functions, roots of polynomial equations, exponential and logarithmic functions, linear and non-linear systems of equations and inequalities, determinants, matrices, binomial theorem, sequences and series, and permutations and combinations.
Grade: 10-12
Prerequisite: Geometry and Algebra II; requires dual enrollment

DC Pre-Calculus Math - 1 Credit HS - 3 College Credits
In-depth combined study of algebra, trigonometry, and other topics for calculus readiness.
Grades: 11-12 Geometry and Algebra II; requires dual enrollment

Science

Biology - 1 Credit
In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study 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; and ecosystems and the environment.
Grade: 9-10

Chemistry - 1 Credit
In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.
Grade: 10-11

Integrated Physics and Chemistry - 1 Credit
In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use engineering practices, use scientific practices during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving.
Grade: 9-12 (must be taken before Chemistry to count toward graduation credit)

Anatomy and Physiology - 1 Credit
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Grade: 11-12

Principles of Technology - 1 Credit
In Principles of Technology, students will conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.
Grade: 11-12

Social Studies

World Geography - 1 Credit
In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.
Grade: 9

World History - 1 Credit
World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
Grade: 10

United States History Since 1877 - 1 Credit
In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.
Grade: 11

United States Government - 1 Credit
In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.
Grade: 11

Economics with Emphasis on the Free Enterprise System and Its Benefits - 1 Credit
Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
Grade: 12

Special Topics in Social Studies - 1/2 Credit
In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
Grades: 9 - 12

Fine Arts

Art I, II, III, IV - 1 Credit each - Meets the Fine Arts Requirement
Art provides a study of the art elements and principles through experience with a variety of art media and tools in design, drawing, painting, printmaking, textiles, ceramics, and sculpture.
Grades: 9 - 12

Band I, II, III, IV - 1 Credit each - Meets the Fine Arts Requirement
Band provides opportunities to gain knowledge in instrumental technique, music theory, music history, critical listening, creative listening, self-discipline, and citizenship through a variety of performance settings (i.e. marching band, concert band, small ensembles, and solo performance). During fall semester, students will participate in the Marching Band. The Marching Band performs at varsity football games, pep rallies, marching contests, and parades. During marching season, the band will practice outside of regular school hours. Practices are limited by U.I.L. to no more than eight hours per week. After marching season, the marching band will continue to practice for concert season. After school rehearsals and/or sectionals may continue throughout the concert season (still limited by U.I.L. to no more than eight hours of practice per week). Student attendance is required for all performances and rehearsals. Summer marching band practice is also required. This course qualifies for a full year credit for Fine Arts and provides ½ PE substitution/waiver credit in the fall for the first two years. (Fine Arts Credit or Elective Credit)
Grades: 9 - 12

Choir I, II, III, IV - 1 Credit each - Meets the Fine Arts Requirement
High school choir is a course of study which develops musical concepts and skills related to choral music. Students learn to sing and perform music. No previous experience is required, however advanced choirs exist to continue to develop the students with experience from middle school. Instructional priorities include musicianship, critical listening, cultural growth, basic music theory, creative self expression, rehearsal and concert etiquette, self-discipline, responsible citizenship, effective communication, problem solving, and production of quality products. A variety of musical styles are performed.
Grades: 9 - 12

CTE Programs of Study

Family and Community Services Program of Study

Principles of Human Services - 1 Credit
Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.
Grades: 9 - 12

Child Development - 1 Credit
Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
Grades: 9 - 12

Human Growth and Development- 1 credit
Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. Students use the knowledge and skills gained in this course to prepare for a career path working with children in an educational or service learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
Grades: 9 - 12

Lifetime Nutrition and Wellness -½ Credit
Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.
Grades: 9 - 12

Interpersonal Studies -½ Credit
Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.
Grades: 9 - 12

Dollars and Sense - ½ Credit
Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.
Grades: 9 - 12

Counseling and Mental Health - 1 Credit
In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.
Grades: 10- 12
Prerequisite: Principles of Human Services

Family and Community Services - 1 Credit
Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.
Grades: 10- 12
Prerequisite: Principles of Human Services

DC Medical Terminology - 1 Credit
The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. *(On some campuses this is taught as a Dual Credit course.)*
Grades: 9 - 12

Anatomy and Physiology - 1 Credit
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Grades: 11 - 12

DC Health Science Theory - 1 Credit
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.
Grade: 12
Prerequisite: Biology
Co-requisite: DC Health Science Clinical and Anatomy and Physiology (if not previously taken)

DC Health Science Clinical - 1 Credit
The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
Grade: 12
Prerequisite: Biology
Co-requisite: DC Health Science Theory and Anatomy and Physiology (if not previously taken)

Midland College Dual Credit Offering

Automotive Technology
Oil & Gas Production
Welding
Diesel & Heavy Equipment
Health Science Foundations
Paint and Auto Body

FAQ

What is Career Focused?
Did you know that there are thousands of different careers in the United States? To help organize the thousands of careers, the U.S. Department of Labor has organized them into 13 career areas with occupations and broad industries that share certain features. At TLCA Career and Technical Education (CTE), the many available career focuses to provide you with a developed coherent sequence that can lead to an industry endorsement with your high school diploma. Think of a career focus as being like a college major. Each career focus begins with foundation courses that allow you to explore the careers within the focus and to learn basic concepts and skills needed for careers within that focus. As you move forward in the career focus, you will begin to take technical courses that provide you with advanced knowledge and skills in preparation for postsecondary training and/or for jobs in your chosen career field. **Many career focuses will prepare you to complete industry certifications that allow you to graduate with a performance acknowledgment on your diploma.** It will also make you more employable with **higher starting salaries**. This could be an avenue to **assist in paying your way through college** and/or to place you in a business or industry that will provide financial assistance with your college education.

What is the difference between a career focus and an industry endorsement?
A career focus is a sequence of courses within a career cluster and links what students learn in school with the knowledge and skills they need for success in college and careers. Industry Endorsements require that the students take four courses from basic skills to advanced courses in the sequence to receive the endorsement when the student graduates from high school.

What is a coherent sequence?
A coherent sequence is a series of courses that relate to a student's career interest and career focus. A coherent sequence builds from foundation and/or exploratory courses to courses that include higher-level skills and knowledge to courses that allow the student to practice the high-level skills they have learned either in a lab setting or in the workplace.

Why is it important to have a coherent sequence of courses?
A coherent sequence of classes helps you focus your education on courses that will prepare you for your career goals both at the secondary and post-secondary levels. The sequence lets you build your knowledge and skills from the basic level to a more technical and advanced level and provides you with the opportunity to take any industry certification offered in that career area and receive the industry endorsement when you graduate from high school.

How do you know if you have a coherent sequence?
A coherent sequence of courses builds from foundation-level to workplace-level skills and knowledge. If you follow one of the career focuses listed in this CTE section of the course catalog, you will be participating in a coherent sequence.

Is a career focus flexible?
Yes, a career focus can be very flexible. Since there are a variety of jobs and job levels within each occupational group, the courses you take for one career focus may be the same as the courses needed for another career focus within that general career area. Therefore, you have the opportunity to explore a variety of occupations within a career focus and to learn a variety of occupational skills that allow you room for flexibility within your education and career goals.

What if you change your mind?
You always need to take the basic courses before jumping into the higher-level courses, and career focuses are very flexible. If you take a principles class in one cluster, you may be able to move forward in a different cluster without repeating the principles class. Many courses can transition from one career focus to another. However, you should get guidance from your counselor and CTE teacher if you decide to transition from one career focus to another. Even if you have to start over at the basic course level, you really have not lost anything since you will have gained knowledge and skills from your last career focus that you can use throughout your life.