New Caney ISD
High School
Course Guide

2026-2027

The purpose of this publication is to assist students and parents in the planning of a successful high school course of study tailored to individual student needs, interests and aspirations. All courses and programs have been developed with the philosophy that excellence in education is equally important for all students, regardless of interest or ability. The pursuit of a course of study should be appropriate to meet the needs of the present, as well as for the changing needs of the future.

New Caney ISD recognizes that your high school education, whether you are preparing for work or college, is influenced by your selection of courses and by the application of your abilities. To this end, we offer courses that provide the fundamentals needed throughout life. Additionally, NCISD offers a wide variety of courses and programs to assist you in either gaining admission into post-secondary education institutions or immediately entering the job market and being successful in a competitive world.

The introductory section of this guide provides information ranging from registration requirements to graduation requirements. There is also a list of courses offered with information on prerequisites, credits, cost, and brief course descriptions.

Please use this guide as a source of information and as an aid in preparing your school program. Your counselor will answer any questions about a particular area or help you gather information not currently available in this guide.

It is the policy of the New Caney Independent School District not to discriminate on the basis of race, color, national origin, sex, age or handicap in its general and vocational programs, services and activities, or its employment practices. Lack of English skills will not be a barrier to admission and participation in all educational and vocational programs. For more information about your rights or grievance procedures, contact the Title IX Coordinator, 21580 Loop 494, New Caney, Texas 77357, and/or the Section 504 Coordinator, 21580 Loop 494, New Caney, Texas 77357, 281-577-8600.

El Distrito Escolar Independiente de New Caney (NCISD) prohibe la discriminación por raza, religion, color, origen nacional, sexo, edad o incapacidad en sus programas, servicios educativos y actividades incluyendo programas vocacionales. Para más información sobre sus derechos o procesos de quejas, contacte al Coordinador de NCISD Titulo IX, al Coordinador de NCIS Titulo IX, de Estudiantes, o a la Coordinadora de la Sección 504, a la siguiente dirección: 21580 Loop 494, New Caney, Texas 77357, teléfono: 281-577-8600.

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PORTRAIT OF A

GRADUATE







Vision

Preparing our learning community for the REALITY of tomorrow.

Mission

Graduate students who are prepared to thrive in the REALITY of their future.

Reality
Effective Communicators
Academically Prepared
Lifelong Learners
Interpersonal Collaborators
Thinking with Innovation
Yes Minded!

PLANNING YOUR HIGH SCHOOL PROGRAM

Whether a student is planning to attend college, enlist in the military, attend a technical or trade school, or join the workforce, their high school program will go a long way in preparing you for that future. It is recommended that students and parents think in terms of the six-year plan that carries students through their first two years beyond high school. To be prepared for the REALITY of tomorrow, it is important to plan ahead.

COLLEGE ENTRANCE REQUIREMENTS

Students planning to attend college should begin early to develop a course of study that will prepare them for admission to the college or university of their choice. College entrance requirements and information for prospective students can be found in the counseling center. Once the student has selected a university or college to attend, it is advisable to keep in contact with that school's admission office to stay informed of any changes in admission guidelines.

PRACTICAL SUGGESTIONS FOR STUDENTS AND PARENTS

- **Take the College Board PSAT/NMSQT during the fall of junior year.** National Merit Scholarship (NMSQ) recipients are selected from PSAT candidates who take the test during their junior year. Also, a student's College Board and Khan Academy accounts can be linked which will use the PSAT results to make a customized study plan to help prepare for the SAT.
- **Take the college admission examinations.** It is recommended that students take both ACT and the SAT at least once.
  A sample schedule might include:
  - TSIA2 – sophomore, junior
  - PSAT/NMSQT – fall of junior year
  - SAT and/or ACT spring of junior year

  Since college applications open the summer prior to the senior year, students are encouraged to take a minimum of one admission examination during the spring of their junior year.

- **Plan for rigorous coursework.** Students are encouraged to enroll in advanced academic courses (honors, AP, Dual Credit) throughout their four years. A student's high school course study should focus on future academic pursuits.

- **Participate in school-related activities and community service.** Being involved in school programs and community service contributes to developing a well-rounded, sensitive, compassionate citizen. Institutes of higher learning consider a student's involvement in activities in addition to academic achievements.

- **Keep an updated resume and portfolio of accomplishments.** Whatever choices each student may make, it is important to have a visible record of accomplishments and activities which points toward the student's commitment to succeed. Students should have a resume on file no later than the sophomore year, and it should be updated at least twice a year.

- **Research colleges/technical trade schools.** It is never too soon to start researching. Students should determine what characteristics would be a good match, review degree plans, schedule a college visit, and be aware of entrance requirements and early/priority application deadlines. Many colleges award scholarships and grants to students who submit their full application before the priority deadline.

GENERAL INFORMATION

COURSE SELECTION, SCHEDULING AND SCHEDULE CHANGES

During course selection, students will receive specific instructions from their school counselors; however, the responsibility for appropriate graduation and career choices rests with students and parents. The counseling staff is available to assist in making decisions related to course selections.

Students' course selections determine course offerings, campus schedules and staffing for the subsequent year; therefore, it is important that course selections be given serious consideration. Students must confirm requests by the spring deadline. Changes after that date are limited to the guidelines listed below:

1. A change due to credit regained.
2. A change due to a failure in the prerequisite for the course a student had requested.
3. A change due to an unresolved scheduling conflict.
4. A change related to health problems. A written statement from the student's physician is required.
5. A change made to correct a scheduling error made by the school staff.
6. Campus adjustments based on enrollment.

After this time, the only schedule change that will be allowed is a change from advanced to a level class. Year long Advanced classes may be changed at the third week of the first grading period, the end of the first 9-week grading period or at the end of the semester. Semester long Advanced classes may be changed at the first progress report or at the end of the first 9-week grading period of the semester within which the course is offered. Exception to these procedures requires the approval of the building principal. Schedule changes from a level course to an advanced course will occur only during the first three weeks of school. Requests made after that time will be addressed on a case by case basis.

COURSE REQUIREMENTS, STUDENT PREREQUISITES, AND FEES

Certain courses require fees for supplies, and materials; therefore, students are encouraged to review all areas of course requirements prior to selection. If a student and their parent or guardian is unable to pay a fee or deposit required by the school, this fee or deposit may be waived. The student and their parent or guardian must present evidence of their inability to pay to the principal who shall determine eligibility for the fee waiver. The Texas Education Agency (TEA) establishes prerequisites for certain courses; in these cases, prerequisites cannot be waived.

MINIMUM CLASS SIZE AND CERTIFIED INSTRUCTORS

Courses listed in this guide may be scheduled during the following school year if a sufficient number of students pre- register for the course and if the school has a teacher who is qualified to teach the course.

COURSE LOAD

New Caney ISD has the following course load requirements:

- Grade 9: Must be enrolled in a full course load.
- Grade 10: Must be enrolled in a full course load.
- Grade 11: A minimum of seven courses is required. A full course load is recommended.
- Grade 12: A minimum of six courses is required. A full course load is recommended.

Students participating in UIL activities must meet the UIL enrollment requirements to be a full time student.

Seniors are encouraged to enroll in a full academic program. Many colleges and universities expect students to take full advantage of advanced courses in core academic subjects and/or elective offerings.

Qualified juniors and seniors are, with parental consent, allowed to attend fewer classes and receive an off-campus permit for late arrival or early dismissal provided the student has sufficient credits to meet graduation requirements and has met set criteria.
See counselor for more details.

Students, who have reduced or shortened schedules because of academic or vocational need, are to exit the campus immediately following their final class each day. Students remaining on campus after their classes have ended are subject to disciplinary action. Students who have written permission to remain on campus for a specified reason must be in a supervised classroom, the library, or the office. Students are not allowed to sit in the cafeteria, parking lot, front walkway, or any other unsupervised area during school hours. Parents should pick up students in front of the school.

UIL PARTICIPATION AND ELIGIBILITY

Eligibility for initial and continuing participation in many activities is governed by state law and the rules of the University Interscholastic League (UIL). Students and parents are expected to know and follow all rules of the UIL organization(s) in which they participate.

Generally, a student who receives, at the end of a grading period, a grade below 70 in any academic class, may not participate in UIL activities for at least three school weeks.

However, if a student receives a grade between 60-69 at the end of a grading period in an Advanced Placement (AP) class, an On Ramps (OR) class or a class identified as honors by either the State Board of Education or by the local Board of Trustees, the student remains eligible for participation in all UIL activities.

CREDIT REQUIREMENTS FOR STUDENT CLASSIFICATION

A student's class standing is determined by the number of credits required by the state/district for graduation.

9th Grade Requirements	Promoted or placed in 9th
10th Grade Classification Requirements	6 state credits
11th Grade Classification Requirements	12 state credits
12th Grade Classification Requirements	18 state credits

Students are classified by both credits earned and cohort year. Changes in grade-level classification may be made at the end of summer school and at the end of the fall and spring semesters. The number of credits required for graduation is **26 credits**.

CLASSIFICATION REQUIREMENTS FOR UIL ELIGIBILITY

To be eligible to participate in a UIL activity at the beginning of each school year, the following classifications will apply:

- 9th Grade - Promotion to 9th Grade
- 10th Grade - 5 State Credits
- 11th Grade - 10 State Credits
- 12th Grade - 15 State Credits

HIGH SCHOOL GRADUATION PLAN

FOUNDATION HIGH SCHOOL PROGRAM

In New Caney ISD all students will enter high school under the Distinguished Level of Achievement Plan with an Endorsement which may make them eligible for automatic admission into state universities.

Endorsement plans may be changed with student/parent approval by working through your campus counselor.

Foundation-Only	Foundation + Endorsements	Distinguished Level of Achievement
4 credits English – ELA I, II, III, an advanced English course	4 credits English – ELA I, II, III, and an advanced English course	4 credits English – ELA I, II, III, and an advanced English course
3 credits Mathematics – Algebra I, Geometry, an advanced math course	4 credits Mathematics – Algebra I, Geometry, two credits in an additional Math	4 credits Mathematics – Algebra I, Geometry, Algebra II, one credit in an additional Math
3 credits Science – Biology; IPC or a lab science; an advanced science course	4 credits Science – Biology; a lab science and two additional science courses	4 credits Science – – Biology; a lab science and two additional science courses
3 credits Social Studies – U.S. History; U.S. Government (.5), Economics (.5); World Geography or World History	3 credits Social Studies – U.S. History; U.S. Government, Economics; World Geography or World History	3 credits Social Studies – U.S. History; U.S. Government, Economics; World Geography or World History
2 credits - LOTE* (two credits in the same language) or Computer Science (two credits from Computer Science I, II, or III)	2 credits - LOTE* or Computer Science	2 credits - LOTE* or Computer Science
1 credit – Physical Education	1 credit – Physical Education	1 credit – Physical Education
1 credit – Fine Arts	1 credit – Fine Arts	1 credit – Fine Arts
5 credits – Electives	7 credits – Electives	7 credits – Electives
Demonstrated proficiency in speech skills	Credit requirements specific to at least one endorsement	Credit requirements specific to at least one endorsement

LOTE*–Language Other than English

ENDORSEMENTS

All students must choose at least one of five endorsement plans described below. These endorsements will help create a personalized learning plan in line with a student's career interests and goals.

<table>
<tr><th colspan="5">Distinguished Level of Achievement Graduation Plan</th></tr>
<tr><td colspan="5">Students must fulfill the Graduation requirements of at least 1 of the 5 Endorsements below and successfully complete Algebra II.</td></tr>
<tr><td>Arts & Humanities</td><td>Business & Industry</td><td>Multidisciplinary Studies</td><td>Public Service</td><td>STEM</td></tr>
<tr><td>4 English- ELA I, II, III & IV

4 Math- Algebra I, Geometry, Algebra II & one advanced math

4 Science- Biology, IPC or Chemistry or Physics & two advanced sciences

3 Social Studies – World Geography or World History, US History & Government (.5) & Economics (.5)

2 LOTE

1 Physical Education

1 Fine Arts

4 Electives in Arts & Humanities Pathway

3 Additional Electives</td><td>4 English- ELA I, II, III & IV

4 Math- Algebra I, Geometry, Algebra II & one advanced math

4 Science- Biology, IPC or Chemistry or Physics & two advanced sciences

3 Social Studies – World Geography or World History, US History & Government (.5) & Economics (.5)

2 LOTE

1 Physical Education

1 Fine Arts

4 Electives in Business & Industry Pathway

3 Additional Electives</td><td>4 English- ELA I, II, III & IV

4 Math- Algebra I, Geometry, Algebra II & one advanced math

4 Science- Biology, IPC or Chemistry or Physics & two advanced sciences

4 Social Studies – World Geography or World History, US History & Government (.5) & Economics (.5) and one additional social studies

2 LOTE

1 Physical Education

1 Fine Arts

4 Electives in Multidisciplinary Pathway

2 Additional Electives</td><td>4 English- ELA I, II, III & IV

4 Math- Algebra I, Geometry, Algebra II & one advanced math

4 Science- Biology, IPC or Chemistry or Physics & two advanced sciences

3 Social Studies – World Geography or World History, US History & Government (.5) & Economics (.5)

2 LOTE

1 Physical Education

1 Fine Arts

4 Electives in Public Service Pathway

3 Additional Electives</td><td>4 English- ELA I, II, III & IV

4 Math- Algebra I, Geometry, Algebra II & one advanced math

4 Science- Biology, Chemistry, Physics & one advanced sciences

3 Social Studies – World Geography or World History, US History & Government (.5) & Economics (.5)

2 LOTE

1 Physical Education

1 Fine Arts

4 Electives in STEM Pathway

3 Additional Electives</td></tr>
<tr><td colspan="3">State Assessment(s) Required for Graduation</td><td colspan="2">Performance Acknowledgements</td></tr>
<tr><td colspan="3">English I Biology
English II US History
Algebra I</td><td>Outstanding Performance:
Dual credit coursework: Bilingualism, AP, PSAT, SAT, and ACT</td><td>Certification:
National or internationally recognized business or industry certification or license</td></tr>
</table>

ARTS AND HUMANITIES ENDORSEMENT

Regardless of whether it is history, literature, language, or art, students who have an Arts and Humanities Endorsement will learn the best ways to figure out how to understand and relate to people. Because the areas of study are broad, an Arts and Humanities Endorsement can prepare students for hundreds of different jobs. Careers in this area are varied including audio recording, film and television technology, journalism, broadcasting, and telecommunications. Success in these fields is limited only by the talent and, more importantly, the drive of the students who have the flexibility to see the full range of directions their talents may lead them!

Arts & Humanities Careers at a Glance

High School Diploma: Actor, Choreographer, Film/Movie Director, Dancer or Musician.

Certificate: TV/Camera Operator or Prepress Technician.

Associates Degree: Broadcast Technician, Sound Engineering Technician, Photography, Desktop Publisher or Library Technician.

Bachelor's Degree: Radio/TV Announcer, Graphic Designer, Music Director, Multimedia Artist/Animator, Commercial and Industrial Designer, FBI Agent or Technical Writer.

Master's Degree: Curator, Museum Technician and Conservator, Archivist, International Relation Specialists or College/University Faculty Member.

Doctoral Degree: Professor, Layer or Anthropologist

BUSINESS AND INDUSTRY ENDORSEMENT

Business impacts everything in our world, and business is thriving in Texas! From small business owners to global corporate headquarters, there is a growing need for employees with strong financial, organizational, time-management, technical, and communication skills.

Because the Business and Industries Endorsement offers 10 different pathways for students, there is something here to interest almost everyone! An Endorsement in Business and Industry offers students the opportunity to explore their interests. Students who want to plan, organize, direct, or evaluate a successful business should consider the Business and Industries Endorsement.

Business and Industry Careers at a Glance

High School Diploma: Agricultural Equipment Operator, Earth Driller, Power Plant Operator, Customer Service Representative, General Office Clerk, Bank Teller, Credit Checker, or Industrial Machinery Mechanic.

Certificate: Baker, Electrician, Plumber, Chef, Travel Agent, Real Estate Agent, Umpire/Referee, Air Traffic Controller, Aircraft Mechanic, Farm/Ranch Manager or Forest/Conservation Technician.

Associates Degree: Construction Supervisor, Civil Drafter, Legal Secretary, Fashion Designer, Interior Designer, Director/Mortician, Avionics Technician, Electromechanical Technician, or Heavy Equipment Mechanic.

Bachelor's Degree: Architect, Surveyor, Editor, Newscaster, Accountant, Budget Analyst, Human Resource, Commercial Pilot, Statistician, Loan Officer, Economist, Advertising Manager or Marketing Manager.

Master's Degree: Animal Scientist, Zoologist/Wildlife Biologist, Librarian or Regulatory Affairs Manager.

Doctoral Degree: Business Professor

PUBLIC SERVICE ENDORSEMENT

Students who desire to make a lasting contribution to society by serving their fellow man should consider the Public Service Endorsement. This endorsement offers some of the most in-demand careers in the areas of Health Science, Education, Law, and Public Service. New Caney ISD offers 5 different pathways for students interested in pursuing a Public Service Endorsement.

Public Service Careers at a Glance

High School Diploma: Teacher Assistant, License Clerk, Municipal Clerk, Nanny, or Animal Control Worker

Certificate: : Fitness Trainer & Aerobics Instructor, Preschool Teacher, Hairdresser/Cosmetologist, Social Work Technician, Personal & Home Care Aide, Court Reporter, Firefighter or Private Investigator.

Associates Degree: Environmental Compliance Inspector, Police Detective, or Legal Technician/Paralegal.

Bachelor's Degree: K-12/Adult Education Teacher, Social/Community Services Manager, Childcare Center Administrator, Farm & Advisor, Public Health Educator, Chief Executive, Parole & Probation Officer or Judge/Magistrate.

Master's Degree: College/University Administrator, Principal, Urban & Regional Planner, Sociologist, or Mental Health Counselor.

Doctoral Degree: Clinical Psychologist, Counseling Psychologist or Educational Psychologist.

SCIENCE, TECHNOLOGY ENGINEERING, AND MATH (STEM) ENDORSEMENT

Scientists, technologists, engineers, and mathematicians are men and women on the cutting edge. They investigate everything from supernovas to tiny subatomic particles. They invent the technologies that make our lives easier and healthier, and they find solutions for the problems that threaten our very existence.

If you are curious about the world around you, want to help the planet by finding solutions to our problems, or want to pursue a profession on the cutting edge of medicine or technology, then STEM may be the endorsement for you! New Caney ISD offers 3 different pathways for students interested in pursuing a STEM Endorsement

STEM Careers at a Glance

High School Diploma: Climate Change Analyst, Electrotechnical Engineering Technologist, or Radio Frequency Identification Device Specialist.

Certificate: Robotics Technician

Associates Degree: City Planning Aide, Nuclear Monitoring Technician, Geospatial Information Scientist and Technologist, or Environmental Science Technician.

Bachelor's Degree: Engineer (mechanical, petroleum, biomedical, chemical, electrical, energy, industrial, Nano systems, nuclear, or robotics), Forensic Science Technician, Marine/Naval Architect, or Meteorologist.

Master's Degree: Natural Science Manager, Archeologist, Geoscientist, Hydrologist or Mathematician.

Doctoral Degree: Medical Scientist, Biochemist/Biophysicist or Microbiologist.

MULTIDISCIPLINARY STUDIES ENDORSEMENT

Students who choose a Multidisciplinary Endorsement will build a broad-based education. This endorsement is not geared toward any particular career but will allow students to design their own program and explore more than one area of interest. Popular programs that have a limited number of seats may not be available for students in the Multidisciplinary endorsement as seats are reserved first for students interested in pursuing a career in that endorsement. New Caney ISD offers 3 different pathways for students interested in pursuing a Multidisciplinary Endorsement.

OTHER LEARNING OPPORTUNITIES

CREDIT BY EXAM

Students can receive high school credit, for **acceleration** or **retrieval** of credit, by taking a credit-by-exam through Texas Tech University. Exam grades of 80 or above for acceleration, and 70 and above for retrieval will be recorded on the student's transcript.

- **ACCELERATION:** The high school credit by examination for acceleration program is for highly capable students who wish to earn for graduation 0.5 or 1.0 credit for specific high school courses with **no prior instruction**. **A student will receive credit if the examination score is 80 or above**. Acceleration is defined as "testing out of a course in grades 9-12 where the student has no prior instruction." There is no cost for this exam, but a student may only take the test two times. Parents or students interested in an exam for acceleration should submit a completed application by the published deadline. The dates and deadlines are published on the school website and in the counseling office. Applications are available in the counseling office.
- **RETRIEVAL:** Students have the opportunity to earn credit in courses for which they have had **prior instruction** through credit by examination. The high school credit by exam for retrieval of credit is for students who failed a course or did not receive credit due to excessive absences. **A student will receive credit if the examination is 70 or above.** Please note: the law states that if credit is given in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript. The student is responsible for fees for examinations for retrieval of credit. Parents or students interested in a credit by exam for retrieval of credit must obtain an application from their counselor. Review sheets are available through Texas Tech University and can be downloaded by visiting their website at https://www.depts.ttu.edu/k12/

CORRESPONDENCE COURSE

Credits earned from correspondence courses may be accepted as a part of high school graduation requirements for accredited schools in Texas, provided the courses are taken from one of the two centers offering secondary-level correspondence courses approved by the Texas Education Agency (TEA). The two sources are the Extension Division of the University of Texas at Austin, and the Extension Division of Texas Tech University. Guidelines for these courses are as follows:

- The student must have prior approval from a counselor to enroll in a correspondence course.
- Grades from correspondence courses and credit by exam should be submitted to the counseling office at least one semester prior to graduation.

CREDIT RECOVERY

Edgenuity courses are offered for students who may need credit recovery. This would include the following students:

- Students who have failed a course and need to recover credit.
- Students who are not progressing through their individual education plan at a rate that would allow them to complete high school graduation requirements within four years.
- Students who enter high school with at least two retentions in previous grades and/or have an age differentiation of two years with their own peers.

SUMMER SCHOOL

Summer school will be scheduled for students needing EOC tutorials. Information on summer school is made available to students each year in the spring semester

OFF-CAMPUS PE

Off-Campus Physical Education Equivalent Program provides an opportunity for students to receive credit for participation in an off-campus physical education program. The Texas Education Agency (TEA) authorizes school districts to award physical education credit for high school students participating in appropriate privately or commercially sponsored physical activity programs if certain guidelines are met. The purpose of the program is to accommodate students who wish to participate in special and/or accelerated physical education activities which go above and beyond those normally scheduled in the school district.
For more information, please refer to the Secondary Instruction website below or contact the student's school counselor.
https://newcaneyisdorg.finalsite.com/departments/teaching-and-learning/secondary-instruction

GRADING, GRADE POINT AVERAGE AND CLASS RANK

GRADING SCALE	
A	90-100
B	80-89
C	70-79
F	69 and below
I	Incomplete

WEIGHTED GPA CHART

The following provisions will apply to students beginning with the graduating class of 2024.

Grade	Regular	Honors	Advanced
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2
71	1.1	2.1	3.1
70	1.0	2.0	3.0
69	.9	1.9	2.9
68	.8	1.8	2.8
67	.7	1.7	2.7
66	.6	1.6	2.6
65	.5	1.5	2.5
64	.4	1.4	2.4
63	.3	1.3	2.3
62	.2	1.2	2.2
61	.1	1.1	2.1
60	0	1.0	2.0

WEIGHTED GRADE POINT AVERAGE (GPA)

Grade Point Average (GPA) is calculated based on all courses satisfying graduation requirements in English, science, math, social studies, and languages other than English. This applies to both the regular academic year and summer school. Grades earned in middle school courses taken for high school credit in English, math, science, social studies, and languages other than English shall be included in the calculation of the weighted grade average for high school class rank. Advanced courses taken for high school credit in another accredited middle school shall receive advanced grade points based on the district's point system when NCISD also has advanced courses in those areas.

- GPA calculation dates: September (Seniors only), January, March (Seniors only for final rank), June.
- Non-weighted 4.0 GPA is calculated using all classes but does not calculate rank.

CLASS RANK

Class rank shall be based solely on academic courses so that all students may be compared on the same basis. The honors of valedictorian, salutatorian, and honors graduates shall be based on academic excellence and the grade point average for all courses as follows:

1. English (Elective English courses not satisfying a graduation requirement for English do not count in the calculation of GPA. See your counselor for specifics);
2. Mathematics;
3. Science;
4. Social Studies (Elective Social Studies courses not satisfying a graduation requirement for Social Studies do not count in the calculation of GPA. See your counselor for specifics); and
5. Language other than English

In addition to the designated core-course average, these guidelines apply:

- For the purpose of determining final Senior rank, the District shall calculate weighted grade point averages at the end of the third nine-week grading period of the senior year or the final weighted GPA of early graduates.
- Courses of study taken from non-accredited institutions shall be subject to evaluation prior to the approval of credit and grade.
- Numerical grades shall be used as the official grade from all courses and shall appear on the official transcript and reporting forms. The calculation of class rank shall exclude grades earned in dual credit courses taken in the spring semester of the senior year, any local credit course, and any course for which a pass/fail grade is assigned.
- Letter grades from Dual Credit courses shall be converted to numeric grades according to the following scale:
    - A=95 B=85 C=78 D=74 F=68
- Letter grades from transfer courses shall be converted to numeric grades according to the following scale:

A+	98		C+	79
A	95		C	78
A-	92		C-	77
B+	88		D+	76
B	85		D	74
B-	82		D-	72
			F	68

- Students who transfer from an accredited high school shall ordinarily be awarded grade points for courses taken in other accredited schools based on the district's grade point system. Advanced courses taken in another accredited high school or middle school shall receive advanced grade points based on the district's grade point system when the district also has advanced courses in those academic areas. If necessary, district counselors shall review the transcript and contact the previously attended school to determine whether advanced grade points should be awarded. Pass/fail courses shall not be counted in the class-ranking calculation.
- The District shall rank with the spring graduating class any grade 12 student who graduates during the school year or in the subsequent summer.
- Students who graduate at the end of the fall semester shall be ranked among the students who will graduate during the spring.
- A student's class ranking shall be determined within the graduation class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.

Each of the district's high schools will rank students who transfer in after the beginning of their senior year in the order of their GPAs for the purpose of determining automatic admission eligibility.

HONOR STUDENT RECOGNITION

The administration and staff of the high schools shall recognize honor students in each of the graduating classes. The following guidelines shall be observed in determining valedictorian, salutatorian, and honor graduates:

- For the purpose of determining honors to be conferred in the spring graduation ceremonies, the District shall calculate weighted grade point averages to determine each student's class ranking at the end of the third nine-week grading period of the senior year or the final weighted GPA of early graduates.

- District shall rank with the spring graduating class any student who graduates during the school year or in the subsequent summer. Students who are enrolled and graduating at the time of the spring graduation ceremonies and early graduates who completed graduation requirements in the current school year shall be eligible for honor awards at those ceremonies.

- Course work completed in middle school that satisfies a core graduation requirement will count toward a student's GPA. Credit shall be awarded, and grade points shall be calculated using the district's weighted GPA chart

- The student with the highest grade point average shall be named valedictorian and the student with the second highest grade point average shall be named salutatorian. To be eligible for valedictorian and salutatorian honors, qualified seniors shall have been: 1) continuously enrolled in the district for all of high school in grades ten through twelve; 2) continuously enrolled in the same high school for three consecutive semesters immediately prior to spring graduation; and 3) shall have completed the FHSP with Distinguished Level of Achievement.

- In the event of a tie among eligible students for highest and second highest weighted grade point averages when the averages have been calculated to four places behind the decimal point, the District shall recognize as valedictorian the student who has completed the greater (est.) number of advanced level courses. If the tie cannot be broken by comparing the number of advanced level courses, the District shall recognize co-valedictorians. The student with the next highest weighted grade point average shall be recognized as salutatorian.

- Students whose grade point averages fall in the top ten percent shall be designated honor graduates. To be eligible for recognition as an honors graduate, a student: 1) Shall have completed the Foundation High School Program with Distinguished Level of Achievement; and 2) Shall have been continuously enrolled in the same District high school for the two semesters prior to completing all credits required for graduation.

- Being enrolled in a district high school for the entire senior year is NOT a requirement to be eligible for automatic college admission. Automatic admission is available to the top six-percent of graduating seniors for the University of Texas. Automatic admission is available to the top ten percent of graduating seniors for all other Texas public universities.

ELIGIBILITY FOR COLLEGE SPORTS

NCAA

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA). Beginning in their freshman year of high school, students planning to participate in college athletics should contact the NCAA Eligibility Center at https://web3.ncaa.org/ecwr3/ to review the association's requirements and must apply to the NCAA to be certified as eligible. The NCAA recognizes only courses taken in grades nine through twelve. A high school course taken in the eighth grade may be used if the course is on the high school transcript with a grade and credit and if the course is on the high school's NCAA List of Approved Core Courses. Students who took high school credit courses in middle school need to pay special attention to NCAA rules. The NCAA requirements are outlined below.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center

Students enrolling at an NCAA Division I or II institution for the first time need to complete the amateurism questionnaire through the Eligibility Center website and should also request final amateurism certification prior to enrollment.

Be sure to review your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that courses being taken have been approved as core courses. **Courses taken through Edgenuity do not satisfy NCAA requirements.** The website is https://web3.ncaa.org/ecwr3/

NAIA

PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. Play NAIA is the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to have their academic and athletic eligibility determined and to play sports at an NAIA college or university. Visit the NAIA Website for further details and information.

ADVANCED COURSES AND HONORS PROGRAMS

NATIONAL HONOR SOCIETY

The purpose of the National Honor Society is to give students recognition for and encouragement in scholarship and those qualities of leadership, service, and character. Not only are student members expected to maintain the standards of membership, they are also expected to foster these qualities in the whole student body. To be accepted into the Honor Society, candidates must meet at least one of the following criteria: 3.5 or higher on a 4.0 GPA or 3.5 or higher on a 6.0 GPA, as of September 1 of the year for which they are requesting consideration. Each student who meets this GPA must then complete an application to be evaluated by the high school faculty. A five-member faculty council will make the final decision. Membership is only open to sophomores, juniors and seniors. Candidates must have been in attendance at the school the equivalent of one semester.

NATIONAL MERIT SCHOLARSHIPS

Each year, select NCISD graduates are recognized as achieving high distinction in the National Merit Competition. Students who take the PSAT/NMSQT in the eleventh grade are automatically entered, and students whose Selection Index places them in the top one-half of the top one percent nationally are identified as semi-finalists. These students, with the additional recommendation of their school, will continue in the competition. Semi-finalists are announced early in September of the twelfth grade. These students continue the application process by completing a packet of materials, which is then submitted to the National Merit Scholarship Program in Princeton, NJ. Students who are selected to be finalists often receive recognition and awards from colleges, universities and companies.

Another category of the National Merit Scholarship Competition is that of Commended Status, which includes those students who score in the top five percent nationally on the Selection Index. These students do not continue in the competition, but they do receive a certificate, and this designation may be sent with college applications and used in scholarship applications.

SENIOR COMMUNITY SERVICE AWARD/GRADUATION CORDS/STOLES

Students are encouraged to complete community service hours anytime beginning their freshman year. Service hours need to be pre-approved. Upon completion of 50 approved service hours, students will be awarded a green cord to be worn at graduation. Students who complete at least 100 approved service hours will be awarded a white and green double cord to be worn at graduation.

Students can earn graduation cords by completing the following requirements:

- Honors (Gold)- Top 10% of graduating class
- National Honors Society-(Stole)dual credit
- Advanced Placement (AP) Cord (Black)- minimum of participating in 5 tests (IECHS minimum of 3)
- Dual Credit (White) – completed/earned 12 credit hours
- CTE Certification (Silver)- earned an industry-based certification, maximum one cord
- Military Cord (Red, White, Blue) – those enlisted in military by graduation
- Associates Degree (Purple, Black, Sliver) (IECHS only)

TEXAS GRANT PROGRAM

The Toward Excellence, Access, and Success (TEXAS) Grant Program provides grant money to enable well-prepared eligible students to attend public and private non-profit institutions of higher education in Texas. A student who is a Texas resident; graduated from a public or accredited private high school in Texas no earlier than the fall of 1998; completed the Recommended or Distinguished Graduation Plan; has financial need; enrolls at least three-fourths time in an undergraduate degree or certificate program as an entering undergraduate within 16 months of high school graduation; and has not been convicted of a felony or a crime involving a controlled substance, may apply through the financial aid office of his/her chosen college. Only in-state (Texas) colleges or universities may participate in the program. Visit the website at www.collegeforalltexans.com to find out about loan programs, scholarships, and other grant programs

ADVANCED PLACEMENT COURSES

These courses allow students to take college-level course work while still in high school. The College Board develops the scope and sequence of the AP courses and provides training for teachers. House Bill 1992 (2015) requires all state institutes of higher education to award credit for AP exam scores of three or greater. Most colleges and universities consider students who take AP courses to be better prepared for the rigor of college courses. Students should expect course subject matter and workload at a collegiate level. Students enrolled in an AP course are expected to take the College Board exam in the spring. There is a $40.00 fee for each AP exam a student elects to take, with a maximum of $120 for any single student. Students are responsible for paying the ($40) late fee if they register after the deadline or take a late exam for an unapproved reason per exam.

GIFTED AND TALENTED PROGRAM

The nomination period for the New Caney ISD Gifted/Talented Program is open in the fall each year. Parents, students, teachers or administrators may nominate a student to be evaluated. The state requires the district to use assessment measurements collected from multiple sources to determine eligibility. Included in these are parent and teacher observation and feedback forms, formal assessment of academic achievement through classroom and state exams and projects, and evidence of aptitude and creativity. A campus identification committee evaluates all information gathered to determine if a student qualifies for the program. If a student qualifies, and with parental permission, the student will receive GT enrichment services.

DUAL CREDIT REQUIREMENTS, GUIDELINES, AND PATHWAYS

High School students are eligible to enroll in dual credit courses if they meet one of the following categories:

- Non-degree seeking and holding less than 15 credit hours
- Texas Success Initiative Exemption
- Texas Success Initiative Assessment

Please see Lone Star College approved test scores https://www.lonestar.edu/college-departments/dualcredit/dualcredit-tsi.htm . Students who do not meet benchmark scores may be subject to additional district requirements to enroll in dual credit courses.

Effective January 2021 the following TSIA 2 College Readiness Benchmark scores will be in effect:

- ELAR > 945 OR ELAR < 945 AND Diagnostic > 5
- ESSAY > 5
- MATH > 950 OR MATH < 950 AND Diagnostic = 6

Students may be exempted from the TSIA2 by making the following qualifying scores on other assessments:

-
- SAT: EBRW = 480 Math = 530
- ACT – Math minimum score of 22; combined score of 40 on the English and Reading tests
  (if taken before February 15, 2023) composite of 23 with a minimum of 19 on both the English and mathematics tests

The following guidelines also apply:

- The student shall be responsible for meeting all college requirements.
- Each dual enrollment student shall be present at school during the daily attendance accounting period.
- The NCISD Board of Trustees shall determine approval of courses for which high school credit shall be granted.
- Students shall notify the counselor if there is a change in their status at the college/university. Credit shall not be awarded without the official presentation of the college transcript or grade report to the counselor.
- Dual credit classes are exempt from UIL regulations for grades. After the drop date, a student must remain in the class for the entire semester and will not receive credit for the class, at either the high school level or college level, without a passing grade in the college class.
- Transportation is the responsibility of the parent and student. The district is not liable for injury occurring once the student leaves campus.
- The accumulation of 12 or more college credits with a grade of B or better qualifies as a Performance Acknowledgement.
- Second-semester dual credit grades are not counted toward final rank and GPA during senior year.
- Students must complete the application process by the last day of the previous semester.
- Students must complete a pre-assessment activity (PAA) prior to taking the TSIA2 Exam.
- If, due to special circumstances, a dual credit class needs to be dropped, the student must do so through the high school counselor.
- Dropping college level courses, even during high school, can have negative financial aid implications as a student continues to pursue a degree.
- Eligibility for continued participation in the Dual Credit program requires satisfactory academic performance with earned grades of A, B, or C in all college level courses. If a student makes a D or below, the student will follow Lone Star College's appeal process.
- Transfer of individual Core Curriculum courses are guaranteed by state law to transfer to Texas public colleges and universities.
- If there is a corresponding exam, students are encouraged to take the Advanced Placement exam.
- Courses taken for dual credit in summer school will be added to the student's transcript in the subsequent fall.
- All dual credit and dual enrollment courses used to satisfy graduation requirements or Core Complete component areas of English, Mathematics, Life & Physical Science, Languages Other Than English, History, Government, and Economics will be included in G.P.A. calculation.

DUAL CREDIT PATHWAYS
Students are encouraged to consider one of the following pathways to maximize the financial and educational benefits of the dual credit program.

COLLEGE ESSENTIALS PATHWAY
The College Essentials Pathway results in an accumulation of 18 college credit hours that are essential to any degree program. This pathway may require students to take courses outside the school day or in the summer.

COLLEGE ESSENTIALS PLAN EXAMPLE

Grade Level	College Credit Hours	College Course	High School Course
9th Grade	-	-	-
10th Grade	-	-	-
11th Grade	3	HIST 1301	DC US HIST A
	3	HIST 1302	DC US HIST B
12th Grade	3	GOVT 2305	DC US GOVT
	3	ENGL 1301	DC ENG 4A
	3	ENGL 1302	DC ENG 4B
	3	GOVT 2306	ELECTIVE (Social Studies Advanced Studies)

CORE COMPLETE PATHWAY
Texas law requires any student planning to pursue a bachelor's degree from a Texas public university to complete a core curriculum of 42 credit hours. The Core Curriculum is defined as the curriculum in liberal arts, humanities, sciences, and political, social, and cultural history designed to empower students with foundational knowledge and transferable skills.
If a student transfers subsequent to completing the core curriculum with grades of "C" or better, the entire core curriculum transfers and substitutes for the core curriculum (s)he would have taken at his/her state college or university.

Please remember: In some bachelor's degree programs, students take requirements for the major as part of the core curriculum. If a student knows what they plan to major in, it's best to make a transfer plan so that extra course work will not be needed to satisfy a specific degree plan.

The best way to become Core Complete in high school is to take as many courses as possible that are in the college core curriculum and that also meet high school graduation requirements. Students may need to take some core classes outside of the school day or during the summer in order to be core complete. Students can use The Texas Common Course Numbering System (TCCNS) to determine if courses transfer to his/her chosen degree plan.

Core Complete Component Areas - Total 42 Semester Credit Hours (SCH)
Communication (6 SCH) / Mathematics (3 SCH)
Life & Physical Sciences (8 SCH) / Component Area (4 SCH)
Language, Philosophy, & Culture (3 SCH)
Creative Arts (3 SCH) / Social/Behavioral Sciences (3 SCH)
History (6 SCH) / Government/Political Science (6 SCH)

CORE COMPLETE EXAMPLE

Grade Level	College Credit Hours	College Course	Core Complete Component Area	High School Course
9th Grade	Prepare for and Take TSIA 2			
Summer pre-10th grade	1	PHED 1164	COMPONENT AREA	Physical Education
10th grade	3	SPEECH 1311	COMMUNICATION	Elective (Communication Applications)
	3	ARTS 1301 OR MUSI 1306	CREATIVE ARTS	Fine Arts
Summer pre-11th grade	3	HUMA 1301	LANGUAGE & CULTURE	Elective (Humanities)
11th Grade	4	SCIENCE	LIFE & PHYSICAL SCI	DC Advance Science
	3	HIST 1301	HISTORY	DC US Hist A
	3	HIST 1302	HISTORY	DC US Hist B
	3	MATH	MATHEMATICS	DC Advanced Math
Summer pre-12th grade	3	GOVT 2306	GOVERNMENT	Elective (Independent Study in SS)
12th	3	ENGL 1301	COMMUNICATION	DC ENG 4A
	3	ENGL 1302	COMPONENT AREA	DC ENG 4B
	3	ECON 2301	SOCIAL/ BEHAVIORAL SCIENCE	DC Economics
	4	SCIENCE	LIFE & PHYSICAL SCIENCE	DC Advanced Science
	3	GOVT 2305	GOVERNMENT	DC Government
TOTAL	42			

ONRAMPS

OnRamps courses are college courses taken at the high school campus where the student earns college credit and high school credit at the same time by taking two courses simultaneously (dual enrollment). Dual enrollment courses are taught by a NCISD teacher who is also registered with the University of Texas at Austin. The student can accept or decline the college credit at the end of each semester. These courses count towards a student's College Essentials and Core Complete pathway.

ADVANCED COURSE COMPARISON CHART

IDENTIFYING THE DIFFERENCES

Classes taken for college credit have a higher standard of expectations which will impact mastery level and assignments

	Advanced Placement (AP)	**Dual Credit (DC)**	**On Ramps (OR)**
Description	The AP Program allows students to take college-level courses and exams, and to earn college credit or placement while still in high school.	Dual Credit allows high school students to earn both high school and college credit by completing courses at their high school and/or college campus.	OnRamps (Dual Enrollment) allows students to earn high school and potentially earn college credit through UT Austin while still in high school.
Credit	College credit is given when students pass the AP examination. Students seeking credit through their AP grades should note that individual colleges and universities, not the College Board or the AP Program, grant course credit and placement.	Credit is awarded when the student passes the course. If there is a corresponding exam, students will be encouraged to take the Advanced Placement exam.	Students receive credit upon successful completion of the course and college credit if they elect to keep the college grade.
Teachers/Instructors	Taught by specially trained high school teachers.	Taught by college instructors and/or high school teachers who serve as adjunct professors.	Taught by UT-Austin trained high school teachers and UT-Austin professors.
College/University Acceptance	Accepted throughout the nation. All state funded Texas colleges and universities accept scores of 3 or higher on exams for AP credit.	Accepted at public colleges and universities in Texas. Other colleges may accept credit based on their policies and the class learning outcomes.	College/University acceptance: Accepted at public colleges and universities in Texas. Other colleges may accept credit based on their policies and the class learning outcomes.
Location	AP courses are taught on the high school campus.	Dual Credit courses can be taught on the high school or college campus.	Courses are taught on high school campus and through Ut-Austin's Canvas Course.
Eligibility	Open to any student who meets the AP criteria in the Course Catalog.	● Students who meet the requirements in Texas Administrative Code, Chapter 4, Subchapters C & D are eligible to take dual credit courses. ● Parent/guardian and counselor approval.	Open to all students. In order to be eligible to receive college credit the student must have met TSI criteria on the TSIA2, SAT, ACT, EOC, or be passing the course at eligibility check (usually Jan/Feb).
Costs The payment for AP and Dual Credit will be considered each year.	The cost of an exam is $94. The district may subsidize the cost of AP exams resulting in a cost to the student of $40 per exam not to exceed $120. Textbooks are provided by the school.	The district will pay all tuition fees for approved dual credit courses. Students are responsible for purchasing textbooks. Lone Star College will charge a fee of at least $21 per credit hour (e.g., a three-credit-hour course would have a textbook fee of $63).	The district covers the cost of the course for the student. Textbooks are provided for the student.

SPECIALIZED PROGRAMS

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program is an intensive English-language instructional program taught by teachers trained and certified to support Emergent Bilinguals with second language acquisition. In addition to mastery of English language skills, the ESL program provides linguistically accommodated content instruction that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum. This program is designed to target language acquisition in all academic content-based instruction that is linguistically and culturally responsive.

SECTION 504 OF THE REHABILITATION ACT OF 1973

It is New Caney's ISD responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such impairment; or
- Is regarded as having such an impairment.

Parents who believe that they have a child who may qualify for accommodations or services should contact the child's school counselor or the campus 504 coordinator.

DYSLEXIA AND RELATED DISORDERS

If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the campus MTSS Specialist, diagnostician, or administration for information on the District's Dyslexia program, and information regarding appropriate evaluation for reading disorders. A link to the Texas State Dyslexia Handbook in English and Spanish are available to parents through the NCISD website.

SPECIAL EDUCATION

For students with disabilities, the Admission, Review and Dismissal (ARD) Committee will develop an Individualized Education Program (IEP) which assures a Free and Appropriate Public Education, a Least Restrictive Environment, and access to Career and Technical Education courses. For high school students, the IEP serves as the Personal Graduation Plan (PGP) for the purpose of planning courses to meet graduation requirements including endorsement options. Specialized courses which do not appear in this catalog may be available for students with disabilities as determined by the ARD Committee.

EOC INTERVENTION

HB 1416 requires the district to provide15 hours of supplemental accelerated instruction for up to 2 subjects for any student who did not perform satisfactorily at the High Did Not Meet level or 30 hours in up to 2 subjects for a student at the Low Did Not Meet level on a STAAR EOC assessment. For students who are not successful in the same subject for two consecutive years, the district is required to prepare an accelerated instruction plan that includes 30 hours of instruction. A conference with the parent/guardian of the student should be held by the teacher of the accelerated subject to inform the parent of the acceleration plan.

Supplemental accelerated instruction may be delivered in summer school, through supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 1416 requirements.

GRADUATION INFORMATION

The student and his/her parents must accept responsibility for the proper choice of subjects for graduation and/or for college entrance. There are, however, teachers, counselors, and administrators who are available to offer any assistance needed in planning a program of study leading to the completion of requirements for graduation

A student who has met graduation requirements may finish school at the end of any semester. Students who complete requirements in January may elect to participate in the May graduation ceremony.

Current graduates may not participate in the graduation ceremony unless all graduation requirements have been met. This includes the successful completion of all required courses, the accumulation of the required number of credits, and the successful mastery of all End of Course (EOC) requirements.

SB 149 is a Texas law passed by the 84th Texas Legislature in May 2015. The law requires school districts to establish an Individual Graduation Committee (IGC) for each student who fails to pass no more than two End-of-Course assessments after two attempts. The IGC will determine whether the student may satisfy high school graduation requirements through alternative methods that show a sufficient understanding of the knowledge and skills taught in the subject.

Now under Texas law, to receive a diploma, a student must complete all coursework required for the high school program, and pass all state assessments; or qualify for a high school diploma based on an Individual Graduation Committee (IGC) review.

EARLY GRADUATES

Students who would like to complete high school in three years are given the opportunity to do so through early graduation. Students who would like to finish high school one term early are given the opportunity to graduate at mid-term. Applications for either of these options are due one year prior to the proposed graduation date. A signed application and permission form must be on file in the counseling office. Students and parents are asked to consider these options very carefully, plan significantly in advance, and meet with the student's counselor. Early graduates shall be eligible for all graduation honors, provided they meet the requirements. Students who graduate in three years shall be eligible to participate in commencement ceremonies. An early graduate's classification will be changed to senior classification at the beginning of the spring term, and senior privileges will be extended to them.

For more information on graduation requirements, please contact your child's counselor.

STATE REQUIREMENTS FOR GRADUATION

Students who enter ninth grade will be required to take the STAAR End-Of-Course exam in the following courses

English (ELA)	Math	Science	Social Studies
English I	Algebra I	Biology	US History
English II			

Any course that is used as the initial course for the above subjects, will also be assessed with that course's EOC. This would include Pre-Advanced Placement, Advanced Placement, and Dual Credit if they replace the initial offering of that subject.

TESTING INFORMATION

STATE OF TEXAS ASSESSMENT ACADEMIC READINESS (STAAR)

The STAAR (pronounced the same as "star") title will be used for the 5 end-of-course assessments mandated by HB 5 in 2012 and the assessments for third through eighth grades mandated by HB 3 in the 2009 legislative session. The tests will be used beginning in the 2011-2012 school year. Students will need to meet the end-of-course testing requirements or satisfy the Individual Graduation Committee, as well as pass their classes, in order to earn a diploma.

Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9. These students are required to take the SAT or ACT before graduating from high school.

PRE-COLLEGE ENTRANCE PLANNING AND ASSESSMENT - PSAT and Pre ACT

The College Board and the National Merit Scholarship Corporation sponsor the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test), which provides students an opportunity to practice for the SAT since the questions and format are very similar. Taking the PSAT allows students to compare their abilities for college work with abilities of other college-bound students. Sophomores and juniors are eligible to take this test. The eleventh-grade administration of this test is also the first step in entering the National Merit Scholarship Foundation process.

COLLEGE ENTRANCE TESTING - SAT and ACT TESTING

Most colleges and universities require an entrance examination as part of the college application process. There are two entrance examinations predominantly used by colleges. These are the Scholastic Aptitude Test (SAT) and the American College Test (ACT). It is the student's responsibility to determine which test is required by the student's college of choice. Students are encouraged to register online at collegeboard.com or act.org in the spring of their junior year or the summer before their senior year. This will ensure that they have their score available to submit to colleges by the early-registration deadline. Registration packets are available in the counseling office. Students are strongly encouraged to take college entrance tests before the end of their junior year. Students are also advised to plan ahead as SAT and ACT registration deadlines may be as many as five weeks prior to test dates.

TSIA2 TESTING

Instituted by the Texas Legislature, the Texas Success Initiative (TSI) is a program that includes diagnostic testing and developmental instruction in order to improve college student success rates in Texas. The Texas Success Initiative Assessment 2.0 (TSIA2) is the particular test used, and is designed to assess students' college readiness in reading, writing, and math while also providing remediation feedback to improve these skills for students not considered ready for college-level coursework. The test is online and contains questions aligned to the Texas College and Career Readiness Standards. Based on how students perform on the TSIA2, they may be enrolled in coursework that aligns with their skills or be placed in an appropriate developmental course/intervention to improve their skills. The TSIA2 is available to all NCISD students wishing to test for dual credit qualification.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The ASVAB measures a student's strengths and provides career information along with options for future endeavors such as college, vocational school or a military career. This test will not commit any students to the military.

EMERGENT BILINGUALS ASSESSMENTS

Emergent Bilingual students are entitled to receive specialized English as a Second Language (ESL) services from the District. A Language Proficiency Assessment Committee (LPAC) will convene to determine if a student qualifies for ESL services. Pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. Oral Language Proficiency Test (OLPT) results will be used to determine a student's level of English proficiency. The LPAC

will designate student accommodations based on their English proficiency level. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to Emergent Bilinguals who qualify for ESL services. The LPAC in conjunction with the Admission, Review, Dismissal (ARD) committee will determine instructional and assessment decisions for Emergent Bilingual students that receive special education services.

TEXAS COLLEGE BRIDGE

While not a test, this program may allow a student to earn TSI exemption at more than 90 partnering colleges and universities across Texas. High school juniors and seniors can complete personalized, online college preparatory courses, strengthening their English and math skills prior to enrolling in college and setting them on a path to postsecondary success.

PROGRAM LOCATION

HIGH SCHOOL PROGRAM LOCATIONS

Students can sign up for any course found in this course guide. However, because of facilities and staff, not all courses found in this course guide are located on all high school campuses. If a student chooses to request a course in a program not located on his/her home campus, the following options may be explored:

- Students may be transported from their home campus to the campus where the course is located. The course may be scheduled at the beginning or end of the day, so the student will either begin or end the day at the campus on which the course is located. Depending on the schedule, it is possible a student may take more than one course away from their home campus.
- Students may be asked to provide their own transportation in some cases.
- A teacher may travel from his/her home campus to the other campus to pick up a class or classes.
- A student may request to be transferred to the other campus. (UIL restriction would be enforced.)
- A student may request to take the course online.

While New Caney ISD will work diligently to place students in the classes they choose, if none of these options are possible, a student will be required to select another course.

Students may apply in eighth grade to enter Infinity Early College High School. Applicants will be placed in a lottery to determine enrollment Early College High School students will take selected courses on Lone Star College Kingwood campus.

GENERAL SUBJECT DESCRIPTIONS

ENGLISH

If you are planning to attend college, the English department strongly recommends you take your last English course during your senior year.

Courses designated as "Honors" will have emphasis placed on individual creativity and problem solving to enhance and enrich the skills of the gifted student. Students will be required to complete at least one independent project. Students will also be required to purchase their own novels.

Courses designated as "AP" are college-level courses. Students should expect course subject matter and workload at a college level. Student should also expect to purchase or acquire their own novels. Students enrolled in an AP course are expected to take the AP College Board exam at the end of the course.

English classes can be taken concurrently.

ENGLISH I
GPA 4 **Grade 9** **1 credit**
This course will include a comprehensive study of language conventions, composition, and vocabulary; as well as an in-depth study of the characteristics and structure of informational and literary genres.

Honors ENGLISH I
GPA 5 **Grade 9** **1 credit**
Fees: Purchase of novels required during the year
In addition to the TEKS required by the state, this course begins the preparation for the AP English Literature and Composition test and/or the AP English Language and Composition test. Motivated college-bound students will be challenged and enriched by college-preparatory material taught at a pace appropriate to grade level. The course focuses on four areas: thinking skills, close reading, grammar, and composition. Students will practice stylistic analysis of complex passages and works of literary merit. Success in this program requires student commitment to the rigorous expectations of the course. Summer reading is recommended, not required. Students must provide their own copies of novels for recommended reading during the year. This course is designed for students scoring Meets or Masters on the STAAR 8th grade Reading Exam.

ENGLISH II
GPA 4 **Grade 10** **1 credit**
This course will review the fundamentals of language conventions with emphasis on their use in composition. Students will write well-developed paragraphs and essays. The study of literature will include a wide variety of selections designed to acquaint students with informational and literary genres. Emphasis will be on improvement of basic and analytical reading skills, as well as an understanding of the genre characteristics and structures.

Honors ENGLISH II
GPA 5 **Grade 10** **1 credit**
Fees: Purchase of novels required during the year
In addition to the TEKS required by the state, this course begins the preparation for both the AP English Literature and Composition test and the AP English Language and Composition test. This course is designed to challenge and enrich motivated college-bound students to expand their education beyond the typical secondary program. This course will be taught at a college-preparatory level and pace appropriate to the grade level. Students will develop analytical reading skills and will apply these skills to genres from various time periods. Students will also develop writing skills, paying particular attention to form, style, substance, and mechanics. Success in this program requires student commitment to the rigorous expectations of the course. Summer reading is recommended, not required. This course is designed for students scoring Meets or Masters on the STAAR English I End of Course Exam.

ENGLISH III
GPA 4 **Grade 11** **1 credit**
This course is designed as a survey of American and related world literature with a focus on analysis of the author's craft. Students will review and apply their knowledge of language conventions as they master sentence construction and composition. Students will develop and practice their writing skills, by composing a variety of text types including personal response, research- and report-writing, and literary essay.

AP ENGLISH III
GPA 6 **Grade 11** **1 credit**
In addition to covering the TEKS required by the state, this course prepares students for the AP English Language and Composition test. This course is designed to challenge and enrich motivated college-bound students to expand their education beyond the typical secondary program. This course will be taught at a college level and pace appropriate to the

grade level. Students will learn and reinforce the reasoning and analytical skills needed in both language and literature. The course will focus on literary nonfiction and argumentative analysis as well as the development of stylistic elements such as wide-ranging vocabulary, variety of sentence structures, logical organization, a balance of generalization with specific illustrative detail, and effective use of rhetoric. Success in this program requires student commitment to the rigorous expectations of the course. Summer reading is recommended, not required. This course is designed for students scoring Meets or Masters on the STAAR English II End of Course Exam.

ENGLISH IV
GPA 4 Grade 12 1 credit
This course is designed for the enrichment of reading, writing, and oral communication skills. In addition to reading and analyzing British literature across literary periods, selected novels will also be studied. SAT/advanced vocabulary study and advanced grammar, such as sentence construction, will be emphasized. Composition instruction in this course will emphasize informative and literary writing

English IV College Prep
GPA 4 Grade 12 1 credit
Prerequisite: English I, II, and III and STARR English I and II EOC Exams
This course will prepare students to be successful in college English. Students must make a final grade of 75 or higher to be considered "college ready" without taking the TSI test.

AP ENGLISH IV
GPA 6 Grade 12 1 credit
In addition to the TEKS required by the state, this course prepares students for the AP English Literature and Composition test. This course is designed to challenge and enrich motivated college-bound students to expand their education beyond the typical secondary program. This course will be taught at a college level and pace, as outlined by the College Board. This course stresses literary analysis, along with representative works from the world's most complex literature. The student will learn to make careful observations of textual detail, establish connections among these observations, and draw from these connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing. Students will be expected to explain these ideas clearly, cogently, even elegantly, in written form. Success in this program requires student commitment to the rigorous expectations of the course. Summer reading is recommended, not required. This course is designed for students scoring Meets or Masters on the STAAR English II End of Course Exam.

DC ENGLISH IV
GPA 6 Grade 12 1 credit
Fees: Those required by Lone Star College—Kingwood
English 1301 covers the writing process and enables students to adapt to different rhetorical situations in terms of audience, purpose, style, format and accepted conventions of standard written English. Students will use appropriate modes of expression in writing assignments—expressive, descriptive narrative, expository, and persuasive. English 1302 covers basic strategies for critical thinking, logical analysis, and problem solving. Students will read, analyze, synthesize, evaluate and discuss various forms of prose. Students who enroll in this course will be encouraged to take the AP Language and Literature Test in the spring.

INDEPENDENT STUDY IN ENGLISH
GPA 4 1 credit
Prerequisite: Sponsor approval
Students enrolled in Independent Study in English will focus on a specialized area of study; for example (but not limited to), the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis, and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. NOTE: If this course is being used to satisfy requirements for the Distinguished Graduation Plan, a student research/product must be presented before a panel of professionals or approved by the student's mentor

ONRAMPS RHETORIC AND WRITING
GPA 6 1 credit
Prerequisite: High School English I and II
This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, essential to leadership communications skills, and a spring semester course focused on analyzing and crafting sound and effective arguments among peers. Over the two courses, students are aligned to college expectations for critical writing, reading, research, and analysis. (TCCNs: ENGL 1301 + ENGL 1302)

ENGLISH ELECTIVES

LITERARY GENRES
Grades 9-12 1 credit
Students enrolled in Literary Genres will analyze fictional and poetic elements of literary texts and read to appreciate the writer's craft. Students will discover how well-written literary text can serve as models for their own writing and will

respond to oral, written, and electronic text to connect to their knowledge of the world.

CREATIVE WRITING
Grades 9-12 **1 credit**
The study of creative writing allows students to earn credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of fictional writing as short stories, drama, and poetry. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

RESEARCH AND TECHNICAL WRITING
Grades 9-12 **1 credit**
The study of technical writing allows students to earn credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

PRACTICAL WRITING SKILLS
Grades 9-12 **1 credit**
The study of practical writing allows students to earn credit while developing skills necessary for the rigorous writing demands of the business world. The course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational texts, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of the students' own writing as well as the writing of others, ensures that students completing this course are able to analyze and evaluate their writing.

HUMANITIES **1 credit**
Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

DEBATE **1 credit**
This course will address the development of skills in the area of debate, argumentation, and public speaking. Students will learn fundamentals and mechanics of case preparation and presentation. Students may earn a communications application credit if the teacher is appropriately certified.

DEBATE II **1 credit**
Prerequisites: Debate I; teacher approval
This course is designed for the advanced debate student who has proven, through prior participation and teacher approval, to be dedicated to an intense study of argumentation and debate. Students are required to participate in competitive debate situations throughout the year. Numerous research assignments will be assigned both during and outside of class.

DEBATE III **1 credit**
Prerequisites: Debate II; teacher approval
This course is designed for the student who is capable of self-directed research. Emphasis is placed on debate techniques, oratory and extemporaneous speaking, and involvement in activities designed to stimulate the student's awareness of the effectiveness of good speaking techniques. Competition is required.

JOURNALISM **½ credit**
Students enrolled in journalism write in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written articles on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. They will also become

analytical consumers of media and technology to enhance their communication skills.

PHOTOJOURNALISM **½ credit**
Fee: $10
This course provides students with the opportunity to learn effective visual communications and to plan, prepare, and produce photographs through conventional and digital sources.

ADVANCED BROADCAST JOURNALISM I/II/III
1 credit
Prerequisites: Journalism, photojournalism, or computer multimedia and animation technology, and sponsor approval. Students will master the basic historical, technical, and ethical foundations of responsible broadcast journalism. Students will write scripts, reports, develop video camera and radio broadcast skills, and learn basic video and audio editing techniques. Students will learn evaluation skills and how to critically view broadcast journalism presentations. Students will be required to attend extracurricular events on assignment. Students must be highly motivated, self-disciplined individuals who are capable of working independently in a productive, creative manner. This course is not used to determine GPA.

ADVANCED JOURNALISM NEWSPAPER I/II/III
1 credit
Students will be expected to produce a newspaper and be involved in the organization, planning and production of the newspaper, while developing advanced researching and reporting skills. Students will be responsible for editing, proofreading, photography, art, and page design for each issue. Decision-making skills will be developed dealing with editorial policy, ethics, style, format, article content and selection, as well as judging newsworthiness. Students will be required to attend extracurricular events on assignment. Students must be highly motivated, self-disciplined individuals who are capable of working independently in a productive, creative manner. This course meets the TEA requirements to receive a technology credit if the teacher is certified in Technology Applications and Technology Applications TEKS are covered. This course is not used to determine GPA.

ADVANCED JOURNALISM YEARBOOK I/II/III
1 credit
Prerequisites: Journalism I or Photojournalism; sponsor approval
This course will teach students to structure a yearbook, select a theme, study use of graphics, write copy and captions, take, select, crop and scale photographs, and prepare layouts for printing. Students will spend the majority of their time using the computer for yearbook layouts, as well as yearbook management. Students will be required to sell advertisements to community businesses and to sell yearbooks to fellow students. This course meets the TEA requirements to receive a technology credit if the teacher is certified in Technology Applications and Technology Applications TEKS are covered. This course is not used to determine GPA.

INDEPENDENT STUDY IN JOURNALISM
1 credit
Students enrolled in Independent Study in Journalism write in a variety of forms for a variety of audiences and purposes. Students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and using the conventions and mechanics of written English correctly. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Independent Study in Journalism will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

COLLEGE ENTRANCE TEST/COLLEGE PREPARATION **½ local credit**
This elective will assist college-bound juniors and seniors as they prepare for college entry. The focus of the curriculum is improving students' ability to successfully complete the ACT and SAT. Other areas of emphasis will include developing study skills, completing the college application process, and applying for financial aid.

LITERATURE THROUGH FILM
Grades 11-12 **½ local credit**
Students will become acquainted with important novels through watching films! Novelists and novels beginning with the Victorian period and ending with today's writers will be viewed. This course offers students some knowledge of the novels colleges expect students to have read. Students will write biographies of the novelists, consider what elements of the novel make it an important work, and discuss themes and how they relate to the world around us. This course is for juniors and seniors and is excellent preparation for the college-bound student.

READING I/II/III **1 credit**
This course offers students instruction in word recognition strategies, comprehension strategies, and vocabulary to ensure that students have an opportunity to read with competence, confidence, and understanding. Students are given

opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the content areas.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND SHELTERED CLASSES

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I
GPA 4 **1 credit**

Prerequisite: Placement is determined by the LPAC committee members and result of the language proficiency assessment.

English for Speakers of Other Languages I (ESOL) will be offered to recent immigrant students whose primary language is a Language other than English. Only students with limited English proficiency may qualify for the ESOL I course. The course work and assessments will be based on the Texas Essential Knowledge and Skills for ESOL I. EligibleEmergent Bilingual (EB) students who successfully complete ESOL I are required to take the English I EOC to satisfy the English graduation requirements. This course will count as English I graduation credit and is supported by the ESL Reading I courses.

Note: ESOL I will count as the first year of the English graduation requirement; however, English II, III, IV are still required to meet the graduation requirements.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II
GPA 4 **1 credit**

Prerequisites: ESOL I

English for Speakers of Other Languages (ESOL) II will be offered to recent immigrant students whose primary language is a Language other than English and who are enrolled in high school and have fulfilled the English I credit. Only students with limited English proficiency may qualify for the ESOL II course. The course work and assessments will be based on the Texas Essential Knowledge and Skills for ESOL II. Eligible Emergent Bilingual (EB) students who successfully complete ESOL II are required to take the English II EOC to satisfy the English II graduation requirement. This course will count as English II graduation credit and is supported by the ESOL Reading II course.

Note: ESOL II will count as the second year of the English graduation requirement; however, English III and IV are still required to meet the graduation requirements.

SHELTERED ENGLISH I
GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will include a comprehensive study of grammar, composition, and vocabulary as well as an in-depth study of the major literary genres: short story, poetry, nonfiction, drama, and novel. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED ENGLISH II
GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will review the fundamentals of grammar and usage with emphasis on their use in composition. Students will write well-developed paragraphs and essays. The study of literature will include literary genres: short story, poetry, nonfiction, drama, and novel. Emphasis will be on improvement of basic reading skills, as well as an understanding of the elements of writing. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED ENGLISH III
GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course is designed as a survey of American and related world literature with a focus on literary, figurative, and poetic terminology. Students will review and apply basic grammatical skills in the mastery of sentence construction, composition development and writing skills, such as personal response, research- and report-writing. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED ENGLISH IV
GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for ESOL students who have not met exit requirements. This course is designed for the enrichment of reading, writing, and oral communication skills. Selections from the Anglo-Saxon, Medieval, Renaissance, and Age of Reason Periods will be studied during the first semester. Second semester will include selections from the Age of Reason, Romantic, Victorian, and Modern periods. Selected

novels will also be studied. SAT/Advanced vocabulary study and advanced grammar, such as sentence construction, will be emphasized. Composition instruction in this course will emphasize informative and literary writing. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

ESOL READING I/II **1-2 credits**

Prerequisite: Sponsor approval

The ESL Reading I/II course is designed for students who are speakers of other languages and supplements the literacy instruction students receive in English I/II (ESOL). Reading I/II course content includes direct instruction in vocabulary development, literacy skills, reading comprehension, and study skills.

SHELTERED ALGEBRA I

GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will teach the foundation concepts for high school mathematics. These concepts will include algebraic thinking and symbolic reasoning; function concepts including linear systems, quadratics and nonlinear; the relationship between equations and functions; underlying mathematical processes; the use of algebraic representations, including concrete, numerical, algorithmic, and graphical. This course will include the connections within and outside mathematics, and reasoning, as well as multiple representations, applications and modeling, justification and proof. This course will include the use of technology as a tool for solving meaningful problems. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED GEOMETRY

GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will teach the concepts of geometric thinking and spatial reasoning, geometric figures and their properties in two as well as three dimensions, the relationship between geometry and other mathematics and other disciplines, geometric structure, analyzing geometric relationships in order to make and verify conjectures. In addition, the course will teach logical reasoning and problem solving involving geometry, geometric patterns, coordinate systems, congruence and similarity. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

60533 SHELTERED PRE-CALCULUS

GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. In this course, students will study functions, including polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. They will be able to define functions, describe characteristics of functions and translate among verbal, numerical, graphical, and symbolic representations of functions. Students will also model and solve real-life problems using functions, sequences and series, parametric representations, conic sections, and vectors. There will be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED MATH MODELS WITH APPLICATIONS (MMA)

GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. Students in this course will use algebraic, graphical and geometric reasoning to recognize patterns and structures, model information, and solve problems from various disciplines. They will use mathematical methods to model and solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will also use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. There will be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED ALGEBRA II

GPA 4 **1 credit**

Prerequisite: Sponsor approval

This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. The course will develop the foundation for functions that are linear, quadratic, radical, rational, exponential, and logarithmic, in addition to quadratic- conic relations. Continual mathematical emphasis will be placed upon problem solving, language and communication, real-world connections, and models and applications. This course will include the use of technology as a tool for solving

meaningful problems. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED BIOLOGY
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course is designed to provide students the opportunity to study structure, growth, and function of the life systems of selected organisms. Students will observe living organisms in the environment, prepared specimens, various ecosystems, and inherited traits. Student investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of apparatus and materials in the field and laboratory. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED CHEMISTRY
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course is designed to foster an understanding of laboratory analytical techniques, industrial manufacturing of products and how science affects everyday life. Instruction also provides for the basic understanding of college chemistry courses. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED PHYSICS
GPA 4 **1 credit**
Prerequisites: Chemistry, Algebra I, Geometry, and concurrent enrollment in Algebra II.
This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students also study a variety of topics that include: laws of motion; changes within physical systems; conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. There will be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED WORLD GEOGRAPHY
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is forEmergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will provide knowledge of our world and enhance the students' understanding of the world's inter-relations. Students may be required to complete activities focusing on real-life issues through research and presentation. Students will study the political, physical, and cultural aspects of the world's countries with an emphasis on the major geographical themes of region, movement, location, place, and human-environmental interactions. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED WORLD HISTORY
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is for Emergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course will emphasize: major civilizations and important events throughout history that have influenced the development of mankind; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, and economic change and their impact upon the world. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED UNITED STATES HISTORY
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is forEmergent Bilingual (EB) students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course is designed to cover significant individuals and events in American history from reconstruction to the present. Emphasis is placed on geographic influences upon the historical and economic development and growth of the U.S. and social, cultural, and political developments of the U.S. through current times. There will also be a daily emphasis on the English Language Proficiency Standards (ELPS).

SHELTERED GOVERNMENT
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is for EL students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course is designed to provide the opportunity for the student to study the foundations of the U.S. political system; the development, structure, and functions of the governmental

systems at federal, state, and local levels; and an analysis of participation and decision making in civic affairs.

SHELTERED ECONOMICS
GPA 4 **1 credit**
Prerequisite: Sponsor approval
This course is for EL students who have a composite score of beginning/intermediate in TELPAS or are recent arrivals. This course covers the characteristics, benefits, and goals of the American free-enterprise system; government functions in the American economic system; comparisons of economic systems such as capitalism, socialism, and communism; and topics such as banking, budgeting, insurance, the stock market, and income tax.

FINE ARTS

INSTRUMENTAL MUSIC

MUSIC I/II/III/IV INSTRUMENTAL ENSEMBLE – PERCUSSION I-IV **1 credit**
Prerequisites: Percussion experience; concurrent enrollment in band; director approval.
A fee will be required for participation. Specific additional costs may be obtained from the band director. This course is for all percussionists who are in Wind Ensemble, Symphonic Band and Concert Band. The class is designed to give specialized instruction in the art of percussion playing. Students are given opportunities for mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, skills in making musical value judgements through critical listening, skills in music theory, and proper instrumental techniques. The ensemble performs numerous concerts with the band classes throughout the year, participates in UIL and TMEA sponsored events and participates in the marching band. Participation in summer marching camp and all out-of- school performances and rehearsals are required. (Fall participation may substitute as one half of PE credit.)

WIND ENSEMBLE I/II/III/IV **1 credit**
Prerequisites: Audition; teacher approval
A fee will be required for participation. Specific additional costs may be obtained from the band director. The Wind Ensemble is the varsity ensemble and is designed to challenge students who have achieved the highest performance standards. This course emphasizes the refinement of advanced individual and ensemble musical skills. Students are given opportunities for mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, skills in making musical value judgements through critical listening, skills in music theory, and proper instrumental techniques. This select group appears in concerts, at football games, parades, festivals, civic functions, and other public performances. Students are expected to participate in UIL Solo and Ensemble Contest, and TMEA auditions. All students in the band program are required to be in the marching band. Participation in summer marching camp and all out-of-school performances and rehearsals are required. Students must make a commitment to attend any activity in which the band participates and must also purchase uniform accessories. (Fall participation may substitute as one half of PE credit.)

SYMPHONIC BAND I/II/III/IV **1 credit**
Prerequisites: Audition; teacher approval
A fee will be required for participation. Specific additional costs may be obtained from the band director. This ensemble is the non-varsity band, emphasizing the development and refinement of advanced musical skills. Students are given opportunities for mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, skills in making musical value judgements through critical listening, skills in music theory, and proper instrumental techniques. The symphonic band appears in concerts, at football games, parades, festivals, civic functions, and other public performances. Students are expected to participate in UIL Solo and Ensemble Contest and may compete in the TMEA audition process. All students in the band program are required to be in the marching band. Participation in summer marching camp and all out-of-school performances and rehearsals are required. Students must make a commitment to attend any activity in which the band participates and must also purchase uniform accessories. (Fall participation may substitute as one half of PE credit.)

CONCERT BAND I/II/III/IV **1 credit**
Prerequisite: Teacher approval
A fee will be required for participation. Specific additional costs may be obtained from the band director. This course is a foundational course for students who desire future membership in the Symphonic Band or Wind Ensemble. Students are given opportunities for mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, skills in making musical value judgments through critical listening, skills in music theory, and proper instrumental techniques. The concert band appears in concert, at football games, parades, festivals, civic functions and other public performances. Students may also participate in UIL Solo and Ensemble Contest and the TMEA audition process. All students in the band program are required to be in

the marching band. Participation in summer marching camp and all out-of-school performances and rehearsals are required. Students must make a commitment to attend any activity in which the band participates and must purchase uniform accessories. (Fall participation may substitute as one half of PE credit.)

JAZZ CLASS I/I/III **1 credit**
Prerequisite: Audition; teacher approval
This course is designed to teach various styles and performance techniques in jazz music with an emphasis on improvisation. Class topics include scales, chords, solo development, music arranging, and peer collaboration. The jazz band is a performance based organization and participation at out-of-school performances and rehearsals are required. Students will have the opportunity to perform in concert with the jazz band to showcase their talents.

AP MUSIC THEORY **1 credit**
Prerequisite: Teacher approval with experience in a performing ensemble, piano, or guitar. This course is designed for students who will pursue music as a career or desire to further enrich their music education. The main emphasis is placed on elements of music from the Common Practice period (1600–1750), however music of other stylistic periods will also be studied (Medieval, Renaissance, Romantic, 20th Century, and modern music). The focus of this course is to prepare students to take the AP Music Theory Exam and /or similar coursework at the collegiate level.

MUSIC HISTORY AND APPRECIATION **1 credit**
This course covers historical periods of music history emphasizing the major composers, compositions, historical background, developing of musical forms, general considerations and important developments. The curriculum includes the study of basic principles of acoustics and a brief look at music from world cultures. This course will be offered on basis of student enrollment.

PHILHARMONIC ORCHESTRA **1 credit**
A fee will be required for participation. Specific additional costs may be obtained from the orchestra director. This course is the beginning orchestra class and covers the basics of violin, viola, cello or bass including parts of the instrument, proper posture and form, playing open strings, and using fingers in first position on all strings. Repertoire includes traditional folk songs and easy selections from classical repertoire. Students gain knowledge of music theory and acquire sight-reading skills. Students must make a commitment to attend any activity in which the orchestra participates and must also purchase uniform accessories.

SYMPHONY ORCHESTRA I/II/III/IV **1 credit**
Prerequisite: Audition; teacher approval
A fee will be required for participation. Specific additional costs may be obtained from the orchestra director. This course is the non-varsity orchestra for students who have completed first-year studies on violin, viola, cello or bass with mastery of first-position notes on all strings. Students are expected to participate in UIL Solo and Ensemble Contest, and TMEA auditions. Course content includes playing in third position, adding vibrato and playing repertoire with independent parts. Students must make a commitment to attend any activity in which the orchestra participates and must also purchase uniform accessories.

CHAMBER ORCHESTRA I/II/III/IV **1 credit**
Prerequisites: Audition; teacher approval
A fee will be required for participation. Specific additional costs may be obtained from the orchestra director. This ensemble is the varsity ensemble and is designed to challenge students who have achieved the highest performance standards. This course emphasizes the refinement of advanced individual and ensemble musical skills. This select group appears in concerts, festivals, civic functions, and other public performances. Students are expected to participate in UIL Solo and Ensemble Contest, and TMEA auditions. Attendance at out-of-school rehearsals and performances is required. Open to orchestral string instrumentalists only. Students must make a commitment to attend any activity in which the orchestra participates and must also purchase uniform accessories.

DANCE COMP I/II/III/IV-COLOR GUARD I-IV
1 credit
Prerequisites: Auditions for new members take place during the end of each spring semester. A fee will be required for participation. Specific additional costs may be obtained from the guard director. Color Guard members perform with the marching band during the fall and participate in Indoor Winter Guard activities during the spring. Members will learn and perform visual techniques (i.e., flag work and dance) to enhance the overall quality of the competition show for marching band. All members are expected to be available for the required rehearsals outside of class. Participation in summer marching camp and all out-of-school performances and rehearsals is required. Students must make a commitment to attend any activity in which the guard participates and must also purchase uniform accessories. (Fall participation may substitute as one half of PE credit.)

VOCAL MUSIC

CHORALE I/II/III/IV **1 credit**
Prerequisites: Audition; prior choral experience; Director approval

A fee will be required for participation. Specific additional costs may be obtained from the choir director.Chorale is the varsity level choir made up of students who meet the highest choral, sight-reading, and academic standards. Students are expected to participate in all UIL and TMEA competitive events, as well as concerts, community events and festivals. After-school rehearsals will be mandatory. Performances are a part of the graded curriculum. Choir shirt is required

TREBLE CHOIR I/II/III/IV **1 credit**
Prerequisite: Director Approval
A fee will be required for participation. Specific additional costs may be obtained from the choir director.
This class is designed to provide opportunities for students who may not have choral experience or who do not meet the requirements for other choral classes. This choir is open to soprano and alto voices only. Students are expected to participate in all UIL and TMEA competitive events, as well as concert, community events and festivals. After-school rehearsals will be mandatory prior to each concert. Performances are a part of the graded curriculum. Choir shirt is ,required

VOCAL ENSEMBLE I/II/III/IV **1 credit**
Prerequisites: Audition; director approval; choir experience
A fee will be required for participation. Specific additional costs may be obtained from the choir director.
This class is designed to provide singing experience in a small vocal group. Students will be required to attend all choir concerts. After-school rehearsals will be mandatory prior to each concert. Performances are a part of the graded curriculum. Choir shirt is required.

TENOR-BASS CHOIR I/II/III/IV **1 credit**
Prerequisites: Audition; director approval
A fee will be required for participation. Specific additional costs may be obtained from the choir director. This class is designed to provide opportunities for tenor-bass voices with a desire to sing and be part of a performing group. This choir is open to tenor and bass voices only. Students will be required to attend all choir concerts. After-school rehearsals will be mandatory prior to each concert. Performances are a part of the graded curriculum. Choir shirt is required.

A CAPELLA CHOIR **1 credit**
Prerequisites: Audition; director approval
A fee will be required for participation. Specific additional costs may be obtained from the choir director This class is designed to provide opportunities for treble voices with skills exceeding Treble Choir. This class is a performing group, requiring concert attendance and after- school practice during contest season. This choir is open to soprano and alto voices only. UIL attendance may be required. Students will be required to attend all choir concerts. Performances are a part of the graded curriculum. Choir shirt is required.

VOCAL TECHNIQUES **1 local credit**
Prerequisites: Director Approval; prior vocal experience
A fee will be required for participation. This course is designed for upper-level students who will be competing in TMEA and UIL events and desire additional individual vocal study.

DANCE

DANCE I **1 credit**
A fee will be required for participation.
This is a foundation course, balancing the areas of terminology, technique and movement. Students will learn and perform dance through a broad presentation of skills, technical terminology, and historical background, cultural and artistic diversity. Students are given the opportunity to experience movement; experimenting/exploring within the creative process of group/individual choreography through ballet, modern, folk/social, jazz and cultural dance. Students will be required to purchase dance apparel and shoes and will have a performance requirement outside of the school day. (This course may qualify as a PE credit).

DANCE II **1 credit**
Prerequisite: Dance I
A fee will be required for participation.
This course provides an in-depth study of dance terminology, technique/style, music appreciation, rhythmic analysis and factors that influence movement. Studies will also increase kinesthetic awareness, develop movement memory and allow students to conceptualize movement ideas/motifs through improvisation and composition. Students will be required to participate in performances in and out of the regular school day. Students will be required to purchase dance apparel and shoes and will have a performance requirement outside of the school day.

DANCE III/IV **1 credit**
Prerequisites: Dance II; teacher approval; audition
A fee will be required for participation. This course allows dance students the opportunity to acquire advanced skills in the fundamental dance genres covered in Dance I and II. Students will develop an awareness of space, time, and energy as design factors in dance performance and choreography; respond to tempo, meter, accent, and phrasing; manipulate qualities of movement in designing dance studies; develop musicality in performing dance phrases/sequences and compositional studies; and explore historical influences of dance. Students will be required to participate in performances

in and out of the regular school day. Students will be required to purchase dance apparel and shoes and will have a performance requirement outside of the school day.

VARSITY DANCE TEAM I/II/III/IV **1 credit**
Prerequisites: Director Approval; auditions
A fee will be required for participation.
This course prepares students for performance and competition. It requires out-of-school practices and costume purchases. Guidelines and an expense list for membership are available from the dance team director. Students must have a physical exam and emergency card properly completed. Students must make a commitment to attend any activity in which the dance team participates and must also purchase uniform accessories. (This course may substitute for PE.)

DANCE PRODUCTION I/II/III/IV **1 credit**
Prerequisites: Director Approval; auditions
A fee will be required for participation.
Dance production is for students who are leaders of the dance team and dance department. The students design sets, costumes, and choreography for the entire year. Students will also learn to perform as specified in student-made lesson plans. Students must make a commitment to attend any activity in which the dance team participates and must also purchase uniform accessories.

VARSITY BREAK DANCE I/II/III/IV **1 credit**
Prerequisites: Director Approval; auditions
A fee will be required for participation. This course is for students who would like to help themselves and others learn how to dance and will prepare students for performance and competition. The course is also for those who would like to participate in creating their own style of dance and will allow them to be part of a group that will encourage the importance of academics. Students will gain self-confidence and performance skills. This course requires out-of-school practices and costume purchases. Guidelines and an expense list for break-dance team membership are available from the dance team director. Students must have a physical exam and emergency card properly completed. (This course may substitute for PE.)

DANCE CHOREOGRAPHY **1 credit**
This course prepares students to design dance through composition, rhythmic or non-rhythmic articulation, theme, variation and repetition. Employing improvisation develops innovative movement ideas. This course will offer a wide variety of topics including lighting, costuming, make-up, space, design, time sequence, music, and stage workings. Students will be required to participate in performances in and out of the regular school day.

ART

ART I
1 credit
Fee: Consumable supplies ($20.00) must be furnished by the student; additional supplies will be provided. Art I is a foundation course of study in the visual arts. Students will examine both natural and man-made objects, explore art elements and apply art principles in designing, developing and creating original art works. Students will study the art works of contemporary and past artists and that of fellow students to grow in the appreciation of art culture and heritage and to develop visual discrimination and evaluative skills in applying aesthetic judgments. Students are responsible for the cost of materials used in products they take home. Sketchbook assignments are required.

AP ART HISTORY **1 credit**
This is a course of study aimed at students who might be interested in taking the Advanced Placement Art History Exam for college credit. Students will examine both natural and man-made objects, explore art elements and apply art principles in designing, developing and creating original art works. Students will study the art works of contemporary and past artists. The focus of this course is to prepare students to take the AP Art History Exam and /or similar coursework at the collegiate level.

ART II DRAWING I **1 credit**
Prerequisites: Successful Completion of Art I; teacher approval
Fee: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will work on expanding previous knowledge of the elements and principles of art and design, using various drawing media and techniques. A variety of media, including pencil, colored pencil, charcoal, conté, pastel, pen and ink, and mixed media is employed to communicate personal themes. Appreciation of the art culture and heritage, visual discrimination, and aesthetic judgment will also be explored. Sketchbook assignments to be completed outside of class will be required.

ART III DRAWING II **1 credit**
Prerequisites: Successful Completion of Art II Drawing; teacher approval
Fee: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will further their knowledge of drawing while working on in-depth projects that will focus on independent studies. Various drawing media will be included. Historical periods, cultures and various artistic styles will be explored. This class is designed for the serious, advanced art student. Weekly

journal/sketchbook assignments completed outside of class will be required.

ART IV DRAWING III **1 credit**
Prerequisites: Successful Completion of Art III Drawing II; teacher approval; concurrently with Art II Acceleration
Fee: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will be expected to explore and develop their individual styles, work on compiling a portfolio, and refine their drawing skills. Historical periods, cultures and various artistic styles will also be explored. Only serious, dedicated art students should take this class. Weekly journal/sketchbook assignments will be required. Before the conclusion of the course, every senior in a Drawing IV class is expected to design and create one piece of artwork to be donated to NCISD for permanent display.

FORENSIC ART **1 credit**
Prerequisites: Successful Completion of Art I, II, III
Fees: Consumable supplies ($25.00) must be furnished by the student; additional supplies will be provided. Students will be expected to composite imagery, develop age progressions, image modifications, and facial approximations from the skull. Composite sketches will be created in drawings and computer images.

ART II PAINTING I **1 credit**
Prerequisites: Successful Completion of Art I; Teacher approval; concurrently with Art Acceleration
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will work on expanding previous knowledge of the Elements and Principles of Art and Design, using various painting media and techniques. Appreciation of the art culture and heritage, visual discrimination, and aesthetic judgment will also be explored. Sketchbook assignments are required.

ART III PAINTING II **1 credit**
Prerequisites: Successful Completion of Art II Painting teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will further their knowledge of painting while working on in-depth projects focused on independent studies. Various painting media will be included. Historical periods, cultures and various artistic styles will be explored. This class is designed for serious, advanced art students. Weekly journal/sketchbook assignments are required.

ART IV PAINTING III **1 credit**
Prerequisites: Successful Completion of Art III Painting II; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will be expected to explore and develop their individual styles, work on compiling a portfolio, and refine their painting skills. Historical periods, cultures and various artistic styles will also be explored. Only serious, dedicated art students should take this class. Journal/sketchbook assignments are required. Before the conclusion of the course, every senior in a Painting IV class is expected to design and create one piece of artwork to be donated to NCISD for permanent display.

ART II CERAMICS I **1 credit**
Prerequisites: Successful Completion of Art I; teacher approval; concurrently with Art II Acceleration
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. This is a studio art course available to any student who has successfully completed Art I and is interested in further work in clay. Ceramics is a hands-on production class involving creative hand-building. Surface decoration, glazing, firing techniques, sculptural design and functional pottery construction will be explored.

ART III CERAMICS II **1 credit**
Prerequisites: Successful Completion of Art II Ceramics I; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. Students will resume Ceramics study begun in Art II with an eye toward specialization. Relevance to college and career will be considered. Further development of skills, knowledge and appreciation is done through experimentation, research, and practice.

ART IV CERAMICS III **1 credit**
Prerequisites: Successful Completion of Art III Ceramics II; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. This exploration in clay involves independent studies and creative techniques. Ceramics IV may include designing large sculpture pieces and extended projects. Various experimental firing methods will be explored.

ART III SCULPTURE **1 credit**
Prerequisites: Successful Completion of Art II; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. This course will develop problem-solving skills while working three-dimensionally with various materials, which may include clay, wood, stone, and metal as well as mixed media. Emphasis will be on exploring individual ideas. Art history, appreciation, aesthetics and criticism will be integrated with

studio practice. The focus will be solely on original fine arts sculpture.

AP TWO-DIMENSIONAL DESIGN PORTFOLIO
1 credit

Prerequisites: Successful Completion of Art III; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided The AP Two-Dimensional Design Portfolio course follows the outline as provided by the Advanced Placement Council with special emphasis on preparing an art portfolio demonstrating proficiency in two-dimensional design using a variety of art forms. These should include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to presentation, abstraction, and expression may be part of the student's portfolio. Students will prepare a portfolio for possible submission to the Advanced Placement program for college credit.

AP DRAWING PORTFOLIO **1 credit**
Prerequisites: Successful Completion of Art III Drawing II; teacher approval
Fees: Consumable supplies ($40.00) must be furnished by the student; additional supplies will be provided. The AP Drawing Portfolio course follows the outline as provided by the Advanced Placement Council with special emphasis on preparing an art portfolio demonstrating proficiency in drawing issues using a variety of art forms. A variety of approaches to presentation, abstraction, and expression may be part of the student's portfolio. Students will prepare a portfolio for possible submission to the Advanced Placement program for college credit.

THEATER ARTS

THEATER ARTS I **1 credit**
This course is designed to be an introductory level theater course with an emphasis in performance. The goal of this course is to develop a foundational knowledge base and refine techniques and skills that pertain to theater. All aspects of theater are covered, but the emphasis is on acting. In addition, students will cover theater vocabulary, acting and directing concepts, and theater history. Live performances for live audiences are required.

TECHNICAL THEATER I **1 credit**
This course is designed to be an introductory level theater course with an emphasis on technical theater. Students are encouraged but not required to participate in after school productions.

THEATER ARTS II/III/IV **1 credit**
Prerequisites: Successful completion of all prior theater courses.
This course is for students who wish to extend their experiences beyond Theatre Arts I. This is a performance-based course so there will be a heavy emphasis on acting growth. The goal of this course is to expand the knowledge base and continually refine techniques and skills that pertain to acting. Live performances for live audiences are required.

THEATER PRODUCTION I/II/III/IV **1 credit**
Prerequisites: Successful completion of Theatre Arts I; teacher approval
This course is designed for the student who has an above-average interest in theater and have a desire to further their studies in acting. This course also requires a dedicated commitment to a rigorous curriculum and outside of class participation. Each student in this class will be required to participate in several performances throughout the year. After-school rehearsals may be required at the discretion of the director. Performances both in the evening and during school will be scheduled and participation is mandatory.

TECHNICAL THEATER II/III/IV **1 credit**
Prerequisites: Successful completion of Technical Theatre Arts I; Teacher approval
This course is designed for students with an above-average interest in technical theater arts and a desire for more in-depth knowledge and experience with the technical side of theater. Emphasis is on theatrical design and construction, including set, lighting, costume, prop, publicity, and sound. This class is responsible for preparing all technical aspects for play production. Students may be required to attend after school crew calls and participate in several performances throughout the year. Performances both in the evening and during school will be scheduled and participation is mandatory.

FOREIGN LANGUAGE

SPANISH I GPA 4 1 credit
This course will provide basic skills and concepts that result in understanding most routine questions, statements, and commands of everyday conversation. It includes the basic sounds, structures, and vocabulary necessary for developing conversation and comprehension skills. This course includes some culture and written expression proficiency.

SPANISH II GPA 4 1 credit
This course will provide a program emphasizing proficiency in oral and written communication, the syntax of language, reading of edited material, listening comprehension, and understanding of the culture of Spanish-speaking countries.

HONORS SPANISH II GPA 5 1 credit
Prerequisite: Spanish I
This course will provide a program emphasizing proficiency in oral and written communication, the syntax of language, reading of edited material, listening comprehension, and understanding of the culture of Spanish-speaking countries. A major outside project will be assigned each semester.

HONORS SPANISH III GPA 5 1 credit
Prerequisite: Spanish II
This course will provide a review of grammar in correct usage in both oral and written expression with the goal of mastery of grammatical structures. It provides students with objectives beyond the scope of Spanish II. Emphasis will be placed on developing listening, comprehension, and speaking skills. Students will also develop composition skills. Spanish and Spanish-American art and history literature are introduced. A major outside project will be assigned each semester.

AP SPANISH IV GPA 6 1 credit
Prerequisite: Spanish III or Spanish III Honors
This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is taught almost exclusively in Spanish. Students explore culture in both contemporary and historical context and develop awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). The purpose of this course is to prepare students to take the AP Spanish Language and Culture exam and /or similar coursework at the collegiate level.

AP SPANISH V GPA 6 1 credit
Suggested Prerequisite: Completion of AP Spanish Language and Culture
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings.Coursework will focus on cultural, artistic, and linguistic connections and comparisons by exploring various media (art, music, film, articles, and literary criticism). The purpose of this course is to prepare students to take the AP Spanish Literature and Culture Exam and /or similar coursework at the collegiate level.

SPANISH FOR SPANISH SPEAKERS I
GPA 4 1 credit
Prerequisites: Proficient Spanish speaker, reader, and writer
Required:This course will enable native speakers to enhance their reading, writing, and speaking abilities. Coursework is done at an accelerated pace, covering two levels of Spanish in one year. Students cannot have been previously enrolled in and passed a Spanish class. In addition, the class will be conducted entirely in Spanish.

HONORS SPANISH FOR SPANISH SPEAKERS II/III/IV
GPA 5 1-3 credits
Prerequisites: Proficient Spanish speaker, reader, and writer
Required: Contract with student and parent
This course will enable native speakers to enhance their reading, writing, and speaking abilities. Coursework is done at an accelerated pace, covering two levels of Spanish in one year. Students cannot have been previously enrolled in and passed a Spanish class. In addition, the class will be conducted entirely in Spanish.

MATHEMATICS

- Courses designated as "Honors" will emphasize individual creativity and problem solving to enhance and enrich the skills of the gifted student. Students will be required to complete at least one independent project.
- Courses designated as "AP" are college-level courses. Students should expect course subject matter and workload at a college level. Students enrolled in an AP course are expected to take the AP College Board exam at the end of the course.
- A graphing calculator is required for all math classes.

ALGEBRA I
GPA 4 Grade 9 1 credit
Prerequisite: 8th Grade Math or Equivalent
In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course includes the use of graphing technology as a tool for solving meaningful problems.

HONORS ALGEBRA I
GPA 5 Grade 9 1 credit
Prerequisite: Grade of A or B in 8th Grade Math
This course will present a more in-depth study of the concepts taught in Algebra I. Students choosing to enroll in this class must be highly motivated in math. This course is designed for students scoring Meets or Masters on the STAAR 8th grade math test.

MATHEMATICAL MODELS WITH APPLICATIONS (Credit Recovery Only)
GPA 4 Grades 10-12 1 credit
Prerequisite: Algebra I
Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems. Also, in Mathematical Models with Applications, students will use a mathematical modeling cycle to analyze problems, understand problems better, and improve decisions.

ALGEBRA II
GPA 4 Grades 9-12 1 credit
Prerequisite: Algebra I
In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. This course will include the use of graphing technology as a tool for solving meaningful problems.

HONORS ALGEBRA II
GPA 5 Grades 9-12 1 credit
Prerequisite: Algebra I
This course will present a more in depth study of the concepts taught in Algebra II. Students must be highly motivated and have a desire to continue their math education through higher level math, including AP courses and/or dual credit mathematics. This course is designed for students scoring Meets or Masters on the Algebra I EOC test or those who successfully completed Honors Algebra I.

GEOMETRY
GPA 4 Grades 9-12 1 credit
Prerequisite: Algebra I
In Geometry, students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. Using patterns to

identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum.

HONORS GEOMETRY
GPA 5 Grades 9-12 1 credit
Prerequisite: Algebra I
In addition to covering all of the topics in Geometry, this course also includes proofs and in depth analysis of triangles. This course also focuses on logical reasoning and problem-solving involving geometry, geometric patterns, coordinate systems, and congruence and similarity. This course prepares students to take Honors Pre-calculus and/or dual credit math courses. This course is designed for students scoring Meets or Masters on the Algebra 1 EOC test and those who successfully completed Honors Algebra 1.

ALGEBRAIC REASONING
GPA 4 Grades 11-12 1 credit
Prerequisite: Algebra I
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. The use of tools such as probes, measurement and software tools, and spreadsheets, build to work force and college readiness. This course includes the use of graphing technology as a tool for solving meaningful problems.

FINANCIAL MATHEMATICS
GPA 4 Grades 10-12 1 credit
Prerequisite: Algebra I
Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will also integrate career and postsecondary education planning into financial decision making.

STATISTICS
GPA 4 Grades 11-12 1 credit
Required Prerequisite: Algebra I
Recommended Prerequisite: Algebra 2
In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

ADVANCED QUANTITATIVE REASONING
GPA 4 Grade 11-12 1 credit
Prerequisites: Geometry and Algebra II
Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

COLLEGE PREP MATH
GPA 4 Grade 12 1 credit
Prerequisite: Algebra II
This college prep math course will prepare students to be successful in College Algebra. Students must make a final grade of 75 or higher to be considered "college ready" and have the opportunity to take College Algebra without taking the TSI test. Students scoring less than 75 will be required to meet TSIA2 requirements before enrolling in a college level course.

PRE-CALCULUS
GPA 4 Grades 11-12 1 credit
Prerequisite: Algebra I, Geometry, and Algebra II
In this course, students will study functions, including polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. Students will be able to define functions, describe characteristics of functions and translate among verbal, numerical, graphical, and symbolic representations of functions. Students will model and solve real-life problems using functions, sequences and series, parametric representations, conic sections, and vectors. This course is strongly recommended for students planning to attend a four-year college.

AP PRE-CALCULUS
GPA 6 Grades 11-12 1 credit
Prerequisite: Algebra II
Students will acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level Calculus. This course will help students come to a deeper understanding of each function type through multiple representations (e.g., graphical, numerical, verbal,

analytical), coupled with the application of the function type to a variety of contexts. Symbolic manipulation skills needed for future mathematics courses will be developed. The skills learned in this course are widely applicable in a variety of future courses that involve quantitative reasoning.The focus of this course is to prepare students to take the AP Pre Calculus Exam and/or similar coursework at the collegiate level. It is recommended that students have earned meets or masters on the Algebra 1 EOC test and successfully completed Honors Algebra II and Honors Geometry, but not required.

STATISTICS AND BUSINESS DECISION MAKING
GPA 4 **Grades 11-21** **1 credit**
Prerequisite: Algebra II
This CTE course is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

DC COLLEGE ALGEBRA
GPA 6 **Grades 11-12** **½ credit**
Prerequisite: TSIA2 Placement or College Prep Math
Fees: Those required by LSC- Kingwood
Math 1314 College Algebra includes: absolute value equations and inequalities, graphing skills, inverse functions, logarithmic and exponential functions, polynomial and rational functions, piecewise-defined functions, theory of equations, and systems of equations.

DC TRIGONOMETRY
GPA 6 **Grades 11-12** **½ credit**
Prerequisite: TSI Placement or Math 1314
Fees: Those required by LSC- Kingwood
Math 1316 Trigonometry includes: trigonometric functions and their applications, solutions of right and oblique triangles, trigonometric identities and equations, inverse trigonometric functions, and graphs of the trigonometric functions.

DC STATISTICS
GPA 6 **Grades 11-12** **½ credit**
Prerequisite: Honors Algebra II (recommended) or TSI Placement
Fees: Those required by LSC- Kingwood
Math 1342 Statistics provides an in-depth study of the tools for statistical study and data patterns and trends. Students will collect, analyze, present, and interpret data and probability. Analysis includes descriptive statistics, correlations and regression, confidence intervals, and hypothesis testing.

DC PRE-CALCULUS
GPA 6 **Grades 11-12** **1 credit**
Prerequisite: Math 1314 and Math 1316 or TSI Placement
Fees: Those required by LSC- Kingwood
Math 2412 Precalculus covers an integrated treatment of the concepts necessary for calculus beginning with a review of algebraic and transcendental functions including trigonometric functions. Topics also include the binomial theorem, analytic geometry, vector algebra, polar and parametric equations, mathematical induction and sequences and series.

DC CALCULUS I
GPA 6 **Grades 11-12** **1 credit**
Prerequisite: Math 2412 or TSI Placement
Fees: Those required by LSC- Kingwood
Math 2413 Calculus I covers functions, limits, continuity, differentiation and integration of algebraic and trigonometric functions, applications of differentiation, and an introduction to applications of the definite integral.

AP STATISTICS
GPA 6 **Grades 11-12** **1 credit**
Prerequisite: Honors Algebra II
This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data: describing patterns and departures from patterns; (2) sampling and experimentation: planning and conducting a study; (3) anticipating patterns: exploring random phenomena using probability and simulation; and (4) statistical inference: estimating population parameters and testing hypotheses. There is a major emphasis on drawing inferences and writing, as well as extensive use of technology. All students will be expected to take the AP Statistics exam.

AP CALCULUS AB
GPA 6 **Grade 12** **1 credit**
Prerequisite: AP Pre-Calculus
This course will introduce students to the major concepts of differential and integral calculus through the unifying themes of limits, derivatives, integrals, approximation, applications, and modeling. A multi-representational approach is widely used with concepts, results, and problem statements being expressed geometrically, numerically, analytically, and verbally. All students will be expected to take the AP Calculus ABexam.

AP CALCULUS BC
GPA 6 **Grade 12** **1 credit**
Prerequisite: AP Pre-Calculus
This course applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration

techniques and applications; and introduces the topics of sequences and series. Students will perform experiments and investigations and solve problems by applying their knowledge and skills. All students will be expected to take the AP Calculus BC exam.

EOC ALGEBRA I MATH LAB
Local credit Grade 10-12 ½ -1 credit
Prerequisite: Not successful on Algebra I EOC
This course is designed for students that already have credit in Algebra I, but have not been successful on the Algebra I EOC. Students will be offered extra help with concepts needed to be successful on the Algebra I EOC.

ONRAMPS COLLEGE ALGEBRA
GPA 6 1 credit
Prerequisite: Algebra I and Geometry (Recommended)
Students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. (TCCNs: MATH 1314)

ONRAMPS ELEMENTARY STATISTICS
GPA 6 1 credit
Prerequisite: Algebra I and Algebra II (Recommended)
Students develop the quantitative reasoning skills and habits of mind necessary to use data science and mathematical thinking effectively across multiple disciplines while learning the interactive applications and coding skills needed to meet the demands of higher education and the workplace.(TCCNs: MATH 1342)

PHYSICAL EDUCATION, HEALTH/ATHLETICS

- Students may enroll in only one physical education (PE) course each semester. Students may not be in a PE course and a UIL athletic class during the same semester.
- Students may earn no more than four units of credit in PE towards state graduation requirements. The other units will be local elective credits.
- Up to two semesters of PE substitute courses may count toward the required one PE credit needed for graduation. Additional courses may count as state-approved PE electives.
- Marching band and Color Guard band (fall only), cheerleading, drill team, JROTC, and athletic courses may substitute for PE.
- Senate Bill 530 states that school districts will annually assess the physical fitness of students in grades K-12 Participation is mandatory**. (The State Board of Education is reviewing PE substitutions and any changes will be put into effect as they occur.)**

CHEERLEADING I 1 credit
Prerequisite: Try-out procedure
This course is designed for students selected to perform on junior-varsity and varsity cheerleading squads. This class meets during the school day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game and competition performances. Students gain membership through a try-out procedure held during the spring of the previous school year.

CHEERLEADING II 1 local credit
This course is designed for students selected to perform on junior-varsity and varsity cheerleading squads. This class meets during the school day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game and competition performances.

CHEERLEADING III 1 local credit
This course is designed for students selected to perform on junior-varsity and varsity cheerleading squads. This class meets during the school day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game and competition performances.

CHEERLEADING IV **1 local credit**
This course is designed for students selected to perform on junior-varsity and varsity cheerleading squads. This class meets during the school day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game and competition performances.

HEALTH EDUCATION **½ credit**
Health Education is a course for students to acquire the knowledge and skills necessary to become healthy adults and learn behaviors to promote healthy lifestyles. Topics included are: the decision-making process; roles and responsibilities of families; developing healthy eating habits; the importance of exercise; the male and female reproductive systems; lifesaving procedures (first aid, CPR); the effects of alcohol, tobacco and drugs; and sexually transmitted diseases.

ADVANCED HEALTH EDUCATION **½ credit**
Health Education is a course for students to acquire the knowledge and skills necessary to become healthy adults and learn behaviors to promote healthy lifestyles.

LIFETIME FITNESS AND WELLNESS **1 credit**
This course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

SKILL BASED LIFE ACTIVITIES **1 credit**
This course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. Students participate in a minimum of one lifelong activity from each of the following five categories during the course:

- Target games
- Striking and fielding games
- Fitness activities
- Rhythmic activities
- Innovative games and activities with international significance

LIFETIME RECREATION & OUTDOOR **1 credit**
This course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement.

ATHLETICS I/II/III/IV **1 credit**
Prerequisite: Must meet all UIL requirements; coach's recommendation
A full range of UIL-sponsored competitive athletic activities is offered for young men and women. These courses will include such things as rules of the game, proper sportsmanship, training in skill techniques, physical conditioning and competitive sports versus other UIL high schools. These courses are governed by the rules and regulations of the University Interscholastic League (UIL).

ATHLETIC TRAINING I **1 credit**
Prerequisites: Athletic trainer approval
Fee: Cost of khaki full-length slacks and required game polo shirt This course is designed for students who are interested in pursuing sports medicine or related fields. The course deals with the prevention, care, and rehabilitation of athletic injuries. This course provides hands-on experience with high school athletes. Students will be required to stay after school for various athletic activities and events.

ATHLETIC TRAINING II **1 credit**
Prerequisites: Athletic Training I or Athletic trainer approval
Fee: Cost of khaki full-length slacks and required game polo shirt This course is designed for students who are interested in pursuing sports medicine or related fields. The course deals with the prevention, care, and rehabilitation of athletic injuries. This course provides hands-on experience with high school athletes. Students will be required to stay after school for various athletic activities and events.

SCIENCE

- Courses designated as "Honors" will have emphasis placed on individual creativity and problem solving to enhance and enrich the skills of the gifted student. Students will be required to complete at least one independent project.
- Courses designated as "AP" are college level course. Students should expect course subject matter and workload at a college level. Students enrolled in an AP course are expected to take the AP College Board exam at the end of the course.

BIOLOGY
GPA 4 **Grades 9-11** **1 credit**
Prerequisite: none
In Biology, students conduct laboratory and field investigations, use scientific methods 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.

HONORS BIOLOGY
GPA 5 **Grades 9-11** **1 credit**
Prerequisites: Algebra I or concurrent Algebra I
In Biology, students conduct laboratory and field investigations, use scientific methods 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. The Honors course will pursue each topic at a faster pace which allows for more depth of content. This course is recommended for students as an introduction to the AP course.

DC BIOLOGY
GPA 6 **Grades 11-12** **1 credit**
Prerequisites: Meet TSI requirement for LSC-Kingwood
Fee: as required by LSC Kingwood
Biology 1406 (Biology I) is a contemporary course including applications of the scientific method, cellular and molecular biology, biochemistry, classical and human genetics, virology, and mechanisms of evolution. Biology 1407 (Biology II), taken at LSC-Kingwood, is a continuation of Biology I and includes a detailed phylogenetic survey of the kingdoms. This includes a comparison of the systems of different organisms. Ecological roles and relationships, as well as behavior of organisms, will be integrated throughout. Four hours of college credit may be earned by completing both high school semesters with a grade of "B" or higher per semester.

AP BIOLOGY
GPA 6 **Grades 11-12** **1 credit**
Prerequisite: successful completion of Biology and Chemistry.
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices and develop scientific critical thinking and reasoning skills. It is recommended that students take the Advanced Placement Biology exam.

ONRAMPS BIOLOGY
GPA 6 **1 credit**
Prerequisite: Biology and Algebra I
This course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. 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. (TCCNs: BIOL 1306 + BIOL 1106)

INTEGRATED PHYSICS AND CHEMISTRY
GPA 4 **Grades 9-10** **1 credit**
Prerequisite: none
In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods 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.

CHEMISTRY
GPA 4 **Grades 10-12** **1 credit**
Prerequisites: Biology or IPC and Algebra I
Suggested: Concurrent enrollment of a second year math

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include 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.

HONORS CHEMISTRY
GPA 5 **Grades 10-12** **1 credit**
Prerequisites: Biology or IPC and Algebra I
Suggested: Concurrent enrollment of a second year math
In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include 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. The Honors course will pursue each topic at a faster pace which allows for more depth of content. This course is recommended for students as an introduction to the AP course.

AP CHEMISTRY
GPA 6 **Grades 10-12** **1 credit**
Prerequisites: Chemistry and Algebra II
The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. It is recommended that students take the Advanced Placement Chemistry exam.

ONRAMPS CHEMISTRY
GPA 6 **1 credit**
Prerequisite: Chemistry and Algebra I
This course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds. 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. (TCCNs: CHEM 1311 + CHEM 1111)

PHYSICS
GPA 4 **Grades 10-12** **1 credit**
Prerequisites: Biology, IPC or Chemistry and Algebra I
Suggested: Concurrent enrollment of a second year math.
In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

HONORS PHYSICS
GPA 5 **Grades 10-12** **1 credit**
Prerequisites: Biology, IPC, or Chemistry and Algebra I
Suggested: Concurrent enrollment of a second year math.
This course is recommended for students as an introduction to the AP course. In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. The Honors course will pursue each topic at a faster pace which allows for more depth of content.

AP PHYSICS I
GPA 6 **Grades 10-12** **1 credit**
Prerequisites: Geometry
Suggested: Concurrent enrollment in Algebra II.
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. This course requires that 25 percent of the

instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices and develop scientific critical thinking and reasoning skills. It is recommended that students take the Advanced Placement Physics I exam.

ONRAMPS PHYSICS I
GPA 6 **1 credit**
Prerequisite: Algebra I, Geometry, Algebra II or Precalculus (recommended)
This course introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. This course lays the conceptual groundwork for students pursuing STEM majors in college. General Physics Laboratory I—the course's lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills. (TCCNs: PHYS 1301 + PHYS 1101)

AP PHYSICS II
GPA 6 **Grades 11-12** **1 credit**
Prerequisites: AP Physic I
Suggested: Concurrent enrollment in Pre-Calculus or equivalent course.
AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices and develop scientific critical thinking and reasoning skills. It is recommended that students take the Advanced Placement Physics II exam.

ONRAMPS PHYSICS II
GPA 6 **1 credit**
Prerequisite: Geometry, Algebra II, OnRamps Physics I, AP Physics I, Honors Physics, or PHYS 1301 (recommended), Precalculus (recommended)
OnRamps Physics II serves as an introduction to electricity, magnetism, optics, waves, and quantum and nuclear physics. Students will explore these topics as they obtain practical experience with electrical circuits and optical devices. Students will also investigate modern physical phenomena, including the quantum nature of light (photons) and properties of the atomic nucleus. Students will learn both how scientific inquiry reveals the fundamental properties of the universe and how these properties are applied in technologies that shape the modern world. This is the second course in a sequence of algebra-based (non-calculus) courses, designed by the faculty at the University of Texas at Austin (UT Austin), which fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. (TCCN: PHYS 1302, 3 College Credits)

ANATOMY AND PHYSIOLOGY
GPA 4 **Grades 11-12** **1 credit**
Prerequisites: one credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry, or Physics
In Anatomy and Physiology, students 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 study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

HONORS ANATOMY AND PHYSIOLOGY
GPA 5 **Grades 11-12** **1 credit**
Prerequisites: one credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry, or Physics
In Anatomy and Physiology, students 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 study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. The advanced course will pursue each topic at a faster pace which allows for more depth of content.

DC ANATOMY AND PHYSIOLOGY
GPA 6 **Grades 11-12** **1 credit**
Prerequisites: Meet TSI requirement for LSC-Kingwood
Fees: Those required by LSC- Kingwood
This course is a study of the structure and function of the human body. Emphasis will be given to the study of cells and tissues and anatomical and physiological interrelationships of the skeletal, muscular, nervous and endocrine systems. The course is designed primarily for students entering health careers. Credit may be earned for high school Anatomy and Physiology and four hours of college credit in Anatomy and Physiology. The same curriculum as Biology 2401 at Lone Star College - Kingwood will be followed. Students must remain enrolled for the full year to receive college credit.

AQUATIC SCIENCE

GPA 4 **Grade 11-12** **1 credit**

Prerequisite: Biology

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

HONORS AQUATIC SCIENCE

GPA 5 **Grade 11-12** **1 credit**

Prerequisite: Biology, Chemistry or concurrent Chemistry

This course is designed as a laboratory-oriented study of organisms that live in or near water, the effects of their environment on them, and the manner in which they have adapted to their environment. Both marine and freshwater systems will be studied. Topics studied include various habitat types, predator/prey relationships, and classification of organism- and water-testing procedures. Special emphasis will be given to the Texas coastline. Opportunities for field trips will be included. Students must complete an independent research project each semester.

ASTRONOMY

GPA 4 **Grades 11-12** **1 credit**

Prerequisite: Biology

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, and reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

EARTH AND SPACE SCIENCE

GPA 4 **Grades 11-12** **1 credit**

Prerequisite: 3 credits of science and 3 credits of mathematics. (Concurrent enrollment of 1 science credit and 1 math credit is allowable)

Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

AP ENVIRONMENTAL SCIENCE

GPA 6 **Grades 11-12** **1 credit**

Prerequisite: Biology and Chemistry

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

DC ENVIRONMENTAL SCIENCE (ENVR 1401)

GPA 6 **Grades 11-12** **1 credit**

Prerequisite: Meet TSI requirement for LSC-Kingwood

Interdisciplinary study of both natural (biology, chemistry, geology) and social (economics, politics, ethics) sciences as they apply to the environment. Focus is on the role of science in addressing global environmental concerns. Concepts include ethics, policy, matter, energy, species biodiversity, ecology, human populations, food and agriculture. Practical laboratory experience emphasizes the application of fundamental principles of biology and chemistry as well as critical thinking and analysis. Lab required.

ENVIRONMENTAL SYSTEMS

GPA 4 **Grades 11-12** **1 credit**

Prerequisite: 1 credit of life science and physical science

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

FORENSIC SCIENCE

GPA 4 **Grades 11-12** **1 credit**

Prerequisite: one credit in Biology, one credit in Chemistry, Integrated Physics and Chemistry, or Physics

Suggested Prerequisite: Principles of Law, Public Safety, Corrections, and Security; Law Enforcement.
This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, and homicide, as well as topics related to a crime scene including questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood splatter analysis. Students will also learn the history, legal aspects, and career options for forensic science. (This course qualifies as a fourth year of science credit.)

SOCIAL STUDIES

Courses designated as "AP" are college level course. Students should expect course subject matter and workload at a college level. Students enrolled in an AP course are expected to take the AP College Board exam at the end of the course.

WORLD GEOGRAPHY
GPA 4 **Grades 9-12** **1 credit**
This course will provide knowledge of our world and enhance students' understanding of the world's inter-relations. Students may be required to complete activities focusing on real-life issues through research and presentation. Students will study the political, physical, and cultural aspects of the world's countries with an emphasis on the major geographical themes of region, movement, location, place, and human–environment interactions.

AP HUMAN GEOGRAPHY
GPA 6 **Grades 9-12** **1 credit**
This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The purpose of this course is to prepare students to take the AP Human Geography exam and /or similar coursework at the collegiate level.

WORLD HISTORY
GPA 4 **Grades 10-12** **1 credit**
This course will emphasize major civilizations and important events throughout history that have influenced the development of mankind; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, and economic changes and their impact upon the world.

AP WORLD HISTORY
GPA 6 **Grades 10-12** **1 credit**
This course will develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. Students are required to take the AP exam upon completion of the course.

UNITED STATES HISTORY
GPA 4 **Grades 11-12** **1 credit**
This course is designed to cover significant individuals and events in American history from reconstruction to the present. Emphasis is given to geographic influences upon the historical and economic development and growth of the U.S. and social, cultural, and political developments of the U.S. through current times.

AP UNITED STATES HISTORY
GPA 6 **Grades 11-12** **1 credit**
This course is designed to cover significant individuals and events in American history. Emphasis is given to geographic influences upon the historical and economic development and growth of the U.S. and social, cultural, and political developments of the U.S. through current times. Students will be required to complete at least one outside independent research project each semester. The purpose of this course is to prepare students to take the AP United States History exam and /or similar coursework at the collegiate level.

DC UNITED STATES HISTORY
GPA 6 **Grades 11-12** **1 credit**
Prerequisites: Meet TSI requirement for LSC-Kingwood
Fees: Those required by LSC- Kingwood
This course surveys U.S. history from its beginning to the present. The first semester will cover through the Civil War and Reconstruction with emphasis on the analysis of the social, economic, political, and intellectual dynamics of the period. The second semester will emphasize the emergence of the U.S. as a world power and our subsequent assumption of international responsibilities. Successful completion of the

first semester qualifies for concurrent credit at Lone Star College-Kingwood for History 1301, and second semester qualifies for concurrent credit for History 1302. Books must be purchased before the start of each semester and are available at the college bookstore. Students must remain enrolled for the full semester to receive college credit.

US GOVERNMENT
GPA 4 Grade 12 ½ credit
This course is designed to provide the opportunity for the student to study the foundations of the U.S. political system; the development, structure, and functions of the governmental systems at federal, state, and local levels; and an analysis of participation and decision making in civic affairs.

DC US GOVERNMENT
GPA 6 Grade 12 ½ credit
Prerequisites: Meet TSI requirement for LSC-Kingwood
Fees: Those required by LSC- Kingwood
This course examines the foundations of the U.S. political system; the development, structure, and functions of the governmental systems at federal, state, and local levels; and an analysis of participation and decision making in civic affairs. The student will be required to complete at least one outside independent research project. This course gives credit for high school government and college government. The same curriculum as Government 2301 (Lone Star College-Kingwood) will be followed. Books must be purchased at the college bookstore. Students must remain enrolled for the full semester to receive college credit.

AP US GOVERNMENT AND POLITICS
GPA 6 Grade 12 ½ credit
Prerequisite: U.S. History
This course gives students an analytical perspective on government and politics in the United States and includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. These topics are usually covered in all college courses.

ECONOMICS
GPA 4 Grade 12 ½ credit
This course covers the characteristics, benefits, and goals of the American free-enterprise system; government functions in the American economic system; comparisons of economic systems such as capitalism, socialism, and communism; and topics such as banking, budgeting, insurance, the stock market, and income tax.

DC ECONOMICS
GPA 6 Grade 12 ½ credit
Prerequisites: Meet TSI requirement for LSC-Kingwood
Fees: Those required by LSC- Kingwood
This course covers the characteristics, benefits, and goals of the American free-enterprise system; government functions in the American economic system; comparisons of economic systems such as capitalism, socialism, and communism; and topics such as banking, budgeting, insurance, the stock market, and income tax. Students must complete at least one outside independent research project. This course gives credit for both high school economics and college economics and will follow the same curriculum as Economics 2301 (Lone Star College-Kingwood). Books must be purchased at the college bookstore. Students must remain enrolled for the full semester to receive college credit.

AP MICROECONOMICS
GPA 6 Grade 12 ½ credit
Prerequisite: U.S. History
This course gives students a thorough understanding of the principles of economics that apply to the functions of individualized decision-makers, both consumers and producers, within an economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

AP MACROECONOMICS
GPA 6 Grade 12 ½ credit
Prerequisite: U.S. History
This course provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

ONRAMPS US HISTORY
GPA 6 1 credit
Prerequisite: High School English I, High School English II (or concurrent enrollment)
In these two sequential courses, students explore the scope and depth of the American experience, engaging with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of

primary and secondary sources that challenge students to uncover the complexities within historical study. (TCCNs: HIST 1301 + HIST 1302)

AP EUROPEAN HISTORY
GPA 6 **1 credit**
This course is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

SOCIAL STUDIES ELECTIVES

SPECIAL TOPICS: US HISTORY THROUGH FILM
Grades 11-12 **½ credit**
Prerequisite: World Geography and World History
This semester course is an elective for juniors and seniors only and will examine the social, cultural, and political history of the United States from 1776 to the 1970s. Central to the course will be the use of feature films which relate to topics such as the World Wars, the Great Depression, the Cold War, civil rights, and Vietnam. These films provide an insight to the past and an insight to the culture that produced them. An additional objective for this course will be to analyze the profound influence that films have had on American attitudes and values. Being present in class to view these films is extremely important to student success. Each student will be required to take exams over film content.

PSYCHOLOGY
Grades 11-12 **½ credit**
Prerequisite: World Geography and World History
This course deals with humans as individuals and will explore human growth, development, and behavior. Students will be introduced to the relationship between psychological and biological observations; intellectual and emotional development; personality development; perception; normal and deviant behavior patterns; and stimulation and sensory awareness. Students will be required to complete various activities in research testing, observations, model constructions and presentations.

SOCIOLOGY
Grades 11-12 **½ credit**
Prerequisite: World Geography and World History
This course deals with humans in groups: families, nationalities, races, sexes, age groups, religions, work groups, school groups, club groups, economic groups, etc. These selected cultures are studied to help students understand their beliefs, morals, traditions, and folkways. What defines a group? How and why do people identify with groups? What are the rewards and liabilities of group membership? Students may be required to complete various projects.

AP PSYCHOLOGY
Grades 11-12 **½ credit**
Prerequisite: World Geography or World History
The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomenon associated with each of the major fields within psychology. Students will learn about the contemporary research methods psychologists use in their science and practice.

DC PSYCHOLOGY
Grade 11-12 **1 credit**
Prerequisite: World Geography or World History
Fees: Those required by Lone Star College—Kingwood
General Psychology 2301 The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomenon associated with each of the major fields within psychology. Students will learn about the contemporary research methods psychologists use in their science and practice.

INDEPENDENT STUDY IN SOCIAL STUDIES-AMERICAN ASSASSINATIONS
Grades 11-12 **½ credit**
Prerequisite: World Geography and/or World History
Students experiences in this class relates directly to a college-like atmosphere. The 21st century learning skills are promoted in this class including both verbal and written communication, technology and problem solving. Students work collaboratively while integrating several disciplines including history, science, English, group collaboration.

EOC US HISTORY
Grades 11-12 **1 local credit**
This course is designed for students who have not been successful on the US History EOC exam. Students will be offered extra help with concepts needed to be successful on the EOC.

ETHNIC STUDIES: MEXICAN AMERICAN STUDIES
Grades 10-12 **1 credit**
This is an innovative elective course where students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The students will have opportunities to interact with relevant primary and secondary sources. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

ETHNIC STUDIES: AFRICAN AMERICAN STUDIES
Grades 10-12 **1 credit**
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.

PERSONAL FINANCIAL LITERACY & ECONOMICS
Grade 12 **½ credit**
This course 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.

CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

- Courses listed in the Course Selection Guide will be scheduled during the following school year if a sufficient number of students register for the course and if the school has a teacher who is certified to teach the course.
- Because of facilities and staff, not all courses found in the course guide are located at all comprehensive high schools
- The opportunity for a student to earn a CTE certification is not a guarantee.
- Opportunities for developing skills in leadership, cooperation, and citizenship are available to students through extension of classroom/laboratory learning experiences by membership and participation in Career and Technical Education Student Organizations (CTSOs). Competitive events and community service projects enhance career preparation, workplace competencies, self-confidence, and the instructional program. Student leadership organizations vary by campus and program areas. Students interested in participation in these programs should consult with Career and Technical Education teachers.
- CTE course content may expose students to realistic training environments to prepare students for the career field.
- Please visit the New Caney ISD website for more information regarding NCISD CTE.

AGRICULTURE, FOOD, AND NATURAL RESOURCES

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grades 9-11 **1 credit**
To prepare students for careers in agriculture, food, and natural resources, this course offers the academic knowledge and skills they will need regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings.

LIVESTOCK AND POULTRY PRODUCTION
Grades 10-12 **1 credit**
Prerequisite: A minimum of 2 credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources Career Cluster.
To prepare students for careers in the field of animal science, this course offers the academic knowledge and skills they will need regarding animal systems, the workplace, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

SMALL ANIMAL MANAGEMENT
Grades 10-12 **½ credit**
Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources
To prepare students for careers in the field of animal science, this course offers the academic knowledge and skills they will need regarding animal systems, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

EQUINE SCIENCE
Grades 10-12 **½ credit**
Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources
To prepare students for careers in the field of animal science, this course offers the academic knowledge and skills they will require, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and skills to a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

VETERINARY SCIENCE
Grades 11-12 **1 credit**
Prerequisite: Small Animal Management, Equine Science or Livestock Production
To prepare students for careers in the field of animal science, this course offers the academic knowledge and skills they will need regarding animal systems, the workplace, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

ADVANCED ANIMAL SCIENCE
Grade 12 **1 credit**
Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Recommended prerequisite: Veterinary Science.
To prepare students for careers in the field of animal science, this course offers the academic knowledge and skills they will need regarding animal systems, career opportunities, entry requirements, and industry standards. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction will allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. *Note: This course satisfies a science course requirement for students on the Foundation High School Program.*

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT
Grades 10-12 **1 credit**
To prepare students for careers in natural resource systems, this course offers the academic knowledge and skills they will need regarding natural resources, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and skills to a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aqua crops, and their ecological needs as related to current agricultural practices.

HORTICULTURAL SCIENCE
Grades 10-12 **1 credit**
Prerequisite: at least 1 credit in a course from the Agriculture, Food, and Natural Resources Career Cluster.
Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.
Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

FLORAL DESIGN **1 credit**
FLORAL DESIGN W/ LAB **2 credits**
Grades 10-12
Recommended prerequisite: Principles of Agriculture, Food and Natural Resources
Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral 50 enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. To prepare students for careers in floral design, this course offers the academic knowledge and skills they will need regarding horticultural systems, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. (Floral Design qualifies for Fine Arts credit.)

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Agriculture, Food and Natural Resources
Students are required to provide appropriate PPE. Contact teacher for list.
To prepare students for careers in agricultural power and the structural and technical systems of the industry, this course offers the academic knowledge and skills they will need in these areas, as well as learning about career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings. Students will also develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal-working techniques.

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION
Grades 11-12 **2 credits**
Students are required to provide appropriate PPE. Contact teacher for list.
Recommended Prerequisite: Agricultural Mechanics and Metal Technologies
To prepare students for careers in mechanized agriculture and technical systems, this course offers the knowledge and skills they will need regarding agricultural facilities design and fabrication, career opportunities, entry requirements, and industry expectations. To prepare for success, students will reinforce, apply, and transfer their academic knowledge and technical skills to a variety of settings.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION
Grades 11–12 **2 credits**
Students are required to provide appropriate PPE. Contact teacher for list.
Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
Grade 11-12 **2 credits**
Prerequisite: Minimum of 2 credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources Career Cluster. .
Practicum & Extended Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings

ARCHITECTURE AND CONSTRUCTION

PRINCIPLES OF ARCHITECTURE
Grades 9-11 **1 credit**
Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. 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

PRINCIPLES OF CONSTRUCTION

Grade 9-11 **1 credit**

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

ARCHITECTURAL DESIGN I

Grades 10-12 **1 credit**

Prerequisites: Algebra I and English I

Recommended Prerequisites: Geometry, Principles of Architecture, and Principles of Construction.

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

ARCHITECTURAL DESIGN II

Grades 11-12 **2 credits**

Prerequisites: Architectural Design I or Advanced Interior Design and Geometry

Recommended Prerequisites: Principles of Architecture and Principles of Construction.

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

CONSTRUCTION TECHNOLOGY I

Grades 10-12 **2 credits**

Recommended Prerequisite: Principles of Construction or Principles of Architecture

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

CONSTRUCTION TECHNOLOGY II

Grades 11-12 **2 credits**

Prerequisites: Construction Technology I

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

PRACTICUM IN ARCHITECTURAL DESIGN

Grade 12 **2 credits**

Prerequisite: Architectural Design II.

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Architecture and construction Career Cluster. The Extended 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.

PRACTICUM IN CONSTRUCTION TECHNOLOGY
Grade 12 **2 credits**
Prerequisite: Construction Technology II
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.

ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS
Grade 9-11 **1 credit**
Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multi-faceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

ANIMATION I
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications or Art I.
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

ANIMATION II w/ lab
Grades 11-12 **2 credits**
Prerequisite: Animation I
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. Lab is included in this course.

AUDIO/VIDEO PRODUCTION I
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Careers in audio/video technology and film production span all aspects of the industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production and post-production audio and video activities.

AUDIO/VIDEO PRODUCTION II w/ lab
Grades 11-12 **2 credits**
Prerequisite: Audio/Video Production I
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process. Lab is included in this course.

COMMERCIAL PHOTOGRAPHY I
Course Location: Porter High School
Grades 10-12 **1 credit**
In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

COMMERCIAL PHOTOGRAPHY II w/LAB
Course Location: Porter High School
Grades 10-12 **2 credits**
Recommended Prerequisite: Commercial Photography I
In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

PRACTICUM IN COMMERCIAL PHOTOGRAPHY **Grades: 10-12** **2 credits**
Course Location: Porter High School
Prerequisites: Commercial Photography l and Commercial Photography l Lab along with teacher recommendation.
In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs

GRAPHIC DESIGN AND ILLUSTRATION I
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

GRAPHIC DESIGN AND ILLUSTRATION II w/ lab
Grades 11-12 **2 credits**
Prerequisite: Graphic Design and Illustration I
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on fundamental elements and principles of visual art and design. Lab is included in this course.

FASHION DESIGN I
Course Location: New Caney High School and West Fork High School
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Because careers in fashion span all aspects of the textile and apparel industries, students will be expected to gain an understanding of fashion within those industries. Additionally, students will work to develop technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster.

FASHION DESIGN II **1 credit**
FASHION DESIGN II w/ Lab **2 credits**
Course Location: New Caney High School and West Fork High School
Grades 11-12
Prerequisite: Fashion Design I

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

PRACTICUM IN FASHION DESIGN
Course Location: New Caney High School and West Fork High School
Grades 11-12 2 credits
Prerequisite: Fashion Design II w/ Lab.
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

PRACTICUM IN AUDIO/VIDEO PRODUCTION
Grades 11-12 2 credits
Prerequisite: Audio Video Production II & Lab II.
Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II and its requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying preproduction, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

PRACTICUM IN GRAPHIC DESIGN & ILLUSTRATION
Grades 11-12 2 credits
Prerequisite: Graphic Design and Illustration II w/ Lab
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

PRACTICUM IN ANIMATION
Grades 11-12 2 credits
Prerequisite: Animation II w/ lab
Building upon the concepts taught in Animation II w/ lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

BUSINESS MANAGEMENT AND ADMINISTRATION

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Grades 9-11 **1 credit**
In this course, students gain knowledge and skills in multiple areas: economies and private-enterprise systems; global business; marketing of goods and services; advertising; product pricing; the sales process; and financial management principles. This course also allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, including problems and settings in business, marketing, and finance

FOUNDATIONS OF BUSINESS COMMUNICATION AND TECHNOLOGIES
Grades 9-12 **1 credit**
In Foundations of Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BUSINESS COMMUNICATION AND TECHNOLOGIES
Grades 10-12 **1 credit**
Prerequisite: Foundations of Business Communication and Technologies
In Business Communication and Technologies, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

BUSINESS ENGLISH
Grade 12 **1 credit**
Prerequisite: English III
In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. *Note: This course satisfies an English credit requirement for students on the Foundation High School Program*

BUSINESS MANAGEMENT
Grades 10-12 **1 credit**
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which include planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students also develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate international dimensions of business to make appropriate management decisions.

ACCOUNTING I
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Business, Marketing and Finance
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.

ACCOUNTING II
Grades 11-12
Prerequisite: Accounting I **1 credit**
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 also formulate and interpret financial information for use in management decision making and learn to use QuickBook's Pro Software to input accounting data and produce various financial statements. *Note: This course satisfies a math course requirement for students on the Foundation High School Program.*

MONEY MATTERS
Grades 9-12 **1 credit**
Recommended Prerequisite: Principles of Business, Marketing and Finance
Students will investigate global economics with emphasis on the free-enterprise system and its impact on consumers and businesses. They will also apply critical-thinking skills to analyze financial options based on current and projected economic factors and will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

FINANCIAL MATHEMATICS
Grades 10-12 **1 credit**
Prerequisite: Algebra I
Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will also integrate career and postsecondary education planning into financial decision making. *Note: This course satisfies a math course requirement for students on the Foundation High School Program.*

STATISTICS AND BUSINESS DECISION MAKING
GRADES 11-12 **1 credit**
Prerequisite: Algebra ll
Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. *Note: This course satisfies a math credit requirement for students on the Foundation High School Program.*

ENTREPRENEURSHIP
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Business, Marketing, and Finance
This specialized business course provides students the skills needed to effectively organize, develop, create, and manage their own business. This course is based upon the Marketing Education Framework which includes business, management, and entrepreneurship; communication and interpersonal skills; economics; and professional development foundations. Emphasis is placed on the functions of marketing: distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. Additional topics to be addressed are: the assessment of personal skills; the components of the free enterprise system and its place in our global economy; human relations and interpersonal skills; the importance of business ethics; and the role that quality and service play in business. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, or projects in the marketing functions such as those available through the DECA program of activities.

FASHION MARKETING
Grades 9-12 **½ credit**
Recommended Prerequisite: Principles of Business, Marketing, and Finance
Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

SOCIAL MEDIA MARKETING
Grades 10-12 **½ credit**
Recommended Prerequisite: Principles of Business, Marketing, and Finance or any marketing course.

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.

SPORTS AND ENTERTAINMENT MARKETING
Grades 10-12 **½ credit**
Recommended Prerequisite: Principles of Business, Marketing, and Finance
This course explores the marketing concepts and theories which apply to sports and sporting events, including basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, implementation of sports marketing plans, and management techniques. Students taking sports marketing should have the opportunity to participate in DECA (a student marketing leadership organization). DECA-related activities and curriculum can be used as an approved part of all marketing classes.

SPORTS AND ENTERTAINMENT MARKETING II
Grades 10–12 **½ credit**
Prerequisite: Sports and Entertainment Marketing
Recommended prerequisite: Principles of Business, Marketing, and Finance
Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

VIRTUAL BUSINESS
Grades 10-12 **½ credit**
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 for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

ADVERTISING
Grades 10-12 **½ credit**
Recommended Prerequisite: Principles of Business, Marketing, and Finance
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.

PRACTICUM IN BUSINESS MANAGEMENT
Grades 11-12 **2 credits**
Recommended prerequisite: Business Management or Business Communication and Technologies
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of

knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

PRACTICUM IN MARKETING
Grades 11-12 **2 credits**
Recommended prerequisite: Principles of Business, Marketing, and Finance
Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

PRACTICUM IN ENTREPRENEURSHIP
Grades 11-12 **2 credits**
Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a career and technical education (CTE) program of study.
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.

EDUCATION AND TRAINING

PRINCIPLES OF EDUCATION AND TRAINING
Grades 9-11 **1 credit**
In this course, students will use self-knowledge and educational and career information to analyze various job opportunities within the education and training career cluster. Students will also develop a graduation plan that leads to a specific career choice in the student's interest area.

HUMAN GROWTH AND DEVELOPMENT
Grades 10-12 **1 credit**
Recommended prerequisite: Principles of Education and Training
This course is a study of human development across the lifespan, from childhood to adulthood. Emphasis is placed on topics such as: research, theory, development, and common social, emotional, physical, and learning stages.

CHILD DEVELOPMENT
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Education and Training
This technical laboratory course provides knowledge and skills related to child growth and development from prenatal through school-age children. 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.

INSTRUCTIONAL PRACTICES
Grades 11-12 **2 credits**
Prerequisites: At least 1 credit in a course from the education and training career cluster
Recommended prerequisites: Principles of Education and Training, Human Growth and Development, or Child Development

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

PRACTICUM IN EDUCATION AND TRAINING
Grade 12 **2 credits**
Prerequisites: Instructional Practices
Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development
Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

HEALTH SCIENCE

PRINCIPLES OF HEALTH SCIENCE
Grades 9-10 **1 credit**
Designed for students interested in working in health care, this course will explore a variety of health career opportunities and will develop health-care specific knowledge and skills in effective communication, leadership, medical history, medical terminology, anatomy and physiology. This course also prepares the student for the transition into clinical or work-based experiences in the field. While this course is open to anyone, it is part of the Health Science and Medicine Career Cluster and is a prerequisite for both Health Science and Practicum in Health Science courses.

MEDICAL TERMINOLOGY
Grades 9-12 **1 credit**
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. This course also allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy, physiology, and pathophysiology.

HEALTH SCIENCE THEORY / CLINICAL
Grades 11-12 **2 credits**
Students are required to purchase scrubs, shoes, and a wrist watch with a second hand.
Prerequisites: Biology and at least one credit in a course from the health science career cluster; students are required to submit an information packet.
Recommended prerequisite: Medical Terminology
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. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses. Students may have the opportunity to receive PCT (Patient Care Technician) Certification.

PATHOPHYSIOLOGY
Grades 11-12 **1 credit**
Prerequisites: Biology, chemistry, and at least one credit in a Level 2 or higher course from the health science career cluster
Recommended prerequisite: Anatomy and Physiology
Pathophysiology is the study of disease processes and how the human systems are affected. With an emphasis on prevention and treatment of diseases, students will differentiate between normal and abnormal physiology. This course will include at least forty

percent laboratory investigations and fieldwork using appropriate scientific inquiry. *Note: This course satisfies a science course requirement for students on the Foundation High School Program.*

ANATOMY AND PHYSIOLOGY (HONORS)
Grades 11-12 **1 credit**
Prerequisites: Biology and Chemistry, Integrated Physics and Chemistry, or Physics
Recommended prerequisite: a course from the Health Science Career Cluster
The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

PHARMACY I
Course Location: West Fork High School
Grades 10-11 **1 credit**
Recommended Prerequisites: Biology and Principles of Health Science.
The Pharmacy I course is designed to build upon the knowledge and skills taught in the Introduction to Pharmacy Science course. Students build on their existing foundation of knowledge and skills needed to pursue a career in the pharmaceutical field such as a pharmacy technician or pharmacist). Instruction includes pharmacokinetics, pharmacy law, medication safety, the dispensing process, and inventory. This course is aligned with the standards of the national certification exams that students might take, such as Pharmacy Technician Certification Examination (PTCE) and/or Exam for the Certification of Pharmacy Technicians (ExCPT). Recommended participants are students who wish to become certified pharmacy technicians.

PHARMACY II
Course Location: West Fork High School
Grades 11-12 **2 credits**
Prerequisites: One credit in biology, one credit in chemistry, and Pharmacy I
Recommended prerequisite: Algebra I and Pharmacy I
The Pharmacy II course provides students with the advanced knowledge and skills to explore various careers in the pharmacy field, including pharmacology, pharmacy law, medication errors, inventory pharmacy calculations, compounding, and workflow expectations in a pharmacy setting. Pharmacy II is designed to be the third course in a pathway leading to college and career readiness in the healthcare therapeutics professions. The course content aligns with the competencies of pharmacy technician certification examinations.

PRACTICUM IN HEALTH SCIENCE - CCMA
Grade 12 **2 credits**
Students are required to purchase scrubs, shoes, and a wrist watch with a second hand.
Prerequisites: Health Science Theory and Biology.
Designed to give students practical application of previously studied knowledge and skills, practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students learn to reason, think critically, make decisions, solve problems, communicate effectively, and recognize that quality health care depends on the ability to work well with others. Students may have the opportunity to receive CCMA (Certified Clinical Medical Assistant) Certification.

PRACTICUM IN HEALTH SCIENCE - EMT
Course Location: West Fork High School
Grade 12 **2 credits**
Students are required to purchase clinical pants, belt, and shoes.
Prerequisites: Health Science Theory and Biology.
Designed to give students practical application of previously studied knowledge and skills, practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students learn

to reason, think critically, make decisions, solve problems, communicate effectively, and recognize that quality health care depends on the ability to work well with others. Students may have the opportunity to receive EMT (Emergency Medical Technician) - Basic Certification.

PRACTICUM IN HEALTH SCIENCE - PHARMACY
Course Location: West Fork High School
Grade 12 2 credits
Students are required to purchase scrubs, basic calculator, all white leather shoes, and a wrist watch with a second hand.
Prerequisites: Health Science Theory and Biology.
Designed to give students practical application of previously studied knowledge and skills, practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students learn to reason, think critically, make decisions, solve problems, communicate effectively, and recognize that quality health care depends on the ability to work well with others. Students may have the opportunity to receive Pharmacy Technician Certification.

PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW)
Course Location: New Caney High School and West Fork High School
Grades 9-10 1 credit
This course provides an introduction to the biomedical sciences through exciting "hands-on" projects and problems. This is an in-depth college preparation study and requires adequate study habits and work ethic. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme throughout the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including homeostasis, metabolism, inheritance of traits, feedback systems, the relationship of structure to function, and defense against disease are embedded in the curriculum. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

HUMAN BODY SYSTEMS (PLTW)
Course Location: New Caney High School and West Fork High School
Grades 10-11 1 credit
Students will engage in the study of the processes, structures, and interactions of the human body systems. This is an in-depth college preparation study and requires adequate study habits and work ethic. Important concepts in the course include communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems will be studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students will design experiments, investigate the structures and functions of body systems, and use data-acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students will work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTIONS (PLTW)
Course Location: New Caney High School and West Fork High School
Grades 11-12 1 credit
Recommended prerequisites: At least one credit in a Level 2 or higher course in biomedical science.
Medical practice includes interventions to support humans in treating disease and maintaining health. This is an in-depth college preparation study and requires adequate study habits and work ethic. Student projects will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will study the design and development of various medical interventions including vascular stents, cochlear implants, and prosthetic limbs. They will review the history of organ transplants and gene therapy, and read current scientific literature to be aware of cutting-edge developments. Using 3-D imaging software and current scientific research, students will design and build a model of a therapeutic protein.

BIOMEDICAL INNOVATION (PLTW)
Course Location: New Caney High School and West Fork High School
Grade 12 **1 credit**
Recommended prerequisites: At least one credit in a Level 2 or higher course in biomedical sciences.
Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students.

HOSPITALITY AND TOURISM

INTRODUCTION TO CULINARY ARTS
Grades 9-10 **1 credit**
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

CULINARY ARTS
Grades 10-12 **2 credits**
Recommended prerequisite: Introduction to Culinary Arts
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students may pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

ADVANCED CULINARY ARTS
Grades 10-12 **2 credits**
Prerequisite: Culinary Arts
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.

PRACTICUM IN CULINARY ARTS
Grades 11-12 **2 credits**
Recommended Prerequisite: Culinary Arts
This unique practicum provides occupationally specific opportunities for students to participate in a learning experience combining classroom instruction with actual business and industry career experiences. This course integrates academic, career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

FOOD SCIENCE
Grades 11-12 **1 credits**
Prerequisite: One credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the hospitality and tourism or agriculture, food, and natural resources career cluster
Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. *Note: This course satisfies a science course requirement for students on the Foundation High School Program.*

HUMAN SERVICES

INTRODUCTION TO COSMETOLOGY 1 credit
Grades 10
Students are required to purchase a Cosmetology kit. Contact teacher for more information.
Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair cooling, skin care, and facial makeup. The student researches careers in the personal-care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills.

COSMETOLOGY I w/lab 3 credits
Grade 11
Students are required to purchase a Cosmetology kit. Contact teacher for more information.
Recommended Prerequisite: Introduction to Cosmetology
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included.

COSMETOLOGY II w/lab 3 credits
Grade 12
Students are required to purchase a Cosmetology kit. Contact teacher for more information.
Prerequisite: Cosmetology I
Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems.

INFORMATION TECHNOLOGY

FOUNDATIONS OF CYBERSECURITY
Grade: 9-12 1 Credit
In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

FUNDAMENTALS OF OF COMPUTER SCIENCE
Grade: 9-12 1 Credit
Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. 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. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and

information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

COMPUTER SCIENCE 1
Grades 10-12 **1 credit**
Prerequisite or corequisite: Algebra I
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

ONRAMPS COMPUTER SCIENCE
Grades 10-12 **1 credit**
Prerequisite or corequisite: Algebra I
Computer Science OnRamps teaches the fundamentals of computer science using a project-based framework. Students explore their creative side and apply computational thinking and problem-solving skills that go beyond the classroom in preparation for the workplace demands of the future. Students are introduced to 2-D and 3-D modeling, animation, video manipulation, the basic concepts of cybersecurity and artificial intelligence, programming in a visual environment and coding in JavaScript, and more. Students collaborate on high-quality curriculum designed by the University of Texas at Austin faculty and, ultimately, leave the course with a tangible product that demonstrates mastery and relevancy across many industries.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES
GRADE 10-12 **1 credit**
Content requirements for Advanced Placement (AP) Computer Science Principles are prescribed in the College Board Publication Advanced Placement® Curriculum Framework: AP Computer Science Principles, published by The College Board

GAME PROGRAMMING AND DESIGN
GRADE 9-12 **1 credit**
Prerequisite: Algebra I
Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. 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.

INTRODUCTION TO C# PROGRAMMING APPLICATIONS
Grades 11-12 **1 credit**
Recommended prerequisites: At least one credit in a Level 2 or higher course in programming or software development.
Introduction to C# Programming Applications is a study of C# syntax including data types, control structures, functions, syntax and semantics of language, classes, class relations and exception handling.

NETWORKING

Grades 10-12 **1 credit**

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

CYBERSECURITY CAPSTONE

Grades 11-12 **1 credit**

Prerequisite: Foundations of Cybersecurity

The Cybersecurity Capstone course provides students with the opportunity to apply the knowledge and skills acquired throughout the cybersecurity program in a comprehensive, hands-on project. Working individually or in teams, students will design, implement, and present a solution to a real-world cybersecurity problem, incorporating best practices in risk assessment, threat mitigation, secure system design, and ethical considerations. The course emphasizes critical thinking, technical proficiency, and professional communication. Successful completion demonstrates readiness for professional practice or advanced study in cybersecurity.

PRACTICUM IN INFORMATION TECHNOLOGY

Grades 12 **2 credits**

Prerequisite: a minimum of two high school Information Technology (IT) courses.

The Practicum in Information Technology is a capstone course designed to give students real-world, hands-on experience in the IT field. Students apply knowledge and skills from previous IT coursework in a supervised workplace or simulated environment. Through project-based learning, internships, or mentorships, students will engage in tasks such as technical support, network management, software development, cybersecurity practices, and IT project coordination.

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Grades 9-12 **1 credit**

This course introduces students to professions in law enforcement, security, corrections, and fire 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, security, and corrections.

ANATOMY AND PHYSIOLOGY

Grades 10-12 **1 credit**

Prerequisite: One credit in biology and one credit in chemistry, Integrated Physics and Chemistry, or physics

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. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

EMERGENCY MEDICAL TECHNICIAN (EMT - BASIC)

Grade 12 **2 credits**

Prerequisite: Biology

Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security; and Anatomy and Physiology.

EMT – Basic is a course that provides instruction for students to become certified as an EMT. Students receive classroom instruction and take part in real world situations through required clinical time by riding along in ambulances and working in local emergency rooms. Prior to students being given a National Registry Number students must complete the state required clinical hours and pass

required local testing. Students must be 18 years of age before a National Registry Number can be given. Students must pass the National Registry Exam to be certified as an EMT – Basic.

LAW ENFORCEMENT I
Grades 10-12 **1 credit**
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
In addition to providing an overview of the history, organization, and functions of local, state, and federal law enforcement, this course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification of elements of crime.

LAW ENFORCEMENT II
Grades 11-12 **1 credit**
Recommended Prerequisite: Law Enforcement I
This course provides the knowledge and skills necessary to prepare for a career in law enforcement, including ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

DISASTER RESPONSE
GRADES 10-12 **1 credit**
Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.
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.

FORENSIC SCIENCE
Grades 11-12 **1 credit**
Prerequisites: One credit in biology, one credit in chemistry, integrated physics and chemistry, or physics
Recommended Prerequisites: Any Law and Public Service Cluster Course.
This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, and homicide, as well as topics related to a crime scene including questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood splatter analysis. Students will also learn the history, legal aspects, and career options for forensic science. *Note: This course satisfies a science course requirement for students on the Foundation High School Program.*

COURT SYSTEMS AND PRACTICES
Grades 10-12 **1 credit**
Recommended Prerequisite: Law Enforcement I
Including an overview of the federal and state court systems, this course identifies the roles of judicial officers and the trial processes from pre-trial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

CORRECTIONAL SERVICES
Grades 10-12 **1 credits**
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization for inmates.

ADVANCED LEGAL SKILLS AND PROFESSIONS
Grades 11–12 **1 credit**
Recommended prerequisites: Principles of Law, Public Safety, Corrections and Security, Court Systems and Practices, Business Law, Debate I, or Political Science I.
Advanced Legal Systems and Professions provides students with a foundation to understand the basic mechanics of the U.S. legal system. Building on prior instruction in constitutional issues and the basics of American court systems, this course provides insight into the practical application of the law, as well as civil and criminal procedure, giving students a hands-on opportunity to experience a variety of legal professions. Students will gain an understanding of the attorney-client relationship and the importance of confidentiality, discovery, pretrial motions, jury selection, opening statements, direct and cross examinations, proper use of objections and the rules of evidence, and closing arguments. By conducting elements of a full trial in a mock setting, students will also increase their ability to extemporize appropriately by thinking on their feet. Students will learn how to evaluate a set of facts and mold it into a coherent trial strategy, learning trial practice from the ground floor.

PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Grade 12 **2 credits**
Recommended Prerequisite: Principles of Law, Public Safety, Corrections and Security
The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

MANUFACTURING

PRACTICUM IN MANUFACTURING
Course Location: New Caney High School
Grade 12 **2 credits**
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.

ENGINEERING

ENGINEERING DESIGN PROCESS
Grades 9-10 **1 credit**
Prerequisite: Algebra I
This course introduces students to the fundamental principles and practices of the engineering design process. Emphasizing a systematic, problem-solving approach, students will learn how to define problems, research user needs, generate and evaluate design solutions, develop prototypes, and communicate their ideas effectively. The course integrates creativity, critical thinking, teamwork, and communication skills through hands-on projects and collaborative exercises. Students will also explore ethical, environmental, and societal considerations in engineering design. By the end of the course, students will be equipped with the foundational tools and mindset necessary to approach real-world engineering challenges with confidence and innovation.

PRINCIPLES OF APPLIED ENGINEERING
Grades 9-12 **1 credit**
Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon

completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

ENGINEERING SCIENCE
Grades 10-12 **1 credit**
Prerequisite: Algebra I, Biology, and at least one credit in a course from the STEM cluster
Recommended prerequisite: Geometry, Integrated Physics and Chemistry (IPC), one credit in Chemistry, or one credit in physics.
Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. *Note: This course satisfies a science course requirement for students on the Foundation High School Program.*

MANUFACTURING ENGINEERING TECHNOLOGY I
Course Location: Porter High School
Grades 10-12 **1 credit**
Recommended prerequisite: Algebra I
In Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

AEROSPACE DESIGN I
Course Location: Porter High School
Grade 10-12 **1 credit**
Prerequisite: Algebra I
Recommended corequisite: Geometry
Aerospace Design I introduces students to the fundamental concepts, methodologies, and tools used in the preliminary design of aircraft and spacecraft. Emphasis is placed on requirements definition, mission analysis, conceptual design, trade studies, and subsystem integration. Students will address open-ended design problems, applying knowledge from aerodynamics, propulsion, structures, and flight mechanics. The course also highlights the importance of design iteration, project management, and effective technical communication.

DIGITAL ELECTRONICS
Grades 11-12 **1 credit**
Prerequisites: Algebra I and Geometry
(This course satisfies a high school mathematics graduation requirement)
Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The 19 primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

AC/DC ELECTRONICS
Grades 10-12 **1 credit**
Recommended prerequisite: Principles of Applied Engineering
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the

design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

CIVIL ENGINEERING I

Grades 10-12 **1 credit**

Prerequisite: Algebra I and Introduction to Computer-Aided Design and Drafting or Principles of Applied Engineering

Civil Engineering I introduces students to the foundational concepts and disciplines within civil engineering, including structural, environmental, geotechnical, transportation, and water resources engineering. Through a combination of classroom instruction, hands-on activities, and project-based learning, students will explore topics such as surveying, materials testing, construction methods, and infrastructure design. Emphasis is placed on problem-solving, critical thinking, teamwork, and the application of engineering principles to real-world challenges. Students will also gain experience with industry-standard tools and software used in civil engineering practice.

ARCHITECTURAL ENGINEERING

Grades 11-12 **2 credits**

Prerequisite: Civil Engineering I

This course provides an interdisciplinary introduction to Architectural Engineering, bridging the fields of architecture and engineering to explore the design, analysis, and construction of buildings and other structures. Students will study the integration of structural systems, building materials, environmental controls, and sustainability principles within the architectural context. Emphasis is placed on the technical aspects of building design, including structural integrity, HVAC, lighting, acoustics, and energy efficiency, alongside aesthetic and functional considerations. Through case studies, design projects, and technical analysis, students will gain a holistic understanding of how engineering solutions support and enhance architectural design.

ROBOTICS I

Grades 9-10 **1 credit**

Recommended prerequisite: Principles of Applied Engineering

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

ENGINEERING DESIGN AND PRESENTATION

Grades 10-12 **1 credit**

Prerequisites: Algebra I and at least one credit in a course from the Engineering Career Cluster.

This course introduces students to the foundational principles of engineering design and the effective communication of technical ideas. Students will engage in the engineering design process from problem identification to solution development, utilizing industry-standard software and tools for drafting, modeling, and presentation. Emphasis is placed on visual communication through sketches, technical drawings, and 2D/3D computer-aided design (CAD). Students will also develop skills in teamwork, project planning, and oral and written communication of engineering concepts. Through hands-on projects and collaborative activities, students will gain confidence in both designing innovative solutions and presenting them professionally to diverse audiences.

PRACTICUM IN ENGINEERING

Grades 12 **2 credits**

Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering Career Cluster

Practicum in Engineering 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.

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

AUTOMOTIVE BASICS
Course Location: New Caney High School
Grades 9-11 **1 credit**
Automotive Basics includes knowledge of the basic automotive systems and 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 servicing 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)
Course Location: New Caney High School
Grades 10-12 **2 credits**
Recommended prerequisite: Automotive Basics
Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. 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.

AUTOMOTIVE TECHNOLOGY II (Automotive Service)
Course Location: New Caney High School
Grades 11-12 **2 credits**
Prerequisite: Automotive Technology I
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, 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 use, and employability.

PRACTICUM IN TRANSPORTATION SYSTEMS
Course Location: New Caney High School
Grades 11-12 **2 credits**
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.

JROTC

JROTC I **1 credit**
Course Location: New Caney and Porter High Schools
JROTC is intended to provide cadets with tools that will enhance their ability, focus, and drive to handle life's everyday issues. JROTC also teaches cadets how to become better and more productive citizens who not only will benefit themselves, but also the school, the community, and their friends and family. This course focuses on developing leadership and communication skills, being a team player, being a self-starter, and being responsible and dedicated to a purpose. It also offers many unique opportunities to become involved with such teams as the Armed/Unarmed Drill, Color Guard, Physical Fitness, Orienteering, Saber, and Rifle teams. These exciting teams can lead to partial and/or full college scholarships. JROTC is a four-year program that builds on the previous year's experiences and training, and can lead a cadet to a successful transition from high school to college, the military, or a successful career

upon graduating. All uniforms, equipment, and supplies are furnished by JROTC. Cadets will be required to travel off-site several times a year to attend competitive events in/around the state. (This course may substitute for PE credit.)

JROTC II/III/IV **1 credit**
Course Location: New Caney and Porter High Schools
Prerequisite: JROTC I; teacher approval
JROTC II/III/IV continues to extend on a cadet's knowledge
and instruction learned from their previous year(s) in the program. The focus and emphasis are generally the same, but leadership development, decision-making, and responsibility come to the forefront as a cadet advances through the program. All general information listed in JROTC I above also applies to JROTC II-IV.

JROTC DRILL **1 credit**
Course Location: New Caney and Porter High Schools
Prerequisite: Enrollment in JROTC; teacher approval
This course is available only to cadets taking a regular JROTC class. Cadets learn teamwork, responsibility, and dedication to themselves and their drill-team members. The precision drill routine, competition, verbal and non-verbal communications are all practiced and exercised in both competitive and non-competitive events. Cadets must be willing to sacrifice personal time to practice before and/or after school while serving on any JROTC competitive team.

JROTC COLOR GUARD **1 credit**
Course Location: New Caney and Porter High Schools
Prerequisite: Enrollment in JROTC; teacher approval
This course is available only to cadets taking a regular JROTC
class. Cadets learn teamwork, responsibility, and dedication to themselves and their Color Guard team members. Cadets will learn the customs, courtesies, and traditions with honoring, presenting, and handling the national colors as well as state and school flags. Several drill routines are taught for Color Guard.

JROTC RIFLE TEAM **1 credit**
Course Location: New Caney and Porter High Schools
Prerequisite: Enrollment in JROTC; teacher approval
This course is available only to cadets taking a regular JROTC
class. The rifle team learns the principles of marksmanship and competitive shooting and coordinates closely with the Civilian Marksmanship Program (CMP). Rifle marksmanship introduces the cadet to proper rifle safety, handling, and shooting techniques.

MISCELLANEOUS COURSES

TEEN LEADERSHIP **1 credit**
Prerequisite: Teacher approval
This course provides an opportunity to study, develop and practice 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. Students who take this course will apply these skills in dealing with peers, school administrators and the community. It is a hands-on, lab-oriented approach to leadership.

STUDENT AIDE
Grade 12 **½- 1 credit**
Seniors who have sufficient credits to graduate and who possess characteristics of responsibility and dependability may apply to be a student aide. Aides are assigned by the administration to their positions and are expected to carry out duties as assigned. Students may be a teacher's assistant in the area of clerical work, lab preparation and disassembly. Office aides learn to perform many duties

associated with office work. Failure to attend the aide period will result in disciplinary action and possible loss of participation in this course.

ACADEMIC OCTATHLON **1 credit**

Prerequisite: Teacher approval

This course is designed to prepare students for competition in Octathlon, Decathlon, Academic UIL, and Texaco Star Challenge. Students are required to do independent and team research projects.

ACADEMIC DECATHLON **1 credit**

Prerequisite: Teacher approval

This course covers ten events/subjects. Literature involves two novels, ten poems, and an essay. Students present a four- minute speech and a three-minute impromptu speech and learn how to interview and be interviewed. The contest also studies four cultures, economics, mathematics, art, opera, and science. The team consists of three students with GPAs above a 3.6, three students with GPAs between a 3.0 and 3.6, and three students with GPAs below 2.9, but passing. The subject matter is studied the first semester, and the contest takes place the second semester. This course is designed to prepare students for competition in Decathlon, Academic UIL, and Texaco Star Challenge. Students are required to do independent and team research projects.

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS **1 credit**

Through the study of technology applications foundations,
including technology-related terms, concepts, and data input strategies, students learn to make informed decisions in these areas. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Using a variety of technologies. Students will communicate information in different formats and to diverse audiences. Students will also analyze and evaluate results.

METHODOLOGY OF ACADEMIC & PERSONAL SUCCESS

Grade 9 **½-1 credit**

This course will assist students with skills needed to be successful in high school and beyond. Instruction will target areas such as campus connection, goal setting

FINDING HEROES

Grades 11-12 **1 credit**

This course is a service learning class.

AP SEMINAR

Grades 10-12 **1 credit**

Required: Students who enroll in this course will be expected to take the AP Seminar assessment in the spring.

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

AP RESEARCH

Grades 11-12 **1 credit**

Prerequisite: AP Seminar (recommended)

Required: Students who enroll in this course will be expected to take the AP Research assessment (Academic Paper and Presentation and Oral Defense) in the spring.

AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper and a presentation with an oral

defense. Students scoring a 3 on the AP Seminar assessment and a 3 on the AP Research assessment will earn their AP Seminar and Research Certificate. Students meeting that criteria and scoring 3 or higher on 4 additional AP exams will earn the prestigious AP Capstone Diploma.

SPECIAL EDUCATION

RESOURCE MATH I/II/III/IV **1 credit**
Participation in this course is determined by the student's ARD committee.

RESOURCE ENGLISH I/II/III/I **1 credit**
Participation in this course is determined by the student's ARD committee.

RESOURCE READING **1 credit**
Participation in this course is determined by the student's ARD committee.

ASPIRE MATH I/II/III/IV **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE ENGLISH I/II/III/IV **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE READING **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE SCIENCE I/II/III/IV **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE SOCIAL STUDIES I/II/III/IV **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE HEALTH **½ credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum. Broad areas of study include toileting, nutrition, self-concept, wellness, bathing/grooming, dressing/undressing, feeding/drinking/eating, human growth/sexuality, ecology, and safety.

ASPIRE COMMUNICATION **½ credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

ASPIRE TECHNOLOGY **1 credit**
Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum.

VOCATIONAL EXPLORATION **1-2 credits**
Participation in this course is determined by the student's ARD committee based. Using the results of the interest surveys and other transition data collected, the student will explore a variety of work settings to help make decisions about future career direction.

VOCATIONAL LABORATORY **1 credit**
Participation in this course is determined by the student's ARD committee. This course focuses on pre-work skills such as sorting, measuring, weighing, using basic tools, folding clothing, cleaning etc. This course will prepare students for work-based learning activities.

EMPLOYMENT SKILLS **1 credit**

Participation in this course is determined by the student's ARD committee based on eligibility for alternate curriculum. This course provides special education and related services through work-based learning activities and experiences. A student's IEP may be implemented through employment skills when general education cannot meet the needs of the student and all other options have been determined to be inappropriate. Broad areas of study include job performance, job search, employee relations, and job safety. Instruction is designed to allow students to develop the competencies and skills necessary to function successfully on the job and in the community.

WORK SITE **1-2 credits**

Participation in this course is determined by the student's ARD committee. This course is provided to a student in full-time and part-time employment as documented in the IEP. The student will receive assistance based on needs such as development of job opportunities, assistance with completion of applications, participation/support at the job interviews and job coaching.

DAILY LIVING **Grades 10-12**

Participation in this course is determined by the student's ARD committee. This course will provide instruction in daily living skills necessary for independent living for. Students will learn skills such as how to budget for shopping, how to prepare simple meals, how to locate resources in the community, and how to take care of daily household chores.

RECREATION AND LEISURE **Grades 11-12**

Participation in this course is determined by the student's ARD committee. This course will provide instruction in recreation and leisure activities. Students will learn how to schedule activities with peers in the community, as well as how to budget and prepare for social events in order for students to develop and maintain healthy, meaningful social relationships.

GENERAL EMPLOYABILITY **Grades: 9-12**

Participation in this course is determined by the student's ARD committee. This course will provide instruction in general employability skills as well as the prerequisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.