FOR STUDENTS ENTERING GRADE 9 IN THE 2014-2015 SCHOOL YEAR AND THEREAFTER.

Revisions to the High School Course Selection Guide for Students Entering Grade 9 in the 2014-15 School Year and Thereafter are subject to change due to updates from the Texas Legislative session. Updates will be added as received.

Byron P. Steele, II High School
1300 FM 1103
Cibolo, Texas 78108
Updated 11/09/2016

Samuel Clemens High School
1001 Elbel Road
Schertz, Texas 78154
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GENERAL INFORMATION

This handbook is designed to provide course selection information for the 2017-2018 school year. Schertz-Cibolo-Universal City I.S.D. students are encouraged to consult with counselors and teachers for assistance in selecting courses that will meet personal needs for the future as well as satisfy high school graduation requirements. One of the most critical functions performed by a school is the pre-registration of students. Based on information obtained during pre-registration, courses are scheduled and teachers employed for the next school year. Schertz-Cibolo-Universal City I.S.D. reserves the right to cancel courses with insufficient enrollment. It is important that course selection be given serious consideration. After school begins, changes are only to correct scheduling errors or to equalize class enrollments.

This Course Selection Handbook describes academic, elective, and career & technical education course offerings planned for Schertz-Cibolo-Universal City I.S.D. high schools in 2016-2017. Information in this publication is subject to changes by action of the Board of Trustees of the SCUC ISD or the Texas Education Agency. District and state policy supersedes any information listed in this booklet. Schertz-Cibolo-Universal City I.S.D. reserves the right to add courses not described herein and to delete courses if minimum enrollment criteria are not met or if certified teachers are not available.

NON-DISCRIMINATION STATEMENT

Schertz, Cibolo, Universal City ISD (SCUCISD) offers support to school district students for career and technical education programs in the following career clusters: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology, and Communications; Business Management and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Marketing; and Science, Technology, Engineering, and Mathematics. Admission to these programs is based on enrollment in SCUCISD secondary schools.

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

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, Linda Cannon, and/or the Section 504 Coordinator, Laurie Zamarripa, en 1060 Elbel Rd, Schertz, TX 78154, (210) 945-6200

Schertz, Cibolo, Universal City ISD (SCUCISD) ofrece programas vocacionales en Agricultura, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology, and Communications; Business Management and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Marketing; and Science, Technology, Engineering, and Mathematics. La admisión a estos programas se basa en ESC-20 número de estudiantes en secundaria.

Es norma de SCUCISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades de CTE, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma de SCUCISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

SCUCISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y CTE.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, Linda Cannon, y/o el Coordinador de la Sección 504, Laurie Zamarripa, en 1060 Elbel Rd, Schertz, TX 78154, (210) 945-6200
### SCHERTZ-CIBOLO-UNIVERSAL CITY I.S.D.

**High School Counseling Staff**

#### Steele High School

**Counselors:**
- Araceli Trejo, Testing Coordinator
- Michelle Garcia
- Rubi Sanchez – Lead
- Lisa Ranallo
- Bob Rogers

**Communities in Schools:**
- Julie Chinni

**District Social Workers:**
- Raquel Rodriguez

**Counseling Office Staff:**
- Aleisa Shepherd, Registrar
- Perri Alvarado, Data Entry
- Maribel Hernandez, Secretary
- Tammi Biggs, Secretary
- Gina Showman, Secretary
- Laura Lauber, Secretary
- Kelli Brady, Secretary

#### Clemens High School

**Counselors:**
- Andrea Garza, Testing Coordinator
- Leah Salas
- Laurie Villarreal
- Kay Dunkley-Lead
- Christine Civello
- Rebecca Soto

**Communities in Schools:**
- Sasha Roskos

**District Social Workers:**
- Veronica Martinez

**Counseling Office Staff:**
- Peggy Liston, Registrar
- Kim Cobin, Data Entry
- Suzanne Houseman, Secretary
- Petra Almanza, Secretary
- Aletha Ellis, Secretary
- Leticia Zuniga, Secretary
- Denise Rodriguez, Secretary
HB5 Information

The Texas Education Agency Commissioner has adopted a transition plan to replace the MHSP, RHSP, and DAP with the Foundation High School Program beginning with the 2014-2015 school year. All students entering the 9th grade for the first time in the 2014-2015 school year and thereafter will be required to meet the specifications for graduation under the new HB5 graduation plans. Beginning in the 2014-2015 school year, a school district must ensure that each student, on entering ninth grade, indicates, in writing, an endorsement that the student intends to earn. Therefore, students must complete all of the required courses under the Foundation Plan, as well as the courses required to earn an endorsement. Students will automatically default to the Distinguished Graduation Plan upon entering the 9th grade in 2014-2015 and thereafter. A district must permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

This course selection handbook offers information concerning the new Foundation Plan including five endorsements offered in the SCUC ISD. Each endorsement includes a checklist, as well as a flowchart of required electives, for that particular endorsement area of interest. All of the information concerning the endorsement requirements and options for courses is subject to change as SCUC ISD receives more information from the Texas Education Agency.

The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.
Graduation Requirements
Incoming freshmen 2014-2015 and thereafter

Foundation Curriculum – 22 Credits
In addition to the following courses and credits, students must also complete any courses required to earn a specific, pre-selected endorsement.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation with Endorsement</th>
<th>Foundation - Distinguished Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• English I</td>
<td>• English I</td>
</tr>
<tr>
<td></td>
<td>• English II</td>
<td>• English II</td>
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<tr>
<td></td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td>• Advanced English credit</td>
<td>• Advanced English credit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• Algebra I</td>
<td>• Algebra I</td>
</tr>
<tr>
<td></td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td></td>
<td>• Advanced math credit</td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• Advanced math credit</td>
<td>• Advanced math credit</td>
</tr>
<tr>
<td>Science</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• IPC, Physics, or Chemistry</td>
<td>• IPC, Physics, or Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Advanced science credit</td>
<td>• Advanced science credit</td>
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<tr>
<td></td>
<td>• Advanced science credit</td>
<td>• Advanced science credit</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Three credits:</td>
<td>Three credits:</td>
</tr>
<tr>
<td></td>
<td>• World History or World Geography</td>
<td>• World History or World Geography</td>
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<tr>
<td></td>
<td>• U.S. History</td>
<td>• U.S. History</td>
</tr>
<tr>
<td></td>
<td>• U.S. Government (.5 credit)</td>
<td>• U.S. Government (.5 credit)</td>
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<tr>
<td></td>
<td>• Economics (.5 credit)</td>
<td>• Economics (.5 credit)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>One credit - P.E. or Equivalent</td>
<td>One Credit - P.E. or Equivalent</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 credit - District Requirement</td>
<td>0.5 credit - District Requirement</td>
</tr>
<tr>
<td>Professional Communications</td>
<td>0.5 credit - District Requirement</td>
<td>0.5 credit - District Requirement</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>Two credits in the same language</td>
<td>Two credits in the same language</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td>Electives - to include courses necessary to complete an endorsement</td>
<td>6.0 credits - Electives must include a coherent sequence (4-5 credits) leading to the completion of a minimum of one endorsement.</td>
<td>6.0 credits - Electives must include a coherent sequence (4-5 credits) leading to the completion of a minimum of one endorsement.</td>
</tr>
<tr>
<td>Total Credits</td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
<tr>
<td>Endorsement</td>
<td>Area of Interest</td>
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<tr>
<td>-------------------------------------</td>
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<tr>
<td>STEM</td>
<td>- Engineering</td>
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<tr>
<td></td>
<td>- Advanced Math</td>
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<tr>
<td></td>
<td>- Advanced Science</td>
<td></td>
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<tr>
<td></td>
<td>- Computer Science</td>
<td></td>
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<tr>
<td>CTE Career Clusters Included:</td>
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<td></td>
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<tr>
<td>- S.T.E.M.</td>
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<tr>
<td>Business and Industry</td>
<td>- Business and Finance</td>
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<tr>
<td></td>
<td>- Marketing</td>
<td></td>
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<tr>
<td></td>
<td>- Agri-Business</td>
<td></td>
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<tr>
<td></td>
<td>- Agriculture Mechanics</td>
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<td></td>
<td>- Architecture Design</td>
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<tr>
<td></td>
<td>- Animal Science &amp; Veterinary Technology</td>
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<td></td>
<td>- Environmental, Floriculture, &amp; Plant Sciences</td>
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<td></td>
<td>- Arts, AV/Technology</td>
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<td></td>
<td>- Information Technology</td>
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<td></td>
<td>- Culinary Arts</td>
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<tr>
<td></td>
<td>- Journalism and Communication</td>
<td></td>
</tr>
<tr>
<td>CTE Career Clusters Included:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Business Management &amp; Administration</td>
<td></td>
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<tr>
<td>- Finance</td>
<td></td>
<td></td>
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<tr>
<td>- Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Agriculture, Food, &amp; Natural Resources</td>
<td></td>
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<tr>
<td>- Architecture &amp; Construction</td>
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<td></td>
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<tr>
<td>- Arts, Audio/Video Technology, &amp; Communication</td>
<td></td>
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<tr>
<td>- Information Technology</td>
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<tr>
<td>- Hospitality &amp; Tourism</td>
<td></td>
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<tr>
<td>Public Services</td>
<td>- Health Science Occupations</td>
<td></td>
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<tr>
<td></td>
<td>- Education and Counseling</td>
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<tr>
<td></td>
<td>- Law Enforcement</td>
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<tr>
<td></td>
<td>- JROTC</td>
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<tr>
<td>CTE Career Clusters Included:</td>
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<tr>
<td>- Health Science</td>
<td></td>
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<tr>
<td>- Education &amp; Training</td>
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<tr>
<td>- Human Services</td>
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<tr>
<td>- Law, Public Safety, Corrections, &amp; Security</td>
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<tr>
<td>Arts and Humanities</td>
<td>- Social Studies</td>
<td></td>
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<tr>
<td></td>
<td>- Fine Arts</td>
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<tr>
<td></td>
<td>- English</td>
<td></td>
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<tr>
<td></td>
<td>- Languages Other Than English (LOTE)</td>
<td></td>
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<tr>
<td>Multidisciplinary</td>
<td>- Career Preparation</td>
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<tr>
<td></td>
<td>- Advanced Academics</td>
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<tr>
<td></td>
<td>- International Baccalaureate - IB (Clemens only)</td>
<td></td>
</tr>
<tr>
<td>CTE Career Clusters Included:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Career Preparation</td>
<td></td>
<td></td>
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<tr>
<td>- Advanced Academics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- International Baccalaureate - IB</td>
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</tbody>
</table>
ENDORSEMENT COURSE SEQUENCES
Select the endorsement in which you are interested. The coherent course sequence you need to follow is listed by grade level. You must meet pre-requisites before enrolling in a course. **Unless otherwise listed, you will need to complete four credits within the endorsement sequence.**

**STEM**
Science, Technology, Engineering, and Math

Students who select the STEM endorsement must take Biology, Chemistry, and Physics as three of their science courses AND a coherent sequence of 4 credits unless otherwise indicated.

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Math</td>
<td>Calculus</td>
<td>Statistics</td>
<td>AP Computer Science</td>
<td>Dual Credit College Algebra</td>
</tr>
<tr>
<td>Advanced Science</td>
<td>Pre-Calculus</td>
<td>Math Reasoning</td>
<td>AP Statistics</td>
<td></td>
</tr>
<tr>
<td>IB Math</td>
<td>Engineering Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Math</td>
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</tr>
</tbody>
</table>

Advanced Math
You must complete three credits in Mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a pre-requisite (beyond Algebra I and Geometry):
- Pre-Calculus Calculus
- Engineering Math Math Reasoning
- IB Math AP Statistics
- Dual Credit College Algebra

Advanced Science
You must complete Biology, Physics, Chemistry, and two additional science credits from the courses listed below. Many of these courses are offered at a regular and advanced level. Check prerequisites.
- AP Chemistry Astronomy Anatomy & Physiology (CTE)
- AP Physics 2 Aquatic Science Environmental Systems
- AP Physics C Earth & Space Medical Microbiology (CTE)
- AP Biology 2 IPC Pathophysiology (CTE)
- Environmental Science Earth & Space Science Biotechnology I or II (CTE)
- Forensic Science (CTE) Scientific Research (CTE) Advanced Animal Science (CTE)
- Food Science (CTE) Advanced Plant & Soil Science (CTE)

Computer Science
- Principles of IT -Computer Science -AP Computer Science -Robotics I -Engineering Design & Problem Solving -Biotechnology I -Video Game Design -Biotechnology II -Project Based Research -AP Computer Science -Robotics I -Engineering Design & Problem Solving -Biotechnology I -Video Game Design -Biotechnology II -Project Based Research -Practicum in STEM
Science, Technology, Engineering, and Math (STEM) New discoveries are made every day. Scientists, technologists, engineers, and mathematicians are pushing the boundaries of human knowledge by seeking to better understand and improve the world around us. They spend their time exploring everything from vast galaxies of stars to the tiniest subatomic particles. They invent the technologies that make our lives easier and more rewarding and develop solutions to problems that threaten our future. Thanks to the men and women on the cutting edge, we know more than ever before. If you are curious about the universe, dream of exploring new worlds of knowledge, or want to solve the planets problems, then Science, Technology, Engineering & Mathematics (STEM) could be the right career cluster for you! For more information about STEM, go to http://www.achievetexas.org/science-technology-engineering--math.html

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agri-Business</strong></td>
<td>-Principles of Agricultural, Food, &amp; Natural Resources</td>
<td>-BIM I or II -Entrepreneurship</td>
<td>-BIM I or II -Entrepreneurship -Project Based Research in Ag. -Practicum in Ag.</td>
<td>-BIM I or II -Entrepreneurship -Project Based Research in Ag. -Practicum in Ag.</td>
</tr>
</tbody>
</table>
### Environmental, Floriculture, & Plant Sciences
- Principles of Agricultural, Food, & Natural Resources
- BIM I or II
- Floral Design
- Range Ecology Mgmt.
- Wildlife, Fisheries, & Ecology Management
- Horticulture Science
- Landscape Design
- Turf Grass Management
- Greenhouse Operation & Production
- Advanced Plant & Soil Science
- Project Based Research in Ag.
- Practicum in Ag.

### Arts, AV/Technology
- Principles of Arts, A/V Technology, & Communication
- BIM I or II
- Fashion Design I
- Audio Video Production I
- Graphic Design & Illustration I
- Animation I
- Video Game Design
- BIM I or II
- Fashion Design I
- Fashion Design II w/Lab
- Audio Video Production I
- Audio Video Prod. II w/Lab
- Graphic Design & Illustration I
- Graphic Design II w/Lab
- Animation I
- Animation II w/Lab
- Video Game Design
- Project Based Research in Arts, A/V Tech., & Comm.
- Practicum in A/V Production

### Information Technology
- Principles of Information Technology
- BIM I or II
- Digital Media
- Web Technologies
- Computer Maintenance w/Lab
- Computer Science
- AP Computer Science
- BIM I or II
- Digital Media
- Web Technologies
- Computer Maintenance w/Lab
- Computer Science
- AP Computer Science
- Computer Technician Practicum

### Culinary Arts
- Intro to Culinary Arts
- Principles of Hospitality & Tourism
- Lifetime Nutrition & Wellness
- Culinary Arts
- Food Science
- Advanced Culinary Arts
- Practicum in Culinary Arts

### Journalism & Communication
You must successfully complete four English elective credits, three of which must come from one of the following course areas:
- Advanced Journalism Newspaper, Advanced Journalism Yearbook, Public Speaking, OR Debate.

### Business Management & Administration/Finance
Business touches everything in your world. It’s behind the food you eat, the vehicles you drive, the clothes you wear — every product of service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers (CEO’s) overseeing worldwide organizations of hundreds of thousands of workers to receptionists answering phones, well-educated employees make businesses run more smoothly and profitably. The skills you learn in this career cluster can make you an attractive job applicant for any company. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, managing investments of making loans, selling bonds or stock, working at ATM’s with cash, or becoming an entrepreneur and starting your own venture, then this career cluster might be for you.

Marketingsales & Service - Building a career in the booming field of marketing, Sales & Service starts with selling you. You need to think of yourself as a “product” and define the features and benefits that will attract your “customers” – the employers that might hire you. Your resume is like an advertisement telling your story clearly and compellingly by detailing the education, experience, and skills you have that qualify you for the job. Then, with persistence, comes an interview, during which you have to dress to impress, speak and listen well, and show that you can be a valuable member of the organization’s team. Finally, you need to close the deal by following up with a thank-you note that makes a positive impact on the hirer. If you want to learn how to package yourself for success, sell any type of product or service, or serve all kinds of customers, this career cluster may be a fit for you.
For more information about Marketing, Sales & Service, go to http://www.achievetexas.org/marketing.html

Agriculture, Food & Natural Resources focuses on the essential elements of life – water, air, food and land. The people who work in this cluster includes farmers and ranchers tending Texas crops and livestock; utility operators providing oil, electricity, and natural gas, and conservationists protecting wilderness and wildlife. They put food on our tables and turn raw materials into products we all use. For students and workers in AFNR, the Earth is one giant classroom full of natural wonders to explore. If you love the outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then this might be the right career cluster for you.
For more information about Agriculture, Food & Natural Resources, go to http://www.achievetexas.org/agriculture-food--natural-services.html

Architecture and Construction - Look around you. You are likely inside a room in a building, maybe your school. You are in a structure that started with an idea in an architect’s head. He or she imagined how tall it would be, how many rooms it would hold, where the walls and doorways would stand. The architect drew up plans that guided people as they went about constructing the building – plumbers, electricians, masons, roofers, framers, and so on. And now that building is finished, another team of people manage and maintain it, keeping the equipment up and running, the spaces clean and organized, and the windows gleaming. These are the people who work in the Architecture & Construction cluster. If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, paint, furniture, and art, then this might be the right career cluster for you.
For more information about Architecture and Construction, go to http://www.achievetexas.org/architecture--construction.html

Arts A/V Technology & Communication - As Shakespeare observed, all the world’s a stage. Whether it’s music, painting, drawing, sculpting, writing, dancing, or any other genre, artistic expression is all around us – on TV and radio, at the movies, in art galleries, on the Web, in our MP3 players. People who work in the Arts, A/V Technology & Communications cluster may entertain and inform through an ever-growing array of new media forms such as cell phone ringtones, text messaging, and shared online videos. A world of audio-visual (A/V) technology and communications professionals – including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists – make it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then this might be the right career cluster for you.
For more information about Arts A/V Technology & Communication, go to http://www.achievetexas.org/arts-a/v-technology--communication.html

Information Technology - Texas is at the heart of the information technology revolution. Our state is home to world-class high-tech companies such as Texas Instruments, Dell, and Advanced Microsystems. Countless smaller firms create computer games, set up customer networks, service computer equipment, or develop and manage websites. In fact, every business in Texas needs IT expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works, have an idea for a new website or computer game, or want a career that is always changing, then this may be the career cluster for you.
For more information about Information Technology, go to http://www.achievetexas.org/information-technology.html

Hospitality & Tourism - Texas is a top destination. People from around the globe come here to visit the attractions such as the Alamo, Six Flags over Texas, Schlitterbahn, and the Padre Island National Seashore – all ranked among the top draws for tourists in the state. Untold millions enjoy our wealth of hotels, restaurants, theaters, museums, zoos, aquariums, rodeos, campgrounds, state and national parks, racetracks, cruises, and more. The job of keeping all those people happy falls to workers in Hospitality & Tourism. Whether chefs or concierges, travel agents or tour guides, park rangers or sports teams, the professionals in this cluster are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, this may be the career cluster for you.
For more information about Hospitality & Tourism, go to http://www.achievetexas.org/hospitality--tourism.html

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Health Science Career Cluster - Everyone needs health care. From newborns to seniors, Texans require professional who are experts at diagnosing and treating disease, using medical technologies, and providing preventive care. Although everyone thinks of doctors and nurses when they contemplate careers in health care, there are hundreds of other specialties available in the Health Science cluster, including technicians, skilled support personnel, dentists, and scientists. In fact, a typical medical center is a giant business with employees as varied as aides and CEO’s (chief executive officers). As the baby boomer generation in Texas ages, demand for health services grows, meaning that job security in this cluster is strong. If you feel a calling to care for others, won’t faint at the sight of blood, or want to pursue a profession on the cutting edge of technology, then this may be the career cluster for you.

For more information about Health Science, go to http://www.achievetexas.org/health-science.html
Law, Public Safety, Securities & Corrections - Sirens scream, bombs explode, bullets fly. This is the image that many people have of careers in Law, Public Safety, Corrections, & Securities. The truth is that those things do happen occasionally, but mostly careers in this cluster don’t involve constant danger. Instead, they concern the important daily duties of protecting and serving the public. What folks in these careers crave is peace and quiet – that means that people and property are safe. As homeland security has become more and more of a concern, demand for people to protect sites as varied as skyscrapers and seaports, airports and reservoirs, and nuclear power plants and military bases has skyrocketed. If you have a calling to serve others, can keep a cool head under pressure, or love the law, then this may be the career cluster for you.


Education & Training/Human Services - Teaching, they say, is the profession that makes all other professions possible. The people who work in Education & Training instill the knowledge and skills everyone from preschoolers to adult learners need to succeed. These caring, capable, and committed professionals help prepare their students for the many rewards and challenges that personal, professional and civic life brings. If you yearn to learn, feel the calling to teach, or would like to work in a favorite subject area, then this might be the career cluster for you. It takes a special kind of person to work in Human Services. Although many jobs in this cluster pay well, those who choose Human Services generally don’t do it for the money. Instead, they are motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, clergy members and others tend to the physical, mental and spiritual needs of people in their hometowns. If you feel a calling to serve your fellow man or woman, feel comfortable caring for people, this may be the career cluster for you.

For more information about Education & Training/Human Services, go to http://www.achievetexas.org/education--training.html http://www.achievetexas.org/human-services.html

ARTS AND HUMANITIES

4 credits in a coherent sequence unless otherwise stated

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>-World Geography</td>
<td>-World Geography</td>
<td>-World Geography</td>
<td>-World Geography</td>
</tr>
<tr>
<td></td>
<td>-World History</td>
<td>-World History</td>
<td>-World History</td>
<td>-World History</td>
</tr>
<tr>
<td></td>
<td>-AP Human Geography</td>
<td>-AP Human Geography</td>
<td>-AP Human Geography</td>
<td>-AP Human Geography</td>
</tr>
<tr>
<td></td>
<td>-Psychology</td>
<td>-Psychology</td>
<td>-Psychology</td>
<td>-Psychology</td>
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<tr>
<td></td>
<td>-AP Psychology</td>
<td>-AP Psychology</td>
<td>-AP Psychology</td>
<td>-AP Psychology</td>
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<tr>
<td></td>
<td>-Sociology</td>
<td>-Sociology</td>
<td>-Sociology</td>
<td>-Sociology</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>-Fine Arts Level 1A</td>
<td>-Fine Arts Level 2A</td>
<td>-Fine Arts Level 3A</td>
<td>-Fine Arts Level 4A</td>
</tr>
<tr>
<td></td>
<td>-Fine Arts Level 1A</td>
<td>-Fine Arts Level 2A</td>
<td>-Fine Arts Level 1B</td>
<td>-Fine Arts Level 2B</td>
</tr>
<tr>
<td>English</td>
<td>You must successfully complete 4 credits from the courses listed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English IV</td>
<td>English IV Dual Credit</td>
<td>Literary Genres</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>AP English III</td>
<td>AP English IV</td>
<td>IB Language A1 HL</td>
<td>Independent Study in English</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE)</td>
<td>-LOTE Level 1</td>
<td>-LOTE Level 2 (same language)</td>
<td>-LOTE Level 3 (same language)</td>
<td>-LOTE Level 4 (same language)</td>
</tr>
<tr>
<td></td>
<td>-LOTE A - Level 1</td>
<td>-LOTE A - Level 2 (same language)</td>
<td>LOTE B – Level 1</td>
<td>LOTE B – Level 2 (same language)</td>
</tr>
</tbody>
</table>

You must successfully complete 5 credits of social studies courses. These courses may be at the regular, Pre-AP, AP, Dual Credit, or IB levels. Note that U.S. History must be taken during the junior year and U.S. Government and Economics must be taken during the senior year.

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MULTIDISCIPLINARY
Requirements are stated below.

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Preparation</td>
<td>You must successfully complete a minimum of 4 advanced elective credits (beyond level 1) that will prepare you for the workforce or post-secondary education OR You must complete 4 credits in each core area that are not considered electives. I.E. English I, II, III, and IV; World Geography, World History, U.S. History, Government, and Economics; Biology, Chemistry or Physics, and two additional science credits, Algebra I, Geometry, Algebra II, and one additional math credit.</td>
<td>You must successfully complete the Foundation curriculum including 4 AP, and/or Dual Credit credits from English, math, science, social studies, languages other than English or fine arts.</td>
<td>You must successfully complete the Foundation curriculum including four International Baccalaureate credits from English, math, science, social studies, languages other than English, OR fine arts. Students must follow the outlined course sequences for the IB program.</td>
<td></td>
</tr>
<tr>
<td>Advanced Academics</td>
<td>You must successfully complete the Foundation curriculum including 4 AP, and/or Dual Credit credits from English, math, science, social studies, languages other than English or fine arts.</td>
<td>You must successfully complete the Foundation curriculum including 4 AP, and/or Dual Credit credits from English, math, science, social studies, languages other than English or fine arts.</td>
<td>You must successfully complete the Foundation curriculum including four International Baccalaureate credits from English, math, science, social studies, languages other than English, OR fine arts. Students must follow the outlined course sequences for the IB program.</td>
<td></td>
</tr>
</tbody>
</table>

**Choices determine options**
Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college, or a traditional four-year degree from a university, the choices made in high school will determine your future options. To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

**Why it matters – Benefits**
The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TExAS Grant (must be financially qualified) to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

**What it means**
The Distinguished Level of Achievement requires more math and science than the Foundation High School Program only. The Distinguished Level of Achievement requires:

- A total of four credits in math and science to include Algebra II;
- Successful completion of an endorsement.

**Advantages**
- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities, as well as industry workforce credentials
PERFORMANCE ACKNOWLEDGEMENTS
Incoming Freshmen 2014 – 2015 and Thereafter

Enhancements
In addition to earning a Distinguished Level of Achievement, students may earn a Performance Acknowledgment (or acknowledgments) for outstanding performance.

A student may earn a performance acknowledgement to be added to his or her diploma:
- in bilingualism and bi-literacy
- for outstanding performance in a dual credit course
- on an AP test or IB exam
- on the PSAT, the ACT-Plan, the SAT, or the ACT
- for earning a nationally or internationally recognized business or industry certification or license

How can your student earn a performance acknowledgement?

### Bilingualism and Bi-literacy

- Completing all English language arts requirements and maintaining a minimum GPA of 80+ on a scale of 100, **AND**
  - Completing a minimum of three credits in the same language other than English with a minimum GPA of 80+ on a scale of 100, **OR**
  - Earning a grade of 80+ on a scale of 100 in a Level IV or higher language other English course, **OR**
  - Completing at least three courses in a language other than English with a minimum GPA 80+ on a scale of 100, **OR**
  - Demonstrating proficiency in one or more languages other than English through one of the following methods:
    - Scoring 3+ on a College Board Advanced Placement exam for a language other than English, **OR**
    - Scoring 4+ on an International Baccalaureate exam for a higher-level language other than English course, **OR**
    - Performing on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

- In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and bi-literacy, an English language learner must also have:
  - participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; **AND**
  - scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

### Outstanding Performance in a Dual Credit Course

- Successfully completing 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 (B) or higher on a 4.0 scale, **OR**
- Earning an associate degree while in high school.
Outstanding Performance on an AP or IB Exam

• Earning a 3+ on a College Board Advanced Placement examination, OR
• Earning a 4+ on an International Baccalaureate examination.

Outstanding Performance on the PSAT, the ACT-Plan, the SAT, or the ACT

• Earning a score on the PSAT/NMSQT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program or National Achievement Scholarship program, OR
• Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN examination, OR
• Earning a combined critical reading and mathematics score of 1250+ on the SAT, OR
• Earning a composite score of 28+ on the ACT (excluding the writing subscore).

Earning a Nationally or Internationally Recognized Business or Industry Certification or License

• Performing on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification, OR
• Performing on an examination sufficient to obtain a government-required credential to practice a profession, OR

NOTE:
Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by
- a national or international business, industry, or professional organization;
- a state agency or other government entity; or
- a state-based industry association

Certifications or licensures for performance acknowledgements shall:
- be age appropriate for high school students
- represent a student's substantial course of study and/or end-of-program knowledge and skills
- include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation
High School Classification
Classification is based on the number of units previously earned. A student's grade classification is stated at the beginning of the school year and is not changed during the year, unless the student is on track to graduate at the end of the spring semester. In that case, the student may be “reclassified” at midyear to senior level once the appropriate number of credits has been earned. For students entering high school in the 2007-2008 school year and in subsequent years, the following guidelines will be used to determine classification:
- A sophomore must have six (6) units of credit toward graduation.
- A junior must have thirteen (13) units of credit toward graduation.
- A senior must have nineteen (19) units of credit toward graduation.

Attendance
The expectation of the High School Faculty and Staff is for each of our students to reach his/her maximum potential. Achieving this potential is virtually impossible without regular attendance. An ABSENCE is defined as non-attendance in a regularly scheduled class or activity, regardless of the reason. Both excused and unexcused absences are treated equally for purposes of meeting the 90% requirement. Section 25.092 of the Texas Education Code states that a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered. Absences that will not be used in figuring the 10% are: School related activity absences and Absences due to religious activities. It is the parent or guardian’s duty to monitor the student’s school attendance and require the student to attend school. If a student is absent from school without excuse on three days or parts of days within a four-week period, a parent or guardian should contact school officials to discuss the absences. A student absent from school shall provide a note signed by their parent or guardian that describes the reason for absence. It is important that students take responsibility for documenting absences through the Attendance Office as appropriate. For more information about SCUCISD attendance procedures, please visit http://www.scuc.txed.net/files/filesystem/scuc%20handbook%20.pdf

TEA/Attendance Verification Form
These forms are required by the Texas Department of Public Safety to ensure school attendance for drivers’ license applications. Students must attend each class 90% of the days the course is offered in order to be in compliance with DPS requirements. School officials cannot waive this requirement by the Texas Department of Public Safety. Specific information about this requirement can be found at the DPS website. For more information concerning attendance, please refer to the SCUC ISD Student Handbook.

Schedule Changes
All classes are created on the basis of the student requests made during the spring pre-registration and during individual HB5 student meetings. Pre-registration determines class seats available, textbooks, supplies, teachers, and room assignments. Therefore, schedule changes must be strictly limited and controlled by the counselors and administration. Any requests for a schedule change must be made in writing no later than the tenth day of the school year, and no change is guaranteed. These written requests for changes must be submitted to the appropriate counselor. Changes will be approved ONLY at the discretion of the student’s counselor and school administrator.
Academic Achievement Record (AAR or Transcript)
SCUC ISD must ensure that copies of transcripts are made available to schools to which students transfer. The transfer of the AAR may not be withheld for any reason and must be forwarded to the receiving district within 30 days of a student’s enrollment in that district. The right of access to the transcript is protected by law (TEC §26.004). The words “Official Copy” imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A student or parent may request a copy of a transcript. However, these copies are not considered official. Transcript Request Forms may be obtained in the front office. Completed forms must be submitted to the registrar. The first transcript and all transcripts for scholarships are free. Additional transcripts cost $1.00 each. Please allow five working days to process a transcript request.

Graduation Policy Information
In order to participate in an SCUC ISD graduation ceremony, students must meet all state and local requirements for graduation. High school diplomas will be withheld from students who have not passed all exit level STAAR EOC examinations or who have credit denials by the end of their twelfth grade year. All candidates for graduation from High School must wear academic caps and gowns at the graduation exercises. All students are required to meet dress codes and attend practice for the graduation ceremony. All diplomas will be awarded at the end of the school year, and all graduates must clear all obligations prior to receiving their diploma.

Early Graduates
A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school earlier than the student would normally graduate, if the student completes all required courses and exit-level assessment requirements for graduation. Students seeking graduation in fewer than 4 years should see their school counselor.

College Preparation and Testing Information
The PSAT/NMSQT
The Preliminary Scholastic Aptitude Test (PSAT) provides students an opportunity to take a practice test that is very much like the SAT. Sophomores will take the PSAT during the school day on their home campus in October. For juniors, the PSAT is the National Merit Scholarship qualifying test (NMSQT). Juniors who perform exceptionally well on the test may be eligible for National Merit Scholarships, as well as meet requirements for a performance acknowledgement. The top 5% of sophomore scorers will have the opportunity to test on their home campus on a designated day during their junior year at no charge. Any other junior who would like to test during the school day, may, but will be responsible for the cost of the test.

The SAT (Saturday offerings at Steele in November, January, and June)
The SAT is a nationally recognized college admission test that lets students show colleges what they know and how well they can apply that knowledge. It tests knowledge of reading, writing and math — subjects that are taught every day in high school classrooms to help prepare them for college or careers. In addition to college admissions, the SAT may be used to show post-secondary readiness. In order to meet college readiness through the SAT (beginning in March 2016), you must meet the following scores:
   480+ English and
   530+ Mathematics

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All juniors will be given the opportunity to take the SAT on a designated school day in the spring at no charge. Only one day will be designated for the school-day test administration. If a student is absent on the designated test day, he/she will be responsible for the cost of the test if he/she decides to take the test on a Saturday.

The ACT (Saturday offerings at Steele in September and at Clemens in April)
The ACT is a three-hour multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The optional writing test measures skill in planning and writing a short essay. Each sub-test yields a score of 1-36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1-36. In order to meet college readiness through the ACT, you must meet the following scores:

19+ English,
19+ Math, and
23+ Composite

SAT Subject Tests (offered at Steele in November, January, and June)
The SAT Subject Tests are one-hour, primarily multiple-choice tests, that measure student’s knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Some colleges and universities require that students take one or more of these tests as part of the admissions process or for placement purposes in college courses. Students should consult the admissions office of the schools they are considering to determine if SAT Subject Tests are required.

Armed Services Vocational Aptitude Battery (ASVAB)
Juniors and seniors may take the ASVAB when it is offered at each High School or any time at a recruiting center. The test battery has ten sub-tests, and the results are reported as an academic occupational composite in (1) mechanical and crafts, (2) business and clerical, (3) electronics and electrical, and (4) health, social and technology. The ASVAB is provided by the armed services.

Advanced Placement (AP) Exams
AP exams give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline equivalent to a college course. AP exams are given in May at the high schools. Policies for granting college credit based on performance on an AP test vary from college to college. Students should consult college admissions offices to determine individual institution policies.

International Baccalaureate (IB) Exams (Clemens only)
IB candidates will be tested at the end of each course and these exams will be graded by worldwide examiners. IB internal and external assessments are mandatory for all students in an IB course. A score of 4 or higher (out of 7) on the assessment may result in college credit. Students must take at least three (3) Higher Level (HL) Exams. This means that these exams will be taken at the end of two years in a course. All other exams can be Standard Level (SL), usually after one year in a course. Two of these can be taken in the junior year. IB candidates can also take AP exams if they so choose.

Note: Testing procedures for PSAT, SAT, ACT, AP, and IB exams are determined by the testing agency. Questions regarding testing procedures may be directed to the counselor.
College Visits
Campus visits are highly recommended. Most schools have information about making visits on their websites, and many schools offer weekend events for students and parents. Juniors and seniors are allowed two days off each year to make college visits. Students need to print the College Visit Form, which may be obtained from the counseling webpage or office, and visit with their administrator or counselor prior to making a visit. Students must return the form to the attendance office with proper signatures upon their return to their high school in order to have the absence(s) coded correctly. These absences will be coded 0 meaning that the absence will be excused with full makeup.

Advanced Academic Courses
Students who pre-register for a Pre-AP or AP course must remain in the class for the first six weeks of school before a change to a regular course will be considered. Additionally, a student requesting a change from an advanced course to a regular course must complete a minimum of five tutorial sessions prior to the end of the six weeks, and the parent and teacher must have a conference (telephone or face-to-face) about the student’s change request. An administrator will review the request and determine approval. The only other time a student may change out of an advanced course to a regular course is at the semester, and all of the aforementioned conditions must still be met.

Dual Credit Information
The Dual Credit program is an agreement between SCUCISD and St. Philip’s College that will allow eligible high school students to earn college credit and high school credit simultaneously. The curriculum content addresses the competencies of the college course as well as the high school skills as required by the Texas Education Agency. A successfully completed dual credit course earns the student college credit through St. Philip’s College which may, in turn, transfer to other colleges/universities. **Students should verify with the college they plan to attend after graduation that the course(s) will be accepted for transfer credit.** A student who chooses to drop a dual credit course after the college census date may receive a W on the college transcript. Students who do not properly complete the drop process may receive “WF” on their college transcript. Students who do not pass a semester will no longer be eligible to participate in the program.

To be eligible for a dual credit course a student must complete all required paperwork and meet all set deadlines. All students must take the TSI assessment (college placement test) unless exempt through SAT or ACT scores. Students who meet all requirements and complete all required paperwork will be enrolled in their selected courses. The dual credit program has expanded, and students, if qualified, may take the following number of courses:

- 9th Grade – one course in the spring semester
- 10th & 11th Grade – two courses each semester
- 12th Grade – three courses each semester

Transcripts from St. Philip’s College for Dual Credit Classes
If a student has taken a dual credit course, he/she must have a final transcript sent to St. Philip’s College. Once St. Philip’s receives the official transcript, the student must then request that they (St. Philip’s) send an official transcript to the student’s university. St. Philip’s transcripts may be requested at [http://www.alamo.edu/spc/records-transcripts/](http://www.alamo.edu/spc/records-transcripts/)
Advanced Placement vs. Dual Credit vs. International Baccalaureate

Knowing and understanding the differences between Advanced Placement, Dual Credit, and International Baccalaureate courses will assist you and your student in planning for high school and college courses.

<table>
<thead>
<tr>
<th>Description</th>
<th>Advanced Placement (AP)</th>
<th>Dual Credit (DC)</th>
<th>International Baccalaureate (IB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>The AP program allows students to take college-level courses and exams to potentially earn college credit while still in high school.</td>
<td>Dual Credit allows high school students to simultaneously earn high school and college credit by completing courses at their high school.</td>
<td>The International Baccalaureate program allows high school student to take college-level courses and exams to potentially earn an international diploma and college credit while still in high school.</td>
</tr>
<tr>
<td>Credit</td>
<td>College credit is awarded based on the score the student receives on the AP exam. Public schools in Texas must award credit for a score of 3 or better, and no school will award credit for a score lower than 3.</td>
<td>Credit is awarded when the student passes the course with a 70% or better. The student will receive high school credit (usually 1.0) and college hours (usually 3 per semester).</td>
<td>College credit is awarded based on the score the students receives on IB coursework and exams. Public schools in Texas must award any student making a 4 or higher rating in all six subject areas a minimum of 24 hours.</td>
</tr>
<tr>
<td>Teachers/Instructors</td>
<td>AP courses are taught by high school teachers trained by The College Board.</td>
<td>Dual Credit courses are taught be college instructors and/or high school teachers qualified to serve as adjunct professors.</td>
<td>IB courses are taught by high school teachers trained by the International Baccalaureate Organization.</td>
</tr>
<tr>
<td>College/University Acceptance</td>
<td>AP scores are accepted throughout the nation. However, students should note individual college and university requirements for credit may vary. Students should check with each school’s policy.</td>
<td>Dual Credit hours are accepted at public colleges and universities in Texas. Other colleges and universities MAY accept the hours, but students should check with each school’s policy.</td>
<td>IB scores are accepted internationally as well as throughout the nation. However, students should note individual college and university requirements may vary. Students should check with each school’s policy.</td>
</tr>
<tr>
<td>Location</td>
<td>AP courses are taught at the high school.</td>
<td>Dual credit courses are taught at the high school with the exception of the Alamo Academies program which is taught at one of the Alamo Colleges. See the Alamo Academies Program description for more details.</td>
<td>IB courses are taught at the high school.</td>
</tr>
<tr>
<td>Rigor</td>
<td>College Level Rigor – AP courses are standardized and controlled by The College Board.</td>
<td>College Level Rigor - Dual Credit course syllabi are submitted and approved by individual departments at Alamo Colleges.</td>
<td>College Level Rigor – IB courses are standardized internationally and controlled by the International Baccalaureate Organization.</td>
</tr>
<tr>
<td>Cost</td>
<td>$90 per exam. Scholarships may be available.</td>
<td>Free of charge.</td>
<td>$90 per exam. Scholarships may be available.</td>
</tr>
<tr>
<td>Textbooks</td>
<td>Textbooks are provided by the school district.</td>
<td>Textbooks are provided by the school district.</td>
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<tr>
<td>Impact on High School GPA</td>
<td>AP courses are weighted 12 points per semester on the GPA, not the individual course grade.</td>
<td>DC courses are weighted 10 points per semester on the GPA, not the individual course grade.</td>
<td>IB courses are weighted 12 points per semester on the GPA, not the individual course grade.</td>
</tr>
<tr>
<td>Eligibility</td>
<td>Advanced Placement (AP)</td>
<td>Dual Credit (DC)</td>
<td>International Baccalaureate (IB)</td>
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<tr>
<td></td>
<td>AP courses are have open enrollment.</td>
<td>Dual Credit enrollment requirements:</td>
<td>IB enrollment requirements:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must be in 9-12 grade</td>
<td>• Must submit an application for the program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must have parent/guardian permission</td>
<td>• Must start program in 11th grade and continue in 12th grade. However, Pre-IB classes are highly recommended in 9th and 10th grades for preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must qualify through college-readiness testing:</td>
<td>• Must have passed required classes in previous grades and be on track for graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TSI – English 363-390 w/essay of 4 OR an essay of 5+, AND Reading 351-390, Math 350-390</td>
<td>• Must have passed previous EOC or other state-mandated exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SAT – Beginning w/the March 2016 test – English 480+ and Math 530+</td>
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<tr>
<td></td>
<td></td>
<td>• ACT – English 19+, Math 19+, and Composite 23+</td>
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</tbody>
</table>

Research shows that students who participate and are successful in AP, IB, and/or DC courses increase the likelihood of success in college (i.e. maintain a passing average and earn a degree). Advanced academics also earn students additional points in their GPA at the end of each successful semester. Students and parents should note, however, that AP, IB, and DC courses may require an additional time commitment because of the college-level rigor.

**International Baccalaureate (IB) at Samuel Clemens High School**

The IB Diploma Program is an internationally-recognized, rigorous two-year college preparatory curriculum that challenges students during their junior and senior high school years. The IB Diploma Program is open to any qualified student willing to take on the challenge; interested students who have passed/are passing their most recent/current classes and have passed the most recent EOC exams should pick up an application from Ms. Rhodes or Ms. Wilcox, the IB Coordinators. Students at the junior high level should take Algebra 1 and perhaps Spanish 1, if possible. Students in grades 9 and 10 should enroll in Pre-IB courses. Students who will be juniors will need to follow the IB course requirements.

**International Baccalaureate Course Requirements**

1. English - (HL exam)
2. World Language - 4 years of the same language. Spanish (SL or HL exam possible)
3. History of the Americas - (incorporates the US History, Government, and Economics state requirements) (HL exam)
4. Science – Physics or Biology (SL or HL exam possible)
5. Math - Mathematics (Pre-IB Algebra 2 prerequisite) - (SL exam)
   - Math Studies (Algebra 2 prerequisite) - (SL exam)
6. The Arts - Art - (SL/HL exam possible)
   - Theater 3 – 4 (SL/HL exam possible)
   - Psychology (elective) – (SL/HL exam possible)

**Other Requirements:**
(These are mandatory requirements and earn you points towards the awarding of the IB Diploma)
1. Theory of Knowledge: This course is required for IB Diploma candidates. In this class students will discuss why they learn, how they learn, and how they know that what they learn is right, etc. Certificate candidates may take this course for Local Credit (credit not counting towards graduation) only.

2. Creativity, Action, and Service: CAS involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS are often interwoven with particular activities. They are characterized as follows: Creativity—arts, and other experiences that involve creative thinking; Action—physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program; Service—an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. CAS enables students to enhance their personal and interpersonal development through experiential learning.

3. Extended Essay: This is an independent study that will prepare students for the types of writing and research that will be required in college. Each student will be able to choose from a list of subject areas, select his/her own topic and write an extended research paper on that topic, under the guidance of a mentor.

If you or your parents did not attend any of the previous IB meetings, please contact the IB Coordinators, Ms. Rhodes and Mrs. Rodriguez, at Samuel Clemens High School for more information.

*** Course descriptions for all IB Courses are listed at the end of this course handbook.

**Transfer Credit**

When a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC §74.26(a)(1)), including high school courses completed prior to grade 9 and credits from non-Texas public schools. Students seeking credit for coursework from non-accredited schools or from home schooling will be required to test for each course after providing documentation of coursework completed.

**Credit by Exam**

Credits required for graduation may be earned through credit by examination. Grades received through credit by examination will be entered onto the student’s AAR but will not be used in calculating grade point averages and/or class rank. According to TEA, a grade of 80+ must be earned to receive credit for courses not previously taken. A grade of 70+ must be earned to receive credit by exam for courses with previous instruction.

**Correspondence/Online Courses**

Courses must be taken from an institution of higher education approved by the Commissioner of Education. Grades received through correspondence or online courses will be entered onto the student’s AAR but will not be used in calculating grade point averages and/or class rank. Counselor approval is required prior to beginning coursework.
**Weighted Grading**

Courses designated as IB (International Baccalaureate), AP (Advanced Placement), Pre-AP/Pre-IB, or Dual Credit will receive additional points per semester when calculating grade point averages. IB and AP courses will receive 12 extra points per semester after successfully completing the semester (70+), and Pre-AP, Pre-IB, and Dual Credit courses will receive 10 extra points per semester after successfully completing the semester (70+). Additional points are used only to determine a student's grade point average and class rank and are not reflected in the actual grade recorded on the student's academic achievement record, the student's report card, or the teacher's grade book.

**Grade Point Average (GPA)**

Beginning with first-time freshmen in the 2014-2015 school year, GPA will be calculated using core courses and languages other than English only. Electives, correspondence courses, credits by exam, and substitute courses will not be included in student GPAs. Beginning in the 2014-2015 school year, core and LOTE courses taken by junior high students for high school credit shall be factored into a student’s high school GPA. Prior to 2014-2015, junior high courses will not be used in calculating a student’s high school GPA. Please see below a complete list of courses included in GPA factoring.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>LANGUAGES OTHER THAN ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>Biology 1</td>
<td>World Geography</td>
<td>French 1</td>
</tr>
<tr>
<td>Pre AP English 1</td>
<td>Pre AP Biology 1</td>
<td>Pre-AP World Geography</td>
<td>French 2</td>
</tr>
<tr>
<td>English 2</td>
<td>AP Biology 2</td>
<td>World History</td>
<td>French 3</td>
</tr>
<tr>
<td>Pre AP English 2</td>
<td>Dual Credit Biology</td>
<td>AP World History</td>
<td>French 4</td>
</tr>
<tr>
<td>English 3</td>
<td>IPC</td>
<td>U. S. History</td>
<td>Pre AP French 1</td>
</tr>
<tr>
<td>AP English 3</td>
<td>Aquatic Science</td>
<td>U.S. History Dual Credit</td>
<td>Pre AP French 2</td>
</tr>
<tr>
<td>English 3 Dual Credit</td>
<td>Earth &amp; Space Science</td>
<td>AP U. S. History</td>
<td>Pre AP French 3</td>
</tr>
<tr>
<td>English 4</td>
<td>Environmental Systems</td>
<td>U.S. Government</td>
<td>French 3 Dual Credit</td>
</tr>
<tr>
<td>English 4 Dual Credit</td>
<td>Pre-AP Envr. Systems</td>
<td>U. S. Gov. Dual Credit</td>
<td>AP French 4</td>
</tr>
<tr>
<td>AP English IV</td>
<td>AP Environmental Sci.</td>
<td>AP U. S. Government</td>
<td>AP French 5</td>
</tr>
<tr>
<td>MATH</td>
<td>Pre AP Chemistry 1</td>
<td>Economics</td>
<td>German 1</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Chemistry 1</td>
<td>AP Economics</td>
<td>German 2</td>
</tr>
<tr>
<td>Pre AP Algebra 1</td>
<td>AP Chemistry 2</td>
<td>Economics Dual Credit</td>
<td>German 3</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Physics 1</td>
<td>AP Human Geography</td>
<td>German 4</td>
</tr>
<tr>
<td>Pre-AP Algebra 2</td>
<td>AP Physics 1</td>
<td>PRE-IB/IB</td>
<td>Pre AP German 1</td>
</tr>
<tr>
<td>Geometry</td>
<td>AP Physics 2</td>
<td>Pre-IB-IB English 1-4</td>
<td>Pre AP German 2</td>
</tr>
<tr>
<td>Pre-AP Geometry</td>
<td>AP Physics C</td>
<td>Pre-IB Algebra II</td>
<td>Pre AP German 3</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>Anatomy &amp; Physiology</td>
<td>Pre-IB Geometry</td>
<td>AP German 4</td>
</tr>
<tr>
<td>Pre AP Pre-Calculus</td>
<td>Anatomy &amp; Phys D/C</td>
<td>IB Math</td>
<td>Spanish 1</td>
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<tr>
<td>Pre Cal—Dual Credit</td>
<td>Forensic Science</td>
<td>IB Math Studies</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>College Alg Dual Credit</td>
<td>Astronomy</td>
<td>Pre-IB Biology</td>
<td>Spanish 3</td>
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<tr>
<td>AP Calculus B C</td>
<td></td>
<td>Pre-IB Chemistry</td>
<td>Spanish 4</td>
</tr>
<tr>
<td>Statistics</td>
<td>IB Physics</td>
<td>Pre AP Spanish 1</td>
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<tr>
<td>AP Statistics</td>
<td>Pre-IB French 1-3</td>
<td>Pre AP Spanish 2</td>
<td></td>
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<tr>
<td>Math Models</td>
<td>IB Biology</td>
<td>Pre AP Spanish 3</td>
<td></td>
</tr>
<tr>
<td>Math Reasoning</td>
<td>Pre-IB &amp; IB Spanish 1-6</td>
<td>AP Spanish 4</td>
<td></td>
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<tr>
<td>Engineering Math</td>
<td>History of the Amer. 1-2</td>
<td>AP Spanish 5</td>
<td></td>
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<tr>
<td>AP Computer Science</td>
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</tbody>
</table>
Junior High Courses Taken for High School Credit
Beginning in the school year 2014-2015, core courses and languages other than English taken by junior high students for high school credit shall be factored into a student’s high school GPA. Prior to school year 2014-2015, high school level courses including, but not limited to, Algebra I, Geometry, Art I, Theater I, BIM I, Speech, Health, Spanish I, and Spanish II taken in grade 8 shall not be used to determine a student’s GPA.

UIL Eligibility
Academics, Athletics, Music (Band, Choir, Orchestra), One Act Play
All students are encouraged to participate in U.I.L. events. The Constitution and Rules of the University Interscholastic League will be strictly enforced during the year. All contestants must be passing all subjects with a grade of 70 or better. Additional information concerning UIL rules, regulations, and eligibility may be found at http://www.nfhs.org/activities-sports/spirit/ and http://www.uiltexas.org/

UIL participants are eligible to participate in contests during the first six-weeks of the school year provided the following standards have been met:
✓ GRADES 9 AND BELOW. Students must have been promoted from the previous grade.
✓ GRADE 10. Five accumulated credits that count toward state graduation requirements.
✓ GRADE 11. Ten accumulated credits that count toward state graduation requirements or student must have earned at least five credits within the last twelve months.
✓ GRADE 12. Fifteen accumulated credits that count toward state graduation requirements, or student must have earned at least five credits within the last twelve months.

U.I.L. Athletics
Track      Baseball      Football      Cross Country      Softball      Volleyball
Golf       Soccer       Tennis       Basketball       Swimming       Wrestling

U.I.L. Academic Events

P.E. and Athletic Information
The courses listed under Athletics are sports that compete under the guidelines of the U.I.L. Athletics requires a great deal of time and personal sacrifice. Practice times may be scheduled on Saturdays, student holidays, or before and after school. Athletes will be required to participate in all practice sessions and competitions as scheduled by the coaching staff. In most cases, transportation to and from workouts will be the responsibility of the athlete. In some cases and especially in those sports where fewer numbers can participate at a given time in a game, some students may not make a team. If a student does not make the team, he/she will be placed in a P.E. class for the remainder of the semester. If a student is going to participate in more than one sport, he/she should sign up the first one he/she will be participating in for the year. Coaches will submit the change request for the second sport to counselors. All students must have an annual physical from a physician on file with the Athletic Office prior to participation in any athletic contest, practice, or try-out session.
As per the district policy, all students are required to take the extra-curricular course that corresponds to an activity (Athletic period, Band period, Choir period, Dance period, Cheer period, etc.) if they intend to participate in that activity.

Physical Education Equivalents – Students may earn P.E. credit through several courses that include physical activities such as Band, Color Guard, Dance Team, Pep Squad, Cheer, and JROTC. If a student successfully completes any one of these courses, he/she will fulfill the state requirement of one unit of P.E.

NCAA Eligibility Center
The NCAA Clearinghouse is an essential step in becoming eligible to play college sports. If a student plans to play NCAA college sports and receive a scholarship at the DI or DII level, he/she will need to register and be cleared by the NCAA. The Eligibility Center is the organization within the NCAA that determines the academic eligibility and amateur status for all NCAA DI and DII athletes. The first step in registering for the NCAA Eligibility Center is to create an account. To create an account, go to www.eligibilitycenter.org/. Once a student has created an account, he/she should check their email and login to finish the registration process.

Clubs and Organizations
Participation in clubs and/or organizations is optional but highly encouraged. All organizations operate under the supervision of a faculty sponsor and each club or organization must have a constitution on file in the principal's office. For a list of clubs and organizations at each high school, please visit the following sites: Clemens - http://www.scuc.txed.net/SamuelClemens.cfm?subpage=515 and Steele - http://www.scuc.txed.net/ByronSteele.cfm?subpage=9563

Special Programs
Gifted and Talented (GT) Services
Services for GT students are provided in the four core content areas: language arts, mathematics, science, and social studies. To qualify for services, students must complete the nomination and screening process and meet specific criteria for identification. GT services are provided through differentiated instruction. Campuses may choose to enhance the model with additional opportunities for GT students.

Special Education
Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and non-academic activities, and to be educated and participate with non-disabled peers in the public school system. SCUC ISD is committed to meeting the needs of students who have cognitive, physical, emotional, and/or learning differences. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.
Homebound Program
The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if for medical reasons he/she is expected to be confined at home or hospital bedside for a minimum of 4 weeks and has a medical condition documented by a physician licensed to practice in the United States.

English as a Second Language (ESL)
The High School language arts curriculum provides English I and II for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students. A Reading class is recommended for English Language Learners who may not be reading on grade level to further develop comprehensive English skills. The English as a Second Language (ESL) teacher provides English instruction to meet the needs of students at the beginning, intermediate, and advanced levels of proficiency.

Section 504
The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and/or performing manual tasks.
COURSE DESCRIPTIONS

Some elective courses may be eliminated from the master schedule due to low enrollment and/or teacher certification. Students will meet their counselor annually to determine course selections.

ENGLISH DEPARTMENT

The English program features both an AP and IB program in addition to the regular English component. Students and parents should consider each option carefully before making a decision about which track an individual student should choose.

ENGLISH 1 (1111)
The study of grammar consists of establishing a basic grammar foundation including sound sentence construction, punctuation, agreement, and pronoun usage. Composition skills are emphasized through short answer responses, paragraph constructions, and short essays. Literature selections represent world authors and stress reading comprehension. TEKS/STAAR reading and writing objectives are integrated throughout the English I program.

Prerequisite: None
Credit: 1 unit

PRE AP ENGLISH 1 (1120)
PRE IB ENGLISH 1-(Clemens only) (5120)
This course is an enriched language arts option for qualified students who desire a more intense, college-bound curriculum. Designed to challenge the student both intellectually and ideologically, this course features strong emphasis on analytical writing and discussion in conjunction with enriched, diverse literature to foster the independent critical thinking and writing and speaking skills necessary for entry into upper level Advanced Placement and International Baccalaureate courses.

Prerequisite: None
Credit: 1 unit

Summer reading requirement: This course will require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

ENGLISH 2 (1112)
In English 2, students will focus on building their writing and reading skills. A variety of world literature from a range of time periods and nonfiction selections of both literary and expository natures will be read. A strong emphasis is placed upon applying grammar and mechanics skills to students’ written responses, which will increase in frequency as the year progresses. Imbedded in literature and writing units, research skills focus on the documentation and gathering of valid sources, culminating in an oral presentation.

Prerequisite: English 1
Credit: 1 unit

PRE AP ENGLISH 2 (1121)
PRE IB ENGLISH 2 (Clemens only) (5121)
This course is an enriched language arts option for qualified students who desire a more intense, college-bound curriculum. Intensive work in grammar, vocabulary, and composition skills are geared to assist students and prepare them for both state and college-level tests. It also features a strong emphasis on analytical writing in conjunction with enriched literature to continue students’ preparation for entry into upper-level Advanced Placement and International Baccalaureate courses.

Prerequisite: English 1 (any level)
Credit: 1 unit

Summer reading requirement: This course will require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.
ENGLISH 3 (1113)
The study of grammar includes the Texas Essential Knowledge and Skills (TEKS) and End of Course (EOC) based skills, punctuation, and usage. Composition aspects include short, analytical paragraphs, essays, and a documented research project. Selected literary texts are taken from colonial times through the 20th century. In addition, the State of Texas Assessment of Academic Readiness (STAAR) EOC style paragraphs and essays are taught in preparation for the STAAR EOC Test.

Prerequisite: English 2
Credit: 1 unit

ENGLISH 3 - DUAL CREDIT* (1116)
This course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. There is an emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. The focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis. The second semester of the course is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. There is an emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite: English 2
Credit: 1 unit high school credit, 6 hours college credit (COMP 1301 and COMP 1302)
*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

AP ENGLISH 3 (1122) – ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION
This course focuses on developing collegiate level critical reading, writing, and thinking skills. Designed as a college-level composition and rhetoric course, this enriched college preparatory curriculum will require students to hone their communication skills, especially in writing as students will engage in numerous writing activities, both timed and un-timed. Mini-research projects are required as part of this course. The literature studied will be primarily non-fiction in nature, although some novels will be analyzed. A solid foundation in grammar is strongly recommended. Additionally, although not required, possessing basic typing/keyboarding skills is strongly encouraged. Students enrolled in the class are expected to sit for the national Advanced Placement English Language & Composition exam in May and to pay a portion of the exam fee.

Prerequisite: English 2 (any level)
Credit: 1 unit

Summer reading requirement: This course will require a summer reading assignment. Please consult your high school's website and/or the department webpage for summer reading requirements and due dates.

ENGLISH 4 (1114)
The English 4 course is a survey of British literature, focused on improving critical thinking and writing skills. Structured vocabulary study occurs frequently, along with study of correct grammar usage, capitalization, and mechanics. Writing activities increase in frequency throughout the course of the year. Works studied will include, but are not limited to, a variety of short stories and poems to represent different times in Britain’s literary past, such as the British Anglo-Saxon, Middle Ages, Renaissance, Restoration, Romantic, Victorian, and modern periods. Research projects will be required.

Prerequisite: English 3
Credit: 1 unit

COLLEGE PREPARATORY ENGLISH IV (1146)
In this composition based college-preparatory course, students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. Upon successful completion of this course, the student may enter into an entry-level college English course at partnering institutions without remediation.

Prerequisite: Senior AND successful completion of English I, II, III AND met the state requirement for “Level II/Satisfactory Academic Performance “on both STARR English I and II
Credit: 1 unit
ENGLISH 4 DUAL CREDIT (1117)
This course includes a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. This course also fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility. The second semester includes a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

Prerequisite: Successful completion of English 1301 and 1302 with a C or better
Credit: 1 unit high school credit, 6 hours college credit (ENGL 2322 and ENGL 2323)

*Please see the Dual Credit section at the end of the catalog for application and testing requirements.

AP ENGLISH 4 (1124) – ADVANCED PLACEMENT
This course offers an enriched college-preparatory curriculum focusing on an intense study of classic and modern literature with continued refinement of critical writing skills leading to participation in the Advanced Placement Test in Literature and Composition. Registration in this course implies commitment to take the AP exam upon completion of the course and to pay a portion of the exam fee.

Prerequisite: AP English 3 recommended or English 3
Credit: 1 unit

Summer reading requirement: This course will require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

INDEPENDENT STUDY in ENGLISH I and II (1172 – 1173)
Students enrolled in Independent Study in English will focus on a self-selected, specialized area of study. Previous students have completed research projects in engineering, medicine, writing, fashion design, and web page design. Students are expected to synthesize multiple modes of information and use writing as a tool for learning and research. Throughout the duration of the course, students will have the opportunity to work closely with a mentor to help guide and inform their research. Students will be required to present their final projects to a panel of professionals. The Texas Performance Standards website is used as a resource and guide: http://texaspsp.org/

Prerequisite: Junior or Senior – This course may be taken for two years if schedule and credit requirements allow
Credit: 1 unit

LITERARY GENRES (1128)
Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. Students will also discover how well written literary text can serve as models for their own writing. They will have opportunities to respond to oral, written, and electronic text to connect their knowledge of the world.

Prerequisite: Junior or Senior
Credit: 1 unit

CREATIVE WRITING I and II (1140-1141)
Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. 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.

Prerequisite: Junior or Senior
Credit: ½ unit

~ 30 ~
Professional Communications (1700)
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. This course may satisfy a Speech requirement.
Prerequisite: None, recommended for grades 9–12
Credit: ½ unit

JOURNALISM (1160)
The basic skills of journalism are taught. These include interviewing, news, feature, editorial, and sports writing, copy reading, headline writing, and picture placement and cropping. Students also learn the basics of Adobe InDesign and Photoshop.
Prerequisite: None (course is recommended for Freshmen and Sophomores)
Credit: 1 unit

PHOTO-JOURNALISM I (1180)
This course is designed to provide opportunities to plan photographs in relation to assignments, how to use a camera, process film, apply principles of composition, use Photoshop software and develop a system for photo editing. This is a self-directed course where students work independently and in groups, shooting photos and video. Students who sign up for this class should be self-motivated and responsible. Parents should know that students will be working with expensive photographic equipment and that they (parents) must sign a permission form accepting financial responsibility for damage or loss of equipment.
Prerequisite: None
Credit: ½ unit

PHOTO-JOURNALISM 2 (1181)
This course addresses the same principles as Photojournalism 1 on a more advanced level. The emphasis will be on both artistic and journalistic photography.
Prerequisite: 4 megapixel digital camera, recommended
Credit: ½ unit

ADVANCED JOURNALISM/YEARBOOK 1, 2, 3 (1161, 1162, 1163)
This course gives students the opportunity to use skills learned in journalism to plan and organize a school yearbook. Students also learn techniques of layout and design, preparation and selling of advertisement, and the selling of and marketing of the publications. Students who plan to be yearbook editors should plan to sign up for Independent Study Journalism as well as this course if their schedule permits.
Prerequisite: Journalism 1
Credit: 1 unit

ADVANCED JOURNALISM/NEWSPAPER 1, 2, 3 (1164, 1165, 1166)
In this course, the skills learned in journalism are put into practice by working on the school newspaper. Students publish and edit the paper as a class project. Students who plan to be newspaper editors should plan to sign up for Independent Study Journalism as well as this course if their schedule permits.
Prerequisite: Journalism 1
Credit: 1 unit

ADVANCED BROADCAST JOURNALISM (1185)
Students enrolled in broadcast journalism will be critical viewers, consumers and producers of audio/visual media. They will access, analyze, evaluate, and produce mass communication in a variety of form important to the development of language. Students will learn laws and ethical considerations affecting broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significant visual representations, and learn to produce a broadcast journalism product.
Pre-requisites: Journalism credit from high school/junior high and/or an Audio/Video Production high school credit
Credit: 1 unit

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DEBATE I and II (1150 - 1151)
Gaining a general understanding of the major forms of debate, studying logic and reasoning and learning to prepare and present actual debates, oratories, and extemporaneous speeches are the objectives of this course in argumentation. Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students will develop skills in arguments and debate, therefore, becoming interested in current issues, developing sound critical thinking, and sharpening communication skills. They acquire life-long skills for intelligently approaching controversial issues. **This course meets the Speech requirement.**

**Prerequisite:** None  
**Credit:** 1 unit

READING 1, 2, 3 (1193, 1194, 1195)
Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

**Prerequisite:** Non-mastery on state assessment  
**Credit:** 1 unit

BUSINESS ENGLISH (1731)
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Student are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of conventions and mechanics of English and produce final drafts for business reproduction.

**Prerequisite:** English 3 and computer knowledge, Seniors only  
**Credit:** 1 unit
MATHEMATICS DEPARTMENT

The math program features both advanced and regular level courses. Students and parents should consider each option carefully before making a decision about which track an individual student should choose. Students who take high school math courses in middle school must take a minimum of three (3) additional math courses in high school. To ensure that students are college and career ready, students are encouraged to take four years of math in high school. Please refer to the following chart for math course sequence recommendations.

SCUC Math Course Flow Chart

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pathway A</th>
<th>Pathway B</th>
<th>Pathway C</th>
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<tr>
<td>7</td>
<td>Math 7</td>
<td>Math 7</td>
<td>Pre-AP Math 7</td>
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<td>8</td>
<td>Math 8</td>
<td>Math 8</td>
<td>Pre-AP Algebra 1</td>
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<tr>
<td>9</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Pre-AP/IB Geometry</td>
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<td>10</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Pre-AP/IB Algebra 2</td>
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<td>11</td>
<td>Algebra 2</td>
<td>Math Models</td>
<td>Pre-AP/DC Pre-calculus Or IB Math SL*</td>
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<td>12</td>
<td>Math Reasoning</td>
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<td>Or Pre-calculus</td>
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<td>Or AP Computer Science</td>
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<td>Or AP Statistics</td>
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<td>Or Engineering Mathematics (CTE)</td>
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<td>Or IB Math Studies*</td>
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<td>Or Statistics</td>
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<td>Or Financial Mathematics (CTE)</td>
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<td>Or Statistics and Risk Management (CTE)</td>
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<td>Or Math College Preparatory**</td>
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<td>AP Calculus AB</td>
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<td>Or AP Calculus BC</td>
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<td>Or AP Statistics</td>
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<td>Or AP Computer Science</td>
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<td>Algebra 2</td>
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*Must be part of the IB program to enroll.

** This course counts as a fourth year math credit on the Foundation Graduation Plan only.

ALGEBRA 1 (1211)

In this course, students use functions to represent and model problem situations. They analyze and interpret relationships and use symbols in a variety of ways to describe those relationships. Students learn to use a variety of representations, tools, and technology to solve meaningful problems. Topics include foundation of functions, linear, quadratic and exponential functions, as well as polynomials and sequences.

Prerequisite: 8th grade math or the equivalent
Credit: 1 unit

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PRE-AP ALGEBRA 1 (1213)
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 is designed to include all the Algebra I TEKS with an emphasis on complex problem solving. This will build a foundation for success in AP Calculus and AP Statistics.

Prerequisite: 8th grade math or the equivalent
Credit: 1 unit

GEOMETRY (1222)
This course develops a structured mathematical system employing both deductive and inductive reasoning. Students study properties and relationships having to do with size, shape, location, direction and orientation of figures. Geometry students solve meaningful problems using geometric ideas, relationships and properties. Topics include plane, coordinate and transformational geometry, as well as reasoning, justification and probability.

Prerequisite: Algebra 1
Credit: 1 unit

PRE-AP GEOMETRY (1223)
This course provides an enriched geometry program with a greater emphasis on logical reasoning, higher order thinking skills, and problem solving. All topics and credits given for Geometry above apply to this course.

Prerequisite: Algebra 1
Credit: 1 unit

ALGEBRA 2 (1212)
In this course, students study algebraic concepts and the relationships among them to better understand the structure of algebra. Students learn that equations and functions are algebraic tools that can be used to represent geometric curves and figures, and they perceive the connections between algebra and geometry to use the tools of one to help solve problems in the other. Functions explored are: linear, quadratic, radical, cubic, rational, absolute value, exponential, and logarithmic functions.

Prerequisite: Algebra 1
Credit: 1 unit

PRE-AP ALGEBRA 2 (1214)
This course provides an enriched course in Algebra II. It emphasizes higher order thinking skills, problem solving, and preparation for higher levels of mathematics and related fields.

Prerequisite: Algebra 1
Credit: 1 unit

PRE-CALCULUS (1230)
The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre-calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. Topics include a study of polynomial, rational, parametric, exponential, logarithmic and trigonometric functions, inverse and second degree relations and their graphs, conics, polar coordinates, vectors, sequences, and series.

Prerequisites: Geometry and Algebra 2
Credit: 1 unit

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The purpose of this course is to prepare students for careers in math, science, engineering, and other fields and to provide a foundation for higher level math courses. Topics include: exponential and logarithmic functions, trigonometric and circular functions, vectors, complex numbers, sequences, and series. This course combines trigonometry, analytic geometry, and elementary analysis. Students may opt to take the course as Pre-AP or as Dual Credit. The Dual Credit course is offered in partnership with St. Philip’s College. Upon successful completion of the Dual Credit course, college credit will be granted.

Prerequisite: Geometry and Algebra 2
Credit: 1 unit

PRE-CALCULUS – DUAL CREDIT (1229)
This course provides an in-depth combined study of algebra, trigonometry, and other topics for calculus readiness. The fall semester provides the study and application of polynomial, rational, radical, exponential and logarithmic functions. Additional topics include systems of equations, matrices, sequences, and series. The spring semester provides the study and application of trigonometric functions, graphs, and identities, as well as the study of vectors, parametrics, polars, and conics.

Students enrolled in this course are dually enrolled at St Philip’s College. Students will receive 4 credit hours upon successful completion of the fall semester (College Algebra – MATH 1414) and 4 credit hours upon successful completion of the spring semester (College Precal – MATH 2412).

Prerequisite: Algebra 2
Credit: 1 unit

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

COLLEGE ALGEBRA DUAL CREDIT (1226)
This course provides an in-depth study and application of polynomial, rational, radical, exponential and logarithmic functions, as well as systems of equations and matrices. Additional topics such as sequences, series, probability, and conics may be included. This course may count as a fourth year math credit. Students enrolled in this course are dually enrolled at St Philip’s College during the spring semester and will receive 3 credit hours (College Algebra – 1314) upon successful completion of the course.

Prerequisite: Algebra 2
Credit: 1 unit

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

AP CALCULUS AB (1231)
This course includes differential and integral calculus with applications of previous math courses. The intent is preparation for college and/or one or more semesters of advanced placement calculus. Topics include: limits of a function, continuity, maxima and minima, area, volume, rates of growth and other applications. Students will prepare to take the College Board Advanced Placement Exam in Calculus AB.

Prerequisite: Pre-Calculus
Credit: 1 unit

AP CALCULUS BC (1234)
This course covers the topics seen in Calculus AB and provides advanced skills in methods and applications. The course emphasizes a multi-representational approach to calculus. Topics include parametric, polar and vector functions, application of derivatives, applications of integrals, fundamental theorem of calculus, techniques of anti-differentiation, applications of anti-differentiation, and polynomial approximations and series. Students will prepare to take the College Board Advanced Placement Exam in Calculus BC.

Prerequisite: Pre-Calculus (Pre-AP Pre-calculus strongly recommended)
Credit: 1 unit
STATISTICS (1235)
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 as well as extend their knowledge of data analysis.

Prerequisite: Algebra 1, Algebra 2 recommended
Credit: 1 unit

AP STATISTICS (1236)
This non-calculus based course introduces the student to the management, interpretation and analysis of data within today’s society. Topics include exploratory data analysis, observing patterns and departure from patterns; planning a study and deciding what data to measure and how to measure it; producing models using probability and simulation; and applying techniques for statistical inference and confirming models. Projects, collaborative group problem-solving, and writing are part of the concept-oriented instruction and assessment. Application fields include psychology, engineering, sociology, business, medicine, economics, biostatistics and more. Students will prepare to take the College Board Advanced Placement Exam in Statistics.

Prerequisite: Algebra 2 and Geometry
Credit: 1 unit

MATHEMATICAL MODELS WITH APPLICATIONS (1240)
This course continues to build on the Algebra I foundations as students use algebraic, graphical and geometric reasoning to recognize patterns and structure. In this course students learn to use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design and science.

Prerequisite: Algebra 1
Credit: 1 unit

MATH COLLEGE PREPARATORY (1246)
This course is intended for students to bridge the gap between Algebra II and a college entry-level mathematics course. Topics include: linear functions and equations, quadratics functions and equations, manipulating polynomial expressions, absolute value functions and equations.

Prerequisite: Senior
Credit: 1 unit

ENGINEERING MATHEMATICS (1242)
Students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. (CTE)

Prerequisite: Algebra 2
Credit: 1 unit

MATH REASONING (1241)
This course is a capstone math course that follows Algebra I, Geometry, and Algebra II. It builds on and extends what students have learned and covers other math topics not typically taught in high school. The course does not remediate skills, but reinforces needed skills as students study new topics in relevant, engaging contexts. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. The course also helps students develop college and career skills such as collaborating, conducting research, and making presentations.

Prerequisite: Algebra 2
Credit: 1 unit
FINANCIAL MATHEMATICS (1900)  
This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. (CTE)

**Prerequisite:**  
Algebra 1  
**Credit:**  
1 unit

AP COMPUTER SCIENCE 1283  
As introductory course to computer science, students will learn the basic structure and theories of computer programming to solve problems and create software. The course focuses on the AP Java subset (standard Java) programing language and no previous computer knowledge is required. This course counts as a fourth year math course and recommended for any student pursuing a STEM career.

**Prerequisite:**  
Algebra 2 and Geometry  
**Credit:**  
1 unit

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**SCIENCE DEPARTMENT**

BIOLGY 1 – Life Science (1301)
This course studies scientific method, general biochemistry, the cell and its functions, biochemical processes including photosynthesis, cellular respiration, and protein synthesis, genetics, biodiversity, classification of organisms, comparison of systems among organisms including bacteria, protists, fungi, plants and animals as well as their role in the environment, ecology, and human body systems. Laboratory skills and laboratory safety will also be emphasized. BIOLOGY STAAR EOC required for graduation.

**Prerequisite:**  
None  
**Credit:**  
1 unit

PRE-AP BIOLOGY 1 Life Science (1304)
This is a college preparatory course, more rigorous than Biology, emphasizing the fundamental concepts of biochemistry and the interrelationships between processes such as energetics, photosynthesis, and cellular metabolism in living organisms. Other topics include protein synthesis, genetics, classification, comparison of systems among organisms, ecology and human body systems. Safe laboratory skills and independent analysis of data will be emphasized. There will be several independent research projects and oral presentations required during the course. BIOLOGY STAAR EOC required for graduation.

**Prerequisite:**  
None  
**Credit:**  
1 unit

AP BIOLOGY 2 (1306)—ADVANCED PLACEMENT Life Science
AP Biology is the equivalent of a full year 6-8 credit college biology lecture and laboratory course. Curriculum is set by the National College Board with required topics and labs to be completed. A goal of the AP Biology program is to give students an understanding of biology as a process rather than to make the course and learning process nothing more than an accumulation of discrete and unrelated facts to be memorized” with unifying themes of evolution; energy transfer; continuity; and change; structure and function; regulation; and interaction of systems. Independent research projects, study, and laboratory notebooks will be an integral part. Registration in this course implies commitment to take the national AP Biology exam given by the College Board in May and to pay a portion of the exam fee.

**Prerequisite:**  
Biology 1 (Pre AP level is recommended) and Chemistry 1 credit (Pre AP level is recommended)  
**Credit:**  
1 unit
BIOLOGY - DUAL CREDIT (1307) Life Science

Students enrolled in dual credit Biology will cover content required by Texas Education Agency to include in depth study of topics as designated by St. Phillip’s College. This accelerated study of Biology focuses on biochemistry, the interrelationships between processes such as energetics, photosynthesis, and cellular metabolism in living organisms. Other topics include protein synthesis, genetics, classification, comparison of systems among organisms, ecology and human body systems. Safe laboratory skills and independent analysis of data will be emphasized. BIOLOGY STAAR EOC required for graduation.

Prerequisite: Chemistry 1 preferred
Credit: 1 unit, 8 hours of college credit (Biology 1406 and Biology 1407)

Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

INTEGRATED PHYSICS AND CHEMISTRY (IPC) (1311) Physical Science

Integrated physics and chemistry is an entry-level course which covers introductory topics in Physics and Chemistry to include: laboratory skills, safety skills, metric measurement, density, mechanics, simple machines, heat transfer, buoyancy, basic concept of the atom, chemical reactions, light, and electricity. This course provides a foundation for scientific understanding and promotes success in sequential science courses.

Prerequisite: None
Credit: 1 unit

CHEMISTRY 1 (1331) Physical Science

Chemistry is a course that introduces the fundamental concepts involved in understanding matter and the changes that it undergoes. The course will cover the structure and properties of matter as they relate to the periodicity of the elements, the mole concept, stoichiometry, equilibrium, kinetic-molecular theory, quantum mechanics and other concepts that need to be introduced in a basic chemistry course. Safe laboratory techniques will be emphasized in performing experiments related to the learned theories.

Prerequisite: 1 high school science credit and Algebra I Credit or Current Enrollment in Geometry
Credit: 1 unit

PRE AP CHEMISTRY 1 (1330) Physical Science

This college preparatory course introduces the fundamental concepts involved in understanding matter and the changes that it undergoes as listed in the Chemistry 1 description. This is a more rigorous course than Chemistry 1 with emphasis on development of chemical theories and application of problem solving skills. Laboratory skills and independent analysis of data are accentuated. Independent research projects and study will be required.

Prerequisite: 1 high school science credit and Algebra I credit or concurrent enrollment in Geometry (Pre-AP Geometry recommended)
Credit: 1 unit

AP CHEMISTRY 2 (1332)—ADVANCED PLACEMENT Physical Science

AP Chemistry is the equivalent of a full year 6-8 hrs. of college credit chemistry lecture and laboratory course. This is a very intense, fast-paced course. Curriculum is set by the National College Board with required topics and labs to be completed. Laboratory notebooks are a requirement. Graphing calculators are a necessity. Registration in this course implies commitment to take the national AP Chemistry exam given by the College Board in May and to pay a portion of the exam fee.

Prerequisite: Biology 1 (Pre AP level is recommended) or concurrent enrollment, Chemistry 1 (Pre AP level is recommended), Algebra 2 credit or concurrent enrollment
Credit: 1 unit

PHYSICS (1349) - Physical Science

This course provides a solid foundation in physics theory and practical applications. Topics covered included optics, composition of forces, Newton’s Laws of Motion, energy, work, and electricity. Safe laboratory techniques will be emphasized in performing experiments related to the learned theories. Independent projects and study will be required.

Prerequisite: Algebra 1 or co-enrollment in Algebra 1
Credit: 1 unit
AP PHYSICS 1 (Algebra Based) (1351)—ADVANCED PLACEMENT Physical Science

This course is equivalent to a first semester college course in algebra based physics, replacing the Pre-AP Physics. The course covers Newtonian mechanics, work, energy, power, mechanical waves and sound. Electric circuits will be introduced. Independent research projects, study, and laboratory work and reports are an integral part in this course. Registration in this course implies commitment to take the national AP Physics exam given by the College Board in May and to pay a portion of the exam fee.

Prerequisite: Algebra 2 credit OR co-enrollment recommended
Credit: 1 unit

AP PHYSICS 2 (Algebra Based) (1352) - ADVANCED PLACEMENT Physical Science

This course is equivalent to an algebra based introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic energy; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; and quantum, atomic and nuclear physics. Independent research projects, study, and laboratory work and reports are an integral part in this course. Registration in this course implies commitment to take the national AP Physics exam given by the College Board in May and to pay a portion of the exam fee.

Prerequisite: AP Physics 1 or Pre-AP Physics, & Algebra 2 credit or current enrollment
Credit: 1 Unit

AP PHYSICS C: Mechanics (Calculus Based) (1353) – ADVANCED PLACEMENT

This course is recommended for students who plan to specialize in a physical science, medicine, computer science or engineering. There are six content areas in this course: kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Independent research projects, study, and laboratory work and reports are an integral part in this course. Registration in this course implies commitment to take the national AP Physics exam given by the College Board in May and to pay a portion of the exam fee.

Prerequisite: AP Physics 1 Recommended, Calculus credit OR current enrollment recommended
Credit: 1 Unit

PHYSICS DUAL CREDIT (1354) Physical Science

Students enrolled in dual credit Physics will cover content required by Texas Education Agency to include in depth study of topics as designated by St. Philip's College. This accelerated study of Physics focuses on Newton's Laws of Motion, energy, work, momentum, electricity, thermodynamics, forces, 1D & 2D kinematics, graphing, waves, light, sound and topics in nuclear physics. Safe laboratory skills and independent analysis of data will be emphasized.

Prerequisite: Algebra I
Credit: 1 unit, 8 hours of college credit (Phys 1401 and Phys 1402)

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

ASTRONOMY (1319)

Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe. This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students examine the life cycle of stars, the properties of planets, and the exploration of space.

Prerequisite: 1 high school science credit
Credit: 1 Unit

AQUATIC SCIENCE (1321) Life Science

Aquatic Science is a laboratory oriented, inter-disciplinary course that covers concepts from biology, chemistry, physics, geology, meteorology, mathematics, aquatic resources, engineering, and geography as they relate to the marine environment.

Prerequisite: Biology required, Chemistry recommended or co-enrollment
Credit: 1 unit
ENVIRONMENTAL SYSTEMS (1323) Life Science
This course is designed to introduce students to the major ecological concepts and the environmental problems affecting the world in which they live. Problems in areas of ecology, geology, atmospheric science, biology, chemistry law, economics, and ethics will be approached.

Prerequisite: Suggested 1 year physical & 1 year life science – not required
Credit: 1 unit

PRE-AP ENVIRONMENTAL SYSTEMS (1324) Life Science
Accelerated course of study designed to introduce students to in-depth concepts in ecology, geology, atmospheric science, biology, chemistry law, economics and ethics. Course of study will include problem solving that surrounds today’s relevant environmental concerns.

Prerequisite: Recommended 1 year physical & 1 year life science – not required
Credit: 1 unit

ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS (1790) Life Science
This course studies the relationship between the structure and function of the human body. Principles of biochemistry, tissue structure, and homeostasis are emphasized and used as a background for the understanding of later concepts. Body systems covered are: Integumentary system (skin & related structures), the Skeletal system, Nervous system, Cardiovascular system, and Reproductive system. Dissections and lab practicals are an integral part of this class. Independent research projects are required during this course.

Prerequisite: Biology I, Chemistry I, or Physics I
Credit: 1 unit

DUAL CREDIT ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS (1792) Physical Science
Students will study the structure and function of cells, tissues, and body systems with emphasis on the integumentary skeletal, muscular, nervous systems including special senses. Additionally, students will study the structure and function of the endocrine, digestive, respiratory, cardiovascular, lymphatic, genitourinary, and reproductive systems. Human growth, development, and genetics are also included.

Prerequisite: Biology I, Chemistry I, or Physics credit
Credit: 1 unit, 6 hours of college credit (Biol 2401 and Biol 2402)

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

EARTH & SPACE SCIENCE (1318) Physical Science
Earth/Space Science is a laboratory-based course that integrates the study of the Earth with the characteristics of the solar system and builds upon concepts introduced in previous science courses. The study of the Universe will include their origin, history, composition, and structure. Topics addressed include: the Big Bang Theory and universal evolution, the life cycles of stars, the origin of planets, moons, asteroids, and comets. The study of the Earth includes its history based on the geologic time scale, plate tectonics, fossils, the oceans, and weather.

Prerequisite: 3 Science Credits, one of which may be taken concurrently, & 3 Math Credits, one of which may be taken concurrently (Junior or Senior level course)
Credit: 1 unit

AP ENVIRONMENTAL SCIENCE (1325)—ADVANCED PLACEMENT Life Science
This introductory college course is an advanced study of environmental science offering a range of sciences including geology, biology, environmental studies, environmental science, chemistry and geography. The goal of this course is to provide students with the scientific principles, concepts and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems, and to examine alternative solutions for resolving or preventing them. Registration in this course implies commitment to take the national AP Environmental Science exam given by the College Board in May and to pay a portion of the exam fee.

Prerequisite: Biology & Chemistry or Physics
Credit: 1 unit
The following course descriptions can be found in the Career and Technical Education section of the catalog by clicking the links.

- Medical Microbiology (1759)
- Medical Microbiology Dual Credit (1761)
- Pathophysiology (1760)
- Advanced Animal Science (1705)
- Advanced Plant and Soil Sciences (1716)
- Forensic Science (1765)
- Advanced Biotechnology (1798)
- Scientific Research and Design (1744)
- Advanced Engineering Design (1745)
- Food Science (1906)

**SOCIAL STUDIES DEPARTMENT**

**WORLD GEOGRAPHY (1442)**
This course emphasizes the relationship between people and places. Students will learn the five themes of geography and the five basic skills of geography and apply them to the physical and human characteristics of the world. The course is primarily devoted to the study of physical environments and how they are shaped, altered, and impacted by humans. The course also focuses on regional studies. Students will apply the information previously covered in order to better understand how regions develop and function independently.

- **Prerequisite:** None
- **Credit:** 1 unit

**PRE-AP WORLD GEOGRAPHY (1444)**
This honor's level course emphasizes the relationship between people and places. Students will learn the five themes of geography and the five basic skills of geography and apply them to the physical and human characteristics of the world. The course is primarily devoted to the study of physical environments and how they are shaped, altered, and impacted by humans. The students will be introduced to a systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. A significant outcome of the course is students' awareness of the relevance of geography to everyday life and decision making.

- **Prerequisite:** None
- **Credit:** 1 unit

**AP HUMAN GEOGRAPHY (1443)**
AP Human Geography is a two semester college-level course which introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. This class requires a commitment on the part of the student to complete required reading, projects, and writing assignments. Students in this course are expected to have reading skills, writing skills, and organizational skills. **Registration for this course implies a commitment to take the national AP Human Geography Test in May and to pay the exam fee.**
This course is recommended for any student capable of doing advanced level work.

- **Prerequisite:** Sophomore
- **Credit:** 1 unit

**WORLD HISTORY (1440)**
This course surveys ancient, medieval, and modern history from the dawn of man to the present. This course includes map study, vocabulary, outside reading, and current events. The first nine weeks covers a period from prehistory to the medieval era. The second semester covers from the 14th century to modern times. Social studies skills are emphasized throughout the course of study.

- **Prerequisite:** None
- **Credit:** 1 unit
AP WORLD HISTORY (1446)  
AP World History is a college-level survey class with the purpose of developing greater understanding of the historical development of global processes and contacts between different types of human societies. The course highlights the nature of change in an international context and the causes and consequences of change. Registration for this course implies commitment to take the national AP World History examination and to pay a portion of the exam fee.

Prerequisite: Sophomore  
Credit: 1 unit

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

US HISTORY (1450)  
This course is a study of the development of the United States political, social, and economic growth from reconstruction to current times. Topics include social and political changes, reform movements, foreign affairs and development as world power, and economic growth and development. Emphasis is placed on current events and world geography in a globally interdependent world. Students describe relationships between arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement, and apply different methods historians use to interpret the past.

Prerequisite: Junior  
Credit: 1 unit

AP US HISTORY (1455)  
The Advance Placement Program in US History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and source materials in US History. The program prepares students for intermediate and advanced college history courses by making demands on them equivalent to those experienced by a full year introductory college course. Students who receive a satisfactory score on the AP US History Test will generally receive 3 to 6 hours of History credit from their university or college. The AP Course will teach students to analyze and interpret primary source material, take notes from printed materials, lectures and discussions, and write analytically for essay examinations. Registration for this course implies commitment to take the national AP US History examination and to pay a portion of the exam fee.

Prerequisite: Junior  
Credit: 1 unit high school credit, 6 hours college credit (HIST 1301 and 1302)

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

US HISTORY DUAL CREDIT* (1454)  
This course is offered in partnership with St. Philip’s College. This course is a study of the development of political, social, and economic growth in the United States from the pre-Columbus era to the present day. This course emphasizes critical thinking skills, interpretation, analysis, and evaluation of the past by incorporating primary and secondary source material. Upon successful completion of the course, college credit will be granted.

Prerequisite: Junior  
Credit: 1 unit high school credit, 6 hours college credit (HIST 1301 and 1302)

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

US GOVERNMENT (1460)  
This one semester senior-level class is required for graduation. It covers the structure, functions, and powers of the government at the national, state, and local levels. Students analyze the concepts of republicanism, federalism, separation of powers, and individual rights & responsibilities. Students also analyze the impact of individuals, political parties, interest groups, and media in the American political system.

Prerequisite: Senior  
Credit: ½ unit

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US GOVERNMENT DUAL CREDIT* (1462)  
This course is offered in partnership with St. Philip’s College. This class is a survey of US governmental institutions, political groups, political processes, and traditions. Upon successful completion of the course, college credit will be granted.

Prerequisite: Senior  
Credit: ½ unit high school credit, 3 hours college credit (GOVT 2305)

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

AP US GOVERNMENT & POLITICS (1463)  
This one semester senior-level class is required for graduation. It is taught at a college level and is the equivalent of the first semester of college government. This course is a survey of U.S. governmental institutions, political groups, political processes, and the traditions of our government. To receive AP credit, students will need to receive an acceptable score on the AP Tests which are given early in May. Registration in this course implies a commitment to take the AP Government Test and to pay for a portion of its cost.

Prerequisite: Senior  
Credit: ½ unit of high school credit  
3 hours of college credit (based on test score & university policies)

TX GOVERNMENT DUAL CREDIT* (1464)  
*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

ECONOMICS (1470)  
This one-semester senior-level class is required for graduation. The student will study the general concepts of the Free Enterprise System and its benefits. It provides an understanding of the processes, institutions, and groups which make up our economy. The course will examine economics at local, state, national, and global levels.

Prerequisite: Senior  
Credit: 1/2 unit

ECONOMICS DUAL CREDIT* (1484)  
This one semester senior-level class is required for graduation. It is taught at a college level by an adjunct teacher from St. Philips College. This class, which is the equivalent of the first semester of college economics, is a survey of U.S. economic institutions, groups, economic processes, and the foundations of our economy. Students are expected to work at the same level expected of freshmen college students. The course includes accelerated instruction, a large reading load, observation of governmental meetings, an in-depth understanding of charts and graphs, an ability to manipulate and digest economic statistics, and the completion of several projects and papers. Students will receive a grade at both the high school and college level. Due to grading requirements at St. Philips, work for the college grade will be completed in early May.

Prerequisite: Senior  
Credit: ½ unit high school credit, 3 hours college credit (ECON 2301)

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

AP ECONOMICS (1485)  
This one semester senior-level class is required for graduation. This class, which is the equivalent of the first semester of college economics, is a survey of U.S. economic institutions, groups, economic processes, and the foundations of our economy. Students are expected to work at the same level expected of freshmen college students. To receive AP credit, students will need to receive an acceptable score on the AP Tests which are given early in May. Enrollment in this course implies a commitment to take the AP Economics Test and to pay for a portion of its cost.

Prerequisite: Senior  
Credit: ½ unit of high school credit  
3 hours of college credit (based on test scores & university policies)
PSYCHOLOGY (1480)
This course is an introduction to the science of psychology and the findings that have come from psychological research, with an emphasis on how these may be applied to human life. Included are such topics as psychological testing, intelligence, personality, and the stages of human development.

Prerequisite: None
Credit: ½ unit

AP PSYCHOLOGY (1481)
The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included in a consideration of psychological facts, principals, and phenomena associated with each of the major subfields within psychology. Registration in this course implies a commitment to take the national AP Psychology exam and to pay a portion of the exam fee.

Prerequisite: Junior/Senior
Credit: 1.0 unit

SOCIOLOGY (1482)
This course involves a study of the tools and methods of sociology as well as its content. Special attention is given to the effects of culture and group membership on people’s lives. Other concerns are the nature and impact of communication and the dynamics of cultural change.

Prerequisite: None
Credit: ½ unit

LANGUAGES OTHER THAN ENGLISH

FRENCH 1 (1401)
This is a course in which the four basic foreign language skills listening, speaking, reading, and writing are stressed. A strong foundation is laid in grammar, and students learn about the culture of the French-speaking world.

Prerequisite: None
Credit: 1 unit

PRE AP FRENCH 1 (1405)
This is an enriched course with emphasis on advanced vocabulary, grammar and literature, in addition to the reading writing, listening and speaking. A strong foundation is laid in grammar, and students learn about the culture of the French-speaking world.

Prerequisite: None
Credit: 1 unit

FRENCH 2 (1402)
This course provides for the expansion of the four language skills with continued emphasis on structure (grammar), culture, and language learning techniques.

Prerequisite: French 1
Credit: 1 unit

PRE AP FRENCH 2 (1406)
This is an enriched course with emphasis on advanced vocabulary, grammar and literature, in addition to the reading writing, listening and speaking. A strong foundation is laid in grammar, and students learn about the culture of the French-speaking world.

Prerequisite: French 1
Credit: 1 unit

FRENCH 3 (1403)
Students continue to expand on the four basic language skills, structure and culture in this course. In addition, they are introduced to a variety of original French-version pieces of literature and to French history.

Prerequisite: French 2
Credit: 1 unit
PRE AP FRENCH 3 (1407)
This course is an enriched college preparatory curriculum focusing on intense development of the following skills in French: reading, writing, listening and speaking. Students are briefly introduced to the works and lives of various modern French authors and artists. Culture in different French-speaking countries is also emphasized.

**Prerequisite:** French 2  
**Credit:** 1 unit

FRENCH 3 - DUAL CREDIT (1410) (Clemens only)
This course is offered in partnership with St. Phillip’s College. This course is focuses on intense development of the following skills in French: reading, writing, listening and speaking. Students are briefly introduced to the works and lives of various modern French authors and artists. Culture in different French-speaking countries is also emphasized. Upon successful completion of the course, college credit will be granted.

**Prerequisite:** French 2  
**Credit:** 1 unit high school credit

*Please see the information about Dual Credit at the end of the Course Description section to learn about college application and testing requirements.

FRENCH 4 (1404)
Students continue to expand on the four basic language skills, structure and culture in this course. Emphasis is placed on both speaking and reading, with introduction to various genres of French literature as well as to current themes in the French-speaking world.

**Prerequisite:** French 3  
**Credit:** 1 unit

AP FRENCH 4 (1408)
This course is an enriched college preparatory course focusing on increased fluency in French, with emphasis on reading, speaking and writing. Students are introduced to current themes of the French-speaking world such as global challenges, art, family, community, science and technology, etc. *Registration for this course implies a commitment to take the national AP French 4 exam given by College Board in May and to pay a portion of the exam fee.*

**Prerequisite:** French 3  
**Credit:** 1 unit

GERMAN 1 (1411)
German 1 provides teaching for the development in the four basic language skills: reading, understanding, writing, and speaking. The textbook, a workbook, and other authentic materials will be given to establish a solid foundation for the courses to follow.

**Prerequisite:** None  
**Credit:** 1 unit

PRE AP GERMAN 1 (1415)
This accelerated course gives a firm linguistic foundation for the dedicated student who will eventually take the AP exam in his/her senior year, with emphasis on speaking, reading, writing and listening, and a basic learning of the culture of the German-speaking people.

**Prerequisite:** None  
**Credit:** 1 unit

GERMAN 2 (1412)
For this course, extracurricular materials in addition to the textbooks and workbook will be provided to improve all foreign language skills previously acquired. The cultural aspects of German-speaking people and the European historical events will be discussed.

**Prerequisite:** German 1  
**Credit:** 1 unit

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PRE AP GERMAN 2 (1416)
This course expands the fluency and spontaneity of the dedicated student, who will eventually take the AP exam in his/her senior year, with emphasis on speaking, reading, writing and listening. The student will also grow in his/her understanding of German-speaking countries.

Prerequisite: German 1
Credit: 1 unit

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

GERMAN 3 (1413)
The third year of German offers an enriched program. The textbook, a film series with accompanying workbook and other authentic materials constitute the curriculum. This program will strengthen and reinforce students’ learned skills. This course is also expanded with additional emphasis on historic events and the geography of German speaking nations.

Prerequisite: German 2
Credit: 1 unit

PRE AP GERMAN 3 (1417)
This course expands the fluency and spontaneity of the dedicated student, who will eventually take the AP exam in his/her senior year, with various mediums to expand fluency. Such mediums can include, but are not limited to, student tapings, presentations, original compositions and skits, and reading of various articles and short stories. A greater awareness of the culture of the German speaking countries will be expected too.

Prerequisite: German 2
Credit: 1 unit

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

GERMAN 4 (1414)
This advanced course, in which film, music, literature, and additional materials are the guide. Students will be introduced to a more advanced form of German literature and explore a new dimension of German: the abstract level of German.

Prerequisite: German 3
Credit: 1 unit

AP GERMAN 4 (1418)
This course helps the student perfect his/her language skills, in order to take the AP exam. The student will develop through some or all of the following activities: reading various short stories and articles, composing a short story, viewing films and continuing study of culture from different sources. Registration for this course implies a commitment to take the national AP German 4 exam given by College Board in May and to pay a portion of the exam fee.

Prerequisite: German 3
Credit: 1 unit

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

SPANISH 1 (1421)
In this course, the four basic world language skills--listening, speaking, reading, and writing--are stressed. Students are also taught to form concepts about the history and culture of the language as well as concepts about how the language operates.

Prerequisite: None
Credit: 1 unit

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PRE AP SPANISH 1 (1425)
This accelerated course gives a firm linguistic foundation for the dedicated student who will eventually take the respective AP exam in his/her senior year, with emphasis to develop receptive (listening, reading) and productive (speaking, writing) skills, as well as gain insight into Hispanic cultures through classroom activities and exercises that emphasize proficiency. Supplementary audiovisual materials enhance the program and reinforce grammatical concepts. Cultural and geographical lessons acquaint students with the diversity of people who speak Spanish. (Text/workbook)
Prerequisite: None
Credit: 1 unit
Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

SPANISH 2 (1422)
In this course the four language skills are expanded with additional emphasis on structure (grammar), culture, and language learning techniques.
Prerequisite: Spanish 1
Credit: 1 unit

PRE AP SPANISH 2 (1426)
This course expands the fluency and spontaneity of the dedicated student who will eventually take the respective AP exam in his/her senior year with emphasis to build upon their receptive and productive skills while emphasizing certain fundamentals: communicating in the target language, comparing different Spanish-speaking cultures to each student’s own, and making interdisciplinary connections. (Text/workbook)
Prerequisite: Spanish 1
Credit: 1 unit
Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

SPANISH 3 (1423)
This course provides additional emphasis on the skills of reading and writing. Students read short stories by modern Hispanic authors and learn to analyze what they have read. Culture and language learning techniques are also integral parts of the course.
Prerequisite: Spanish 2
Credit: 1 unit

PRE AP SPANISH 3 (1427)
This course provides the dedicated student who will take the respective AP exam in his/her senior year, with various mediums to expand fluency. Oral proficiency skills continue to be stressed while emphasis upon literature and writing is increased. Readings include articles selected from current periodicals or the Internet, legends, short stories, and some poetry. In the second semester students complete a project with oral and written components about renowned artists or contemporary musicians. Most class activities are conducted in the target language. (Text/workbook)
Prerequisite: Spanish 2
Credit: 1 unit
Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

SPANISH 4 (1424)
This course helps the student perfect his/her language skills. The improvement of their conversational skills will be targeted, as well as their pronunciation in the target language. Students will also read and analyze stories to enhance their cultural experience. Classes will be taught exclusively in Spanish
Prerequisite: Spanish 3
Credit: 1 unit
AP SPANISH 4 (1428)

This course helps the student perfect his/her language skills, in order to take the AP (Language) exam during the spring semester. Oral and cultural proficiency continue to be emphasized as well as the development of finer skills in composition and reading literature. Students read and discuss short stories by a variety of authors as well as study poetry by Latin American writers like Pablo Neruda (Chile) and a Peninsular short novel, or vice versa. Class is conducted exclusively in Spanish. Registration in this course implies a commitment to take the national AP Spanish 4 test given by College Board in May and to pay a portion of the exam fee.

Prerequisite: Spanish 3
Credit: 1 unit
Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

AP SPANISH 5 (1429)

This course guides the student through the rich literature of the Hispanic world, culminating in the taking of the prestigious AP Literature exam towards the end of the course. Usually a high level of fluency and culture is achieved by the student through this course, as well as a chance to qualify for college credit, depending on the college. Registration in this course implies a commitment to take the national AP Spanish 5 test (Spanish Lit.) given by College Board in May and to pay a portion of the exam fee.

Prerequisite: Spanish 4
Credit: 1 unit
Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

FINE ARTS DEPARTMENT

Level 1:

ART 1 (1501) /PRE-AP ART 1 (1516)
Art Students are introduced to the Elements and Principles of Design vocabulary. Students will apply knowledge of the Elements and Principles to studio projects throughout the year. Students are provided with the opportunity to work in areas of design, including perspective concepts, drawing types and techniques, color studies, painting, ceramics, and more. Art History and Appreciation are included as they apply to visual design. Emphasis is placed on general terms in each area studied and students are tested on those terms as well as problems related to their usage.

Prerequisite: None
Credit: 1 unit

Level 2:

ART 2: DRAWING 1 (1502)
This level 2 class focuses on continuing to develop 2-dimensional art skills. The elements and principles are applied to a variety of design techniques. A variety of media that might include pencil, pen-ink, prisma-color, scratchboard, paper-cuts, pastels, charcoal, watercolor, and more are applied to drawing subjects such as still-life, human-life, portraits, wildlife, landscapes, and more. Student critiques will be done to study the strengths and areas where improvement can still be made. Art History and Appreciation are included as they apply to the understanding of a project.

Prerequisite: Art 1
Credit: 1 unit

ART 2: PRE-AP DRAWING 1 (1503)
This level 2 class is designed to continue a sequential study of drawing, painting, and visual design skills and developing a more proficient use of the elements and principles of design within each composition. Students are preparing work that can be used to fulfill an AP Studio Art portfolio of Drawing or 2-D Design. Students are required to keep a portfolio and sketchbook throughout the year and will be required to complete some assignments outside of class. Students are expected to show advanced drawing and design skills.

Prerequisite: Art 1
Credit: 1 unit

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ART 2: DIGITAL ART 1 (1594)
This level 2 course allows students to integrate technology and computer programs with design principles and artistic technique and skill. Students will use programs such as Adobe Photoshop, Adobe Illustrator and others. Students will manipulate images digitally, create original digital artwork, and create a few animations. This course is designed to develop artistic talent through digital media for creative and graphic arts.

Prerequisite: Art 1
Credit: 1 unit

ART 2: SCULPTURE I (1590)
This level 2 class focuses on 3 dimensional works. The elements and principles of design are applied to a variety of materials and sculpting techniques. Students will work with paper, clay, metals, found objects and mixed media. The elements and principles of design and project concepts are also emphasized and evaluated through student critiques. Students will investigate new materials and technical skills will be developed. Art History and Appreciation are included as they apply.

Prerequisite: Art 1
Credit: 1 unit

Level 3:
ART 3: DRAWING 2 – (1504)
This level 3 class expands the visual literacy skills of drawing, painting, and visual design. Students will create original artworks using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent. This class is highly recommended for students planning on taking AP Studio Art. Students are required to keep a portfolio and sketchbook throughout the year and will be required to complete some assignments outside of class. Students are expected to show advanced drawing and design skills.

Prerequisite: Drawing and Painting 1 or Pre-AP Drawing and Painting 1
Credit: 1 unit

ART 3: DIGITAL ART 2 (1595)
This level 3 class continues to further develop the skills and techniques established in Digital Art 1. Students work with software and digital art tools to create art that reflects trends and advancements in fine and commercial graphic art. Projects are designed for students to establish more proficient skills. Students are expected to work more independently and follow the syllabus guidelines. Students will incorporate more conceptual ideas and develop some of their own project goals. The elements and principles of design and project concepts are also emphasized and evaluated through student critiques. Art History and Appreciation are included as they apply.

Prerequisite: Digital Art 1
Credit: 1 unit

ART 3: SCULPTURE 2 (1591)
This level 3 class continues to further develop the skills and techniques established in Sculpture 1. Students will incorporate more conceptual ideas and develop their own project goals. The elements and principles of design and project concepts are also emphasized and evaluated through student critiques. Art History and Appreciation are included as they apply.

Prerequisite: Sculpture 1
Credit: 1 unit

ART 3: AP STUDIO ART 2D DESIGN (1518)
This course is designed for the art student who wishes to pursue college-level studies while still in secondary school and/or for the student who is seriously interested in the practical experience of art. Students are required to complete a portfolio in either Drawing, 2-D Design, or 3-D Design. The portfolios are intended to address both technical skills and concepts in each of the 3 areas.

- The Drawing portfolio is designed to address a very broad interpretation of drawing issues and media through a variety of means, which could include drawing, painting, printmaking, mixed media, etc.
- 2-D Design involves purposeful decision making about how to use the elements and principles of art in an integrative way using a variety of media including pencil, color pencil, marker, pen & ink, painting, mixed media, collage, digital art, and photography.
• 3-D Design portfolio focuses on the application of elements and principles of design as they relate to depth and space. These issues can be explored through additive, subtractive, and/or fabrication processes using a variety of mediums.

The course guidelines are based on Advanced Placement portfolio requirements. Each student is required to take the corresponding exam which is a portfolio assessment of the completed works of art. Students are encouraged to enter scholarship award shows and competitions throughout the year. Registration in this course implies commitment to take the AP exam upon completion of the course and to pay a portion of the exam fee.

**Prerequisite:** Level 2 course(s) and Junior or Senior

**Credit:** 1 unit

**Level 4:**

**ART 4: AP STUDIO DRAWING PORTFOLIO (1519)**

The course is designed for the art student who wishes to pursue college-level studies while still in secondary school, and for the student who is seriously interested in the practical experience of art. Students are required to complete a portfolio in either Drawing, 2-D Design, or 3-D Design. (See AP Studio Art III for descriptions.) The course guidelines are based on Advanced Placement portfolio requirements. Each student is required to take the corresponding exam which is a portfolio assessment of the completed works of art. Students will be expected to work approximately 6 hours each week outside of class on their art projects. Registration in this course implies commitment to take the AP exam upon completion of the course and to pay a portion of the exam fee.

**Prerequisite:** AP Studio Art III and Senior

**Credit:** 1 unit

**ART 4: AP STUDIO ART 3D DESIGN (1519)**

The course is designed for the art student who wishes to pursue college-level studies while still in secondary school, and for the student who is seriously interested in the practical experience of art. Students are required to complete a portfolio in either Drawing, 2-D Design, or 3-D Design. (See AP Studio Art III for descriptions.) The course guidelines are based on Advanced Placement portfolio requirements. Each student is required to take the corresponding exam which is a portfolio assessment of the completed works of art. Students will be expected to work approximately 6 hours each week outside of class on their art projects. Registration in this course implies commitment to take the AP exam upon completion of the course and to pay a portion of the exam fee.

**Prerequisite:** AP Studio Art III and Senior

**Credit:** 1 unit

**INDEPENDENT STUDIO (1520)**

This course is designed to augment the available studio time for a student who is enrolled in an AP or IB studio art course. The student will be assigned to an instructional period of their assigned AP or IB instructor, where they will be monitored but expected to work independently extending their studio time in their day. This is offered as a supplement to be added as a concurrent "lab" type course, not to replace being a part of the AP or IB instructional class.

**Prerequisite:** Level 2 course(s) and Junior or Senior Year, Must be concurrently enrolled in AP or IB Studio Art III or IV(if student drops AP/IB course they will also be withdrawn from the Independent studio)

**Credit:** None

**AP ART HISTORY (1507)**

This course focuses on art through a world history perspective, to examine the what, where and why of many famous works of art and the civilizations in which they developed. This class explores the beginning of art to today’s contemporary masterpieces through lectures, discussions, publications, films, activities and more. Critical thinking skills are developed through evaluating artwork, making connections to its purpose in art as well as its importance in history. This is a writing intensive course and students are required to write essays, research papers / projects as well as take the AP Exam. Registration in this course implies commitment to take the AP exam upon completion of the course and to pay a portion of the exam fee.

**Prerequisite:** Junior or Senior Year; no studio art courses are required for this class

**Credit:** 1 unit

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PRE AP MUSIC THEORY (1509)
Students will study extensive music notation, major/minor scale structure, chord structure and major and minor key signatures. Students will also develop aural skills by sight singing and ear training by method of Solfeggio study (do, re, mi, etc.). Students will learn basic piano (scales, chord structures, melodies, harmonies), as well as some acoustic guitar. Students will read, write, and analyze music to learn about musical form, musical style, and musical history. Students will compose melodies, harmonies, and music for multiple instruments and clefs throughout the year-long course. This class is highly recommended for students considering a major or minor in music, music performance, music education, sound/recording technology, composition, or music theory at the collegiate level.

**Prerequisite:** Sophomore/Junior/Senior.
**Credit:** 1 unit

AP MUSIC THEORY (1510)
The ultimate goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course will progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. **Registration in this course implies a commitment to take the national AP Music Theory exam given by College Board in May and to pay a portion of the exam fee.**

**Prerequisite:** Pre-AP Music Theory 1 recommended
**Credit:** 1 unit

THEATER ARTS 1 (1521)
This is a survey course which incorporates an introduction to theater, the role of the actor in interpreting dramatic literature, performance theory and techniques, theater production concepts and skills, all technical components, expressive use of body and voice resulting in an appreciation of theater. Students will also receive an overview of theater history.

**Prerequisite:** None
**Credit:** 1 unit

THEATER ARTS 2, 3, 4 (1522, 1523, 1524)
These courses build on the background established in Theater Art 1, continuing the study in theatrical history, the cultural contributions of the theater, its plays and its performance/production styles and techniques. Basic components of production are studied and applied through performances in various theatrical modes and styles, children’s theater, puppetry, musical theater, radio/television/film, dance, drama, play writing, and directing.

**Prerequisite:** Theater Arts 1 or the previous level. Students must be able to attend after school rehearsal.
**Credit:** 1 unit each level

THEATER PRODUCTION 1, 2 (1552, 1553)
This is a performance experience course that provides practical, hands-on experience in acting and stagecraft through the preparation and public performance of plays. **Class is held after school.** Students will immediately enroll in this class once they are assigned a part/position in a production. Students interested in this course should contact the Theater Arts teacher at their campus.

**Prerequisite:** Theater Arts 1 or Technical Theater. Students must be able to attend after school rehearsal.
**Credit:** 1 unit

TECHNICAL THEATER 1 (1525)
This course is designed for students who would enjoy behind-the-scenes stage work as much as on-stage performing. It combines theories of design and stagecraft techniques with the instruction and operation of various elements of technical theater, which are scenery construction, stage management, lighting, sound, make-up, publicity and costume. Students will be actively involved in the actual construction and painting of the sets for school productions as well as running lights, sound, etc.

**Prerequisite:** None
**Credit:** 1 unit
TECHNICAL THEATER 2, 3, 4 (1526, 1527, 1528)

Technical Theater 2, 3, and 4 are more advanced and in-depth studies in behind the scenes stage work. Students will be even more actively involved in the actual construction, painting, lights, sound, etc.

Prerequisite: Technical Theater 1 or the previous level. Students must be able to attend after school rehearsal.

Credit: 1 unit

BAND 1, 2, 3, 4 (1511 1512, 1513, 1514)

Participation in all Bands is subject to instructor placement determined by an audition to assess the student’s instrumental technique and music reading skill. All Band students are required to participate in rehearsals and performances before and after school. Band students are expected to rent or purchase their own instruments, except for certain instruments provided by the school (subject to a maintenance fee) and to purchase their own mouthpieces, reeds, and other accessories. Band is a full year course. Band fees are assessed prior to the start of marching band rehearsals for required items and services such as uniform marching band shoes, gloves, uniform shorts, rain poncho, uniform dry cleaning, show and section shirts, show fees, and hydration.

Prerequisite: Audition

Credit: 1 unit

Students will receive ½ credit of P.E. after successful completion of the fall semester. However, the student will only receive a grade on his/her AAR for the course itself.

BAND (Marching and Wind Ensemble/Symphonic/Concert/Cadet) 1, 2, 3, 4 (1511 1512, 1513, 1514)

All students enrolled in the Wind Ensemble, Symphonic Band, Concert, or Cadet Band will participate in Marching Band. Mandatory Marching Band rehearsals begin near the end of July and continue through the fall semester. These rehearsals occur either before or after school. These Bands march at varsity football games and compete in marching contests sponsored by the University Interscholastic League (UIL) and other organizations. During the spring semester, all students enrolled in the Band program participate in a concert band according to their proficiency, as determined earlier in the year by audition and instructor placement, as well as UIL sponsored events including solo and ensemble contest and concert and sight-reading contests.

Wind Ensemble — Selection into this group is by audition, director recommendation, and demonstration of academic proficiency. Members in this ensemble are expected to participate in the TMEA Region Band process, UIL Marching Contest, Solo & Ensemble, and Concert and Sight Reading Contest. Members of this group will have a one-hour section rehearsal and an assigned hearing time outside of the school day for grading purposes. The Wind Ensemble will give numerous performances both on and off campus. This group will be considered the “Varsity” band.

Symphonic Band, Concert, and Cadet Band — Selection into any of these groups is by audition. These groups, at varying levels, will participate in the UIL Marching Contest, Solo and Ensemble Contest, and Concert and Sight-Reading Contest. Members of the Symphonic Band are expected to participate in the TMEA Region Band process. Members in these groups will have a one hour section rehearsal and may have an assigned hearing time outside of the school day for grading purposes. These groups will give a variety of performances. For UIL purposes, these groups will be listed as the “Non-Varsity” and “Sub Non-Varsity” Bands.

Prerequisite: Completion of beginning and intermediate bands

Credit: 1 unit

Jazz Ensemble 1, 2, 3, 4 (1565-1568)

Selection into this group is by audition, director recommendation, and demonstration of academic proficiency.

Members of the Jazz Ensemble must be concurrently enrolled in one of the parent musical organizations (Band, Orchestra, or Choir) at the discretion of the director. This class may meet on an A/B rotation, and may only meet during the spring semester. The Jazz Ensemble will give numerous performances both on and off campus.

Prerequisite: Audition and concurrent enrollment in Choir, Orchestra, or a performing Concert Band

Credit: 1 unit

APPLIED MUSIC (1550)

Admission into this course requires band director approval. Students enrolled in this course are required to participate in all TMEA and UIL events. They must perform a Class 1 Solo and Ensemble, mentor other music students in our district and provide written documentation for accountability. Contact the high school Band Director for more information about this course.

Prerequisite: Band Director Approval

Credit: 1 unit
COLOR GUARD (BAND) 1, 2, 3, 4 (1561, 1562, 1563, 1564)
Selection into Color Guard is by audition only. Students in the color guard will perform in conjunction with the Marching Band. Individual members will use a variety of auxiliary equipment, props, and dance to visually enhance the Marching Band. **Members are required to attend summer Color Guard and Band Camp.** The In the spring semester, the Color Guard continues performance through the Winter Guard program. Color guard fees are assessed prior to the start of marching band rehearsals for required items and services such as show fees, show and section shirts, hydration, costumes, winter guard show/equipment fee and costumes, gloves, poncho and various clothing necessities specific to color guard and performances.

Prerequisite: Audition  
Credit: 1 unit  
P.E. Upon successful completion of this course, the student will be awarded 1.0 credit of P.E. However, the student will only receive a grade on his/her AAR for the course itself.

NON-VARSITY WOMEN’S CHORALE 1, 2, 3, 4 (1529, 1530, 1531, 1532)
Women’s Choral is open to all female students in grades 9-12. Students will focus on beginning/intermediate note reading skills, key signature study, sight-reading using Solfeggio (do, re, mi, etc.), and the development of a music vocabulary. In order to participate, all students must demonstrate the ability to match pitch. Students will have the opportunity to participate in numerous activities including concerts, UIL concert and sight reading contest, UIL solo and ensemble contest, and TMEA Honor Choir auditions. Attendance at all seasonal concerts is a requirement for credit. Students must be passing all classes in order to participate in community performances, field trips and competitions. Students will pay a uniform fee of $50 their first year and $25 each year after.  (Offered at Clemens & Steele High School)

Prerequisite: No audition is necessary, only requirement is to be able to match pitch  
Credit: 1 unit

MEN’S CHORALE 1, 2, 3, 4 (1545, 1546, 1547, 1548)

Men’s Choral is open to all male students in grades 9-12. Students will focus on beginning/intermediate note reading skills, key signature study, sight-reading using Solfeggio (do, re, mi, etc.), and the development of a music vocabulary. In order to participate, all students must demonstrate the ability to match pitch. Students will have the opportunity to participate in numerous activities including concerts, UIL concert and sight reading contest, UIL solo and ensemble contest, and TMEA Honor Choir auditions. Attendance at all seasonal concerts is a requirement for credit. Students must be passing all classes in order to participate in community performances, field trips and competitions. Students will pay a uniform fee of $50 their first year and $25 each year after.  (Offered at Clemens & Steele High School)

Prerequisite: No audition is necessary. All students must have the ability to match pitch  
Credit: 1 unit

VARSITY WOMEN’S SELECT CHORALE 1, 2, 3, 4 (1537, 1538, 1539, 1540)
Women’s Select Chorale is comprised of auditioned singers. Emphasis in this choir is placed on vocal singing techniques, advanced sight reading using the Solfeggio method (do, re, mi, etc.), performance elements, and music theory. Students will participate in numerous activities including concerts, UIL concert and sight reading contest, UIL solo and ensemble contest, and TMEA Honor Choir auditions. Attendance at all seasonal concerts is a requirement for credit. Students must be passing all classes in order to participate in community performances, field trips and competitions. In order to maintain membership in Women’s Select Chorale, students are expected to pass all classes to maintain eligibility, memorize music for performances, and maintain a high level of rehearsal discipline. Students will pay a uniform fee of $50 their first year and $25 each year after. (Offered at Clemens & Steele High School)

Prerequisite: By audition with choir teacher by appointment  
Credit: 1 unit

VARSITY MIXED CHORALE 1, 2, 3, 4 (1533, 1534, 1535, 1536)
Varsity Mixed Choral is a competitive mixed chorus that is comprised of auditioned singers. Emphasis in this choir is placed on vocal singing techniques, advanced sight reading using the Solfeggio method (do, re, mi, etc.), performance elements, and music theory. Students will participate in numerous activities including concerts, UIL concert and sight reading contest, UIL solo and ensemble contest, and TMEA Honor Choir auditions. Attendance at all seasonal concerts is a requirement for credit. Students must be passing all classes in order to participate in community performances, field trips and competitions. In order to maintain membership in Varsity Mixed Chorale,
students are expected to pass all classes to maintain eligibility, memorize music for performances, and maintain a high level of rehearsal discipline. Students will pay a uniform fee of $50 their first year and $25 each year after.

**Prerequisite:** By audition with choir teacher by appointment. Auditions are open to all 10-12 grade students who have completed 1 full year of High School Choir.

**Credit:** 1 unit

**A Cappella Show Choir 1, 2, 3, 4 (1554, 1555, 1556, 1557)**

A Cappella Show Choir is an auditioned group of singers concentrating on learning and performing collegiate style a cappella pop singing. Students will participate in several concerts and competitions throughout the year and must maintain academic eligibility to retain membership in this organization. Students will pay a competition fee of $50 each year. All students will be strongly encouraged to maintain membership in a chorale class in addition to A Cappella Show Choir. (Offered as a class at Clemens High School only. See Steele choir teacher for information on Mixed Company A-Cappella.)

**Prerequisite:** By audition with choir teacher by appointment.

**Credit:** 1 unit

**DANCE 1, 2 (1541, 1542)** – these courses will NOT satisfy the P.E. Requirement

This dance class is designed to introduce students to basic dance vocabulary through the development of skills and techniques of various dance forms. Creative movements and choreography will be explored.

**Prerequisite:** None for Dance 1; Dance 1 required for Dance 2

**Credit:** 1 unit

**DANCE TEAM 1, 2, 3, 4 (1631, 1632, 1633, 1634)**

Dance Team Members are selected to the team by a panel of judges through auditions held each spring for the upcoming year. The Dance Team performs at various athletic events throughout the year, as well as some community functions, and may participate in competition in the spring. Members must attend a summer camp and various rehearsals and clinics during the year. Students acquire fundamental and higher level movement skills through a variety of dance techniques and learn creative expression through movement. The course is required of all Dance Team members. Estimated expenses are approximately $900 for the first year and $400 for each subsequent year plus additional fees for competition and other miscellaneous items.

**Prerequisite:** Auditions are open to all 10-12 grade students who have completed 1 full year on High School Cheerleading, Color Guard, or the JV Pom Squad. See your high school’s Dance Director’s webpage for try-out information.

**Credit:** 1 unit

P.E. Upon successful completion of this course, the student will be awarded 1.0 credit of P.E. However, the student will only receive a grade on his/her AAR for the course itself.

**JV Pom Squad 1, 2, 3, 4 (1626, 1627, 1628, 1629)**

JV Pom Squad Members are selected to the team by a panel of judges through auditions held each spring for the upcoming year. The JV Pom Squad performs at various athletic events throughout the year, as well as some community functions, and may participate in competition in the spring. Members must attend a summer camp and various rehearsals and clinics during the year. Students acquire fundamental movement skills through a variety of dance techniques and learn creative expression through movement. The course is required of all JV Pom Squad members. Estimated expenses are approximately $800 for the first year and $400 for each subsequent year plus additional fees for competition and other miscellaneous items.

**Prerequisite:** No dance training required. Open to all 9-12 grade students. See your high school’s Dance Director’s webpage for try-out information.

**Credit:** 1 unit

P.E. Upon successful completion of this course, the student will be awarded 1.0 credit of P.E. However, the student will only receive a grade on his/her AAR for the course itself.

**Orchestra 1—Strings (1574)**

This orchestra program is designed for students who play violin, viola, cello, or double bass. Students who have played another instrument before and would like to learn a string instrument may consult with the director/teacher. Students will learn to work as an ensemble and to perform string orchestral repertoire. In addition to playing, the class will focus on music theory, sight-reading, various techniques and terminology. Attendance at all concerts is a
requirement of the course. Students will be required to attend occasional sectional practices and rehearsals after school. Other performance options include Regional auditions and UIL Solo & Ensemble competitions.

**Prerequisite:** Previous experience playing a string instrument or any other instrument or by audition

**Credit:** 1 unit

**ORCHESTRA 2 3, 4--STRINGS (1575, 1576, 1577)**

These courses are a continuation of the previous Orchestra course.

**Prerequisite:** Previous Orchestra course

**Credit:** 1 unit

**FLORAL DESIGN (1706)**

*Are you creative? Are you interested in working hard? Do you want to earn an industry recognized certification in Floral Design that can help you find employment (or even business ownership) in this rapidly growing field?*

In this class, you will learn the basics of floral design and construction; how to make flower arrangements, boutonnieres and corsages for prom, bouquets, arrangements and holidays. During homecoming, you can also design your own mum or garter! Here’s a plus! Don’t spend money buying these when you can make your own!

**Prerequisite:** None, recommended for grades 10 - 12

**Credit:** 1 unit

**CAREER & TECHNICAL EDUCATION DEPARTMENT**

**AGRICULTURE, FOOD and NATURAL RESOURCES (AFNR) CAREER CLUSTER**

Focuses on the essential elements of life – water, air, food and land. Careers in designing, planning, managing, and researching farming, biotechnology, wildlife management, aquaculture, biosciences, environment sciences, commodities and agribusiness.

**PRINCIPLES of AGRICULTURE, FOOD and NATURAL RESOURCES (1701)**

This course is a hands-on class learning about the many aspects of the agricultural industry and related industries. You will learn leadership and responsibility. You will be introduced to a variety of animal breeds and plant species, develop leadership and personal skills, and work in the shop learning the fundamentals of Ag mechanics.

**Prerequisite:** Grades 9-12

**Credit:** 1 unit

**LIVESTOCK PRODUCTION (1702)**

Livestock Production addresses topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Prerequisite:** Grades 10 -12, Principles of AFNR recommended

**Credit:** 1 unit

**EQUINE SCIENCE (1703)**

Equine Science addresses topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. At the same time, you’ll also discover how to raise and maintain a horse and the responsibilities, privileges, challenges and triumphs that come with equine ownership.

**Prerequisite:** Grades 10 – 12, Principles of AFNR recommended

**Credit:** ½ unit

**SMALL ANIMAL MANAGEMENT (1704)**

In Small Animal Management you will learn about small animals and how to care for them. Small Animal Management addresses topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. You will spend time in class bathing, grooming and interacting with different kinds of dogs. Students may have the opportunity to test for the Canine Care and Training Program (CCTP) Level 1 certification.

**Prerequisite:** Grades 10 – 12, Principles of AFNR recommended

**Credit:** ½ unit

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WILDLIFE, FISHERIES and ECOLOGY MANAGEMENT (1714)
Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. Students may earn their TP&W Hunter Education Safety Certification and will learn to identify different wildlife species for Wildlife Judging competitions.

Prerequisite: Grades 10 – 12, Principles of AFNR recommended
Credit: 1 unit

FLORAL DESIGN (1706)
Floral Design is designed to develop students’ ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. In this class, you will learn the basics of floral design and construction; how to make flower arrangements, boutonnieres and corsages for prom, bouquets, arrangements and holidays. This course satisfies the Fine Art credit.

Prerequisite: Grades 10 – 12, Principles of AFNR recommended
Credit: 1 unit

HORTICULTURAL SCIENCE (1708)
Do you enjoy working with plants? Are you good at science? Do you like to see how things grow and change with the seasons? Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. This course is a great start for learning introductory skills in identifying, growing and maintaining plants of all types. You will also learn how plants are classified and common diseases and problems that they might encounter. Plan and plant a garden for beauty, beneficial herbs or a vegetable garden for culinary delights and nutritional consideration.

Prerequisite: Grades 10 – 12, Principles of AFNR recommended
Credit: 1 unit

AGRICULTURAL MECHANICS and METAL TECHNOLOGIES (1711)
This course offers hands-on learning to develop skills in metal working, welding, tool use and carpentry. You will also learn the basics of electricity, plumbing and masonry. Once you have mastered the fundamentals, you will be able to plan, construct and build metal and wood projects in our shop. Students may earn certifications for OSHA Online Safety Certification for General Industry.

Prerequisite: Grades 10 – 12, Principles of AFNR recommended
Credit: 1 unit

AGRICULTURAL STRUCTURES DESIGN and FABRICATION (1712)
This course offers further hands-on training in welding and construction skills gained in other mechanics courses. You gain skills in site location, material installation and construction methods. In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. Students have the opportunity to develop plans and construct projects using metal working, welding and woodworking. Students may earn an OSHA Online Safety Certification for General Industry.

Prerequisite: Grades 11 – 12, Principles of AFNR recommended, Recommended prerequisite: Agricultural Mechanics and Metal Technologies and Agricultural Structures Design and Fabrication
Credit: 1 unit
AGRICULTURAL POWER SYSTEMS (1713)
Do you want to further your welding and construction skills? You will learn skills in machinery, industry construction techniques and knowledge on forms of power and energy directly related to tools used in industry. Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. You will have the opportunity to further your skills in developing a set of plans and constructing projects using metal working, welding and woodworking. Students may earn an OSHA Online Safety Certification for General Industry.
Prerequisite: Grades 10 – 12, Principles of AFNR recommended. Pre-requisites: Agricultural Mechanics and Metal Technologies and Agricultural Structures Design and Fabrication
Credit: 2 units

VETERINARY MEDICAL APPLICATIONS (1717)
So you want to be a small or large animal veterinarian? This course teaches you the basics of being a veterinarian and prepares you for the job expectations in the future. You will learn the skills required to be successful in the veterinary medicine field and get to practice clinical procedures with both small and large animals! Students have an opportunity to receive their Veterinary Assistants Certification (CVA) and get hands-on experience working in an unpaid internship with local vets to meet the certification requirements.
Prerequisite: Grades 11 – 12 after successful completion of Equine Science, Small Animal Management OR Livestock Production
Credit: 1 unit

ADVANCED PLANT and SOIL SCIENCE (1716)
Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
Prerequisite: Recommended for grades 11 – 12, Recommended successful completion of Biology AND Chemistry OR Physics AND another AFNR course such as Horticulture, Turf Grass Management, or Landscape Design
Credit: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

ADVANCED ANIMAL SCIENCE (1705)
Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. In this course, you will be able to explore the different careers associated with agriculture and animals. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.
Prerequisite: Recommended for grades 11 – 12. Required: Successful completion of Biology AND Chemistry OR IPC, Algebra I AND Geometry, AND either Small Animal Management., Equine Science, OR Livestock Production. Recommended prerequisite: Veterinary Medical Applications
Credit: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.
PROJECT-BASED RESEARCH (1726)
Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.
Prerequisite: Grades 11 – 12 AND must have completed another AFNR course
Credit: 1 unit

LANDSCAPE DESIGN (1707)
Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. In Landscape Design and Management you will plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity; apply proper record-keeping skills as they relate to the supervised agriculture experience; and participate in youth leadership opportunities to create a well-rounded experience.
Prerequisite: Grades 10 – 12 recommended: Principles of AFNR
Credit: ½ unit

TURF GRASS MANAGEMENT (1910)
Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices.
Prerequisite: Grades 10 - 12 recommended: Principles of AFNR
Credit: ½ unit

GREENHOUSE OPERATION and PRODUCTION (1911)
Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisite: Grades 10 – 12 recommended: Principles of AFNR
Credit: 1 unit

PRACTICUM IN AGRICULTURE, FOOD and NATURAL RESOURCE (1769)
This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
Prerequisite: Recommended for grades 11 – 12 and successful completion of 3 credits in AFNR
Credit: 2 units

ARCHITECTURE and CONSTRUCTION CAREER CLUSTER
Careers in designing, planning, managing, building and maintaining the built environment.

PRINCIPLES of ARCHITECTURE (1787)
This course provides an overview of the various fields of architecture, interior design, construction science, and construction technology. Students learn safety, work ethics, job-related studies, systems, employability and career development, technical skills, teamwork, introduction of hand tools, introduction to power tools, basic rigging and reading technical drawings.
Prerequisite: None
Credit: 1 unit
ARCHITECTURAL DESIGN I (1784)
Students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Prerequisite: Grades 10 – 12 AND successful completion of Algebra 1 AND English I, Recommended: successful completion of Geometry AND Principles of Architecture
Credit: 1 unit

ARCHITECTURAL DESIGN II (1778)
Students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary career in architecture, construction science, drafting, interior design, and landscape architecture. This course includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial and residential architectural purposes.

Prerequisite: Grades 11 - 12 after successful completion of Architectural Design I, Recommended: successful completion of Principles of Architecture
Credit: 2 units

PRACTICUM in ARCHITECTURAL DESIGN (1794)
This is a capstone course in the completion of a coherent sequence in a program area related to the field of architecture design. This course 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. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Prerequisite: Grade 12 AND successful completion of Architectural Design II
Credit: 2 units

EXTENDED PRACTICUM in ARCHITECTURAL DESIGN (1794)
This is a capstone course in the completion of a coherent sequence in a program area related to the field of architecture design. This course 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. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Prerequisite: Grade 12, successful completion of Architectural Design II AND concurrent enrollment in Practicum in Architectural Design
Credit: 1 unit

PROJECT-BASED RESEARCH in ARCHITECTURE (1726)
Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Prerequisite: Grades 11 – 12 AND successful completion of another Architecture course
Credit: 1 unit

ARTS, A/V TECHNOLOGY, and COMMUNICATIONS CAREER CLUSTER
Careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
PROFESSIONAL COMMUNICATIONS (1700)
Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. This course satisfies a Speech requirement.
Prerequisite: None
Credit: ½ unit

PRINCIPLES OF ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS (1902)
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 multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
Prerequisite: None  Recommended for Grade 9
Credit: 1 unit

AUDIO VIDEO PRODUCTION I (1721)
This course will introduce skills required for careers in audio and video technology and film production. In addition, students will develop an understanding of the industry and a focus on pre-production, production, and post-production audio and video activities. Students will participate in various roles and jobs of a production crew which include executive producer, producer, director, engineer, scriptwriter, editor, cameraperson, presenters and audio technicians. Hands on development of 2-D and 3-D animation effects will be applied to video presentation.
Prerequisite: Grades 10 – 12, Recommended: Successful completion of Principles of Arts, A/V Technology, and Communications.
Credit: 1 unit

AUDIO VIDEO PRODUCTION II w/Lab (1718 & 1912)
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in this career field, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format to include both audio and video. Actual broadcast productions will occur weekly.
Lab: 
Careers in audio and video technology and film production span all aspects of the audio/video 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 an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. Requiring a lab co-requisite for the course affords necessary time devoted specifically to the production and post-production process.
Prerequisite: Grades 11-12 AND successful completion of Audio Video Production I
Credit: 2 units

GRAPHIC DESIGN and ILLUSTRATION I (1722)
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.
Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Arts, A/V Technology, and Communications
Credit: 1 unit
GRAPHIC DESIGN AND ILLUSTRATION II w/Lab (1914 & 1915)

The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Lab:
This class must be taken concurrently with Graphic Design and Illustration I and may not be taken as a stand-alone course. This lab is offered in a consecutive block with Graphic Design and Illustration I to allow students sufficient time to master the content of both courses.

Prerequisite: Grades 11 – 12 AND successful completion of Graphic Design I, Recommended: successful completion of Principles of Arts, A/V Technology, and Communications

Credit: 2 units

ANIMATION I (1723)

Are you the student who looks at movies, TV shows or cartoons and wonders “How did they do that?” This course is an introduction to skills required for a career in animation. Whether it is the latest Hollywood blockbuster movie or Saturday morning cartoons, Super Bowl advertisements or on-line tutorials, animation is all around us. You will develop the technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications careers. You will also develop an understanding of the history and techniques of the animation industry. This is a hands-on course and you will create your own animation projects using a variety of techniques and software programs. Your friends and family will be asking you “How did you do that?”

Prerequisite: Grades 10 – 12, Recommended: successful completion of Art I OR Principles of Arts, A/V Technology, and Communication

Credit: 1 unit

ANIMATION II w/Lab (1903 & 1917)

Careers in animation span all aspects of motion graphics. 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 create two- and three-dimensional animations. Students will demonstrate skills related to employment qualifications in the animation industry and will develop a portfolio of scripts, storyboards, and animations created in class.

Lab:
This lab is offered in a consecutive block with Animation I to allow students sufficient time to master the content of both courses. 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.

Prerequisite: Grades 11 – 12 AND successful completion of Animation I, Recommended: successful completion of Art I OR Principles of Arts, A/V Technology, and Communication

Credit: 2 units

FASHION DESIGN I (1750)

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, AV Tech and Communications career cluster, students will be expected to develop an understanding of fashion and the textile and apparel industry from professional communications, to problem solving, to business ethics, to business planning and implementation.

Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Arts, A/V Technology, and Communication

Credit: 1 unit

FASHION DESIGN II w/Lab (1758 & 1919)

Within this course, students will be expected to develop an advanced understanding of fashion with an emphasis on design and production. Students will apply academic knowledge and skills in fashion, textile, and apparel projects, Student will understand fashion, textile and apparel systems, the student is expected to analyze and summarize the history and evolution of the fashion, textiles and apparel field.
Lab:
This lab is offered in a consecutive block with Fashion Design I to allow students sufficient time to master the content of both courses.

Prerequisite: Grades 11 – 12 AND successful completion of Fashion Design I. Recommended: successful completion of Principles of Arts, A/V Technology, and Communication

Credit: 2 units

VIDEO GAME DESIGN (1724)
Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Arts, A/V Technology, and Communication

Credit: 1 unit

PROJECT-BASED RESEARCH in ARTS, A/V TECHNOLOGY & COMMUNICATIONS (1726)
Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Prerequisite: Grades 11 – 12 AND successful completion of another ARTS/A/V course

Credit: 1 unit

PRACTICUM in A/V PRODUCTION (1921)
Building upon the concepts taught in Audio/Video Production II and its co-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 pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Prerequisite: Grade 12 AND successful completion of A/V Production II w/the Lab

Credit: 2 units

BUSINESS MANAGEMENT & ADMINISTRATION / FINANCE CAREER CLUSTER
Career in planning, organizing, directing and evaluating business functions; as well as careers in financial and investment planning, banking, insurance and business financial management.

PRINCIPLES of BUSINESS, MARKETING, AND FINANCE (1728)
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Prerequisites: Grades 9 - 11

Credit: 1 unit
BUSINESS MANAGEMENT (1729) ▲
Managing a business in today’s economy involves a whole lot more than just telling other people what to do! What do you really need? You need a strong foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students will learn to make informed decisions regarding those issues as they relate to all major aspects of business development and management today. Business Management is designed to familiarize students with the concepts related to business management, as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.
Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Business, Marketing, and Finance
Credit: 1 unit

BUSINESS INFORMATION MANAGEMENT 1 (BIM I) (1733) ▲
This course will prepare you to apply information management skills to personal and business situations. The course focuses on word processing, spreadsheets, database, desktop publishing, presentation management and emerging technologies using Microsoft Office. Students may have the opportunity to take the Microsoft Office Specialist (MOS) Exam in Microsoft Word and other applications.
Prerequisite: Grades 9-12
Credit: 1 unit

BUSINESS INFORMATION MANAGEMENT 2 (BIM II) (1734) ▲
Develops advanced technology skills and have the opportunity to take the Microsoft Certified Application Specialist (MCAS) Certification Exam for Word, Excel, Outlook, and PowerPoint, and the Master Certification. MOS certification will enhance student’s employability in the business world. Students may take the MOS exam in Microsoft Word in Business Information Management I and other applications in BIM II.
Prerequisite: Grades 10-12 and successful completion of BIM I
Credit: 1 unit

ACCOUNTING 1 (1735) ▲
Do you like working with money? Does your future include finding a job after high school or attending college? Why not learn the basics of good money management to help prepare for the future? This is an ideal course for any student planning to obtain a business degree in college or pursue a career in business. 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 will formulate and interpret financial information for use in management decision making.
Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Business, Marketing, and Finance
Credit: 1 unit

ACCOUNTING 2 (1736) ▲
Work on real world accounting situations and use specialized accounting software to go beyond the basics. Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.
Prerequisite: Successful completion of Accounting I
Credit: 1 unit

FINANCIAL MATHEMATICS (1900) ▲
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. Students will apply mathematics to problems arising in everyday life, society, and the workplace. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Prerequisite: Successful completion of Algebra 1, Recommended for grades 10 - 12
Credit: 1 unit

This course may count as a math credit after Algebra 1 and Geometry

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**MONEY MATTERS (1737)**

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of Business, Marketing, and Finance.

Credit: 1 unit

**BUSINESS ENGLISH (1731)**

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

Prerequisite: Successful completion of English 3 and computer knowledge, Recommended: Grade 12 and successful completion of BIM I

Credit: 1 unit

This course may count as a 4th English if taken after successful completion on English I, II, AND III.

**PRACTICUM IN BUSINESS MANAGEMENT (1904)**

Practicum experiences occur in a paid or unpaid arrangement and in a variety of locations appropriate to the nature and level of experience. Students apply technical skills to address business applications of emerging technologies. 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. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Prerequisite: Grades 11 – 12 AND successful completion of Business Management, BIM-2, Accounting, or similar Business credit

Credit: 2 units

**EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (1931)**

Extended 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.

Prerequisite: Grades 11 – 12 AND concurrent enrollment Practicum in Business Management, Recommended: successful completion of BIM I, Business Management, OR Accounting.

This course may not be taken as a stand-alone class.

Credits: 1 unit

**EDUCATION & TRAINING/HUMAN SERVICES CAREER CLUSTER**

Planning, managing and providing education and training services, and related learning support services; as well as preparing individuals for employment in career paths that relate to families and human needs.
PRINCIPLES of HUMAN SERVICES (1768)
This course is designed to enable students to investigate careers in the human services and education and training career clusters, including education, counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skills, high-wage, or high-demand human services or education and training career fields.
Prerequisite: none, recommended for freshmen students
Credit: 1 unit

CHILD DEVELOPMENT (1779)
This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, including children with special needs. 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.
Prerequisite: Grades 10 - 12
Credit: 1 unit

LIFETIME NUTRITION and WELLNESS (1773)
This fun, hands-on course allows students to use principles of healthy eating and wellness to make positive choices that promote health. Nutrition and Wellness students explore careers related to dietetics, culinary arts, education and training, human services and health sciences. Students are challenged and provided hands-on experience in healthy menu planning, food & kitchen safety, and cooking skills.
Prerequisite: Grades 10 - 12
Credit: ½ unit

COUNSELING and MENTAL HEALTH (1757)
This course is an introduction to mental health services, careers, history, agencies, current issues, and the difference between functional and dysfunctional behaviors. Students develop an awareness of the factors that affect mental health by exploring traditional and emerging treatment modalities. Students will also explore alternative and complimentary medicine practices including music therapy, massage therapy, chiropractic medicine, and art therapy.
Prerequisite: Grades 10-12
Credit: 1 credit

INSTRUCTIONAL PRACTICES (1771 – Ready, Set, Teach I) PRACTICUM IN EDUCATION and TRAINING (1772 – Ready, Set, Teach 2)
This is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary 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.
RST I - Prerequisite: Grades 11 - 12, Recommended: Successful completion of Child Development
RST II - Prerequisite: Grade 12 only AND successful completion of RSTI
Credit: Both are 2 units

PRACTICUM IN HUMAN SERVICES I and II (1781/1786) – PALS I and PALS II
Do you want to make a difference in a child’s life? The PAL program is a peer-helping program in which students in grades 11 & 12 are trained to work as peer helpers to aid younger students from district elementary schools to have a more positive and productive school experience. The in-class training portion of this course focuses on leadership, teambuilding, communication and listening skills, problem solving, tutoring skills, drug/alcohol prevention, and conflict resolution. Students are also required to complete community service hours as part of their requirements for this class and many scholarship applications. Practicum in Human Services II is a continuation of the first year course with students being assigned as peer helpers to aid younger students from the district’s elementary schools, undergoing in-class training, and completing community service hours as required.
Prerequisite: Year 1, Grades 11 - 12, Recommended: Successful completion of Child Development
Prerequisite: Year 2, Grade 12 only AND successful completion of PALS I
Credit: Both are 2 units
PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES (1657)
This course provides peer assistants the opportunity to develop leadership and communication skills while promoting an inclusive education environment for special education students. Peer assists obtain initial training in confidentiality, cueing, prompting, and positive reinforcement upon enrollment in the course. Peer assistants assist the teacher in the special education classroom setting by modeling appropriate learning behaviors, assisting with physical activities, and developing activities to facilitate inclusion. The goal is to create a relationship among age appropriate peers of differing abilities, both socially and academically. Acceptance into this course will be based on application approval.

Prerequisite: Application Approval
Credit: 1 unit

HEALTH SCIENCE CAREER CLUSTER
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development

PRINCIPLES of HEALTH SCIENCE (1754)
This course is designed to provide an opportunity for understanding the concepts and skills necessary for entering the health care field. Essential elements included in this course are employability skills, communication in the health care setting, teamwork and leadership skills, career options, legal and ethical responsibilities, safety in the workplace, and human growth and development.

Prerequisite: None
Credit: 1 unit

MEDICAL TERMINOLOGY (1755)
This course is designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, root words, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. This course allows students to achieve comprehension of medical vocabulary appropriate to careers in health care, medical procedures, human anatomy and physiology and pathophysiology.

Prerequisite: Grades 10-12
Credit: 1 unit

HEALTH SCIENCE THEORY (1756)
This course is designed to help students develop the essential knowledge and skills for entering the health care profession. Essential elements included in this course are employability skills, medical terminology used in the workplace, structural and functional changes due to trauma or disease, healthy relationships, researching specific careers in health care and the academic requirements for that career, first aid and vital signs, legal and ethical responsibilities, and wellness strategies for the prevention of disease.

Prerequisite: Grades 10 – 12 AND successful completion of Principles of Health Science AND Biology
Credit: 1 units

MEDICAL MICROBIOLOGY (1759)
Students in Medical Microbiology study the relationships of microorganisms to wellness and disease. They develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will be identified to assist in the understanding of specific disease, causative agents, and treatment options.

Prerequisite: Grades 10-12 AND successful completion of Biology AND Chemistry, Recommended: Successful completion of another Health Science course
Credit: 1 unit

This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

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PATHOPHYSIOLOGY (1760)
Students study disease processes and how diseases affect the normal structure and function of the human body. Independent and group research projects are an integral part of this class to learn the diseases of each body system.
Prerequisite: Grades 10-12 AND successful completion of Biology AND Chemistry. Recommended: Successful completion OR concurrent enrollment in Anatomy and Physiology
Credit: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

ANATOMY and PHYSIOLOGY (1790)
Students will study the relationship between the structure and function of the human body. Principles of biochemistry, tissue structure, and homeostasis are emphasized and used as a background for the understanding of later concepts. Body systems covered are: Integumentary system (skin & related structures), the skeletal system, Nervous system, cardiovascular system, and Reproductive system. Dissections and lab practicals are an integral part of this class. Independent research projects are required during this course.
Prerequisite: Grades 10-12 AND successful completion of Biology AND Chemistry. Recommended: Successful completion of another Health Science course
Credit: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

PRACTICUM IN HEALTH SCIENCE (1791) – Radiology (Course location - Clemens)
This course is designed to give students practical application of previously studied knowledge and skills. This class will provide students with the opportunity to become a Certified Radiological Technician (NCRT). This course will teach the fundamentals of diagnostic radiological procedures to prepare individuals for a career as a Radiology Technician. Topics will include radiation safety, image production and evaluation. Students will also learn human anatomy and radiological procedures of the chest, spine, abdomen, upper extremities and lower extremities. Individuals employed as a NCRT will be able to perform radiographic procedures under the supervision of a doctor.
Prerequisite: Grades 11 – 12 AND successful completion of Principles of Health Science, Health Science Theory
Credit: 2 units

PRACTICUM IN HEALTH SCIENCE (1791) Medical Billing and Coding (Course location - Clemens)
This course is designed to give students practical application of previously studied knowledge and skills. This Medical Billing and Coding program will equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field. Practicum experiences will occur at local doctors’ offices and medical facilities. Students will need their own form of transportation to get to their rotation sites. Students successful in this course will sit for the National Certification exam as an insurance coding specialist through NCCT, Inc.
Prerequisite: Grades 11 – 12 AND successful completion of Principles of Health Science, and Health Science Theory
Credit: 2 units

PRACTICUM IN HEALTH SCIENCE (1930) Certified Nursing Assistant (Course location - Steele)
This course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences will occur in a long-term care facility. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Students will receive at least 60 classroom hours and 40 clinical hours to prepare them to sit for the National Nurse Aide Assessment Program Examination at the end of the school year. Students will need their own form of transportation to and from the long-term care facility.
Prerequisite: Grades 11 – 12 AND successful completion of Principles of Health Science, and Health Science Theory
Credit: 2 units
PRACTICUM IN HEALTH SCIENCE (1931) Certified Clinical Med Assistant (Course location - Steele)

This course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences will occur in a variety of locations appropriate to the nature and level of experience. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Certified Clinical Medical Assistant’s (CCMA’s) are a vital part of clinical patient care and are in great demand in the workforce. Students successful in this course will sit for the National Healthcareer Association Certification (NHA) exam at the end of the year. Students will need their own form of transportation to and from their clinical rotation sites.

Prerequisite: Grades 11 – 12 AND successful completion of Principles of Health Science, and Health Science Theory
Credit: 2 units

HOSPITALITY and TOURISM CAREER CLUSTER

Management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

PRINCIPLES OF HOSPITALITY AND TOURISM (1777)

The Hospitality and Tourism industry encompasses lodging; travel and tourism; recreation, amusements; attractions and resorts; and restaurants and food and beverage service. Hospitality and Tourism maintains the largest national employment base in the private sector. This course is recommended for students in grades 9-11.

Prerequisite: none
Credit: 1 unit

INTRODUCTION TO CULINARY ARTS (1777)

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.

Prerequisite: Grades 9 - 10
Credit: 1 unit

CULINARY ARTS (1774)

This course begins with the student studying safety and sanitation by pursuing the challenging national ServSafe food handler’s certificate. Instruction includes operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation, service and techniques. The fundamentals and principles of the art of cooking and the science of baking are also covered. Proper use of the professional kitchen is included. Latest technology is used to research famous chefs and current trends in the foodservice industry. The student chefs host monthly luncheons for faculty and others throughout the year. Student chefs use entrepreneurship skills in the student-run restaurant. Career and college planning with portfolio development are also components of the course. Legal considerations, customer service, career options, food safety, and managing multiple family, community and career roles are course components. Students may have the opportunity to earn articulated college credit through the Advanced Technical Credit program.

Prerequisite: Grades 10 – 12 AND Intro to Culinary Arts OR Principles of Hospitality and Tourism
Credit: 2 units

ADVANCED CULINARY ARTS (1775)

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.

Prerequisite: Successful completion of Culinary Arts I
Credit: 2 units
PRACTICUM IN CULINARY ARTS (1932)
Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Instructions may be delivered through school-based laboratory training or through work-based delivery arrangement such as cooperative education, mentoring, and job shadowing. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
Prerequisite: Grades 11-12 and successful completion of Culinary Arts
Credit: 2 units

FOOD SCIENCE (1906)
Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular activities.
Prerequisite: Grades 11-12 AND successful completion of Biology, Chemistry, AND another science course
Credit: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

INFORMATION TECHNOLOGY CAREER CLUSTER
Careers in design, development, support and management of hardware, software, multimedia and systems integration services

PRINCIPLES of INFORMATION TECHNOLOGY (1743)
Welcome to Principles of Information Technology! In P.I.T., students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. The student will be able to identify the hardware components associated with information systems and demonstrate knowledge of different software associated with information systems. Students will implement and demonstrate personal and interpersonal skills needed to prepare for a rapidly evolving workplace environment. Students will enhance their reading, writing, computing communication and reasoning skills and then apply them to the information technology environment.
Prerequisite: Grades 9-12
Credit: 1 unit

DIGITAL MEDIA (1739)
Animation, graphic design, video production and webpage design are critical elements in the world of business and information technology. This course will introduce you to the use of multimedia in business by offering experience and access to professional video, animation, graphics, webpage, and audio editing software. Students will use equipment such as scanners, printers, digital cameras, video cameras, tripods, and wireless microphones. Students in DIM will develop proficiencies in designing, importing, and manipulating text, graphics, audio, and video used in presentation management, multimedia production, publishing systems and emerging technologies. The knowledge and skills acquired will enable students to successfully perform and interact in a technology-driven society.
Prerequisite: Grades 10 – 12, Principles of Information Technology recommended
Credit: 1 unit

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WEB TECHNOLOGIES (1742)
Through the study of web technologies and design, students learn to make informed decisions and apply the
decisions to the field of information technology. Students demonstrate and employ knowledge of Internet
programming strategies to develop and maintain web applications. Students implement personal and interpersonal
skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced
will enable students to successfully perform and interact in a technology-driven society. Students enhance reading,
writing, computing, communication, and critical thinking and apply them to the information technology
environment.
Prerequisite: Grades 10-12, Recommended: Principles of Information Technology
Credit: 1 unit

COMPUTER MAINTENANCE w/Lab (1740 & 1923)
Why pay someone else to fix your computer? Why not be the person other people pay to fix their computer?
Students acquire principles of computer maintenance knowledge, including electrical and electronic theory,
computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair
of computer systems. To prepare for success, students must have opportunities to reinforce, apply, and transfer
knowledge and skills to a variety of settings and problems. Students acquire an understanding of computer
technologies, networking, and systems components. The OSHA 10-hour Certification for General Industry will be
completed during this course.
Lab:
Prerequisite: Grades 10 – 12, Recommended: successful completion of Principles of IT
Credit: 1 unit

COMPUTER TECHNICIAN PRACTICUM (1741)
Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of
electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service,
and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and
skills to a variety of settings and problems. Proper use of analytical skills and application of information technology
concepts and standards are essential to prepare students for success in a technology-driven society.
Prerequisite: Grades 10 – 12 AND successful completion of Computer Maintenance
Credit: 2 units

COMPUTER SCIENCE (1282)
As introduction to computer programming concepts, students will learn the basics of computer programming in
order to create games and open ended programming projects. Students will create programs to solve both real world
and academic problems. No previous computer knowledge is required.
Prerequisite: Algebra 1
Credit: 1 unit

AP COMPUTER SCIENCE (1283)
As introductory course to computer science, students will learn the basic structure and theories of computer
programming to solve problems and create software. The course focuses on the AP Java subset (standard Java)
programming language and no previous computer knowledge is required. This course counts as a fourth year math
course and is recommended for any student pursuing a STEM career.
Prerequisite: Algebra 2 and Geometry
Credit: 1 Math unit
This course may count as a 4th math credit.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITIES CAREER CLUSTER
Careers in planning, managing, and providing legal, public safety, protective services and homeland security,
including professional and technical services.

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PRINCIPLES of LAW, PUBLIC SAFETY, CORRECTIONS and SECURITY (1762)

The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. Students will have the opportunity to be certified in CPR/AED and in First Aid.

Prerequisite: Grades 9-12
Credit: 1 unit

LAW ENFORCEMENT I (1763)

Law Enforcement I is 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 and elements of crime. This course includes FEMA safety certification and interactive learning labs to include basic crime scene investigation, felony and traffic stops.

Prerequisite: Grades 10 – 12, Recommended: Successful completion of Principles of Law
Credit: 1 unit

LAW ENFORCEMENT II (1764)

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. Students will examine criminal offenses including DUI and DWI (Penal Code), and strategies and tactics related to crowd control.

Prerequisite: Grades 10 – 12, Recommended: Successful completion of Principles of Law I and Law Enforcement I
Credit: 1 unit

FORENSIC SCIENCE (1765)

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene 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 spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Prerequisite: Grades 11 – 12, Pre-requisite: Biology AND Chemistry
Credit: 1 unit

This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

FEDERAL LAW ENFORCEMENT and PROTECTIVE SERVICES (1924)

Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.

Prerequisite: Grades 10 – 12, Recommended: Successful completion of Principles of LPSSC
Credit: 1 unit
MARKETING, SALES AND SERVICE CAREER CLUSTER
Careers in planning, management and performing marketing activities to reach organizational objectives.

PRINCIPLES of BUSINESS, MARKETING and FINANCE (1728) ▲
Do you like to shop? Sharpen your shopping skills while learning about advertising, marketing and finance. In this class you will begin to develop your talents, abilities and business skills. Are you a trend setter? Would you like to own your own business? Put your imagination to work when planning investment and advertising strategies. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. It is recommended that students take this course prior to enrolling in industry-specific courses.

Prerequisites: Grades 9-12
Credit: 1 unit

SPORTS and ENTERTAINMENT MARKETING (1747) ▲
The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Prerequisites: Grades 9 - 12
Credit: ½ unit

ADVERTISING (1748) ▲
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. Students will be introduced to the principles and practices of advertising and sales promotion including print, broadcast and digital media. In this course, students will explore the techniques used in current advertising both domestically and abroad.

Prerequisites: Grades 9 - 12
Credit: ½ unit

ENTREPRENEURSHIP (1749) ▲
In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

Prerequisite: Grades 10 – 12, Recommended: Principles of Business, Marketing, and Finance
Credit: 1 unit

ADVANCED MARKETING (1793) ▲
Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students 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, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid and unpaid career preparation experience.

Prerequisites: Grades 11 – 12 AND successful completion of one other marketing cluster course
Credit: 2 units

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PRACTICUM in MARKETING (1926)

Prerequisites: Grades 11 – 12 AND used as a capstone course AND one credit from the courses in the Marketing Career Cluster. Recommended prerequisite: Practicum in Marketing.

Credit: 2 units

CAREER PREPARATION 1 & 2 (1752 & 1753)

This class is a combination of classroom technical instruction and on-the-job training in an approved training area. These training areas may include Agriculture, Business Education, Marketing, Family Consumer Science, Law Enforcement and Health Science. Students will learn employability skills, job interviewing techniques, communication skills, financial and budgeting activities, human relations and will develop a personal portfolio. Students may earn a 10 hour OSHA Online CareerSafe Certification during this course.

Prerequisites: CP1 – Grades 11 – 12
CP2 – Grades 11 – 12 AND successful completion of Career Prep 1

Credit: 2 units each

EXTENDED PRACTICUM in CAREER PREP (1927)

Prerequisites: Grades 11 – 12, concurrent enrollment in Career Prep I or II, AND successful completion of at least 1 advanced CTE course that is part of a coherent sequence related to the field in which the student will be employed.

Credit: 1 unit

SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS (STEM) CAREER CLUSTER

Careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

PRINCIPLES of APPLIED ENGINEERING (1788)

This course provides an overview of the various fields of STEM and their interrelationships. Students will use 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 and will be able to make informed decisions regarding a coherent sequence of courses. Students will work on a design team to develop a product or system during the course of this program. Students will use multiple software applications to prepare and present course assignments.

Prerequisite: None

Credit: 1 unit

ENGINEERING DESIGN and PRESENTATION I (1785)

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Prerequisite: Grades 10 – 12, Recommended: Successful completion of Algebra I, Geometry or concurrent enrollment, and Principles of Applied Engineering

Credit: 1 unit
ENGINEERING DESIGN and PRESENTATION II (1744)

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application and application of the design process. Recommended for grades 11 and 12 to further advance the skills learned in Engineering Design and Presentation I.

Prerequisite: Grades 11 – 12 AND successful completion of Engineering Design and Presentation I, Algebra I, AND Geometry

Credit: 2 units

ENGINEERING DESIGN and PROBLEM SOLVING (1745)

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, process, or many other things depending on the problem. Students will apply knowledge of science, math and technology to create justifiable solutions to open-ended problems using engineering design and processes with opportunities to manage an engineering design project.

Prerequisite: Grades 11 - 12, Recommended: Successful completion of two STEM courses, Algebra I, and Geometry

Credit: 1 unit

This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

ROBOTICS I (1907)

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

Prerequisite: Grades 10 – 12, Recommended: Successful completion of Principles of Applied Engineering

Credit: 1 Unit

ROBOTICS II (1929)

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. This course will provide students the opportunity to master skills necessary in robotics and advanced manufacturing technology. It further develops the student’s understanding of the process of engineering and application of the design process.

Prerequisite: Grades 11 – 12 AND successful completion of Robotics I

Credit: 1 unit

SCIENTIFIC RESEARCH and DESIGN (1744)

Students will participate in research design methodology. Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. This course will emphasize the formulation of hypothesis, data collection, analysis of published research, organization and implementation of investigations, evaluating qualitative and quantitative data collected through experimentation, synthesizing conclusions and communication of findings for varying audiences.

Prerequisite: Grades 11 – 12 AND successful completion of Biology, Chemistry, IPC, OR Physics

Credit: 1 unit

This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

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BIOTECHNOLOGY I (1798)
Students will apply advanced academic knowledge and skills to the emerging career fields of biotechnology in the areas of forensics, medical, agricultural and molecular level science. Students will analyze cell structures and discuss aspects of genetic engineering while participating in hands-on laboratory experiences related to biotechnology.

Prerequisite: Grades 11 – 12, AND successful completion of Biology AND Chemistry
Credits: 1 unit
This course will count for an Advanced Science Elective – Students must meet the 40% lab and field work required.

PRACTICUM in SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS (1908)
The practicum course is paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics career cluster. Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in addition to more advanced knowledge and skill.

Prerequisite: Grade 12 only AND successful completion of Algebra I AND Geometry, Recommended: successful completion of two additional STEM courses
Credit: 2 units

PROJECT-BASED RESEARCH in ENGINEERING (1726)
Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to STEM career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Prerequisite: Grades 11 – 12 AND must have completed another STEM course
Credit: 1 unit

LOCAL CREDIT

OFFICE AIDE (1670)
In this course, students assist in the various administrative offices of the school. Students perform such assignments as filing, routine clerical work, or duties relevant to a particular office. Students acting as office aids must have excellent attendance and no major disciplinary record. This course may be taken for one or two semesters.

Prerequisite: Senior; Counselor recommendation AND Vice-Principal approval
Credit: local credit (does not count towards total credits required for graduation)

HEALTH AND PE

HEALTH (1600)
This one-semester course can be taken any time but is recommended for freshmen. Emphasis is placed on personal health and safety, health-related concepts and skills that involve interaction between individuals, concepts, and skills that affect the well being of people collectively.

Prerequisite: None
Credit: 1/2 unit

BOYS PHYSICAL EDUCATION 1, 2, 3, 4 (1621, 1622, 1623, 1624)
GIRLS PHYSICAL EDUCATION 1, 2, 3, 4 (1611, 1612, 1613, 1614)
This course emphasizes motor skill improvement, participation in individual, dual, and team sports; and the development of interest in and skills for lifetime sports. P.E. 1-A has a classroom component in addition to the gym activities. Students will need to provide appropriate P.E. clothes and a towel.

Prerequisite: None
Credit: 1 unit each
ATHLETIC TEAMS
Students may register for the athletic program in which they are interested. Since athletic team members are selected by try-outs, playing experience is important in addition to skill. Students who do not make the team may be removed from the program after try-outs and placed in a PE class until the end of the grading period. **Physicals are required before a student can be allowed to participate or try out.**

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**Prerequisite:** Freshmen – Tryouts, Sophomore/Junior/Senior – Tryouts and Coach Approval  
**Credit:** ½ unit per semester

SUPPORT ACTIVITIES

**CHEERLEADING 1, 2, 3, 4 (1636-1639 at Clemens, 1642-1645 at Steele)**  
The cheerleading class is for students who were selected to the cheerleading squads from tryouts. Cheerleaders support athletic events, community functions, and participate in local and/or national competitions. The focus for this class is to strengthen their cheerleading skills. These skills include gymnastics, dance, stunting, jumping, motion technique, community service, leadership, citizenship, sports appreciation, school spirit, and communication skills. In addition, this class will have a strong emphasis on aerobic conditioning, muscular strengthening, and flexibility. Estimated cost for uniforms and camp is approximately $1,200.00 for the first year and $500.00 for each subsequent year.

**Prerequisite:** Students must have been selected to squad  
**Credit:** 1 unit  
At Clemens, cheer will count as P.E. the first year and Fine Arts the following years, and at Steele, cheer will count as P.E. all four years

**SPORTS MEDICINE 1 (1830)**  
The purpose of this course is to provide an overview of the measures for the prevention, management, and rehabilitation of athletic related injuries. Students will study basic anatomy as it applies to athletic injuries, protective equipment and bracing to protect the injured area and different theories of evaluation and rehabilitation techniques as they apply to athletic injuries. Problems such as nutrition, physical examination, wound care; environmental conditions, therapeutic modalities, athletic taping, and athletic training facilities and equipment are discussed. This course is mentally demanding as well as physically demanding. It will involve outside-of-class homework with college level material being covered. Time is required working with athletes and athletic teams and is required for entrance into the Athletic Training program.

**Prerequisite:** Freshman/Sophomore, (or Junior –must have Staff Athletic Trainer approval)  
**Credit:** 1 unit

**SPORTS MEDICINE 2-4 (1831, 1832, 1833)**  
This course provides an in-depth study and application of the components of sports medicine for the athletic training student. It includes, but is not limited to: basic rehabilitative techniques, therapeutic modalities, wound care, taping and bandaging techniques, prevention, recognition and care of musculoskeletal injuries, injuries to the young athlete, drugs in sports, and modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class homework and time required working with athletes and athletic teams. This course is a self-paced course that requires deadlines to be met. It is a mentally demanding as well as physically challenging course.

**Prerequisite:** Successful completion of Sports Medicine 1 and Staff Athletic Trainer approval  
**Credit:** 1 unit

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AIR FORCE JROTC PROGRAM

All courses in the Air Force JROTC Program have three components: Aerospace, Leadership and Wellness. The Wellness curriculum for each course is the same and is applicable to each AFJROTC course.

Wellness Curriculum:

Wellness is an official part of the Air Force Junior ROTC program and ROTC 1 may waive 1.0 credit of PE to meet graduation requirements. It is an education and exercise program intended to focus upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. Cadets will be given the opportunity to put into practice the wellness concepts taught in Leadership Education 100, 200, 300, and 400. Teachers are free to include other activities cadets enjoy such as team sports. Wellness is a 36-week program modifiable to meet individual goals. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help in developing individualized training programs for cadets. Instructors are free to include other activities cadets enjoy such as team sports in order to keep the Wellness Program fun and motivating. The Wellness Program also provides a list of 19 exercises with examples that may be utilized in a 36 week program modifiable to meet individual and district/state goals. Instructors should utilize fitness programs that best fit the requirements within their district/county/state. HQ AFROTC offers suggested fitness programs that may meet these requirements that will allow for tracking through WINGS. Cadet fitness improvement should also be rewarded, either by earning the Wellness Ribbon, Presidential Fitness Challenge certificate, or both.

The objective of the Wellness Program is to:
Motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

The goals of the Wellness Program are to:
1. Create an individualized training program based on national standards by age and gender.
2. Identify areas of improvements for each cadet.
3. Incorporate a physical training program to reach goals.

ROTC 1 (AEROSPACE SCIENCE 1 [AS-1], LEADERSHIP EDUCATION 1 [LE-1] AND WELLNESS) (1811)

AS-1: This course is about aviation history focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern days. It emphasizes civilian and military contributions to aviation, the development and modernization of the U.S. Air Force, and a brief history of astronomy and space exploration.
LE-1: This requirement is dedicated to leadership studies related to the academic subject matter. Students are taught study habits, time management, wearing of the uniform, Air Force customs and courtesies, introduced to basic drill as related to attitude and discipline.
Prerequisite: None
Credit: 1 unit (can be used to waive P.E. requirement)

ROTC 2 (AEROSPACE SCIENCE 2 [AS-2], LEADERSHIP EDUCATION 2 [LE-2] AND WELLNESS) (1812)

AS-2: This is an introductory and customized course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science related courses. At the conclusion of this course students will have a greater understanding of the science of flight. This knowledge can help students pursue a career in aviation, learn how to fly or just become more knowledgeable about flight
LE-2: Stresses intercommunications skills and cadet corps activities. Written reports and speeches complement academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.
Prerequisite: ROTC 1
Credit: 1 unit
NOTE: The last two years of ROTC are only for selected cadets to fill very demanding leadership positions in the cadet corps. These cadets must be selected by the Senior Aerospace Science Instructor. Their selection is based on outstanding performance in both academic and corps activities.

ROTC 3 (AEROSPACE SCIENCE 3 [AS-3], LEADERSHIP EDUCATION 3 [LE-3] AND WELLNESS) (1813)

AS-3: This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned space flight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the moon focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.

LE-3: Covers which path to take after high school with information on how to apply for admission to college, how to begin the job search including filling out the job application, writing the resume and how to prepare for the job interview. LE 3 also will help students become a more confident financial planner by understanding how to save, invest and spend money wisely, as well as how to avoid the credit trap. Additionally, the career opportunities in the aerospace industry and Air Force are covered.

Prerequisite: ROTC 2
Credit: 1 unit

NOTE: The course taught in AS 2 and AS 3 may be taught in any sequence. Clemens ROTC 2 & 3 students will be taking the AS2, Science of Flight course during even school years, and AS3, Exploring Space, during odd school years. Steele ROTC 2 & 3 students will be taking the AS3, Exploring Space course during even school years and AS2, Science of Flight, during odd school years. (ex. odd years 2015-16/ even years 2016-17)

ROTC 4 (AEROSPACE SCIENCE 4 (AS-4), LEADERSHIP EDUCATION 4 (LE-4) AND WELLNESS) (1814)

AS-4: This course is the management of the cadet corps. The cadets manage the entire corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They will also learn about careers in the aerospace and aviation industries.

LE-4: Emphasizes management, planning, organizing, and leading. Four year cadets put these skills into practice by holding key leadership positions in the cadet corps.

Prerequisite: ROTC 3
Credit: 1 unit

The first year of ROTC will count as a P.E. credit and will be located under the P.E./Equivalent category on the AAR unless the student requests that it does not.

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THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM
At Samuel Clemens High School

The IB Diploma Program is an internationally-recognized, rigorous two-year college preparatory curriculum that challenges students during their junior and senior high school years and involves requirements to complete an Extended Essay (4,000 word), complete the Theory of Knowledge class, and successfully satisfy the Creativity, Activity & Service (CAS) requirement of IB during junior and senior years.

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The IB Diploma Program is an internationally-tested curriculum, open to any qualified student willing to take on the challenge; interested students who have passed/are passing their most recent/current classes and have passed the most recent EOC exams should submit an application from Ms. Rhodes or Ms. Wilcox, the IB Coordinators. (Application available on the Clemens IB webpage). Students at the junior high level should take Algebra 1 and perhaps Spanish 1, if possible. Students in grades 9 and 10 should enroll in Pre-IB courses. Students who will be juniors will need to follow the IB course requirements.

International Baccalaureate Focus--this is a general “map”--individual situations may vary. Check with the IB coordinators for information specific to your case.

26 Credits

**English Language Arts**
- Pre-IB English I
- Pre-IB English II
- IB English III HL-1
- IB English IV HL-2

**Mathematics**
- Algebra I or Pre-IB Geometry
- Pre-IB Geometry or Pre-IB Algebra II
- Pre-IB Algebra II or IB Math SL
- IB Math Studies SL or AP Calculus or Stats

**Science**
4 years of science overall, culminating in either two years of IB Physics or 1 - 2 years IB Biology

**Social Studies**
- Pre-AP World Geography
- AP World History
- IB History of the Americas HL-1
- IB History of the Americas HL-2

**World Language (no substitutions)**
4 consecutive years of Pre-IB and IB-level Spanish, French or German

**Fine Arts or Substitute**
- IB Visual Arts or Theater Arts

**Electives**
- Health (½) required local credit
- Elective (1 year)

**Physical Education or substitute**
- Year 1

**And Additional IB Requirements:**
- Research/Technical Writing ½ credit coupled with TOK – IB Theory of Knowledge (1 year)
- IB Psychology SL or HL (1 or 2 years) or other elective, depending on individual IB student schedule

Specific course requirements may vary depending on individual IB Diploma Program plan.

PRE IB ENGLISH 1 (5120)
This course is an enriched language arts option for qualified students who desire a more intense, college-bound curriculum. Designed to challenge the student both intellectually and ideologically, this course features strong emphasis on analytical writing in conjunction with enriched, diverse literature to foster the independent critical thinking and writing skills necessary for entry into upper level IB courses.

**Prerequisite:** acceptance into the IB program

**Credit:** 1 unit

**Summer reading requirement:** This course may require a summer reading assignment. Please consult your high school's website and/or the department webpage for summer reading requirements and due dates.

PRE IB ENGLISH 2 (5121)
This course is an enriched language arts option for qualified students who desire a more intense, college-bound curriculum. Intensive work in grammar, vocabulary, and composition skills are geared to assist students and prepare them for both state and college-level tests. It also features a strong emphasis on analytical writing in conjunction with enriched literature to continue students’ preparation for entry into upper-level IB courses.

**Prerequisite:** English 1 or Pre-AP or Pre IB English 1

**Credit:** 1 unit

**Summer reading requirement:** This course may require a summer reading assignment. Please consult your high school's website and/or the department webpage for summer reading requirements and due dates.
IB ENGLISH 3 HL-1 (5122)—INTERNATIONAL BACCALAUREATE

The two-year IB Language A program strives to provide a rigorous course of academic studies that will, through a study of world literature, broaden the student’s perspective of and appreciation for the common human experience. Exposure to a wide range of challenging literary works will foster independent critical thinking and writing and speaking skills. IB English 3 is a literature and film-based course involving a study of various novels, drama and poetry with a focus on literary style and structure and includes a study of the adaptation of literary works into film to understand how literature and film work in their respective ways. In addition to learning literary criticism, students will develop the ability to compare films and their literary roots from a critical perspective (not a media study unit). In addition to class work, students will complete two formal “oral” assessments for the IBO that make up a portion of the IB course credit. Additional assessments may involve oral presentations and commentary, timed and un-timed writings, and objective exams. All assessments are designed to reflect the student’s grasp of the subtleties of thought and feeling expressed in the text, to demonstrate the originality and relevance of the student’s interpretation of the selection, and to foster an appreciation of the function of literary features in each work. The successful candidate should come to value the artistic merit of the written word and should emerge from the IB program equipped to provide insightful, relevant commentary on any work in the English language.

Prerequisite: Admission to the International Baccalaureate Diploma Program
Credit: 1 unit

Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB ENGLISH 4 HL-2 (5124)—INTERNATIONAL BACCALAUREATE

The two-year Language A1 program strives to provide a rigorous course of academic studies that will, through a study of multicultural literature, broaden the student’s perspective of and appreciation for the common human experience. Exposure to a wide range of literary works with a global focus will foster independent critical thinking and writing skills.

The successful candidate will come to value the artistic merit of the written word, and will emerge from the IB program equipped to provide insightful, relevant commentary on any work in the English language. IB English 4 focuses on World Literature works and an extensive study of poetry. Students will sit for exams in the spring semester. In addition, two literary criticism papers are required by the IBO and make up a portion of the IB course credit.

Assessments will involve timed and un-timed writings, objective exams, extended essay assignments, and oral presentations. All assessments are designed to reflect the student’s grasp of the subtleties of thought and feeling expressed in the text, the originality and relevancy of their interpretation of the selection, and their appreciations of the literary features of the work.

Prerequisite: IB English 3
Credit: 1 unit

Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

PRE IB GEOMETRY (5223)

This course is more intensive and more extensive than the regular course. In addition to the regular course content, a unit of symbolic logic is included. Emphasis is on problem solving which requires considerable mathematical insight. At least one student project will be required.

Prerequisite: Algebra 1
Credit: 1 unit

PRE IB ALGEBRA 2 (5214)

This course is more intensive and more extensive than the regular Algebra 2 course. In addition to topics from the regular Algebra II course, students will study topics from trigonometry, probability, and statistics.

Prerequisite: Geometry
Credit: 1 unit
IB MATHEMATICS SL (5231)

IB Math Standard Level is a one year course for the IB student who already possess knowledge of basic mathematics concepts, and who have the skills needed to apply mathematical techniques correctly. These students will expect to need a sound mathematical background as they prepare for future subjects in science, business, etc. Topics of study include, but are not limited to, algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. Students in Math SL will prepare a portfolio of two pieces of work as an IB internal assessment and take an external assessment at the end of the course.

Prerequisite: Pre IB Algebra 2
Credit: 1 unit

IB MATH STUDIES SL (5234)

IB Math Studies is a one year course for the IB student desiring to study the arts, business, and social sciences in college. Topics of study include, but are not limited to the graphic display calculator, number and algebra, sets, logic, probability, functions, geometry, trigonometry, statistics, and introductory differential calculus. Math Studies students will prepare a project as an IB internal assessment and take an external assessment at the end of the course.

Prerequisite: Algebra 2
Credit: 1 unit

PRE IB BIOLOGY (5304)

Pre IB Biology is a college preparatory course, more rigorous than grade-level biology. It is ideal for students that will be taking IB Physics to take Pre-IB Biology their freshman year. Students that will be taking IB Biology their junior year may take another science their freshman year as the IB curriculum will also prepare them for the state EOC. This curriculum covers biochemistry, cellular processes such as photosynthesis and cellular respiration, protein synthesis, genetics, classification, evolution, ecology, and body systems. This course is laboratory oriented; therefore lab safety and independent analysis of data will be emphasized.

Prerequisite: Acceptance into the IB program, Algebra 1 or concurrent enrollment
Credit: 1 unit

IB BIOLOGY SL (5416)

IB Biology SL is an introductory college level course involving an in depth study of general biological principles. Biochemistry, cytology, genetics, evolution, taxonomy, human physiology and ecology form the foundation of the course. Relationships and applications of concepts within and among the various sciences are explored as part of the required IB Group 4 project. Student investigations emphasize accurate observations, collection of data, data analysis and the safe manipulation of laboratory apparatus and materials in the laboratory and field. IB Biology students must design and complete their own laboratory investigations and submit formal lab reports for external moderation. This course prepares the student to take the IB Biology SL exam.

Prerequisite: Acceptance into the IB Program and previous credit in Chemistry
Credit: 1 unit

IB BIOLOGY HL-1 (5416)

IB Biology HL-1 is an introductory college level course. Course content is identical to IB Biology SL. Enrollment is for those Junior students with the intention of taking HL-2 their senior year. It provides the core foundation required for deeper understanding and additional applications of the topics covered in the HL-2 course. This course will require students to be assessed internally by the IB organization standards. Students must maintain a lab portfolio of their independent investigations from both years of IB Biology for external moderation. IB Biology HL-1 students will also participate in the Group 4 Project. This course prepares the student to take the IB Biology HL exam their senior year.

Prerequisite: Acceptance into the IB Program and previous credit in Chemistry
Credit: 1 unit

IB BIOLOGY HL-2 (5418)

HL-2 provides students with knowledge of the biological sciences equivalent to a full year college biology course. Topics are explored at a deeper and more complex level. Content includes advanced topics in nucleic acids and proteins, cell respiration and photosynthesis, botany, genetics, human physiology, evolution and ecology. Students at this level will be expected to complete independent research and carry out their own investigations. Emphasis
will focus on student design and implementation. Formal lab reports are required and will be submitted for external moderation. This course prepares the student to take the IB Biology HL exam.

**Prerequisite:** Acceptance into the IB Program; for Senior students who have already completed Biology HL-1

**Credit:** 1 unit

**PRE IB CHEMISTRY (5330)**

This college preparatory course introduces the fundamental concept involved in understanding matter and the changes that it undergoes. Emphasis is placed on development or chemical theories and application of problem solving skills. Independent and group research will be required.

**Prerequisite:** Acceptance into the IB program

**Credit:** 1 unit each

**IB PHYSICS SL (5351)**

This college level introductory physics course presents a realistic balance between physics theory and scientific research. Topics covered include optics, between physics theory and scientific research, Newton’s Laws of Forces and Gravitation, velocity, acceleration, and relativity. Independent projects and study will be required.

**Prerequisite:** Acceptance into the IB Program, Biology 1, Chemistry 1 and Algebra 2, concurrent enrollment in IB Math Studies or IB Math SL

**Credit:** 1 unit

**IB PHYSICS HL-1 (5351)**

This college level introductory physics course presents a realistic balance between physics theory and scientific research. Topics covered include optics, between physics theory and scientific research, Newton’s Laws of Forces and Gravitation, velocity, acceleration, and relativity. Independent projects and study will be required. This is the first part of the Physics HL course and students must continue to Physics HL-2. The IB exam will be taken at the end of HL-2 (the student’s senior year).

**Prerequisite:** Acceptance into the IB Program, Biology 1, Chemistry 1 and Algebra 2, concurrent enrollment in IB Math Studies or IB Math SL

**Credit:** 1 unit

**IB PHYSICS HL-2 (5352)**

This course is an in-depth and wide-ranging physics course that incorporates all of the material in a first year college physics course. In addition, there is a concentration on the history of physics and on astrophysics. There is a great breadth and depth in the topics discussed and how they relate to the overall concept of physics. There are several laboratory experiment design projects in accordance with IB requirements and some evening lab sessions will be required for the astronomy segment.

**Prerequisite:** Physics HL-1

**Credit:** 1 unit

**IB HISTORY OF AMERICAS 1 HL-1 (5453)**

This two semester course for 11th Grade students is the first part of the two year International Baccalaureate Course on the History of the Americas. In the first year, the student will focus on United States History from Reconstruction through the Reagan Era. In addition, this class takes a comprehensive overview of U.S. Foreign Relations and the history of the Cold War. In addition to a variety of quizzes, tests, and essays, each 11th Grade student will begin an internal assessment in the Spring (25% of IB Assessment). An internal assessment is comprehensive investigation of a historical topic required by the IB Program. During the summer of their senior year, students will be required to complete research and writing for their internal assessment. Students should begin IB History 2 with their research and rough draft completed. This is a demanding course of study that requires a large time commitment to complete the required reading, projects, and assessments.

**Prerequisite:** Junior, acceptance in IB Program

**Credit:** 1 unit

**Summer reading requirement:** This course may require a summer reading assignment. Please consult you high school’s website and/or the department webpage for summer reading requirements and due dates.

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IB HISTORY OF AMERICAS 2 HL-2 (5454)
This two semester course for 12th Grade students is the second part of the two year International Baccalaureate Course on the History of the Americas. In the second year, the student will focus on the history and politics of Latin America. In addition, course will also briefly look at the history & politics of Canada. Specific topics covered in detail include colonialism in the Americas, movements of independence, evolution of new governments, slavery in the Americas, the Mexican Revolution, Vargas & Peron, history & politics of Latin America from 1850 to 1928, history & politics of Canada from 1850 to 1928, and the history of Latin America & Canada after WW2. In addition to a variety of quizzes, tests, and essays, each 12th Grade student will complete three external papers (tests) that is part of the qualification for the IB Certificate. These tests, similar to AP Tests, are taken in May and sent to IB Headquarters for grading. Students will also complete and submit their internal assessment in the Fall Semester of this course. This is a demanding course of study that requires a large time commitment to complete the required reading, projects, and assessments.

Prerequisite: Senior, acceptance in IB Program
Credit: 1 unit

IB PSYCHOLOGY SL (5480)
IB PSYCHOLOGY HL-1 and HL-2 (5480, 5482)
IB Psychology is offered at the SL (1 yr.) level or at the HL (2 year) level and involves the systematic study of behavior and mental processes, examining the interaction of biological, cognitive and socio-cultural influences on human behavior. Research methods and ethics will be a pervasive thread throughout the curriculum. SL and first-year HL students will focus specifically on the psychology of human relationships, friendly and/or antagonistic, seeking to understand the complexities of human relationships, improve interpersonal relationships, promote social responsibility, etc. Second-year HL students will focus on abnormal psychology, examining and explaining the diagnosis and treatment of psychological disorders including anxiety disorders, affective disorders (such as depression) and eating disorders.

Assessments: All students will replicate a published psychological study for their Internal Assessment; second-year HL study replication requires additional inferential statistical analysis and a more in-depth approach. Students will sit for a two-day External Assessment (papers one, two and for HL, paper three) in the spring of their final semester in the course. Students should be prepared to experience a college level reading, writing, and research-intensive course.

IB Psychology SL (one-year course)

Prerequisite: Junior/Senior in IB program
Credit: 1 unit

IB Psychology HL-1 (first year of two-year course)

Prerequisite: Junior in IB Program
Credit: 1 unit

IB Psychology HL-2 (second year of two-year course)

Prerequisite: Senior in IB program; must have successfully completed IB Psych HL-1
Credit: 1 unit

Optional Summer reading/extra credit: This course may offer a summer assignment which serves as a review and/or extra credit. PLEASE consult your high school’s website and/or the department webpage in late May for the summer assignment opportunities and due dates.

PRE IB SPANISH 1 (5425)
This accelerated course gives a firm linguistic foundation for the dedicated student who will eventually take the respective IB exam in his/her senior year, with emphasis to develop receptive (listening, reading) and productive (speaking, writing) skills, as well as gain insight into Hispanic cultures through classroom activities and exercises that emphasize proficiency. Supplementary audiovisual materials enhance the program and reinforce grammatical concepts. Cultural and geographical lessons acquaint students with the diversity of people who speak Spanish.

Prerequisite: acceptance in IB Program
Credit: 1 unit

Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.
PRE IB SPANISH 2 (5426)
This course expands the fluency and spontaneity of the dedicated student who will eventually take the respective IB exam in his/her senior year with emphasis to build upon their receptive and productive skills while emphasizing the fundamentals of communicating in the target language, comparing different Spanish-speaking cultures to each student’s own, and making interdisciplinary connections. (Text/workbook)
Prerequisite: Spanish 1, acceptance into the IB program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

PRE IB SPANISH 3 (5427)
This course provides the dedicated student who will take the respective IB exam in his/her senior year, with various mediums to expand fluency. Oral proficiency skills continue to be stressed while emphasis upon literature and writing is increased. Readings include articles selected from current periodicals or the Internet, legends, short stories, and some poetry. Most class activities are conducted in the target language. (Text/workbook)
Prerequisite: Spanish 2, acceptance into the IB program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

PRE IB SPANISH 4 (5430)
This course provides the dedicated student who will take the respective IB exam in his/her senior year, with various mediums to expand fluency. Oral proficiency skills continue to be stressed while emphasis upon literature and writing is increased. Readings include articles selected from current periodicals or the Internet, legends, short stories, and some poetry. Most class activities are conducted in the target language. (Text/workbook)
Prerequisite: Spanish 3, acceptance into the IB program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB SPANISH 4 SL (5428)
In this course students are introduced to the different genres of Spanish literature and great Spanish authors. Reading and writing are emphasized. If the IB student is taking this course as a Standard Level (SL) IB course, he/she will be taking the appropriate IB exam in May, as well as participating in several conversations in the spring semester that are part of the SL IA’s for this course. Students will test at the end of this course their junior or senior year.
Prerequisite: Spanish 3, acceptance into IB program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB SPANISH 4 HL-1 (5431)
In this course students are introduced to the different genres of Spanish literature and great Spanish authors. Reading and writing are emphasized. Students will test at the end of this course their senior year.
Prerequisite: Spanish 3, acceptance into IB program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB SPANISH 5 HL-1 (5432)
This is a fifth year course culminating all prior learned Spanish skills with the five basic aspects of language learning: speaking, reading, writing, listening and culture. This section uses authentic literature, extended writings and listening and speaking immersion in the target language in order to support the International Baccalaureate exam (HL) which will be taken during the spring semester towards the end of the course (this includes conversations which are part of the HL IA’s for this course). Students will test at the end of this course their senior year.
Prerequisite: IB Spanish 4, acceptance into the I. B. Program
Credit: 1 unit
Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB SPANISH 5 HL-2 (5429)
This is a fifth year course culminating all prior learned Spanish skills with the five basic aspects of language learning: speaking, reading, writing, listening and culture. This section uses authentic literature, extended writings and listening and speaking immersion in the target language in order to support the International Baccalaureate exam (HL) which will be taken during the spring semester towards the end of the course (this includes conversations which are part of the HL IA’s for this course). Students will test at the end of this course their senior year.

Prerequisite: IB Spanish 4 HL-1, acceptance into the I. B. Program
Credit: 1 unit

Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

IB SPANISH 6 HL-2 (5433)
This is a sixth year course culminating all prior learned Spanish skills with the five basic aspects of language learning: speaking, reading, writing, listening and culture. This section uses authentic literature, extended writings and listening and speaking immersion in the target language in order to support the International Baccalaureate exam (HL) which will be taken during the spring semester towards the end of the course (this includes conversations which are part of the HL IA’s for this course). Student will test at the end of this course their senior year.

Prerequisite: IB Spanish 5, acceptance into the IB Program
Credit: 1 unit

Summer reading requirement: This course may require a summer reading assignment. Please consult your high school’s website and/or the department webpage for summer reading requirements and due dates.

PRE IB FRENCH 1 (5405)
Students will develop the basic skills of reading, writing, listening and speaking in French. Students will learn about Francophone countries and contemporary life in France. In addition to the regular curriculum, students will be exposed to authentic French material such as music videos, advertisements, commercials and current event reading from the website Un Jour Un Actu.

Prerequisite: Acceptance into the IB program
Credit: 1 unit

PRE IB FRENCH 2 (5406)
Students will continue to develop the skills of reading, writing, listening and speaking as well as their knowledge of French and Francophone cultures. Students will use more authentic materials and learn to express themselves using various types of communication relevant to the IB test.

Prerequisite: French 1, acceptance into the IB program
Credit: 1 unit

PRE IB FRENCH 3 (5407)
This course begins to focus on the requirements of the IB exam and is taught in French. Students will deepen their understanding of the French language and Francophone cultures. Students will begin writing in a variety of texts and expressing themselves informally and formally using appropriate register. Students will be exposed to various reading texts such as read short stories, excerpts from literature as well as current events.

Prerequisite: French 2, acceptance into the IB program
Credit: 1 unit

IB FRENCH 4 SL
This class is taught in French. Students will prepare for the Standard Level IB test deepening their knowledge of both the French language and the Francophone culture. Students will write a variety of texts such as journal entries, e-mails, interviews, persuasive essays etc. Students will debate issues from various viewpoints, analyze and describe photos, read current event articles from daily newspapers, view videos and movies all using authentic French material. Students will also read at least one French novel. Topics focused on will be the IB core: Social Relationships, Communication and Media and Global Issues and the IB Options: Health, Customs and traditions,
Leisure, Cultural Diversity and Science and Technology. Students will take the IB SL exam at the end of their senior year.

**Prerequisite:** French 3, acceptance into the IB program
**Credit:** 1 unit

Pre IB German I
German I Pre IB is a beginner German course on a higher level than regular German I. It is designed to teach students to be able to carry a basic conversation in German that would help them to get around if they were visiting Germany.

Pre IB German II
Pre-IB German II is a challenging course that includes more advanced topics. After completion of level 2, students will be able to discuss and respond to topics of daily life in Germany.

Pre IB German III
Pre-IB German III is an advanced course that prepares them for the IB course. The course is conducted in German language. It is comprised of oral and written language and includes the study of German culture and history. Student will be able to speak freely in a class discussion and presentation.

IB German IV SL
Students will study German 4 material and work independently on grammar, reading assignments, essay writing, and engage in conversations with classmates and teachers.

The course will include two internal assessment activities: individual oral and interactive oral activity that involves listening and speaking. One final assessment as prescribed by the IBO.

Requirements: Students are required to keep up with German news via internet and watch German movies. Further, students are expected to participate in video conferencing and the pen pal program.

**German IB IV SL course prerequisite:** Pre-IB German I, II, and III.

**IB ART 3 (SL) (5518)**
This course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Students will be actively learning about and documenting their learning in various art materials and techniques in an Art Journal, creating a show to display their works of art, and complete a comparative study of artworks of interest to them. This SL class can be completed in one year or two.

**Prerequisite:** None (although previous art classes are helpful); Junior or Senior Year
**Credit:** 1 unit

**IB ART 4 (HL) (5519)**
The Visual Arts Course at the HL level is a class completed over two years. It is similar to the SL Art course, but allows for deeper learning about art because of the extended time. The students create more pieces of art for display and will formally compare their works of art to other artists in the world. Students will be completing an Art Journal to document their learning in a variety of art materials and techniques, create a show of their work, and complete a comparative study of artworks.

**Prerequisite:** None (although previous art classes are helpful); Junior or Senior Year
**Credit:** 1 unit
IB THEATRE ARTS 3 (SL) (Year 1) (5523)
IB THEATRE ARTS 4 (HL) (Year 2) (5524)

Offered at both the higher and standard level, Theatre Arts is designed to provide students with the opportunities to develop aesthetic, imaginative and creative facilities; stimulate and train visual awareness, perception and criticism of theatre of various cultures as well as their own; enable students to discover, develop and enjoy means of creative expression; encourage the pursuit of quality; through training, individual experiment and persistent endeavor; and encourage a lively, inquiring and informed attitude toward theatre in all its forms, both in history and today. The course focuses on five main areas that represent the principals of theatre: performance skills; world theatre studies; practical play analysis; theatre production; and individual project. Students will develop a portfolio from journals kept throughout the course that will include: visual and written entries illustrating a student’s practical and experimental work; personal responses; and critical research. Theatre arts program aims to pursue advance and apply knowledge in the humanities, social and environmental sciences, and creative and performing arts. These goals are achieved through research and education in an open and inclusive environment, where students are encouraged to think creatively and critically and use their knowledge for the benefit of society.

**Prerequisite:** Acceptance into the IB program. Students must be able to attend after school rehearsal.

**Credit:** 1 unit each

**IB THEORY OF KNOWLEDGE (TOK) (5500)**

TOK is a required IB Diploma candidate course that invites students to examine the many areas of knowledge and evaluate the way they learn and the perspective from which they know what they know. Cultural, socio-economic, socio-emotional, and personal belief systems are examined in the light of how they affect learning across the globe. TOK is a core course for International Baccalaureate students. Candidates will be assessed by their completion of an internal assessment in the form of an oral presentation and an external assessment in the form of a 1200 - 1600 word essay. Summer readings will be posted on the Clemens website by the end of the spring semester. Readings will include only book and periodical excerpts, not an entire text.

**Prerequisite:** Acceptance into the IB program

**Credit:** 1 unit for IB Diploma candidates; or Local Credit only for IB Certificate candidates

**Summer reading requirement:** This course may require a summer reading assignment. Please consult your high school's website and/or the department webpage for summer reading requirements and due dates.

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