

Industrial High School

2013 -2014

Pre-Registration Materials And Course Offerings

The Pre-Registration Materials and Course Offerings Booklet has been prepared to assist students in selecting courses and an appropriate program of study while they are in attendance at Industrial High School. Counseling services are available to all students throughout each school day to provide information to students in the areas of educational, career planning and social adjustment.



Non Discrimination Statement

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

It is the policy of Industrial High School to support districts as they provide a free, appropriate education to all students consisting of regular and special education and related aides and services in career and technology education programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met and are based upon adherence to provisions set forth in 34 CFR 104.33-104.36; 34 CFR 104.31-104.40; (see also standards under V-C, V-D, V-E, V-f, V-G and V-H).

Student Name _____

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General Information

This guide assists Industrial ISD students in making course selections and planning their academic futures. The counselor works with students, parents, and teachers to select appropriate courses that are challenging and meet graduation requirements. Opportunities include two-year and four-year colleges and universities, vocational schools and the armed forces. Financial aid resources are available. For more information, please contact the counselor.

Planning Your High School Program

Suggestions for students and parents:

Seniors

- Plan a schedule with rigorous coursework and activities. Colleges look at courses and grades in making admission decisions and students must be prepared to compete academically on the college campus.
- Take an Advanced Placement or dual credit course to experience a college-level curriculum. Colleges look for AP designation on high school transcripts.
- IISD believes that all students need to be college ready. We encourage students to continue in core courses even if all graduation requirements have been met.
- Take three years of a language other than English. It demonstrates the student's desire to be more competitive and prepared for college.
- Review your grade point average and your test scores to make wise choices on courses for the senior year and for college choices.
- Participate in school-related activities and community service. Institutes of higher learning consider a student's involvement in activities other than academics.
- Take the SAT/ACT in the fall. Register in early September. Review SAT/ACT scores and take again in December if necessary.
- Attend College Night in the fall and College Information Seminars to gain information on the college admission process.
- Apply to colleges early in your senior year.
- Complete Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) in January of senior year.

Juniors

- Take challenging courses and do your best at earning high grades in all classes.
- Discuss your grade point average and test scores with your counselor to make wise choices about junior and senior classes and college options.
- Review and update your four-year plan for graduation.
- Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. The PSAT is administered only in October. Use the PSAT score report to study and improve your SAT score.
- Take the SAT/ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year.
- SAT website www.collegeboard.org
- ACT website <http://act.org>
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.
- Maintain and updated resume and portfolio of accomplishments.
- Continue your college search and planning.

Sophomores

- Plan the schedule to complete required courses for graduation.
- Review your transcript and verify grade point average and rank.
- Take the PSAT in October for practice.
- Participate in school related activities and community service.
- Keep an update resume and portfolio of accomplishments.
- Take three years of language other than English. It demonstrates the student's desire to be more competitive and prepared for college.

Freshmen

- Make a four year plan for graduation to plan courses for each year.
- Get involved in extracurricular activities sponsored by your school and/or community.
- Begin to develop a student resume or portfolio which lists all of your activities, awards and honors.
- Be responsible for your education. Take courses at the most challenging level you can handle.

How Can I Make Sure My Student is College Ready?

- Students who take the most rigorous courses tend to be more successful on college entrance tests and in their college courses.
- Students who take more math show high success rates.
- Students who spend time reading score higher on tests and perform better once on the college campus.
- Writing skills are very important across the curriculum. Knowing one's audience, writing concisely and in an organized, coherent manner is paramount.
- Work on time management, self-advocacy and persistence with your child.

Four Key Dimensions of College Readiness

- Key Cognitive Strategies: Analytic reasoning, problem solving, inquisitiveness, precision, interpretation, evaluating claims.
- Key Content Knowledge: Writing skills, algebraic concepts, key foundational content, and "big ideas" from core subjects.
- Academic Behaviors (self-management): Persistence, time management, study group use, awareness of performance, self-advocacy.
- Contextual Skills and Awareness (college knowledge): Admissions requirements, cost of college, purpose and opportunities of college, types of colleges, college culture, interacting with professors.
- SAT 1070 on Critical Reading/Math combined with minimum 500 on math
- ACT Composite 23 with minimum math of 19 and English 19

Students must also have graduated on the Recommended High School or Distinguished Achievement Plan in order to apply to a state 4-year institution (or meet the SAT or ACT requirements above). This applies to all students, including those in the top 10%.

STAAR

Beginning in 2011-2012, students in grade 9 and below are required to take STAAR End of course (EOC) exams for corresponding high school courses in which they are enrolled. Tests administered for EOC are Algebra I, Geometry, Algebra II; English I, II, III; Biology, Chemistry, Physics'; and U. S. History, World Geography, World History.

Contingent on the Legislature, scores achieved on each EOC will count as 15% of the final course grade and will be factored in the awarding of credit for each EOC-tested course. This has been waived for the past two years. Students are required to have a cumulative score set by the state in content area. Students graduating on the Recommended Plan must meet the cumulative score requirement and meet Satisfactory Academic Performance on English III and Algebra II EOC's. Students graduating on the Distinguished Achievement Plan must meet the cumulative score requirement and meet the Advanced Academic Performance on English III and Algebra II.

Curriculum Policies

Class Rank

Class rank will be determined by students' grade point averages. Class rankings of seniors will be determined at the end of the first semester for the purpose of college entrance requirements. All seniors will be ranked again at the end of the school year. This is the rank that will go on their final transcript and to their chosen college/university. All class rankings will be from four year or cumulative averages.

Beginning with the freshmen class of 2000-2001 only English, Math, Science, Social Studies, and Foreign Language courses will be used to calculate class rank and all of the students on the recommended graduation plan will be ranked higher than students on the minimum plan. Courses for which credit is earned in summer school, correspondence, credit by exam, middle school or distance learning classes taught by staff off our campus shall not be included in this calculation. College core classes taught by an Industrial ISD instructor will be calculated as a class toward GPA.

Sophomores and juniors will be ranked following the completion of each year and be available for distribution in the Fall of the following year.

Classification Standards – Freshman beginning in 2007-08

Grade 9 – Promoted or placed from junior high school

Grade 10 – One (1) year attendance and seven (7) credits

Grade 11 – Two (2) years attendance and fourteen (14) credits

Grade 12 – Three (3) years attendance and twenty (20) credits

Determining Credit

For one (1) semester course, credit may be earned by:

- 1) Completing the course and obtaining a grade of 70 or above.
- 2) The semester must be repeated if credit is desired.

For two (2) semester (year) courses, credit may be earned by:

- 1) Completing both semesters with a combined average of 70 or better.
- 2) If the combined semester average is not at least 70, the failed semester must be retaken and completed satisfactorily before the full credit can be earned. The failing semester can be made up in summer school or scheduled the following year.

To be eligible for Valedictorian or Salutatorian honors, a student must have been continuously enrolled in Industrial High School for the 4 semesters preceding graduation. The residency rule does not apply to qualifying for the top 10% of the graduating class. A student who transfers into Industrial High School shall receive credits and points counted toward the GPA if the same courses they are bringing in are offered at I.H.S. In the event that the course is not offered at Industrial High School, the course can count towards graduation but not towards GPA for class rank purposes. Honor graduates shall be students with a cumulative average of 90 or above.

Pre AP/AP Program

Ninth grade students who qualify will be able to enroll in Pre-Advanced Placement classes to prepare them for AP classes at the junior/senior level.

GPA Determination – Revised for August, 2011 and later

The purpose of class rank is to identify students from highest grade point average (GPA) to lowest GPA. In an effort to be fair and impartial, and reflect the students true *academic standing*, the only courses that will be used to calculate class rank will be English, Math, Science, Social Studies, and Foreign Language courses. The following will apply in calculating GPA:

1. 10 points per completion of semester will be added for all Pre-AP courses.
2. 20 points per completion of semester will be added for all AP courses and Pre-AP Pre-Cal.
3. 10 points per completion of semester will be added for the following courses: Foreign Language 3 and above and Regular Pre-Cal.
4. College core classes taught by an Industrial ISD instructor will be calculated as a class towards GPA.
5. All students on the Recommended Graduation Plan will be ranked higher than students on the Minimum Plan.
6. Courses for which credit is earned in summer school, correspondence, credit by exam, middle school or distance learning taught by staff off our campus shall not be included in this calculation.

Testing for Placement

Home-schooled students must meet the credit requirement for grade placement upon registration in Industrial ISD. Please see the Industrial I.S.D. Handbook for information. Gifted and Talented students entering the Industrial ISD will be retested at the end of the first semester if they wish to remain in the program if their class grades are not above 90.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) will replace the Texas Assessment of Knowledge and Skills (TAKS). STAAR includes the 12 end-of-course (EOC) assessments mandated by SB 1031 in 2007 which include English I, II, III, Algebra I, II, Geometry, Biology, Chemistry, Physics, U.S. History, World Geography and World History. Freshmen entering 2011-2012 will be required to achieve a cumulative score at least equal to the product of the number of assessments taken in that content area and the scale score that indicates satisfactory performance.

U.I.L. Participation Eligibility

A student in grades 9-12 may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of units in state-approved courses indicated below:

1. Beginning of the ninth grade year – have been promoted from the eighth grade to the ninth grade.
2. Beginning of the tenth grade year – at least five (5) units toward graduation.
3. Beginning of the eleventh grade year – at least ten (10) units toward graduation.
4. Beginning of the twelfth grade year – at least fifteen (15) units toward graduation.

In order to be eligible to participate in an extracurricular activity event for a six-week period following the initial six-week period of a school year, a student shall not have a recorded grade average lower than 70 on a scale of 1-100 in any course for the preceding six-week period. If a student loses eligibility after the first six week, grades may be checked to regain their eligibility after three weeks if passing all courses.

GRADUATION PROGRAMS

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts •	<p>Four credits:</p> <ul style="list-style-type: none"> English I, II, and III English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. The fourth credit of English may be selected from any of the following: <ul style="list-style-type: none"> English IV Research/Technical Writing Creative/Imaginative Writing Practical Writing Skills Literary Genres Business English (CTE) Journalism AP English Language Composition AP English Literature and Composition 	<p>Four credits:</p> <ul style="list-style-type: none"> English I, II, III, and IV English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> English I, II, III, and IV English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics •	<p>Three credits:</p> <ul style="list-style-type: none"> Algebra I Geometry <p>(A) The final credit may be Algebra II. (B) The final credit may be selected from one full credit or a combination of two half credits from the following courses:</p> <ul style="list-style-type: none"> Precalculus Mathematical Models with Applications Independent Study in Mathematics Advanced Quantitative Reasoning (AQR) AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) Engineering Mathematics (CTE) Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> Algebra I Geometry Algebra II <p>The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II.</p> <ul style="list-style-type: none"> The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> Precalculus Independent Study in Mathematics Advanced Quantitative Reasoning (AQR) AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> Algebra I Geometry Algebra II <p>The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry:</p> <ul style="list-style-type: none"> Precalculus Independent Study in Mathematics Advanced Quantitative Reasoning (AQR) AP Statistics AP Calculus AB AP Calculus BC AP Computer Science IB Mathematical Studies Standard Level IB Mathematics Standard Level IB Mathematics Higher Level IB Further Mathematics Standard Level Engineering Mathematics (CTE) Statistics and Risk Management (CTE)
Science •	<p>Two credits:</p> <ul style="list-style-type: none"> Biology Integrated Physics and Chemistry <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit</p>	<p>Four credits:</p> <ul style="list-style-type: none"> Biology, AP Biology, or IB Biology Chemistry, AP Chemistry, or IB Chemistry Physics, Principles of Technology, AP Physics, or IB Physics <p>The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</p> <p>The fourth credit may be selected from any of the following:</p> <ul style="list-style-type: none"> Aquatic Science Astronomy Earth and Space Science Environmental Systems AP Biology AP Chemistry AP Physics B AP Physics C AP Environmental Science IB Biology IB Chemistry IB Physics IB Environmental Systems Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Biotechnology (CTE) Advanced Plant and Soil Science (CTE) Food Science (CTE) Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> Biology, AP Biology, or IB Biology Chemistry, AP Chemistry, or IB Chemistry Physics, AP Physics, or IB Physics <p>After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following:</p> <ul style="list-style-type: none"> Aquatic Science Astronomy Earth and Space Science Environmental Systems AP Biology AP Chemistry AP Physics B AP Physics C AP Environmental Science IB Biology IB Chemistry IB Physics IB Environmental Systems Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Biotechnology (CTE) Advanced Plant and Soil Science (CTE) Food Science (CTE) Forensic Science (CTE)

GRADUATION PROGRAMS

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Social Studies ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) • The final credit may be selected from the following: World History Studies (one credit) World Geography Studies (one credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)
Academic Elective	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies • Any science course approved by SBOE <p>(If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)</p>	None	None
Languages Other Than English ♦	None	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	<p>One credit.</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. 	<p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Speech	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)
Health	One-half credit	One-half credit	One-half credit
Fine Arts ♦	<p>One credit for students who enter Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	<p>Eight credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE 	<p>Five credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE 	<p>Four credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE <p>Plus 4 Advanced Measures (see page 10)</p>
Total Credits		24	26

4 Advanced Measures for the Distinguished Achievement Graduation Program

These four measures can come from any combination of the following:

- * Original research and/or project that is:
 - * judged by a panel of professionals in the field that is the focus of the project; or
 - * conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - * related to the required curriculum set forth in *74.1 relating to the TEKS.
 (No more than 2 measures may be earned through original research projects.)
- * Test data where a student receives:
 - * a score of 3 or above on a College Board Advanced Placement examination;
 - * a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher.
- * Earn a grade of 3.0 or higher on college courses: college academic courses, advanced technical credit course, and dual credit courses.

High School Graduation Programs

All students entering Grade 9 in the 2007-2008 school year and thereafter must complete the requirements of the Recommended High School Program or the Distinguished Achievement High School Program unless the student, the parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program and the student:

1. Is at least 16 years of age,
 2. Has completed two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code 28.002(a)(1)
- OR**
3. Has failed to be promoted to Grade 10 one or more times as determined by the school district.

Exceptions:

- Students already on the minimum plan prior to 2009-2010
- ARD decision

Possible Course Offerings

From the courses offered below, you may select your schedule.

NOTE: Ten students are normally required for a course to be offered.

Language Arts

English 1 for SOL*
English 2 for SOL*
(*Speakers of Other Language)
English I
Pre-AP English I
English II
Pre-AP English II
English III (Composition)
AP English III (Composition)
English IV
AP English IV (British Lit.)
Journalism
Debate
Speech Communication ½ credit
Reading Applications

Mathematics

Algebra I
Geometry
Pre-AP Geometry
Math Models with Applications
Algebra 2
Pre-AP Algebra II
Pre-Calculus
Pre-AP Pre-Calculus
Math Independent Study (Alg 3)
AP Calculus
College Algebra 1314.294
College Statistics 1342.294

Foreign Language

Spanish 1
Spanish 2
Spanish 3
Spanish 4
AP Spanish

Business Education

Accounting
Business Information Management 1
Business Information Management 2
Money Matters

Science

Integrated Physics and Chemistry
Biology
Pre-AP Biology
Chemistry
Pre-AP Chemistry
Physics
Principles of Technology
Pre-AP Physics
Anatomy and Physiology
Environmental Science
Aquatic Science
Engineering Design
AP Physics
AP Biology
AP Chemistry

Social Studies

US History
World Geography
World History
Government
Economics
Advanced Studies

Health/Physical Education

Health
PE IA – Foundations Pers. Fitness
PE IB – Individual Sports
PE IIA – Team Sports
PE IIB - Aerobics
Boys/Girls Athletics

Fine Arts

Concert Band I - IV
Symphonic Band I - IV
Percussion I - IV
Applied Music I - IV
Theater Arts I - IV
Theatre Production I - IV
Art I - IV
Art Lab I - IV

Technology Applications

Computer Science 1	1	(9-12)
Computer Science 2	1	(10-12)
Digital Design and media Production	1	(10-12)
Web Design	1	(10-12)

Family and Consumer Science

Principles of Human Services	1	(9-12)
Child Development	½	(10-12)
Child Guidance	½	(10-12)
Interior Design	1	(10-12)
Lifetime Nutrition and Wellness	1	(11-12)

Agricultural Science Technology (F=Fall S=Spring)

Principles of Agriculture, Food and Natural Resources	1	(9-11)
Wildlife, Fisheries and Ecology Management	1	(10-12)
Agricultural Mechanics and Metal	1	(10-12)
Agricultural Facilities Design & Fabrication	1	(11-12)
Equine Science	½	(10-12)
Small Animal Management	½	(10-12)
AGSC Independent Study	½	(11-12)
NCCER Core (Prerequisite Certification/Welding1)	½	(10-11)
NCCER Welding 1	1	(10-12)
NCCER Cert Electrical Tech	1	(11-12)
NCCER Cert Millwright (Problems & Solutions)	½	(10-12)
NCCER Cert Welding (block)	2	(11-12)

Vocational Education

Electrical	1	(11-12)
Welding	1	(11-12)
Advanced Welding	2	(11-12)
Engineering Design and Problem Solving	1	(11-12)
Principles of Manufacturing (core)	½	(10-12)
Problems and Solutions (millwright)	½	(10-12)
Principles of Technology	1	(11-12)

Local Credit

Study Skills

Miscellaneous Note: Only one non-credit per year

Library Assistant NC

Office Assistant NC

Students failing an EOC are required to take an accelerated instruction class who fail to perform satisfactorily by achieving a Level II: Satisfactory Academic Performance on a STAAR EOC assessment.

Language Arts

Course	Credit	Grade Level	Prerequisite
English 1 for SOL	1	9	LPAC Placement
English I	1	9	none
English Pre-AP	1	9	7 th and 8 th Grade SAEGAR
English 2 for SOL	1	10	LPAC Placement
English II	1	10	English I
English II Pre-AP	1	10	85+ in Pre AP English I
English III	1	11	English II
English III AP	1	11	85+ in AP English III
English IV	1	12	English III
English IV AP	1	12	85+ in AP English III
Speech Communication	½	9-12	none
Journalism/Yearbook	1	9-12	Teacher Recommendation
Debate	1	10-12	Teacher Approval
Reading Applications	½	9,11	TAKS/STARR 8 th /10 th

English 1 and 2 for Speakers of Other Languages

Limited English proficient students may receive credit for English 1 and/or English 2 through these courses. They are normally co-enrolled in a regular English class as soon as deemed possible by the LPAC committee. Limited English proficient students cannot be exempt from the Exit Level STARR exam.

English I

English I extends the development of reading and writing skills. Students write utilizing the re-creation of personal experiences with an emphasis on more sophisticated organization and syntactical structure. Writing will incorporate the application of classroom studies in advance vocabulary and grammatical techniques. Students will have the opportunity to experience various literary genres and to evaluate each selection's merit by annotating and analyzing the content. A research project will be completed to review basic research skills; a quality product is required for course credit to be awarded. In order to recognize individuality in reading preferences and to promote advancement in reading skills, each student will be required to earn Accelerated Reader points each six weeks; both non-fiction and fiction selections will be required and will vary depending upon the six weeks.

Pre-AP English I

The Pre-AP course in English I is designed to train students to become skilled readers of various literary genres as well as to make them flexible able to who can compose a variety of modes for a variety of purposes. It is the first course of a four-year program geared toward the taking of the Advance Placement tests given for college credit at the end of the 11th and 12th grade levels of AP English. Through close reading and critical analysis of selected literary works, the students will deepen their understanding and enhance their appreciation of literature. A typed research paper is required for course credit to be awarded. In addition, in order to recognize individuality in reading preferences and to promote advancement in reading skills, each student will be required to earn Accelerated Reader points each six weeks; these reading requirements will vary among fiction, non-fiction or AP AR selections, depending upon the six weeks.

English II

English II extends the development of reading and writing skills. Students write utilizing the re-creation of personal experiences with an emphasis on more sophisticated organization and syntactical structure. Writing will incorporate the application of classroom studies in

advanced vocabulary and grammatical techniques. Students will have the opportunity to experience various literary genres and to evaluate each selection's merit by annotating and analyzing the content. A research project will be completed to review basic research skills; a quality product is required for course credit to be awarded. In order to recognize individuality in reading preferences and to promote advancement in reading skills, each student will be required to earn Accelerated Reader points each six weeks; both non-fiction and fiction selections will be required and will vary depending upon the six weeks.

Pre-AP English II

The Pre-AP course in English II is designed to train students to become skilled readers of various literary genres as well as to make them flexible writers who can compose a variety of modes for a variety of purposes. It is the first course of a four-year program geared toward the taking of the Advanced Placement tests given for college credit at the end of the 11th and 12th grade levels of AP English. Through close reading and critical analysis of selected literary works, the students will deepen their understanding and enhance their pleasure of literature. A typed research paper is required for course credit to be awarded. In addition, in order to recognize individuality in reading preferences and to promote advancement in reading skills, each student will be required to earn Accelerated Reader points each six weeks; these selections will vary among fiction, non-fiction and AP AR titles, depending upon the six weeks.

English III

English III features major periods, authors, forms, and types of American literature, which reflect the historical periods and events in the writings of the times. The literary study contains a variety of poetry, novels, short stories and essays and includes the study and use of literary terms. Student writing skills are emphasized and include focus on development of essays and longer compositions using outside information. Some of the writings are based on literary works and involve the development of vocabulary, development of reading skills and use of reference sources. A research paper is required. Each student will be required to earn A.R. points each six weeks; the reading requirements will vary among fiction and non-fiction depending upon the six weeks.

AP English III

AP English III is the third course in English of a 4-year program geared toward the taking of the Advanced Placement tests given for college credit at the end of the 11th and 12th grade levels of AP English. As in Pre-AP English I and II emphasis is on upper taxonomic thinking skills, extensive composition (some with research base), extensive reading from the eras of American literature, and literary analysis of the reading. Vocabulary and language development are designed to help students prepare for college entrance exams. Grammatical studies focus upon those elements that will improve the student's composition skills. A research paper is required. Students will take the AP English Language test at the end of the course. Each student will be required to earn A.R. points each six weeks; these reading requirements will vary among fiction, non-fiction, and A.P. selections, depending upon the six weeks.

English IV

In English IV is a college preparatory course that focuses on, yet is not limited to, British literature. Genres will include drama, short stories, non-fiction selections, poetry, and novels. Challenging reading coupled with evaluative writing activities will advance the student's vocabulary, as well as his/her syntactic and semantic capabilities. A college-level research paper will be required. In addition, each student will be required to earn accelerated Reader points each six weeks.

AP English IV

AP English IV is the final course in English of a four-year program geared toward the taking of the Advanced Placement Literature test, which is given for possible college credit. Independent projects and extensive reading will stem from multiple and varied genres. Mandatory requirements will be: a research paper involving critical literary analysis and numerous written evaluative and analytic responses. Independent reading (outside of class) for A.R. points will be required each six weeks with certain grading periods being designated for an AP A.R. selection. Each student will take the AP English Literature exam near the end of the course.

Speech Communication

Speech is a course designed to help students learn to organize and deliver ideas in various types of situations. It includes mechanics of speaking, symbols of communication and preparation and delivery of several forms of speeches. Students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles.

Journalism

Journalism is a full year course designed as an introduction to the elements of published writing in the classroom setting. Students will learn the basic elements of feature, news, editorial, and headline writing for UIL Journalism contests and learn the elements of putting a yearbook together. These students will assist the yearbook staff on assigned projects. After school availability is necessary. Students will assist in selling ads and yearbooks. Students must be able to complete work on time and submit work to the publisher by a specific and requested deadline.

Reading Application

In this course, students learn techniques for learning from texts including studying word meanings, produce effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of (cross curricular) content texts in preparation for post secondary schooling. Students needing acceleration for the reading and writing portions of the Exit Level TAKS/STARR will benefit from this class.

Debate

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 who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues and clashes of opinion.

Mathematics

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Algebra 1	1	9	None
Plane Geometry	1	10	Algebra 1
Pre-AP Geometry	1	9	88+ Avg in 8 th Grade Alg 1 Teacher Recommendation
Math Models w/Applications	1	11	Algebra 1, Geometry Teacher Approval
Algebra II	1	11-12	Algebra 1 and Geometry
Pre-AP Algebra II	1	10	88+Pre-AP Geometry Teacher Approval
Ind Study Math Topics (Algebra 3)	1	12	Algebra 2 and Geometry Teacher Approval
Pre-Calculus	1	11-12	Alg 1, Geom, Alg 2 Teacher Approval and 85+ average in regular Algebra 2
Pre-AP Pre-Calculus	1	11	88+ avg in Pre-AP Alg II Teacher Approval
AP Calculus	1	12	Successful completion of Pre-AP Math Program Teacher Approval
Math 1314 (College Algebra)	1	12	Teacher Approval
Math 1342 (College Statistics)	1	12	Teacher Approval

Algebra I

This course provides a formal development of the following concepts and skills: operations with real numbers, linear equations and inequalities in one and two variables, relations and functions, polynomials, rational expressions, radicals, and non-linear equations. Special emphasis is placed on problem-solving and graphing calculators are utilized. Students are required to demonstrate mastery of the TEKS on the Algebra 1 STAAR exam.

Geometry

Geometry follows Algebra I and incorporates all conceptual levels of Geometry: visualization, analysis, informal reasoning, and deduction. Algebraic and geometric models are used to model a variety of real-world situations. Special emphasis will be placed on problem solving to help prepare students for future math courses. New concepts such as geometric structure, geometric patterns, dimensionality and the geometry of location, congruence and the geometry of size, similarity and the geometry of shape will be taught. Students are required to demonstrate mastery of the TEKS on the Geometry STAAR exam.

Pre-AP Geometry

The Pre-AP Geometry course is designed to follow Algebra I which was successfully taken in the 8th grade. This is the second course in a five year program designed to prepare students to take the AP Calculus test upon completion AP Calculus course taken at 12th grade. This course will cover all TEKS for geometry and will extend most topics. Problem solving and real world application will form an integral part of the Pre-AP Geometry. Various formal proofs are developed including flow chart, two-column and paragraph. Projects are required of all the Pre-AP Geometry students. ***Students must meet the criteria for placement in this course.**

Mathematical Models with Applications

This course is designed to follow Algebra I and addresses practical and interesting applications of mathematics at that level. Students will use effective methods and strategies in solving problems involving money, data, chance, loan schedules, patterns, music, design, nature, and science. This class will use concrete, algorithmic, graphical and technological tools and a variety of representations to solve meaningful applied problems using underlying mathematical processes. For 2007-08 freshmen, math models must be taken before Alg. 2.

Algebra II and Algebra II Pre-AP

This course is a review of the essential content of first-year algebra and the introduction of new concepts such as the study of the complex number system, matrices, conic sections, exponential and logarithmic functions, and sequences and series. The student will apply these skills to problem solving situations. All students are required to use a graphics calculator for these courses to meet technology requirements in the TEKS. The Pre-AP section of this class extends all topics in preparation for the AP Calculus course taken at 12th grade. Projects are required of all Pre-AP Algebra 2 students. Students will be required to demonstrate mastery of the TEKS on the Algebra 2 STAAR exam. *** Students must meet the criteria for placement in the Pre-AP section of this course.**

Independent Study in Math Topics – Algebra 3

Students will extend their mathematical understanding beyond the Algebra 2 level. Students will use symbolic reasoning and analytical methods to investigate mathematical situations and solve problems. Students will use functions along with symbolic reasoning to connect concepts from geometry, trigonometry, number theory and the physical sciences. Students will also be expected to use multiple representations when solving problems: verbal, numerical, graphical and algebraic. They will be required to demonstrate proficiency with technology as well as numerical fluency.

Pre-Calculus and Pre-AP Pre-Calculus

Pre-Calculus is designed to follow Algebra II and is intended for those college-bound students interested in math or sciences. Some of the material provides the background needed to succeed with calculus, such as a thorough familiarity with functions and their graphs, trig identities, and discrete mathematics. Other topics, such as statistics, are presented as preparation for courses other than calculus, and for the general enlightenment of the student. Special emphasis will be placed on problem solving, using multiple representations and integrating technology. Projects are required of all Pre-AP Pre-Calculus students. Pre-AP Pre-Calculus is the fourth in a series of Pre-AP classes preparing students for the AP Calculus test in the 12th grade. *** Students must meet the criteria for placement in the Pre-AP section of this course. A student who does not meet the criteria for Pre-AP Pre-Calculus may petition to take the regular course. Students registering for regular Pre-Calculus must at least have an 85 average in Algebra 2 and get teacher recommendation.**

AP Calculus AB and AP Calculus BC

Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of differential and integral calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding, but Calculus BC will cover more topics than Calculus AB.

Science

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Integrated Phys./Chem	1	9-10	None
Biology 1	1	9-10	None
Pre-AP Biology	1	9	Teacher Recommendation
Chemistry I	1	10-12	Alg. I, Bio I, concurrently in or completion of Geometry
Pre-AP Chemistry I	1	10-12	Alg I, Bio I, concurrently in or completion of Geometry Teacher Recommendation
Anatomy & Physiology	1	11+	Biology & Chemistry
Environmental Systems	1	11+	IPC, Biology
AP Biology	1	11-12	Biology & Chemistry Teacher Recommendation
Physics	1	11-12	Geom, Alg II Concurrently
Pre-AP Physics	1	11-12	Teacher Recommendation
AP Physics	1	11-12	Teacher Recommendation
AP Chemistry	1	11-12	90+ in Chem I/Tchr Approval
Aquatic Science	1	11+	Biology & Chemistry
Principles of Technology	1	11+	Biology & Chemistry
Engineering Design	1	12	Geom,Alg2,Chem, Phys/Prin of Tech

Integrated Physics/Chemistry

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Biology I or Pre-AP Biology I **

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution, taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

The Pre-AP Biology course extends the topics of Biology I, (see above) and is the first in a series of courses in preparation for the AP Biology exam. Students should expect nightly preparation, extended field or lab work as well as more independent projects. Teacher recommendation is required. Students must maintain an 85+ average in this course. Students are required to demonstrate mastery of the TEKS on the STARR test.

Chemistry I and Pre-AP Chemistry **

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes, atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Students are required to demonstrate mastery of TEKS on the STARR test.

Environmental Systems

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

Aquatic Science

In Aquatic Science, students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study topics such as biotic and abiotic components and human impact on aquatic systems. This class may emphasize either the fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school.

Anatomy and Physiology

Anatomy and Physiology is a science class designed for serious students interested in health careers or medical school. This course is taught as a college preparatory class. Topics include cells, tissues, organs, systems of the body. Organic chemistry is introduced. Laboratory dissection is required.

AP Biology **

This course covers, in depth, three general areas of biology; molecules and cells, heredity and evolution; and organisms and populations. Students will be provided a minimum of 12 laboratory experiences illustrating and complimenting the specific topics studied. This AP course is the second in a series of courses in preparation for the AP Biology exam given at the end of this course.

Physics

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Physics study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and modern physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills, and will emphasize the conceptual nature of physics. Students are required to demonstrate mastery of TEKS on the STARR test.

Pre-AP Physics

The Pre-AP Physics course extends the topic of Physics (see above) and the first in a series of courses in preparation for the AP Physics B exam. The treatment of physics in this class will be more mathematical and less conceptual. Students should expect extended lab work as well as more independent projects. Teacher recommendation is required. Students are required to demonstrate mastery of the TEKS on the STAAR test.

AP Physics B **

This course includes topics in both classical and modern physics. It provides a systematic introduction to the main principles of physics and emphasizes the development of problem solving ability. In a college setting, this is a one-year terminal course and is not the usual preparation for more advanced physics and engineering courses. It provides a foundation for students in the life sciences and other fields not directly related to science. Students will take the AP Physics B exam at the end of the course. If taken as a first course, students are required to demonstrate mastery of the TEKS on the STAAR test.

AP Chemistry **

AP chemistry reviews basic chemistry and then moves on to advanced topics such as thermodynamics, bonding, solutions, kinetics, equilibrium, acid-base equilibrium, and electrochemistry. Students will take the AP Chemistry exam at the end of the course. If taken as a first course students are required to demonstrate mastery of the TEKS on the STAAR test.

Principles of Technology

Principles of Technology 1 emphasize the applied nature of physics. Through field and laboratory investigations and use of models, students will question, observe, test, and draw conclusions to understand the natural world and how systems work. Students will use critical thinking, problem solving, and communication skills to make decisions related to technology and its impact. Topics studied include mechanical, fluid, electrical and thermal systems and technology, motion, force, work, rate, resistance, energy, energy transformation, and power. Students are required to demonstrate mastery of TEKS on the TAKS/STARR test. See Vocational Education.

Engineering and Problem Solving

See Vocational Education – Engineering Design and Problem Solving. This class can be taken as a fourth science.

** Students are placed in Pre-AP and AP classes based on their grades, initiative, and desire to do the more demanding work.

Social Studies

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
U.S. History	1	9	none
World Geography Studies	1	10	none
World History Studies	1	11	none
U.S. Government	½	12	none
Economics/Free Enterprise	½	12	none
Advanced Studies: World	1	11+	Teacher Approval Overall average 90+
Advanced Studies: Texas	1	12	Teacher Approval Overall average 90+
AP US History	1	11-12	Teacher Approval Overall average 90+

U.S. History

High school American History is a continuation of the course taught in junior high. Whereas the junior high course taught all American History prior to the Civil War, the high school course deals with post Civil War America. The main topics covered are: Reconstruction, Westward Expansion, Industrialization, the Depression, and American involvement in world affairs. Consideration is given not only to political events but also to their impact on personal lives. Students are required to demonstrate mastery of the TEKS on the EOC test.

World Geography Studies

World Geography features instruction in the nature of geography, physical setting of the earth, and interaction of physical environments and analysis of urban areas. Due to the vast changes of the maps and governments throughout the world, much emphasis will be placed on current issues and events. An emphasis will be placed on charts, maps, and map skills. Students are required to demonstrate mastery of the TEKS on the EOC test.

World History Studies

World History is a study of man from the viewpoint of his heritage beginning with the ancient past and continuing through the most recent past. The central focus is on the concepts of future and civilization; the development of such modern conditions of religious freedom, democracy, nationalism, totalitarianism, and other selected topics. Reading and vocabulary improvement are considered an important part of world history learning. The student is also expected to become significantly aware of current happenings throughout the world. Students are required to demonstrate mastery of the TEKS on the EOC test.

U.S. Government

Government is a study of the origin and development of the United States governmental system. The majority of the course is a study of our present day governmental system from the federal constitution and government to state, county and city governments, with emphasis on the structure and function of the three branches of the federal government.

Economics/Free Enterprise

Economics/Free Enterprise is a study of the roles of business, labor, government and individuals in an economic system. Students will study how our economical system plays a part in local, state, national and world events. The American Free Enterprise system is characterized by private ownership and control with the government playing a very minimum role.

Social Studies Advanced Studies

In Social Studies Advanced Studies elective courses, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue or concern; research the topic using a variety of technologies; and present a product to an appropriate audience.

Students pursuing the Distinguished Achievement Program may take Advanced Studies to earn state credit for developing, research, and presenting their mentorship or independent study advanced measure.

Advanced Studies: World

Advanced Studies: World is a course which allows the student to become more flexible and diversified in the study of our world. Creativity on the part of the student will be encouraged in assignments and activities. Assignments and activities include: projects, oral presentations, essays, and research and group projects. See general description above for Advanced Studies.

Advanced Studies: Texas

Advanced Studies: Texas is a course which allows the student to explore, in depth, our home state. This course will target the history of Texas and its geography, with an emphasis on Jackson County. Assignments and activities include: projects, oral presentations, essays, research and group projects. See general description above for Advanced Studies.

AP US History **

Advanced Placement U.S. History covers the period from the settlement of North America by Native Americans through the Carter Administration in one year. The student is required to take the AP exam in May, consisting of multiple choice questions, two essays and a document based question. There is extensive reading required for the course. The class is set up similar to a college level history course. One book review will be done each six week period. There will be in class lectures and reading homework each night in addition to the book reviews. Classroom situations will include accelerated lectures, many writing exercises as it relates to the AP exam, multiple choice testing and quizzes.

Foreign Language

Course	Credit	Grade Level	Prerequisite
Spanish I	1	10-11	none
Spanish II	1	10-12	Successful completion of Spanish I
Pre AP Spanish 2	1	10	Teacher Approval
Spanish III	1	11-12	Successful completion of Spanish 2
Spanish IV	1	11-12	Teacher Approval
AP Spanish	1	11-12	Teacher Approval

Spanish I

There are four basic skills involved in learning a language. These are the same in Spanish as in any other language. Spanish I introduces these basic skills, which are listening, speaking, writing, and reading. Emphasis is placed on building a foundation of the language through its vocabulary, correct pronunciation, and its proper usage when communicating or writing. Students will be introduced to basic words which contain accents and the rules to follow when accentuation is needed in a word. Readings are relative; however, comprehension and communication are primary goals in this course.

Spanish II

The four skills emphasized in Spanish I are also emphasized in Spanish II. Spanish grammar is reviewed from first year and is emphasized intensely. Reading and writing are covered in detail. The readings include short stories and short narratives as well as readings introducing Hispanic literature. Through compositions, short stories, poems, and articles, speaking and writing are emphasized. As in Spanish I, communication is the primary goal. Special projects will include various “cultural experiences.”

Pre-AP Spanish 2

This course is set up to prepare the students for complete emersion into the language and culture of the Hispanic-speaking world. The target language will exclusively be spoken by the teacher as well as the students. Becoming proficient in the language, both in written form, oral presentation, and auditory comprehension is one of the goals for this course. This course will also help students develop an understanding of the Spanish-speaking world. The four language skills of listening, reading, writing, and speaking will be tested every day through the use of vigorous, challenging, customized and level appropriate instruction and testing. The opportunities in class will help students develop their reading, writing, speaking and listening skills to prepare them for the three year advanced placement program. This will be available to grade 10 in 2011-12 school year with teacher recommendation only.

Spanish III

The four skills emphasized in Spanish I and II are also emphasized. Reading and writing are covered in detail. The readings include short stories, poems, and short narratives from Hispanic literature. Through compositions, short stories, poems, and articles, speaking and writing are emphasized. As in Spanish I and II, communication is a primary goal. Special projects will include various cultural experiences. This course will be taught only upon demand.

Spanish IV

The four skills emphasized in Spanish I, II, and III are also central to this class. Reading and writing are covered in detail. The readings include short stories, poems, short narratives, and a short novel. The student will become familiar with major authors from Latin America and Spain. Through compositions, short stories, poems and articles, speaking and writing will be emphasized. Conversation and communication skills will be given special emphasis. Oral

presentations will be an important part of the course. Spanish IV students will do a significant written project and oral presentation. This course will be taught only upon demand.

AP Spanish

The four skills emphasized in Spanish I, II, and III are also central to this class. Reading and writing are covered in detail. The readings include short stories, poems, short narratives, and a short novel. The student will become familiar with major authors from Latin America and Spain. Through compositions, short stories, poems and articles, speaking and writing will be emphasized. **Conversation and communication skills will be given special emphasis. Oral presentations will be an important part of the course.** Spanish IV students will do a significant written project and oral presentation. This course will be taught only upon demand. Classroom situations will include accelerated lectures taught in the target language; written and oral exercises as it relates to the AP Exam. The AP Exam will consist of advanced levels of listening, speaking, reading and writing in Spanish. Students will take the AP Exam at the completion of the course.

Health/Physical Education

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Health	½	9-10	none
PE 1A Foundations of Personal Fitness	½	9-11	none
PE 1B Individual Sports	½	9-12	PE 1A
PE 2A Team Sports	½	10-12	PE 1A
PE 2B Aerobic Activities	½	10-12	PE
Athletics (PE Equivalent)	1	9-12	A desire to be physically fit and a have a willingness to work

Health

In Health I, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Physical Education

In Physical Education, students acquire the skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student understands the relationship between physical activity and health throughout the lifespan. Everyday requirements of PE: dress out in shorts or sweats, shirt, and shoes; exercise; and run.

In Foundations of Personal Fitness, students learn to strive for lifetime personal fitness based on the health-related components of physical fitness. The concept of wellness is the cornerstone of this course. Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. In this course students will weight lift twice a week. The other three days the students will have activities involving physical activity. This includes aerobics, flag football, basketball, team handball, weight lifting, etc. Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. In this course the students will weight lift twice a week. The other three days will include aerobics, tennis, walking, etc. Students in Aerobic Activities are exposed to a variety of activities that promote health-related fitness.

Athletics, Girls' and Boys'

In order to enroll in an athletic class, a student must participate in at least one of the U.I.L. sports. A physical, which is mandated by U.I.L., is required for this class. Athletic classes consist of exercises related to strength, flexibility, and conditioning and running. Athletes will be tested at various points during the year on those exercises – failure in any of those tests could result in the athlete being removed from athletics. Skills that will allow an individual to be successful later in life will be taught as well. Entry level skills to advanced skill levels will be taught. Participation in athletics class substitutes for the physical education requirement. Athletics may be taken all four years. Girl's athletics: All students who play volleyball, basketball, track or softball must be enrolled in athletics. Boy's athletics: All students who play football, basketball, track or baseball must be enrolled in athletics.

Fine Arts

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Art 1 – Overview	1	9-12	none
Art 2 – Drawing	1	10-12	Art 1
Art 3 – Ceramics	1	11-12	Art 2
Art 4 – Painting	1	12	Art 3
AP Studio Art	1	11-12	Teacher Approval
Concert Band 1-4	1	9-12	none
Symphonic Band 1-4	1	9-12	none
Jazz Ensemble 1-4	1	9-12	Teacher Recommendation Membership by Audition
Percussion I-IV	1	9-12	Teacher Recommendation
Applied Music I-IV	1	11-12	Teacher Recommendation
Theater Arts I	1	9-12	none
Theater Arts II-IV	1	10-12	Th. Arts I, II, III
Theater Production I	1	9-12	Teacher Approval
Theater Production II-IV	1	10-12	Th. Prod. I, II, III Teacher Approval

Art 1

The student will have the opportunity to explore many artistic media, including design, drawing, watercolor, painting, and working with other media. They will develop and organize ideas from the environment, express ideas through original artworks, using a variety of media. Students will also demonstrate an understanding of Art History and Culture as records of human achievement. Finally, students will make informed judgments about personal artwork and the artwork of others. Emphasis is placed on effort, attitude and creativity. Artwork at all levels is eligible for competition. Art 1 is a prerequisite for all other Art classes.

Art 2, 3, 4

The second – fourth year classes will extend the topics covered in Art 1 and allow the student to spend more time in longer projects in ceramics, drawing and painting. More emphasis will be placed on individual effort. Only students seriously interested in Art need apply. Teacher recommendation required.

A second hour Art Lab may be scheduled with teacher approval for extended projects requiring extra time. This will be provided if it can be worked into the student's schedule for an additional hour following the regularly scheduled class.

AP Studio Art

AP Studio Art is designed for students who are seriously interested in a practical experience of art. AP Studio Art is not based on a written examination but students submit portfolios for evaluation at the end of the school year to a minimum of three educators. Each of the three sections, quality, concentration and breadth is reviewed independently based on that section and each category carries equal weight. The portfolio shares a basic, three-section structure, which requires the student fundamental competence and a range of understanding in visual concerns. Students will be asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting and printmaking. Students will be required to complete the AP exam.

Band I – IV

The Industrial Cobra Band is composed of members selected by audition. The band performs at all football games, parades, U.I.L. marching, solo and ensemble contests, concert and sight reading and local concerts throughout the school year. Band classes can be taken up to four years. The fall of marching band may act as a P.E. waiver each year. Students will be placed in the Concert or Symphonic band period based on performance levels. Private lessons may be scheduled with instructor approval if scheduling permits.

Jazz Ensemble 1-4

This course is a performing Jazz Band that will rehearse during the class period. Membership is by audition only. Students will be studying all forms of ensemble jazz music, including Swing, Latin, Rock and others. Students will also learn of the history of Jazz, Rock & Roll, etc. during the course of this class. Instrumentation includes Trumpet, Saxophone, Trombone, Bass Guitar, Electric Guitar, Piano, and Drum Set. Other instruments can be considered at the time of audition. This ensemble is open to all students of Industrial, but is a part of the band program. The student must be a member of the golden cobra band or have the ability to read music and play an instrument. This is not a beginner class and will be a competitive ensemble. Enrollment is limited to six trumpets, four trombones, five saxophones, two percussionists, one bass, one guitar and two pianists. Other instruments (ex flute or clarinet) will be considered at the time of audition on a case by case basis. Audition is not a guarantee of admission.

Applied Music I-IV

Students in the IHS Band may take the Applied Music class to receive instrumental preparation on an individual instruction basis. Instructor approval is required.

Music I - IV

The Industrial Cobra Band Percussion Class is composed of members selected by audition. The percussion members perform with the band at all football games, parades, U.I.L. marching, solo and ensemble contests, concert and sight reading and local concerts throughout the school year. Percussion classes can be taken up to four years. The fall of marching band may act as a P.E. waiver each year. Students will be placed in the Concert or Symphonic band based on performance levels. Private lessons may be scheduled with instructor approval if scheduling permits.

Theater Arts I

Theater Arts I is an introductory performance course incorporating basic acting techniques, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles, and basic stagecraft.

Theater Arts II, III, IV

Theater Arts II – IV are all performance courses incorporating advanced acting techniques, the role of the actor/actress in interpreting dramatic literature, the historical evolution of performance styles and a continuation of the basic stagecraft skills. Theater Arts I is a prerequisite for this course.

Theater Production

Theater Production students will complete various activities associated with all aspects of the theater. Perception, creative expression/performance, heritage and evaluation will be acquired. Through a variety of theatrical experiences, students will communicate in a dramatic form, make artistic choices, solve problems, build self-concepts and relate interpersonally. Technical students will design and build costumes, lights, sets, sound, and make-up. Other students will work on stage management, program sales, house management, and publicity. Actors/Actresses will concentrate on developing, acting techniques and performance skills. Students participating in any play during the year must be enrolled in this class. There are participation requirements outside of the regular class period after school hours. Students must audition with two contrasting one minute monologues (serious/comedy) provided by the teacher. Teacher approval is required for this course. This class may be taken for ½ or a whole credit and will be offered during the *regular class day*.

Business Education

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Accounting	1	10-12	none
Business Info. Management 1	1	10-12	Keyboarding or Equivalent
Business Info. Management 2	1	11-12	BIM I
Money Matters	1	9-12	none
Computer Applications	1	10-12	ARD Placement

Accounting

Accounting introduces general concepts, principles, and procedures; emphasizes the need for financial records; and provides the fundamental equation and its application to accounting procedures. These include the basic steps of the accounting cycle, special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes. Students will develop the skills, knowledge, and attitudes necessary for them to conduct personal business or to further an education in the field of accounting.

Business Information Management I

This course develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills. The student will complete real-life business tasks efficiently by moving among Word, Excel, Access, Publisher and PowerPoint applications working in Windows 7.

Business Information Management II

This course provides advanced technology skills required in the business environment; includes workplace technology standards in applications of word processing, spreadsheets, data bases, telecommunications, presentation management, networking, operating systems, and emerging technologies; and develops advanced level skills. Credit in BIM I necessary for enrollment.

Money Matters

Money. Who doesn't want to know more about stretching the dollars buying power? Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning and estate planning.

Computer Applications

Computer Applications is a course designed for identified students who are not prepared to take the Business Information Management class. *After successfully completing this course, students may take BIM I with teacher approval.*

Family and Consumer Science

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Principles of Human Services	1	9-12	none
Lifetime Nutrition and Wellness	1	10-12	none
Child Development	½	10-12	Co-enroll with Child Guidance
Child Guidance	½	10-12	
Interior Design	1	10-12	none

Lifetime Nutrition and Wellness and Child Development and Child Guidance will be offered. Availability of the other classes will be determined by the number of students registering.

Principles of Human Services

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and career roles are included.

Child Guidance

This technical laboratory course is designed to provide individuals opportunities to develop knowledge and skills in preparation to function effectively in the role of parent or caregiver. Content stresses parental responsibilities; child guidance techniques; parents as positive role models; parents as their children's first teacher; and parenting practices which promote a child's development, health, safety, and well-being. Managing family crises, managing multiple roles of family members throughout the life cycle, and career preparation are additional topics.

Child Development

This technical laboratory course is designed to focus on knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting and physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality child care, career options related to the care and education of children, and the management of multiple community and family roles.

Life Nutrition and Wellness

Introduction to nutrients and their role in proper growth and development and the maintenance of health. This technical laboratory course provides foundation training in the area of food science and technology. Content addresses food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and career roles; and career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food

policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

Interior Design

This technical laboratory course focuses on the design of residential interior environments to achieve occupant well-being and productivity. Content addresses design practices and influences, lighting, materials, furnishings, legal considerations, and the impact of technology on interiors. Budgeting, consumer decision making, safety, the care and maintenance of interiors, career preparation and the management of multiple adult roles are emphasized.

Technology Applications

<i><u>Course</u></i>	<i><u>Credit</u></i>	<i><u>Grade Level</u></i>	<i><u>Prerequisite</u></i>
Computer Science 1	1	9-12	Prior/concurrent enrollment Alg. 1
Computer Science II – Programming	1	10-12	Computer Science I Teacher Approval
Digital Design and Media Production	1	10-12	Teacher Approval
Web Design	1	10-12	Teacher Approval

Computer Science I (Logic)

Java is the computer language used in the Computer Science I (Logic) class. Java is a network-oriented programming language that is specifically designed for writing programs that can be used in applications on Web pages.

Computer Science II (Programming)

Computer Science II reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts which are useful in preparation for the Computer Science advanced placement tests. Computer Science II is an applied discipline, not just a set of academic theories. Therefore, the main thrust of the course is to teach students to write effective programs using Java language.

Digital Design and Media Production

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically and make informed decisions regarding media projects. Students will demonstrate a thorough understanding of digital design principles.

Web Design

Demonstrate the use of software applications, communicating and networking components and appropriate use of operating systems. Students will create a website using web editors and web authoring programs

Agricultural Science

Course	Credit	Grade Level	Prerequisite
Principles of Agriculture, Food & Natural Resources	1	(9-12)	none
Wildlife, Fisheries and Ecology	1	10-12	none
Equine Science	½	10-12	none
Small Animal Management	½	10-12	none
Agricultural Mechanics & Medal Tech	1	10-12	
Agricultural Facilities Design and Fabrication	1	10-12	
Independent Study in Ag	½	11-12	+3 sequenced Ag. Courses Instructor Approval
Electronics	1	11-12	Instructor Approval
Welding	1	11-12	Instructor Approval
Millright	½	10-12	Instructor Approval
NCCER Core - Fall	½	10-12	Instructor Approval

Courses will be offered as individual semester courses but will be paired with another semester course to complete a year. A single course may be picked up and paired with another non-Ag. course but one should be careful in doing this as it may cause problems in course choices for the next year.

Principles of Agriculture, Food and Natural Resources

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

Small Animal Management

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

Wildlife, Fisheries, and Ecology Management

The course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

Agricultural Mechanics and Metal Technologies

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete and metal working techniques.

Agricultural Facilities Design and Fabrication

To prepare students for careers in mechanized agriculture and technical systems, students will attain knowledge and skills related to agricultural facilities design and fabrication.

Equine Science

A course designed to develop knowledge and skills pertaining to but not limited to the study of horses, donkeys and mules.

Electronics

Electrical Technology will be offered in partnering with the ABC Texas Mid Coast Construction Education Foundation and The Victoria College Continuing Education Department. The accredited construction and maintenance training classes consists of multiple levels for each craft training area. The courses provide competency based, task driven modular training and are designed to maximize learning by combining illustrated instructional materials and structured classroom activities. Upon completion the students will receive a NCCER certification that is recognized nationally and have a level one certification in the field of training.

Welding I

This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply and transfer knowledge and skills to a variety of settings and problems concerning career opportunities, requirements and expectations and the development of the workplace skills in welding to prepare students for future success.

Welding – NCCER

Advanced welding builds on knowledge and skills developed in welding I. Welding will be offered in partnering with the ABC Texas Mid Coast Construction Education Foundation and The Victoria College Continuing Education Department. The accredited construction and maintenance training classes consists of multiple levels for each craft training area. The courses provide competency based, task driven modular training and are designed to maximize learning by combining illustrated instructional materials and structured classroom activities. Upon completion the students will receive a NCCER certification that is recognized nationally and have a level one certification in the field of training.

Millright – Problems and Solutions

Students will develop skills in several trades. They will learn about machinery and equipment, assembly and installation of machinery, read blueprints and schematics and maintain and repair machines. A millright is a problem solver who uses many different tools and skills. The millright trade is used to install, repair, and dismantle the machines that make industry flourish.

Core – Principles of Manufacturing

This course will allow students to reinforce, apply and transfer academic knowledge and skills to a variety of activities, problems and settings in a safe manufacturing setting.

Vocational Education

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Electrical	1	11-12	Teacher Approval
Welding	1	11-12	Teacher Approval
Core	½	10-12	Teacher Approval
Engineering Design	1	11-12	Teacher Approval
Principles of Technology	1	11-12	

Electrical or Welding

Electrical and/or Welding will be offered in partnering with the ABC Texas Mid Coast Construction Education Foundation and The Victoria College Continuing Education Department. The accredited construction and maintenance training classes consists of multiple levels for each craft training area. The courses provide competency based, task driven modular training and are designed to maximize learning by combining illustrated instructional materials and structured classroom activities. Upon completion the students will receive a NCCER certification that is recognized nationally and have a level one certification in the field of training.

Engineering Design and Problem Solving (Process Technology)

Engineering Design is the creative process of solving problems by identifying needs and then devising solutions. In this course, students will apply basic chemistry and physics principles. Students will use critical thinking skills to justify a solution from design options related to process industries typical to this region. Topics include process technician and engineer duties, responsibilities, expectations, and physical and mental requirements; teamwork; plant organizations; and plant processes and equipment including utilities and waste management facilities. Basics of plant safety, health and environmental protection are also covered with emphasis on responsible employee attitude, accident prevention, personal protective equipment, industrial hygiene, emergency response, compliance monitoring and reporting and an overview of state and federal regulations and agencies. Engineering Design and Problem Solving can be taken as a fourth science.

Principles of Technology

See Science

Local Credit Courses

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Reading Study Skills	Local	9-12	Teacher Recommendation
Reading Application	Local	9-12	Non-mastery of TAKS
Study Hall (1-4)	Local	9-12	

Reading Study Skills

Reading Study Skills is a class for students requiring additional strategies in study skills. Class enrollment is by teacher recommendation.

Study Hall (1-4)

A class designed to help students with tutoring and homework.

Miscellaneous

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Library Assistant	NC	12 ONLY	Approval of Librarian/Principal
Office Assistant	NC	12 ONLY	Approval of Principal

NOTE: During the senior year only one N/C course may be taken.

Library Assistant

Assistants work under the direction and supervision of the Librarian and the Library Aide to perform clerical tasks relating to circulation of library materials. Job assignments vary from class to class depending on the activities scheduled in the library. Examples of jobs include: typing, scheduling, operating the Xerox machine, processing new materials, shelving books, dusting shelves, processing magazines and updating the scrapbook. If the student is unable or unwilling to perform the duties asked of him/her, the student will be reassigned to a different class or ISS. Students requesting to work in the library must have the Librarian's and Principal's signature on their Schedule Request Form, showing approval.

Office Assistant

Office Assistants work under the supervision of all office personnel. Job assignments include: picking up attendance slips, delivering messages, answering the telephone, recording telephone messages, posting attendance, and any other tasks assigned by the principal or office personnel. Courtesy, a professional manner, and promptness are necessities in this job. Grading of behavior is done weekly in this class. Students who do not behave in a responsible way will be reassigned to a different class or ISS.

Students requesting to work in the office must have the Principal's signature on their Schedule Request Form, thus indicating his approval. The Office Assistant program is limited to 2-3 students per period. This class can only be assigned if it fits with the student's other classes and they have more than enough credits for graduation.

Resource Class Offerings

<u>Course</u>	<u>Credit</u>	<u>Grade Level</u>	<u>Prerequisite</u>
Basic English I - IV	1	9-12	ARD Placement
Basic Math I – IV	1	9-12	ARD Placement
Occupational Preparation	1	10-12	ARD Placement
Vocational Experience I-II	1	11-12	ARD Placement
On the Job Training I-II	1	11-12	ARD Placement

Basic English I – IV and Basic Math I – IV

The Communications and Applied Math classes are designed for the student who cannot be successful in the regular English and Math classes. Students move into the regular classroom programs as soon as possible for them. Placement determined by ARD decision.

Occupational Preparation Class-Vocational Experience Class

The Industrial Independent School District recognizes that all students have individual needs and that special provisions must be made within the framework of the regular school program for these needs. The Occupational Preparation and Vocational Experience Classes include an academic program designed to transition handicapped students into the world of work. Occupational adjustment and vocational training are combined with academics in a special curriculum that helps students make career decision choices and develop self-help skills for an independent life.

On Job Training (OJT) Program (Vocational Experience 3, 4)

Students can earn credit towards high school graduation through the On Job Training (OJT) Program. Based on individual needs, students may work part-time or full time. Employers participating in this program provide a job opportunity, supervise student work, complete periodic evaluations of students, and communicate with the teacher regarding student progress.

Freshmen Sophomore Junior Senior
Name _____

(26 credits required for Recommended and Distinguished Plans)

Beginning with the 9th grade class of 2007-08 students must complete the Recommended Plan plus complete at least two courses eligible for college credit in order to graduate as a Texas Scholar.

9th Recommended

1. English I _____
2. U.S. History _____
3. Algebra I _____
4. IPC/Biology _____
5. PE/ATH/Elective _____
6. Speech/Elective _____
7. Fine Art _____
8. Study Hall (Homeroom) _____

10th Recommended

1. English II _____
2. W. Geography _____
3. Geometry _____
4. Biology/Chemistry _____
5. PE/ATH/Elective _____
6. Foreign Lang. _____
7. Elective _____
8. Study Hall (Homeroom) _____

11th Recommended

1. English III _____
2. W. History _____
3. Algebra II/Math Models _____
4. Chemistry/Physics _____

- 5. Foreign Language _____
- 6. Elective _____
- 7. Elective _____
- 8. Study Hall (Homeroom) _____

12th Recommended

- 1. English IV _____
- 2. Gov't/Eco _____
- 3. Alg 2/Alg 3/PreCal/AP Cal/C.Alg _____
- 4. Physics/4th Lab Science _____
- 5. F. Lang./Elective _____
- 6. Elective _____
- 7. Elective _____
- 8. Study Hall (Homeroom) _____

Recommended Plan

Be sure to include: 2 Foreign Languages, 1 Fine Arts.

Distinguished Achievement Program

In addition to completing the Recommended Plan, students must complete a third foreign language for this program including 4 advanced measures. (See Registration Booklet)

Credits required for Recommended/Distinguished Graduation Plans: 26 credits

Name _____ Class of _____
 Personal Graduation Plan - Credit Acquisition Plan
 Graduation Requirements Completed

24 ½ Credits for Minimum Plan and 26 Credits for Recommended/Distinguished Plan for students entering HS 2007-08

(Needs)

4 cr. English English I English II English III English IV

4 cr. Math Algebra I Geometry Math Models Algebra II Algebra 3
 Pre-Calculus AP Calculus College Algebra Indep Study

4 cr. Science Int Phys/Chem Biology Chemistry Physics Anat & Phys
 AP Physics AP Biology AP Chem Principles of Technology I
 Science Elective Aquatic Science Eng Grapics Environment Sc _

4 cr. Social St US History W. Geography World History Government
 Economics Advanced Social Studies

1½ cr. Physical Education 1 a 1 b 2 a 2 b
 (including Band or Athletic waivers)

½ cr. Speech

Electives Health
 Bus. Comp. Info. Sys. I Bus. Comp. Info. Sys. II
 Computer Science I Computer Science II Digital Animation
 Computer Applications

Electives _____ _____ _____ _____ _____

(Check For) Recommended Program

- All Regular English or Pre-AP AP level courses
- Four Sciences
- 4 Maths - Algebra 1, Geometry, Algebra 2 and 4th Math with prerequisite of Alg 2
- Two years of Foreign Language Spanish I Spanish II
- Fine Arts – 1 credit Theater Band Art
- Texas Scholar must have completed two classes for college credit.
- Level II: Satisfactory Academic Performance on the Alg 2 and Eng 3 EOC

Distinguished Program

- Complete Recommended Program Listed Above
- Third year of Foreign Language Spanish III
- Physics 4th Math (C. Alg., Pre Cal, AP Cal., Statistics, Ind. Study in Mathematics)
- Level III: Advanced Academic Performance, the postsecondary-readiness performance standard, on Alg 2 and Eng 3 EOC

Adv Measures (3.0 or higher) [1] _____ [2] _____ [3] _____ [4] _____
 Grade _____ Grade _____ Grade _____ Grade _____

Credits Completed

9 th	<input type="checkbox"/>			Graduation Plan
10 th	<input type="checkbox"/>	<input type="checkbox"/>	Sub Total	<input type="checkbox"/> Minimum <input type="checkbox"/> Letter on File from Parent
11 th	<input type="checkbox"/>	<input type="checkbox"/>	Sub Total	<input type="checkbox"/> Recommended
12 th	<input type="checkbox"/>			<input type="checkbox"/> Distinguished Achievement
	<input type="checkbox"/>	<input type="checkbox"/>	Summer Total	

Industrial High School Personal Graduation Plan

Name: _____ Grade _____

Expected Graduation Date _____ Retained _____ # times
 Special Programs Dyslexia __ LEP __ Migrant __ Special Education __ Other __

Subject Previous TAKS (Gr. __) Current TAKS (Gr. __) Objective to Target

ELA Reading
Mathematics
Science
Social Studies

Academic Plan

Fall Semester Courses	Spring Semester Courses	Summer Classes
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Plan for Intensive Accelerated Instruction

1.
2.
3.
4.
5.
6.
7.
8.

Student Academic Goals

Parent Academic Goals for Student

Student Signature

Parent Signature

Date _____

Date _____

Personal Graduation Plan-Credit Acquisition Plan

Student Name _____

Graduation Plan: Recommended _____ Distinguished _____ Minimum _____

Subject	Credits	Grade 9			Grade 10			Grade 11			Grade 12		
		I	II	S	I	II	S	I	II	S	I	II	S
English Lang													
English I	1.0												
English II	1.0												
English III	1.0												
English IV	1.0												
Mathematics													
Algebra I	1.0												
Geometry	1.0												
Algebra II	1.0												
4th Math	1.0												
Science													
IPC	1.0												
Biology	1.0												
Chemistry	1.0												
Physics	1.0												
4th Science	1.0												
Social Studies													
US History	1.0												
W. Geography	1.0												
W. History	1.0												
US Gov't	0.5												
Economics	0.5												
Physical Ed													
Course I	0.5												
Course II	0.5												
Lang Other Than Eng													
Level I	1.0												
Level II	1.0												
Fine Art	1.0												
Speech	0.5												
1. Elective	1.0												
2. Elective	1.0												
3. Elective	1.0												
4. Elective -	1.0												
5. Elective -	1.0												
6. Elective -	0.5												
Total Earned													
Total Missing													