

Gladewater  
High School  
Academic  
Course Catalog  
  
2019-2020

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**The Gladewater Independent School District does not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.**

**Este distrito escolar y su Programa Educational de Carrera y Tecnologia no discriminan en base a sexo, discapacidad, raza, color, edad u origen nacional en sus programas educativos, actividades, o empleo como lo require el Titulo IX, Seccion 504 y Titulo VI.**

### STUDENT OR PARENT COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG (Local) in the District's policy manual. In general, the student or parent should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent or designee. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

Some complaints require different procedures as listed below. Any campus office or the Superintendent's office can provide information regarding specific processes for these complaints. Additional information can also be found in the designated board policy, available in the Principal's and Superintendent offices, or on the District's web site at [www.gladewaterisd.com](http://www.gladewaterisd.com).

Special complaint procedures exist regarding:

- Identification, evaluation, or educational placement of a student with a disability: policies EHBA and FB.
- Loss of credit because of excessive absences: policy FDD.
- Removal of a student by a teacher for disciplinary reasons: policy FOAA and the Student Code of Conduct.
- Expulsion of a student: policy FOD and the Student Code of Conduct.
- Discrimination on the basis of sex: policy FB.
- Harassment of a student on the basis of race, color, religion, national origin, or disability: policy FNCL and the Student Code of Conduct.
- Sexual abuse or sexual harassment of a student: policy FNCJ and the Student Code of Conduct.
- Instructional materials: policy EFA.
- On-campus distribution of non-school materials to students: policy FMA.
- Complaints against District peace officers: policy CKE.

## COURSE PLANNING AND SELECTION

Gladewater High School encourages each student to give careful thought to a four-year high school program in terms of graduation requirements, academic plan, career pathway, and individual goals. Students will seek guidance from a teacher in the field of each selected subject (math recommended by a math teacher; science, by a science teacher). After being advised by teachers, students will discuss the four-year plan sheet and individualized graduation plan with their counselor and their parents and obtain parent approval. Counselors are available for student/parent conferences each spring to discuss the four year plan and next year scheduling, to provide college and college testing information, and to provide other information as needed.

Gladewater High School students should consider courses carefully and choose courses that will correlate with future career plans. Courses should be chosen that provide a background in academics, as well as provide skills needed to fulfill their future plans. While counselors are available for advice in this area, the final responsibility for course selection lies with the student and his or her parents/guardians.

This handbook lists all courses offered at GHS. Due to enrollment numbers, some courses are not offered every year. The list of courses, which will be offered for the upcoming school year, will be distributed during pre-registration.

## COUNSELOR AVAILABILITY

Students are encouraged to visit with a counselor when needs exist. The Guidance Office is located just off the cafeteria in the office suites. Students may see a counselor before school, during lunch periods, after school, and by appointment. Students may visit with a counselor during class with permission from their teacher.

## CHANGE OF SCHEDULE

Schedule changes will be considered to avoid course conflicts and for academic reasons only. Academic reasons shall include a student's obvious misplacement or lack of prerequisite skill. A student request may also be considered if the student can demonstrate how the change will benefit a future college, career, or endorsement choice.

Schedule changes are initiated through the Guidance Office and are subject to approval by the parent, teacher, and principal. Schedule changes should be made during the first week of the semester. Schedules will not be changed after the 10<sup>th</sup> day of instruction other than at the discretion of the principal.

## DUAL CREDIT

Under certain conditions, students may take college courses and earn both high school and college credit. Eligibility requirements vary; more information may be obtained from your counselor. Students must receive recommendations and approval from the principal, teachers, counselors and their parents to participate in dual credit courses. Students must meet admission requirements of the college, including testing requirements, in order to enroll. Tuition, textbooks, travel, and other expenses will be the responsibility of the student and the student's parent. Gladewater ISD shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school. For additional information see the dual credit section of this handbook.

The college provides grades for dual credit courses according to the policies and procedures set by the college. Students will receive the numerical grade provided by the college. Students will receive both credit and advanced grade points for dual credit courses. **Exception: Dual credit courses taken during the spring semester of the senior year will not be included in class ranking.** If passing grades are not maintained, future placement will be determined by campus principal.

If a student is interested in taking dual credit courses during their junior year, the summer after their junior year or during the fall and/or spring of their senior year, plans must be made in order to meet the testing requirements of the college. This is state law and must be done prior to registering for classes. Dual credit courses taken in the summer need principal approval before they are taken and a Kilgore College transcript must be brought to the registrar at Gladewater High School in order for the student to earn credit for the class taken. Classes taken during the summer will count for credit, but will not count towards GPA.

Students who take dual credit courses are encouraged to contact their transferring institution to ensure credit transfer of dual credit courses. Most dual credit courses **will** transfer, especially within Texas, although some may transfer as elective credit only. It is the student and parent's responsibility to ensure that all dual credit courses will transfer to higher-level institutions of learning.

## **TSI REQUIREMENTS/EXEMPTIONS**

To attend college in the State of Texas, students are required to take the Texas Success Initiative (TSI) unless they qualify for an exemption.

**SAT Exemption:** A combined verbal and math score of 1070 with a minimum of 500 on verbal and/or math test

**ACT Exemption:** A composite score of 23 with a minimum score of 19 on the English and/or math test.

**EOC Scores:** Level 2 score (4000) on EOC English II and Algebra I, with a passing grade in Algebra 2.

## **MENINGITIS VACCINE**

Beginning January 1, 2012, all entering college students under the age of 30 must provide documentation of receiving an initial bacterial meningitis vaccination dose or booster within the last 5 years. Students must provide this documentation a minimum of 10 days prior to the start of the semester. This is required for courses taken on the Kilgore College campus.

## **CORRESPONDENCE COURSES**

Correspondence courses may be taken to make up credits previously failed or to accelerate graduation. Correspondence courses are taken through the mail or on the computer and are offered by many universities. It is the responsibility of the student and parent to pay for the correspondence course(s). Correspondence courses are for credit only and carry no grade points. A student may receive no more than two credits by correspondence. See your counselor for more details.

## **CREDIT BY EXAM**

Students may use Credit by Examination to earn credit in academic courses. Examinations used to earn credit under this policy shall assess the student's mastery of the essential knowledge and skills. Students must score a 70 or above on an exam if they have received prior instruction in the course or they must receive an 80 or above on the exam if they have not received prior instruction in the course. Examinations will be given from January through March on the GHS campus, from April through September through the Region VII ESC in Kilgore, and in October through December on the GHS campus. Examinations will be given in November and February at Gladewater High School. Students must register by the deadline as posted prior to taking the exams. See your counselor to make arrangements for taking an exam. Students receive credit only for credit by exam. These courses carry no grade points and are not included in ranking.

## **TxVSN – TEXAS VIRUAL SCHOOL NETWORK**

Students may earn credits by taking courses through the Texas Virtual School Network. TxVSN courses are taught by on-line instructors outside of Gladewater ISD. A list of courses available for students is listed at the Texas Virtual School website. While it is the responsibility of the student and parent to pay for the TxVSN course, there are often scholarships available. Students should contact their grade level counselor for additional information.

## **CREDIT RECOVERY**

Students may take courses in Credit Recovery to earn credit. Credit Recovery courses are computer based. Students receive credit only for courses taken in Credit Recovery. Students may regain credit in courses previously failed through the credit recovery program.

## **MIDDLE SCHOOL COURSES**

Courses taken for high school credit at a Middle School or Junior High School campus will receive credit only. No grade points for class ranking purposes will be awarded for credits earned prior to high school.

## **NO PASS NO PLAY**

A student who receives, at the end of any grading period (after the first nine weeks of the school year), a grade below 70 in any class – other than an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or \*language other than English – or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted. \*This only applies to Honors Spanish III.

## GIFTED AND TALENTED

### Mission Statement of Gladewater ISD

The administrators, teachers, and staff of Gladewater ISD, in partnership with students, parents, and community members, are dedicated to helping each student prepare for life-long learning and effective citizenship.

Gladewater ISD and its Career and Technology Education Program do not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs, or employment as required by Title IX, Section 504 or Title VI.

### Mission Statement

The mission of Gifted and Talented Program is to provide a quality program designed for gifted students who will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment.

### Nomination

Nomination for the gifted and talented program is an on-going process. Students, grades K-12, may be nominated throughout the year by the following: teacher, parent, counselor, administrator, peer, community member, or self-nomination. Information will be disseminated to all parents through a posting each school year informing them about the nomination/identification process. Forms may be obtained from the office of each individual campus. Upon completion, all forms should be returned to the building counselor. Particular consideration should be given to students who might otherwise be overlooked: for example, members of minority groups, culturally different students, economically disadvantaged students, and handicapped students. All students are eligible for nomination.

### Identification

Upon receipt of nomination form, the counselor will conduct testing procedures in the spring. Identification measures will consist of, but not limited to, 3-5 of the following quantitative and qualitative selections:

- Ability Test
- Test of Creative Thinking
- Teacher Referral Checklist
- Achievement Test
- Parent Observation Checklist
- Student product or performance
- Reading Inventory

After all data is collected, the counselor will complete the nominee's profile and present the information to the campus selection committee for placement.

The campus selection committee will make the final selection of gifted and talented students. All assessments and information concerning the nominated student will be kept in a permanent file. Parents will be notified in writing of the decision made by the campus selection committee. Written permission shall be obtained from the parent before placing a student in a gifted program.

### Furloughs

Furloughs allow for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited. This length of time is determined by the campus selection committee, parent, and student not to exceed two semesters. At the end of the furlough period, a review of the situation will occur and a determination will be made based on the student's needs.

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. At the end of the furlough, the student's progress shall be reassessed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough not to exceed two semesters.

- Student maintains satisfactory performance in the regular and/or gifted classroom, indicated by passing core classes (math, science, social studies, and English/ELAR).
- Student fails any grade level state-mandated test. He/she will be placed on furlough for one year until passing the next year's grade level state-mandated test.
- Student chooses not to participate in the levels of service offered to GT students –GT pullout and/or Honors courses.

#### Reassessment

Reassessment of gifted/talented students is based on performance in the program and if reassessment occurs at all, it is no more than once in elementary grades and once in middle school grades to determine appropriateness of program services. The campus selection committee will conduct the reassessment. If testing is required, the necessary assessments will be conducted with written parental approval. Parents will be included in the discussion of program appropriateness and planning appropriate program recommendations for the student.

#### Exit

Exiting of students from gifted/talented program services is based on multiple criteria including student performance in the program. If the student should not fulfill the requirements for the designated gifted/talented classes, the campus selection committee will conduct a hearing with the student and parent and determine if the student should be exited from the program. (See criteria under Furloughs)

#### Transfer

Policy related to transfer students ensures the students are properly assessed and appropriately placed in a timely manner. The counselor will review records of students transferring into the district and make a recommendation to the campus selection committee.

Transfer students will be properly assessed and appropriately placed within six weeks of enrollment in the district. The assessment may be requested from the sending district as part of the student's records.

#### Appeals

The appeals process allows parents, students, and educators to appeal decisions made by the campus selection committee. Please refer to the regular appeals process located in the student handbook.

#### Parental and Community Involvement

An annual meeting shall be held to ensure information about the District's gifted/talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

#### Professional Development

Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students will be required to receive a minimum of thirty clock hours of professional development that included nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Teachers will receive a minimum of six hours annually of advanced professional development in gifted education.

#### Program Evaluation

Formative and summative assessment will be used annually in evaluating the gifted/talented program. The information, which will be shared with board members, administrators, teachers, students, and community, will be used to improve the overall effectiveness of the program as determined by the campus and district improvement plan.

## Description of Program Services

### High School- Grades 9-12

Gifted and talented students will be offered Honors and Dual Credit classes in the following areas.

- English
- Math
- Science
- History

Honors and Dual Credit classes will offer differentiation that includes products and performances of professional quality as part of the program services.

## TEXAS/GLOBE SCHOLAR

Texas /GLOBE Scholar requires the completion of one of the five endorsements as well as Algebra II. In order to become a Texas/GLOBE scholar with Merit, students must complete one of the five endorsements with a 4<sup>th</sup> math, which has Algebra II as a prerequisite.

## TEXAS GRANT

The Texas Grant is a state program that may provide grant money to eligible students who attend public colleges and universities in Texas. Students who graduate on the Foundation with Endorsement or Distinguished graduation plans may be eligible for the Texas Grant. Other requirements include Texas residency, financial need (requires completion of the FAFSA), college enrollment and no convictions for a felony or crime involving a controlled substance. More information about the Texas Grant can be found at [www.collegeforalltexas.com](http://www.collegeforalltexas.com)

## AUTOMATIC COLLEGE ADMISSIONS POLICY

Texas high school students who are ranked in the top ten percent of their class at the time their application is submitted, are provided automatic admission into Texas public colleges and universities providing that all other admission requirements are met by the application deadline set by the college or university. The University of Texas will admit the top Seven Percent of the class of 2018.

## AWARDING OF CREDITS

The average of the two semesters of a course must equal 70 or above in order for a student to pass the course and receive full credit. If the average of the two semesters is less than 70, but one of the semester grades is 70 or above, the student will repeat only the semester with an average of less than 70. Credit is awarded one time only for the same course.

Students who fail a core course are advised to make up that course in summer school. Students who fail to attend summer school will be enrolled in credit recovery or will retake the failed academic course during the next school year.

## CLASSIFICATION OF STUDENTS

Grade10  
6 credits

Grade11  
12 credits

Grade12  
17 credits

Grade classification is done at the beginning of each school year.

## LETTER GRADE CONVERSION

**A** : 90-100 **B**: 80-89 **C**: 70-79 **F**: 0-69

# GRADE POINT PROGRAM AND RANKING SYSTEM

Advanced		Academic		Regular		Basic	
Grade	Grade Point	Grade	Grade Point	Grade	Grade Point	Grade	Grade Point
100	10.0	100	9.0	100	8.0	100	7.0
99	9.9	99	8.9	99	7.9	99	6.9
98	9.8	98	8.8	98	7.8	98	6.8
97	9.7	97	8.7	97	7.7	97	6.7
96	9.6	96	8.6	96	7.6	96	6.6
95	9.5	95	8.5	95	7.5	95	6.5
94	9.4	94	8.4	94	7.4	94	6.4
93	9.3	93	8.3	93	7.3	93	6.3
92	9.2	92	8.2	92	7.2	92	6.2
91	9.1	91	8.1	91	7.1	91	6.1
90	9.0	90	8.0	90	7.0	90	6.0
89	8.9	89	7.9	89	6.9	89	5.9
88	8.8	88	7.8	88	6.8	88	5.8
87	8.7	87	7.7	87	6.7	87	5.7
86	8.6	86	7.6	86	6.6	86	5.6
85	8.5	85	7.5	85	6.5	85	5.5
84	8.4	84	7.4	84	6.4	84	5.4
83	8.3	83	7.3	83	6.3	83	5.3
82	8.2	82	7.2	82	6.2	82	5.2
81	8.1	81	7.1	81	6.1	81	5.1
80	8.0	80	7.0	80	6.0	80	5.0
79	7.9	79	6.9	79	5.9	79	4.9
78	7.8	78	6.8	78	5.8	78	4.8
77	7.7	77	6.7	77	5.7	77	4.7
76	7.6	76	6.6	76	5.6	76	4.6
75	7.5	75	6.5	75	5.5	75	4.5
74	7.4	74	6.4	74	5.4	74	4.4
73	7.3	73	6.3	73	5.3	73	4.3
72	7.2	72	6.2	72	5.2	72	4.2
71	7.1	71	6.1	71	5.1	71	4.1
70	7.0	70	6.0	70	5.0	70	4.0

At the end of the third reporting period of the senior year, members of the senior class shall be ranked academically by mathematically averaging the total number of weighted grade points and credits accumulated during their high school career.

The highest-ranking student shall be declared valedictorian, the second highest-ranking student shall be salutatorian and the third highest ranking student shall be historian. To be eligible for valedictorian, salutatorian or historian, a student must be enrolled at GHS his or her entire junior and senior years, as a full time student (seven or more classes each semester, each year). Students graduating in the class of 2019 and beyond must successfully complete the Foundations with Endorsements plus Distinctions or Foundations with Endorsements and Performance Acknowledgements.

In determining class rankings, the class shall be the number of students meeting graduation requirements.

Students completing graduation requirements in fewer than eight semesters shall not be eligible for valedictorian, salutatorian or historian. For ranking purposes, an early graduate's grade point average shall be determined and the student shall be assigned final ranking according to his or her weighted grade point average in relation to the remainder of the graduating class. An early graduate may be ranked number one, two or three in the class for ranking purposes only, but shall not be declared valedictorian, salutatorian or historian.

Please note that dual credit courses taken during the spring semester of the senior year will not be included in the final ranking due to the fact that the college class will not be finished prior to the end of the third nine weeks, which is when the final ranking is computed.

Students who rank in the top ten percent of their class, when the application is submitted, will be automatically accepted to anystatecollege oruniversityprovidingthat allapplication requirementsare met prior to the admission deadline. (Top seven percent or other as announced each year for the University of Texas at Austin.)

## ADVANCED

Hon. English I, II, III, IV  
Hon. Algebra I  
Hon. Geometry  
Hon. Algebra II  
Pre-Calculus  
Hon. Calculus  
Stats & Risk Mgt.  
DC Stats  
Fundamentals of College Math  
\*Engineer. Math  
\*Scientific  
Research/Design  
Hon. Biology  
Hon. Chemistry  
Hon. Physics  
Hon. Anatomy/Physiology  
Hon. Forensic Science  
Hon. W. Geography  
Hon. US History  
Hon. World History  
Hon. US Government  
Hon. Economics  
Spanish III  
Dual Credit Courses  
\*Adv. Animal Science  
\*Vet Med  
Practicum in Ag  
Advanced Culinary Arts  
BIM II  
Web Technologies  
\*Computer Program-  
Video Game Design  
\*Advanced Computer  
Programming  
Accounting II  
Adv. Graphic Design  
& Illustration  
Practice In Education  
Sports Medicine II  
\*Commercial  
Photography II  
Welding II  
Practicum Class

## ACADEMIC

English I, II, III, IV  
Profess. Communications  
Algebra I  
Algebra II  
Geometry  
\*Math Models  
Int. Physics & Chem.  
Biology  
Chemistry

Anatomy and Physiology  
Physics  
Forensics  
Robotics  
Environmental Systems  
World Geography  
U.S. History  
World History  
Government/Economics  
Spanish I, II  
Topics in Language and  
Culture  
Health  
\*Future Planning and Mgt.  
Band I & II (2<sup>nd</sup> sem.), III  
& IV  
Art I, II, III, IV  
Theatre Arts I  
Theatre Production I, II, III, IV  
Inst. Ensemble I, II, III, IV  
Vocal Ens. I, II, III, IV  
Yearbook I, II, III, IV  
Sports Medicine I  
SAT/ACT Prep  
All Other CTE Courses  
Floral Design  
Principles of Health Science  
Principles of Human  
Services  
Principles of Education  
Principles of Graphic  
Design/Arts and AV  
Graphic Design  
Business Info Mgt. I (BIM)  
Accounting I  
Digital Media  
BNN-Bear News Network  
Dollars and Sense  
Commercial  
Photography I  
Intro to Welding  
Welding I  
Livestock  
Production  
Equine Science  
Small Animal  
Management  
Wildlife  
Food Technology  
\*Ag Mech. &  
Metal  
\*Ag Power  
\*Ag Facilities  
Const. Tech.  
Prin. of Constr.

\*Child Guidance  
Child  
Development  
CNA  
Lifetime Nutrition  
Culinary Arts  
Hospitality &  
Tourism  
Family and  
Community  
Services  
Counseling and  
Mental Health  
Interpersonal  
Studies  
Principles of Law  
Enforcement  
\*Law Enforcement  
I  
\*Law Enforcement  
II  
Career Prep I & II  
Debate

## REGULAR

Reading I, II, III, IV  
\*EOC Courses  
ESL I, II, III, IV  
Band I & II (1<sup>st</sup> Sem. only)  
Physical Education  
(Max. 1 Credit)  
PE Dance I (Max 1 credit)  
Cheerleader I (Max 1 credit)  
Adaptive PE 1 (Max 1 credit)

## NO GRADE POINTS

(Credit Awarded, Only)  
Middle School/Junior  
High Courses  
Office Aide  
Library Science  
P.E. /Equiv. II, III, IV (after 1  
credit)  
Credit Recovery  
TxVSN  
Correspondence Courses  
Dual Credit Courses taken in  
the Spring of Senior year  
Credit by Exam taken for  
Remediation / acceleration

\*All courses marked with a \*  
are not currently being  
offered this school year, but  
have been offered in the  
past, and may be offered in  
the future.

## BASIC

Life Skills English I-V

Life Skills Algebra I

Life Skills Geometry

Life Skills Math Models

Life Skills Algebra II

Life Skills IPC

Life Skills Biology

Life Skills Chemistry

Life Skills Environmental Science

Life Skills World Geography

Life Skills World History

Life Skills US History

Life Skills US Government

Life Skills Economics

Life Skills Domestic I-V

Life Skills Community I-V

Life Skills Communication

Appl. Life Skills Math I-V

Personal/Social Skills I-V

Life Skills Social Studies I-V

Life Skills Science I-V

Life Skills Applied Health

Life Skills Health

Life Skills Vocational

Life Skills Art I-V

Life Skills Music I-V

Life Skills Lifetime Nutrition  
and Wellness

Life Skills Activities of Daily  
Living I-V

Life Skills Recreation I-V

Life Skills Real Life

Academics I-V

Life Skills Personal Health &  
Hygiene I-V

Life Skills Communication  
Application I-V

Life Skills Occupational

Preparation I-V

Life Skills Personal

Communication I-V

Functional and Community Skills  
I-V

Life Skills Functional Domestic

Life Skills Functional Technology  
I-V

Life Skills Business Information  
Management I

Life Skills Business Information  
Management II

## GRADUATION REQUIREMENTS

Beginning with the students entering high school as freshmen during the 2014-2015 school year, there are new graduation plans. These plans include the Foundation plan, Endorsements and the Distinguished plans. All students shall enroll in courses necessary to complete the requirements for the Endorsement or Distinguished plans as these plans best prepare students for college, trade or technical school, the military, and the workplace. Students graduating under these plans must be enrolled in a full course load (minimum of 7 courses) each semester they are enrolled. Students and parents who choose to be on the Foundation only plan, with no endorsement, must have a signed plan on file with the counselor. Performance Acknowledgements for a student's diploma and transcript are available in several areas including for outstanding performance in dual credit courses: at least 12 hours of college academic courses, with a grade of 3.0 or higher on a 4.0 scale, or earning an associate degree while in high school. A student may earn a performance acknowledgement in bilingualism and bi-literacy by demonstrating proficiency in accordance with local school district grading policy in two or more languages. In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and bi-literacy, an English language learner must also have: participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS) test. A student may earn a performance acknowledgment on the student's diploma for earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. Students can earn a performance acknowledgment for a score on the SAT of at least a 1250 combined critical reading and math score or a composite ACT score of 28. In addition, a student may earn a performance acknowledgment for earning a nationally or internationally recognized business or industry certification or license with performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or performance on an examination sufficient to obtain a government required credential to practice a profession.

## TESTING REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Texas high school students must pass their assigned state testing requirements in addition to their state curriculum requirements in order to receive a high school diploma.

The EOC testing program requires the passing of five End of Course tests taken throughout high school: English I, Algebra I, Biology, English II, and US History. Students must retake the exam if they do not pass. *Students may be placed in EOC classes in order to improve their skills depending on test results.* Before school, after school, during school and summer programs may be available.

For additional information about the EOC testing program please go to [www.tea.state.tx.us](http://www.tea.state.tx.us).

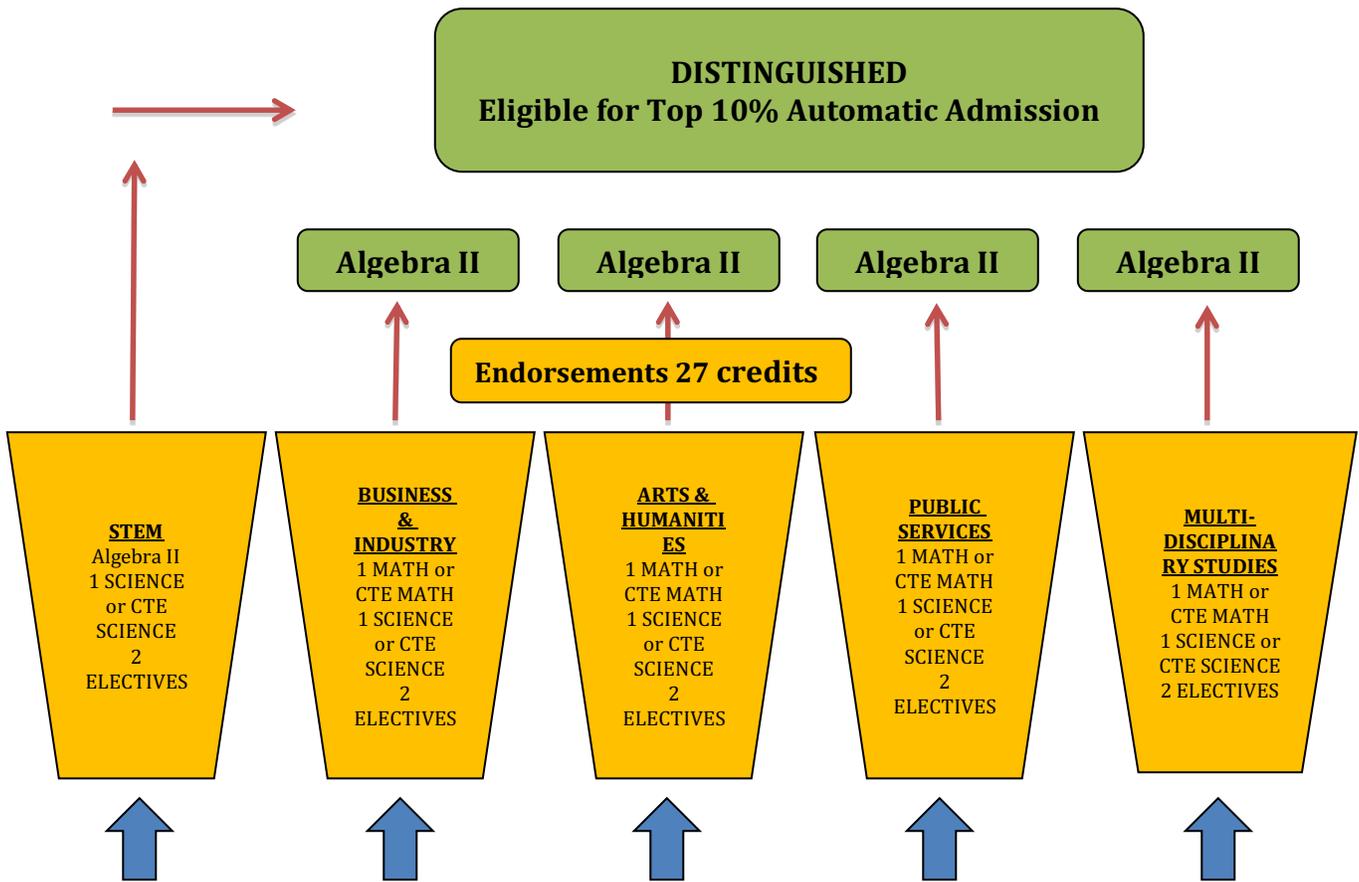
## EARLY GRADUATION

It is possible for a student to graduate from high school in less than the traditional four years. This will require the student to acquire additional credits such as Dual Credit, summer school and/or correspondence courses, at the expense of the student and his/her family. Additional information is available in the counseling office. It is highly recommended if a student is interested in early graduation that they speak to their counselor by the end of their freshman year in order to be able to complete their courses and potentially graduate early.

Early graduates must have a letter on file granting parent permission for early graduation.

## **FOUNDATION – 24 CREDITS**

**4 ELA (ELA I, II, III, & advanced English)**  
**3 MATH (Algebra I, Geometry, & one additional Math)**  
**4 SOCIAL STUDIES (World Geography, World History, US History, & Government/Economics)**  
**3 SCIENCE (Biology, IPC or advanced Science, and additional advanced Science)**  
**2 FOREIGN LANGUAGES**  
**1 FINE ART**  
**1 PHYSICAL EDUCATION**  
**.5 HEALTH**  
**.5 PROFESSIONAL COMMUNICATIONS**  
**5 ELECTIVES (1 Elective must be Technology)**  
    **1 TECHNOLOGY (BIM I or II, Digital Media, Graphic Design, Graphic Design & Illustration, Video Game Design)**



**FOUNDATION WITH ENDORSEMENT**

- 4 ELA (ELA I, II, III, & advanced English)
- 3 MATH (Algebra I, Geometry, & one Math)
- 4 SOCIAL STUDIES (World Geography, World History, US History, & Government/Economics)
- 3 SCIENCE (Biology, IPC or advanced Science, and additional advanced Science)
- 2 FOREIGN LANGUAGES
- 1 FINE ART
- 1 PHYSICAL EDUCATION
- .5 HEALTH
- .5 PROFESSIONAL COMMUNICATIONS
- 5 ELECTIVES (1 Elective must be Technology)
  - 1 TECHNOLOGY (BIM I or II, Digital Media, Graphic Design, Graphic Design & Illustration, Video Game Design)

## **ENDORSEMENTS:**

**STEM:** (Science, Technology, Engineering and Mathematics) – Students must take Algebra II, Biology, Chemistry and Physics. Students will take elective courses that are related to: Environmental Science, Technology, Anatomy and Physiology, Forensic Science and Advanced Mathematics.

**BUSINESS AND INDUSTRY:** Students will take courses that are related to Informational Technology, Accounting, Business, Agricultural Science, Communications, Finance, Graphic Design, and Welding.

**PUBLIC SERVICES:** Students will take courses related to health science and health science occupations, education and training, and culinary arts and hospitality,

**ARTS & HUMANITIES:** Students will take courses related to Fine Arts.

**MULTIDISCIPLINARY STUDIES:** Students will take courses related to Business and Industry, Arts and Humanities, Public Services and STEM Endorsements. Students will take an advanced elective from each of the four academic areas: English, math, science and social studies, or four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics.

### **Other:**

To graduate **Distinguished**, students must take Algebra II.

**Student Performance Acknowledgement** will require:

- 1.** 4 Dual Credit courses with a B or better
- 2.** Bilingualism and bi-literacy
- 3.** PSAT, ACT-PLAN, SAT or ACT test scores, and, or,
- 4.** National or International Certification or License

# ACADEMIC COURSE OFFERINGS

Language Arts  
Languages Other Than English  
Mathematics  
Science  
Social Studies  
Health / Physical Education  
Fine Arts  
Local Credits  
Dual Credit / College Courses

# LANGUAGE ARTS

## **Creative Writing**

Prerequisite: 8<sup>th</sup> Grade Reading

Grade Placement: 9

Credit: 1 Credit

Creative Writing is a course designed for students who did not successfully pass the 8th grade Reading STAAR test. The students will have opportunity to learn challenging concepts without having to take the English 1 STAAR Test until their Sophomore year. They would take English 1 during the 10th grade school year and have a stronger performance on the English 1 STAAR test. The goal of this course is building the mastery level of English 1 concepts for struggling English students.

## **English I**

Prerequisite: None

Grade Placement: 9 & 10

Credit: 1 Credit

English I is a detailed study of American, English and world literature, grammar, composition and vocabulary.

## **Honors English I**

Prerequisite: Summer reading books will be assigned and must pass a test over the books.

Grade Placement: 9

Credit: 1 Credit

Average of 92 or above in regular Language Arts or 85 or above in Adv. Language Arts; Mastery of STAAR Reading and Writing Objectives; Recommendation of Grade 8 counselor, 8<sup>th</sup> grade English instructor, principal and parent.

Honors English I is a course designed to expand beyond the TEKS of English I to include a higher level of critical and creative thinking skills. In addition to summer reading, this course includes style analysis preparation. A student will be removed from this class at the end of the first semester if the first semester average is less than 85. Should a student fail any 9 weeks, they will be removed from Honors and placed in Regular English.

## **English II**

Prerequisite: English I

Grade Placement: 10 & 11

Credit: 1 Credit

English II is a course designed to survey world literature. Composition, vocabulary, and grammar are included.

## **Honors English II**

Prerequisite: Summer reading books will be assigned and must pass a test over the books.

Grade Placement: 10

Credit: 1 Credit

Average of 92 or above in English I or 85 or better in Honors English I; Mastery of EOC Reading and Writing Objectives; Recommendation of High School counselor, Grade English I instructor, principal, and parent.

Honors English II is designed to expand beyond the TEKS of English II to include a higher level of critical and creative thinking skills. In addition to the summer reading, the course includes style analysis preparation. A student will be removed from this class at the end of the first semester if the first semester average is less than 85. Should a student fail any 9 weeks, they will be removed from Honors and placed in Regular English.

## **English III**

Prerequisite: English II

Grade Placement: 11 & 12

Credit: 1 Credit

English III is a general study of American literature. Composition, vocabulary and grammar are included. A research paper is required.

### **Honors English III**

Prerequisite: Summer reading books will be assigned and must pass a test over the books.

Grade Placement: 11

Credit: 1 Credit

Average of 92 or above in English II or 85 or better in Honors English II; Mastery of EOC Reading and Writing Objectives; Recommendation of High School counselor, Grade 10 English instructor, principal and parent.

Honors English III is designed as a general study of American literature. Multiple research papers are required. A student will be removed from this class at the end of the first semester if the first semester average is less than 85. Should a student fail any 9 weeks, they will be removed from Honors and placed in Regular English.

### **English IV**

Prerequisite: English III

Grade Placement: 12

Credit: 1 Credit

English IV is designed as a survey of British literature, supplemented by vocabulary and grammar. A research paper is required.

### **Honors English IV**

Prerequisite: Summer reading books will be assigned and must pass a test over the books.

Grade Placement: 12

Credit: 1 Credit

Average of 92 or above in English III or 85 or better in Honors English III; Mastery of EOC Reading and Writing Objectives; Recommendation of High School counselor, Grade 11 English instructor, principal and parent.

Honors English IV is designed as an in-depth study of British and World Literature. A research paper and professional quality projects are required. A student will be removed from this class at the end of the first semester if the first semester average is less than 85. Should a student fail any 9 weeks, they will be removed from Honors and placed in Regular English.

### **Life Skills English I-IV**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Life Skills Language Arts I-V will assist students in developing skills in the areas of expressive, receptive, written and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (directly or through use of assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express ideas, demands and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in a real-life context, the responsibilities of independent living, and skills that relate directly to employment. Functional Language Arts will also explore job-related language use. Functional Language Arts II-IV will continue to reinforce and expand concepts learned in Functional Language Arts I.

### **Community Skills I-IV**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Community Skills I-VIII will address the needs of each student within their range of ability according to each student's IEP relating to language arts.

**Life Skills Communication Applications**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1/2 Credit

Life Skills Communication Applications uses pragmatic language to develop individual communication skills.

**SAT/ACT Prep**

Prerequisite: None

Grade Placement: 10 - 12

Credit: 1/2 Credit

This advanced reading course is designed for sophomore, junior and seniors students to help prepare to take the SAT or ACT exams.

**Journalism:Yearbook I,II,III**

Prerequisite: Application, sponsor approval

Grade Placement: 10 - 12

Credit: 1 Credit

The Bear's Tale staff members study the methods and processes of producing a yearbook. Staff members solicit advertising, write copy, take photographs, prepare layouts and make all preparations for publishing the yearbook.

**English as a Second Language I, II, III**

Prerequisite: Qualifying students

Grade Placement: 9 - 12

Credit: 1/2 - 1 Credit

English as a Second Language is designed for speakers of other languages who need assistance with the English language.

## LANGUAGES OTHER THAN ENGLISH

### **Spanish I**

Prerequisite: none

Grade Placement: 9 - 12

Credit: 1 Credit

Spanish I is designed as an introduction to Spanish for communication. The four basic skills (listening, speaking, reading and writing) are practiced and used throughout the course of study. Projects will be completed related to Spanish countries, cultures and using beginning vocabulary.

### **Spanish II**

Prerequisite: Spanish I credit

Grade Placement: 10 - 12

Credit: 1 Credit

Spanish II is designed as a continued development of the four language skills. Cultural study of the life and customs of the Spanish-speaking people is an integral part of the course. Projects will be completed related to Spanish countries, cultures and practical language application.

### **Spanish III**

Prerequisite: Spanish I and II credits

Grade Placement: 10 - 12

Credit: 1 Credit

Grade of 80 or above in Spanish II

Spanish III is designed as a continued development of the four language skills. Cultural study of the life and customs of the Spanish-speaking people is an integral part of the course. Emphasis is placed on literature of famous authors from Spain and Latin America. Projects will be completed related to Spanish countries, cultures and practical language application.

### **Special Topics in Language and Culture**

Grade Placement 10-12

Credit: 1 Credit

Prerequisite: Spanish 1 and approval of the teacher, principal, counselor, and ARD or 504 Committee.

In the Special Topics in Language and Culture course, students demonstrate novice level communication skills acquired in a LOTE level 1 course, develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives and meet the career demands of the 21<sup>st</sup> century by gaining insights into other world languages and cultures.

# MATHEMATICS

## **Math 180**

Prerequisite: 8<sup>th</sup> Grade Math

Math 180 is a course designed for students who did not successfully pass the 8th grade Math STAAR test. The students will have opportunity to learn challenging concepts without having to take the Algebra 1 STAAR Test until their Sophomore year. They would take Algebra 1 during the 10th grade school year and have a stronger performance on the Algebra 1 STAAR test. The goal of this course is building the mastery level of Algebra 1 concepts for struggling math students.

Grade Placement: 9

Credit: 1 Credit

## **Algebra I**

Prerequisite: None

The first year Algebra includes the studying of variables and equations, working with real numbers, solving equations, polynomials and problems and factoring polynomials. Fractions and their applications, linear equations and systems, introduction to functions, inequalities, rational and irrational numbers and quadratic functions are studied.

Grade Placement: 9-12

Credit: 1 Credit

## **Honors Algebra I**

Prerequisite: An average of 92 or above in 8th grade math;  
8th grade STAAR Math mastery;

Advanced Algebra I is designed for students showing an aptitude toward advanced mathematics. Concepts covered go beyond regular algebra in content and depth. A student will be removed from this course at the end of any nine weeks if the nine weeks average is less than 70. A student will also be removed from this course at the end of the first semester if the first semester average is less than 85.

Grade Placement: 9-12

Credit: 1 Credit

## **Geometry**

Prerequisite: Algebra I

This unified course in plane, solid and coordinate geometry presents mathematics as a deductive science. An introduction to logic and a basic unit on postulate systems are included. Construction with compass and straight edge, ratio and proportion, areas and volumes, relationships between angles and arcs and segments are studied. Other topics include the relations of perpendicularity, parallelism, congruency, similarity, equality and inequality.

Grade Placement: 9-12

Credit: 1 Credit

## **Honors Geometry**

Prerequisite: An average of 92 or above in Algebra I or an average of 85 or above in Honors Algebra 1; EOC Algebra 1 mastery; Recommendation of previous math teacher; parent and student commitment to the Honors math program. This course is designed for students showing an aptitude toward advanced mathematics. Concepts covered go beyond regular geometry in content and depth. A student will be removed from this course at the end of any nine weeks if the nine weeks average is less than 70. A student will also be removed from this course at the end of the first semester if the first semester average is less than 85.

Grade Placement: 9-10

Credit: 1 Credit

## **Algebra II**

Prerequisite: Algebra I

Algebra II is designed to provide an in-depth study of Algebraic functions. Arithmetic and geometric series are introduced as well as binomial expansion. The course also includes an introduction to the theory of equations and determinants.

Grade Placement: 10-12

Credit: 1 Credit

## **Honors Algebra II**

Grade Placement: 10-12

Credit: 1 Credit

Prerequisite: An average of 92 or above in Algebra 1 or Geometry, or an average of 85 or above in Honors Geometry; EOC Math mastery; Recommendation of previous math teacher; Parent and student commitment to the Honors Mathematics Program.

Honors Algebra II is the study of the real number system, equations and inequalities, graphs and functions, polynomials and factoring, rational expressions, irrational and complex numbers, quadratic equations and functions, equations and numerical methods, analytic geometry, exponential and logarithmic functions, sequences and series, as well as binomial expansion. Also studied are trigonometric functions, triangle trigonometry, 2D vectors, identities, inverses and equations. Topics covered in this course, which are not included in the Algebra II curriculum, are matrices and determinants, probability and statistics. A student will be removed from this course at the end of any nine weeks if the nine weeks average is less than 70. A student will also be removed from this course at the end of the first semester if the first semester average is less than 85.

## **Statistics and Risk Management**

Grade Placement: 11-12

Prerequisite: Algebra I & Algebra II

Credit: 1 Credit

The Statistics and Risk Management course will inform and familiarize learners about the field of statistics and risk management as a framework for teaching the content in the career and technical classroom. This course covers the general areas of describing data, probability, confidence intervals, hypothesis testing, regression, money flow, financial resources, data forecasting and management, fiscal stability, risk strategies, and production.

## **Honors Pre-Calculus**

Grade Placement: 11-12

Prerequisite: An average of 92 or above in Algebra II or 85

Credit: 1 Credit

or above in Honors Algebra II; Mastery of EOC Math Objectives; Recommendation of one math teacher; Parent and student commitment to the Honors Mathematics Program.

Honors Pre-Calculus is designed for those students who have the ability and desire to master advanced mathematics. Scope and sequence format has been expanded beyond the TEKS to provide high-level criteria. A student will be removed from this course at the end of any nine weeks if the nine weeks average is less than 70. A student will also be removed from this course at the end of the first semester if the first semester average is less than 85.

## **Mathematical Models with Applications**

Grade Placement: 10-12

Prerequisite: Algebra I

Credits: 1 Credit

Students will use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information and to solve problems from various disciplines. Students use mathematical models to solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will use technology to aid in the solution of real world problems.

## **Foundations of College Math**

Grade Placement: 12

Prerequisite: Alg. 1, Geometry, and Alg. 2 Requirements: Senior level only class. Credit: 1 Credit

FCM is a college preparatory class designed using topics from the Texas A&M Virtual College Lab. These are topics that students need to be efficient in for success in College Algebra. The mission of this class is NO remediation math class in college. The curriculum is effective in accomplishing the goal.

### **Dual Credit Statistics**

Prerequisite: Honors Algebra II or higher-level math credit;  
Admission to KC, TSI exempt or passed; Internet access

Grade Placement: 11 - 12

Credit: 1 Credit

This course is an introductory study of statistics, mean and variance, probability, random variables, random sampling, normal and binomial distributions, statistical inference, linear regressions and correlations. An instructor-approved graphing calculator will be required. This course is suggested for students considering majors in business, journalism, medicine and many other fields. The fall semester is a preparatory semester with the on-line college course following in the spring semester. Students must pass both semesters to earn one full math credit.

### **Honors Calculus**

Prerequisite: An average of 92 or above in Pre-Calculus  
or 85 or above in Honors Pre-Calculus; Mastery of EOC Math Objectives; Recommendation of the Pre-Calculus teacher; Parent and student commitment to the Honors Mathematics Program.

Grade Placement: 12

Credit: 1 Credit

Calculus consists of the definition, proof, and evaluation of limits. Derivatives of algebraic functions and the use of derivatives to analyze graphs are heavily emphasized. Application problems emphasizing minimum-maximum, rates of changes, and related rates are covered. Techniques of integration are emphasized with applications related to the determination of area, volume, and work. The differentiation and integration of exponential, logarithmic, and trigonometric functions are discussed. Advanced techniques of integration are also included in this course. A student will be removed from this course at the end of any nine weeks if the nine weeks average is less than 70. A student will also be removed from this course at the end of the first semester if the first semester average is less than 85.

### **Life Skills Algebra**

Prerequisite: ARD Committee decision

Grade Placement: 9-12

Credit: 1 Credit

The students will use algebra prerequisite skills to access TEKS essence statements for the general curriculum.

### **Life Skills Geometry**

Prerequisite: LS Algebra, ARD decision

Grade Placement: 10-12

Credit: 1 Credit

The students will use geometry prerequisite skills to access TEKS essence statements for access to the general curriculum.

### **Life Skills Algebra II**

Prerequisite: LS Algebra I, ARD decision

Grade Placement: 11-12

Credit: 1 Credit

The students will use prerequisite skills to access the general curriculum.

### **Life Skills Math Models with Applications**

Prerequisite: LS Algebra I, ARD decision

Grade Placement: 11-12

Credit: 1 Credit

The students will use prerequisite skills to access the general curriculum.

**Life Skills Mathematics I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Life Skills Mathematics I-V will assist students in developing mathematical skills using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living. These skills include but are not limited to: basic operations, simulations, problem solving and decision making using money and measurement in common home, family and work-related environments.

# SCIENCE

## **Integrated Physics and Chemistry**

Prerequisite: Biology

Grade Placement: 10

Credit: 1 Credit

Integrated Physics and Chemistry includes the following topics: motion, waves, energy transformation, properties of matter, and changes in matter and solution chemistry. Students conduct investigations, use scientific methods and make decisions. This is an introductory course for Chemistry or Physics.

## **Biology**

Prerequisite: 8<sup>th</sup> grade Science average

Grade Placement: 9 - 12

Credit: 1 Credit

Biology is designed as an introductory study of the cell, plant and body, protozoa, fungi and inheritance. Content will include laboratory exercises, dissection, classroom films, class discussion and identification of regional plants and animals.

## **Honors Biology**

Grade Placement: 9 - 12

Credit: 1 Credit

Prerequisite: 90 or above in 8<sup>th</sup> grade science and 8<sup>th</sup> grade STAAR science scores; Recommendation of one science teacher; Parent/Teacher/Student Contract.

Honors Biology is a course expanding beyond the TEKS of Biology. Elements and objectives will include in-depth manipulative laboratory skills, use of skills acquiring data through the senses, use of classification skills in ordering and sequencing data and experience in oral and written communication. A student may be removed from this course at the end of the first semester if the first semester average is less than 85 and will be removed if they fail any nine weeks.

## **Chemistry**

Prerequisite: Biology & Algebra I

Grade Placement: 10 - 12

Credit: 1 Credit

Chemistry is a laboratory science course presenting fundamental laws and theories of the structure and interactions of matter and the use of these basic properties of matter in handling chemicals, chemical reactions and the physical state of matter.

## **Honors Chemistry**

Grade Placement: 10 - 12

Credit: 1 Credit

Prerequisite: 92 or above in the previous science course or 85 or above in previous honors science course; Recommendation of two science teachers; Algebra I and Algebra II (or enrolled); EOC Math and Science mastery; Contract.

Honors Chemistry is a laboratory science course expanding beyond the TEKS of Chemistry I. Higher level critical thinking skills are encouraged through research projects using a variety of material. Creative productive thinking skills are enhanced and honed through research on independent projects and laboratory investigations. A variety of media activities, as well as independent and guided research, provide varied activities to improve critical thinking skills. A student may be removed from this course at the end of the first semester if the first semester average is less than 85 and will be removed if they fail any nine weeks.

### **Environmental Science**

Prerequisite: Biology and a second science

Grade Placement: 11-12

Credit: 1 Credit

Environmental Science will be an in-depth study of our environment, including habitats, ecosystems, biomes, interrelationships and energy flow. This course will relate to current events such as global warming, pollution, and nuclear waste.

### **Forensic Science**

Prerequisite: Biology and Chemistry

Grade Placement: 11-12

Credit: 1 Credit

This course uses a structured and scientific approach to the investigation of crimes of assault, abuse, domestic violence, death, homicide and psychology of criminal behavior. Students will use scientific procedures to solve crimes and collect and analyze evidence through case studies and simulated crime scenes.

### **Honors Forensic Science**

Grade Placement: 11-12

Credit: 1 Credit

Prerequisite: Biology and Chemistry; 85 in previous Honors science class or 92 or above in previous regular science class; Mastery of Math and Science EOC tests.

This course uses a structured and scientific approach to the investigation of crimes of assault, abuse, domestic violence, death, homicide and psychology of criminal behavior. Students will use scientific procedures to solve crimes and collect and analyze evidence through case studies and simulated crime scenes and go beyond the TEKS of the regular Forensics class.

### **Physics**

Grade Placement: 11 - 12

Credit: 1 Credit

Prerequisite: Biology, Chemistry & Algebra I

Physics is a course providing an in-depth study of physical science with chemical references and extensive individual laboratory experiences. Physics is a study of matter and energy dealing with mechanics, heat, sound, light, electricity, magnetism and the structure of the atom. **Must take for STEM Endorsement.**

### **Honors Physics**

Grade Placement: 11 - 12

Credit: 1 Credit

Prerequisite: 85 or above in previous Honors Science or 92 or above in regular Chemistry; Mastery of EOC Math and Science.

Honors Physics will prepare students for higher level learning by the development of skills and knowledge necessary for a college level physics course. Lab activities will be performed in addition to computer simulations and on-line labs to enrich the learning experience. A student may be removed from the course at the end of the first semester if the first semester average is less than 85 and will be removed if they fail any nine weeks.

### **Anatomy and Physiology of Human Systems**

Prerequisite: Biology and second science

Grade Placement: 11 - 12

Credit: 1 Credit

The main course of study will include human anatomy and physiology and will be invaluable to a student interested in pursuing a career in allied health fields. A & P includes an introductory study of organic and biochemistry. .

### **Honors Anatomy and Physiology of Human Systems**

Prerequisite: 85 or better in Honors Biology and Honors Chemistry/  
Physics or 92 or above in Biology and Chemistry/Physics

Grade Placement: 11-12

Credit: 1 Credit

This course is designed for students who display an exceptional talent in the study of science. Honors A&P will go beyond the scope and sequence of the Anatomy and Physiology course. A student may be removed from this course at the end of the first semester if the first semester average is less than 85 and will be removed if they fail any nine weeks.

### **Robotics 1, 2**

Prerequisite: None

In Robotics 1, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. Robotics 2 is a continuation and deeper look into the field of robotics and automation.

Grade Placement 9-10

Credit: 1 Credit

### **Scientific Research and Design 1, 2, 3**

Prerequisite: Biology and Chemistry, or Physics

General requirements.

This course is recommended for students in Grades 11 and 12. Students must meet the 40% laboratory and field work requirement. This course satisfies a high school science graduation requirement.

Students shall be awarded one credit for successful completion of this course. Students may take this course with different course content for a maximum of three credits.

Grade Placement: 11-12

Credit: 1 Credit

### **Life Skills Science**

Prerequisite: ARD committee decision

Life Skills Science has been designed to meet the unique needs of our students. Our curriculum has been divided into six sections: Animals, Plants, Hygiene, Nutrition, Weather, and the Human Body.

Grade Placement: 9 - 12

Credit: 1 Credit

### **Life Skills Integrated Physics and Chemistry**

Prerequisite: ARD committee decision

Life Skills Integrated Physics and Chemistry will assist the student in functioning successfully in the home, school, community and vocational environments. The main content areas and objectives include meal preparation, clothing care, housekeeping, calendar and temperature concepts.

Grade Placement: 9 - 12

Credit: 1 Credit

### **Life Skills Biology**

Prerequisite: ARD committee decision

Life Skills Biology I-V is a course designed to introduce life skills students to plants, animals and ecosystems according to their IEP.

Grade Placement: 9-12

Credit: 1 Credit

### **Life Skills Chemistry**

Prerequisite: ARD Decision Biology

Grade Placement: 11-12

Credit: 1 Credit

The student will use prerequisite skills to access the general curriculum.

**Life Skills Environmental Science**

Prerequisite: Chemistry

Grade Placement: 11-12

Credit: 1 Credit

Life Skills Environmental Science will introduce life skills students to current events such as pollution and global warming, as well as the study of different environments.

## SOCIAL STUDIES

### **World Geography**

Prerequisite: None

Grade Placement: 9-12

Credit: 1 Credit

This course will provide an opportunity to explore the human and physical content of the world's greatest geographic realms. This course will also provide an introduction to geography and the discipline that connects human society and natural environment.

### **Honors World Geography**

Prerequisite: 85 or above average in

previous Adv. Social Studies or 92 or above in previous regular Social Studies.

Grade Placement: 9-12

Credit: 1 Credit

Honors World Geography will expand the regular course in content, depth and expectations. A student **will** be removed from this course at the end of the first semester if the first semester average is less than 85. If an honors student fails any nine weeks they will be removed before the next nine weeks.

### **World History**

Prerequisite: None

Grade Placement: 10 - 12

Credit: 1 Credit

World History is a required course to aid students in understanding the development of our Western Civilization and in recognizing the effect mid-Eastern history has on that development.

### **Honors World History**

Prerequisite: 85 or above average in previous Adv. Social Studies

Or 92 or above in previous regular Social Studies; Recommendation of Social Studies Teacher, Principal, and Parent approval.

Grade Placement: 10 - 12

Credit: 1 Credit

The course content of Honors World History will go beyond the regular course in content and depth. Honors World Geography will expand the regular course in content, depth and expectations. A student **will** be removed from this course at the end of the first semester if the first semester average is less than 85. If an honors student fails any nine weeks they will be removed before the next nine weeks.

### **United States History Studies Since Reconstruction**

Prerequisite: None

Grade Placement: 11 -12

Credit: 1 Credit

United States History Studies Since Reconstruction includes the history of the West, business and the growth of labor, American expansion overseas, World War I, the Roaring Twenties, the Great Depression, World War II, the Korean War, Civil Rights Movement, the Vietnam War, forms of government and current events.

### **Honors United States History**

Prerequisite: 92 or above average in World History

or a 85 or above average in Honors World History or Honors World

Geography. Recommendation of Social Studies teacher, Principal, and Parent Approval

Grade Placement: 11 - 12

Credit: 1 Credit

The course content of Honors US History will go beyond the regular course in content, depth and expectations. One major composition will be required each semester to challenge and develop higher level thinking skills. Individual research will be done on given topics and sources other than the textbook will be used. Higher-level thinking skills will be developed by providing each student with information and the opportunity to analyze cause and affect relationships as they occur historically. Honors US History will expand the regular course in content, depth and expectations. A student **will** be removed from this course at the end of the first semester if the first semester average is less than 85. If an honors student fails any nine weeks they will be removed before the next nine weeks.

### **American Government**

Prerequisite: None

Grade Placement: 12

Credit: 1/2 Credit

This course is designed to inform students about the ways in which our governmental system, at all levels, is organized, the ways in which it is controlled by the people, the many things that it does and the various ways in which it does them. The functions of the three branches of the federal government, political parties and civil liberties will be highlighted in this course.

### **Honors Government and Politics**

Prerequisite: Honors or Dual Credit U.S. History

Grade Placement: 12

Credit: ½ Credit

The Honors U.S. Government and Politics course is for students willing and able to apply themselves to college-level studies. The course covers the following areas: constitutional frameworks of democracy, political beliefs and behaviors, political parties and interest groups, media involvement, the three branches of government and civil liberties and civil rights. Honors World Geography will expand the regular course in content, depth and expectations. A student **will** be removed from this course at the end of the first semester if the first semester average is less than 85. If an honors student fails any nine weeks they will be removed before the next nine weeks.

### **Economics Emphasis on the Free Enterprise System**

Prerequisite: None

Grade Placement: 12

Credit: 1/2 Credit

This course is an introduction to the basic economic concepts and principles. It highlights the U.S. economic system, what factors influence it (supply and demand), how it functions and how it is studied. Also included in this course is a look at how American businesses are organized and how the U.S. banking systems operate.

### **Honors Economics**

Prerequisite: Honors or Dual Credit U.S. History

Grade Placement: 12

Credit ½ Credit

The Advanced Economics class is for students willing and able to apply themselves to college level studies. This course covers the following areas: the science of scarcity, supply and demand, prices and unemployment, taxes, the Federal Reserve System, money, markets and economic theory and policy. Honors World Geography will expand the regular course in content, depth and expectations. A student **will** be removed from this course at the end of the first semester if the first semester average is less than 85. If an honors student fails any nine weeks they will be removed before the next nine weeks.

### **Dual Credit United States History**

Prerequisite: Honors World History

Grade Placement: 11

Credit: 1 Credit

Students may take United States History 1301 in the Fall and United States History 1302 in the Spring through Kilgore College. They must successfully pass the TSI exam or have another score that tests them out---SAT, ACT, STAAR, must register for Kilgore College classes with the counselor each semester. Announcements will be made when it is time. Students will be responsible for all tuition, books and fees that are required of a dual credit student. This is a college class and students will be expected to behave and work at a college level.

**Functional Community Skills I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Functional Community Skills I-V introduces the students to the interactive relationship between the student and the community according to their ability and IEP. The community-based instruction will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks, and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

**Life Skills Social Studies I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Life Skills Social Studies I-V will assist the student in achieving success with social competency which is critical to acceptability in the classroom, peer relationships, current life settings, and future social and vocational environments. This course defines the rights, privileges and responsibilities of students within their school, community and employment settings.

**Life Skills Personal and Social Skills I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Life Skills Personal and Social Skills I-V helps students relate to and be a part of today's complex society.

**Life Skills World Geography**

Prerequisite: The student will use World Geography prerequisite skills to access TEKS essence statements for access to the general curriculum.

Grade Placement: 9-12

**Life Skills World History**

Prerequisite: World Geography

Grade Placement: 10-12

Credit: 1 Credit

The students will use World History prerequisite skills to access TEKS essence statements for access to the general curriculum.

**Life Skills United States History**

Prerequisite: Life Skills World History, ARD committee

Grade Placement: 11-12

Credit: 1 Credit

The students will use US History prerequisite skills to access TEKS essence statements for access to the general curriculum.

**Life Skills Government**

Prerequisite: Life Skills US History, ARD Committee

Grade Placement: 12

Credit: ½ Credit

The students will use prerequisite skills to access the general curriculum.

**Life Skills Economics**

Prerequisite: Life Skills US History, ARD Committee

Grade Placement: 12

Credit: 1/2 Credit

The students will use prerequisite skills to access the general curriculum.

## HEALTH / PHYSICAL EDUCATION

### Health

Prerequisite: None

Grade Placement: 9 - 10

Credit: 1/2 Credit

Health education explores mental, physical and social aspects of life and how each contributes to total health and well-being. This course emphasizes personal safety, nutrition, mental health, substance abuse prevention, personal care, disease and disorders, physical development, family life education, injury prevention and environmental health.

**Note: One unit of Physical Education is required for graduation. Athletics, drill team, cheerleading, and the fall semester of band are physical education equivalents.**

### P.E.I.A: Foundations of Personal Fitness

Prerequisite: None

Grade Placement: 9

Credit: 1/2 Credit

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives: students designing their own personal fitness program.

### P.E.II-IV: Adventure/Outdoor Education, Aerobic Activities and Individual/Team Sports.

Prerequisite: P.E. I

Grade Placement: 10-12

Credit: 1/2 Credit

Students in P.E. II-IV are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course. P.E. II-IV focuses on reinforcing the concept of incorporating physical activity into a lifestyle beyond high school.

This course will introduce students to individual physical fitness through a variety of activities.

### Athletics I, II, III, IV.

Prerequisite: Coach Approval

Grade Placement: 9 - 12

Credit: 1 Credit

Athletics emphasizes physical and mental fitness to foster the highest level of interscholastic competitive skill. The program motivates students for participation in team sports emphasizing strength, speed and character training.

### Tennis I, II, III, IV.

Prerequisite: Coach Approval

Grade Placement: 9 - 12

Credit: 1 Credit

Students enrolled in Tennis should know that they are in a varsity or junior varsity competitive sport. This class is not for beginners. Players must have a basic knowledge of the game of tennis before they enroll. (Some exceptions may be made if the athlete has shown special skills and ability.) Tennis in the middle school and summer programs offer the student a good base of training. As with any varsity sport, fundamentals and basic strategy are emphasized.

### PE Dance-Honey Bears Drill Team

Prerequisite: Tryout & Selection

Grade Placement: 9 - 12

Credit: 1 Credit

The purpose of this organization is to entertain, to establish and maintain the dignity of members and our school, to promote school spirit, to foster good fellowship and unity among members and to encourage high moral standards, responsibility and self-discipline. After P.E. credits are fulfilled, one credit of PE Dance may count as a fine art credit.

### **Cheerleading**

Prerequisite: Tryout & Selection

Grade Placement: 9 - 12

Credit: 1/2 Credit

The purpose of this organization is to entertain, to establish and maintain the dignity of members and our school, to promote school spirit, to foster good fellowship and unity among members and to encourage high moral standards, responsibility and self-discipline.

### **Life Skills Health**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1/2 Credit

Life Skills Health will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement and obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise and first aid and daily hygiene practices as it relates to a healthy lifestyle.

### **Life Skills Functional Domestic I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1/2 Credit

Functional Domestic I-V is a course developed where students investigate through activity-based sessions a variety of activities associated with the daily living experience. Students will study areas of cooking, safety, leisure, chores, duties, responsibilities and communication. Each year concepts are expanded from the previous year based on each student's ability and IEP.

### **Adaptive Physical Education**

Prerequisite: ARD or 504 committee

Grade Placement: 9 - 12

Credit: 1/2 Credit

This course emphasizes individual physical fitness through a variety of activities.

Schedule changes for students in Athletics/PE Equivalents will be made at the end of the semester only. **NO schedule changes will be made after the conclusion of a season.** Athletes and students enrolled in other PE Equivalent courses MUST stay in off season or the assigned PE Equivalent class until the end of the semester in which they are enrolled

THE FIRST PE CREDIT THAT A STUDENT RECEIVES WILL BE INCLUDED IN CLASS RANKING. ANY ADDITIONAL PHYSICAL EDUCATION COURSES WILL BE GIVEN CREDIT ONLY AND WILL NOT BE INCLUDED IN CLASS RANKING.

## FINE ARTS

### **Vocal Ensemble I-IV (Varsity Choir/Reflections)**

Prerequisite: Refer to course description below

Grade Placement: 9 - 12

Credit: 1 Credit

Incoming eighth grade students will be auditioned and must have completed at least one year of musical ensemble (choir or band). The audition will include a vocal demonstration and a recommendation from either the choir director or band director.

High school students who wish to join the choir must audition vocally and turn in a recommendation form signed by at least three teachers. (Previous year of choir or band is preferable but may be deferred at the discretion of the choir director based upon the vocal audition.)

REFLECTIONS (Varsity Choir) is an auditioned vocal performance choir. Performances include: Fall Show, Christmas Concert and local Christmas performances, Spring Show, and Spring Concert. Students are encouraged to enter the Texas Music Association All-State Choir auditioning process in the fall semester and the University Interscholastic League Solo/Ensemble Contest in the spring semester. Participation in the choreography group for shows is optional and requires additional rehearsals. Daily attendance is required.

### **Band I, II, III, IV**

Prerequisite: Band Director Approval

Grade Placement: 9 - 12

Credit: 1 Credit

The band is the school's instrumental music organization. Practices begin in the last days of July with an emphasis on all aspects of wind band music performance and marching skills. The student will be expected to spend time outside of the school day in practice and performance in all weather conditions. Attendance at all required rehearsals and performances is mandatory. The band participates in all varsity football games, in UIL Marching Contest, in UIL Concert and Sight Reading Contest, in UIL Regional and State Solo and Ensemble, in the ATSSB All-State process, in local parades, and in civic performances for the public. Purchasing an instrument is recommended, but not required. Completion of the first semester of band is a requirement for the second semester of band.

### **Instrumental Ensemble**

Prerequisite: Band Director Approval

Grade Placement: 9 - 12

Credit: 1 Credit

The members of this class perform outside the regular band class. A variety of musical literature is introduced. This ensemble is designed for individualized instruction through the UIL Solo and Ensemble contest and the ATSSB All-State process, both of which are a requirement for the class. Purchasing an instrument is recommended, but not required.

### **Art I Drawing**

Prerequisite: None

Grade Placement: 9 - 12

Credit: 1 Credit

This course is designed to present the basic elements and principles of art. Drawing, painting, art, history and current events will be a part of the course. Art work will be exhibited for display and competition. Drawing skills will be the primary focus.

### **Drawing II**

Prerequisite: Art I

Grade Placement: 10 - 12

Credit: 1 Credit

This course will concentrate on practical applications of the elements and principles of design through various media. Opportunities will be provided for special art interests through independent study, advanced study of art history and current events. Art work will be exhibited for display and competition. Drawing skills will be the primary focus.

**Drawing III**

Prerequisite: Art II

Grade Placement: 11 - 12

Credit: 1 Credit

In Art III emphasis is placed on individual artistic interest. Current styles and trends will be explored along with an in-depth study of historical and current events. Art work will be exhibited for display and competition. Drawing skills will be the primary focus.

**Drawing IV**

Prerequisite: Art III

Grade Placement: 12

Credit: 1 Credit

This course is designed to prepare students for possible interest in the pursuit of art careers. Students will prepare a portfolio of their artwork and work toward individual goals. Artwork will be exhibited for display and competition. Drawing skills will be the primary focus.

**Theater Arts**

Prerequisite: None

Grade Placement: 9 - 12

Credit: 1 Credit

Theater Arts is an introductory course designed to teach students about the world of theater. This course offers a wide variety of topics that incorporation performance techniques, the actor's role in interpretation, basic theater vocabulary, different theatrical styles, theater history, technical theater and critical evaluation techniques.

**Theater Production I, II, III**

Prerequisite: Theater Arts, or Teacher Approval

Grade Placement: 10 - 12

Credit: 1/2 - 1 Credit

This class is designed for students with a pronounced interest in furthering their development, knowledge and skills with in the world of theater. Students enrolled in this course will learn about a variety of in depth topics such as producing, acting and assisting with production of plays, play analysis and other vital skills used within the word of theater. Student who are interested in taking this course are highly encouraged to participate in all theater related productions.

**Professional Communications:**

Prerequisite: None

Grade Placement: 10-12

Credit: ½ Credit

Students enrolled in Professional Communications will be expected to identify, analyze, develop, evaluate and participate in different types of communication which is intended to challenge students to become better communicators with in the world of school, work, social and personal situations; along with teaching them life long skills that will develop their communication skills needed for professional and social success, interpersonal situations, group interactions and personal and professional presentations.

**BNN News (Bear News Network Announcement Team)**Prerequisite: Completed Theater Arts and/or Professional Communications  
Application and audition is required

Grade Placement: 11-12

Credit: 1 Credit

This class is designed for students who are interested in furthering their speaking/acting skills and are interested in technology. Students learn to handle all of the basic staff positions on the BNN production team. Students will be trained in television announcing for newscasts, ad-libbing, commercials, sportscasts, and various program performance assignments with emphasis on the development of the students individual style and personality.

**Principles and Elements of Floral Design**

Prerequisite: Previous Ag Course

Grade Placement: 10-12

Credit: 1 Credit

Floral Design Students will be prepared for a career in the floral industry. Students who take this course will have the opportunity to become a certified florist.

**Life Skills Art I-IV**

Prerequisite: ARD Committee

Grade Placement: 9-12

Credit: 1 Credit

The students will be exposed to different elements of art including history and composition through sensory and physical experiences.

**Recreation and Leisure I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Recreation/Leisure will outline the benefits of planned home, school and community activities that develop the entire person by recognizing a variety of individual interests, hobbies, and abilities. Students will develop leisure activities that foster continued growth. Concepts each year expand and reinforce the previous year based on the student's ability and IEP.

## LOCAL AND OTHER ELECTIVES

No more than three local credits may be counted towards graduation, per board policy.

### **Office and Classroom Aide**

Prerequisite: Principal approval, application, pass all EOC tests

Grade Placement: 11 - 12

Credit: 1/2-1 (local) Credit

Classroom/office aides will be assigned to a supervisor (either a classroom teacher or a member of the office staff) and will perform clerical and other miscellaneous duties. They will be expected to adhere to all standards for attendance and behavior that are expected of students in any other class. To qualify, the student must have passed all sections of all EOC tests taken and must not be at a credit deficit. Students will first be placed in the office areas and then may be assigned to certain teachers based on principal approval. Students may be a classroom/office aide one period only.

### **Library Aide**

Prerequisite: Librarian approval

Grade Placement: 11 - 12

Credit: 1/2-1 (Local) Credit

Library Aide is designed to provide students with an opportunity to assist the librarian in clerical duties, delivery of audiovisuals, assist in reference work, cataloging and processing materials with use of computerized programs and other miscellaneous duties as assigned by the librarian. Students are expected to adhere to all standards of attendance and behavior that are expected of students in any other class.

### **Work Period**

Prerequisite: Pass all required EOC tests,  
Principal and parent approval

Grade Placement: 11 - 12

Credit: None

A work period provides a student an opportunity to be off campus during the stated period. This class period will be last period unless the student is in the work program. Students with an off period are required to be off campus during their work period. To qualify, a student must pass all required EOC exams.

### **Life Skills Domestic Prevocational I-V**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Domestic Prevocational I-V is modified to each student's needs to help care for a household or themselves in today's world.

### **Life Skills Activities of Daily Living I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Activities of Daily Living is developed to assist students with profound disabilities with daily living skills. These activities are those, which are normally performed during the course of a person's everyday life. Each student has individual needs and this course will be adapted to meet the individual needs of each student

### **Life Skills Recreation I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Recreation is an activity of leisure, leisure being discretionary time. Students will participate in activities done for enjoyment, amusement, or pleasure and are healthy and refreshing to the mind and body. Students will be given the opportunity to explore a variety of activities based on their individual needs and interests.

### **Life Skills Real Life Academics I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Real Life Academics is designed to enhance student awareness of the world around them, emphasizes functional math and language arts, and current events.

**Life Skills Personal Health and Hygiene I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Personal Health and Hygiene is designed to help students understand the importance of personal health and hygiene, how other's perceive their appearance and the social implications of neglecting personal hygiene and to understand exactly what the student needs to do to ensure good hygiene.

**Life Skills Communication Application I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Communication Application is designed to help students focus on important skills used to navigate through daily life. Students will explore communications skills used in the home, school settings, public and work settings. Students will learn skills based on individual needs.

**Life Skills Occupational Preparation I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Occupational Preparation is developed to prepare students vocationally for life after secondary education. Students will learn job related skills and concepts based on their individual needs. Vocational skills include any skills that facilitate the successful transition to meaningful employment, including skills required to find, apply for and retain employment. Students will participate in activities that are designed to give them work experience in the school setting.

**Life Skills Personal Communication I-V**

Prerequisite: LID Students

Grade Placement: 9-12

Credit: 1 (Local) Credit

Personal Communication is designed to help students focus on important skills used to navigate through daily life. Students will explore communication skills used in the home, school settings, public and work settings. Student will learn skills based on individual needs.

## DUAL CREDIT / COLLEGE CREDIT

Gladewater High School offers dual credit/college classes through Kilgore College on the GHS campus. Many other classes are available at other local high schools or at Kilgore College. For any of these classes, students must meet all college entrance requirements, including TSI, in order to enroll. If the TSI is not taken at Gladewater when offered at GHS it is the student's responsibility to sign up and take the test at Kilgore College and get the passing score to the counselors by July 1st in order to be placed in the dual credit courses. Reading and Writing must be passed in order to take English, History, and any electives. The Math section must be passed to take any Math or Science courses. Tuition, books, transportation and other expenses will be the responsibility of the student. Tuition must be paid to Kilgore College, Gladewater High School will not handle any tuition for Kilgore College. A maximum dual credit course load is nine hours per semester, unless approved by the GHS Principal and Kilgore College President.

### COLLEGE COURSE OFFERINGS At Gladewater High School

ENGLISH 1301(first semester) and 1302 (2nd semester)  
 HISTORY 1301 (first semester) and 1302 (second semester)  
 MUSIC APPRECIATION 1306 (first semester) and GOVERNMENT 2306 (second semester)  
 GOVERNMENT 2305 (1st semester) PSYCHOLOGY 2301 (second semester)  
 STATISTICS 1342 (second semester)  
 WELDING1421 (first semester) and WELDING1428 (second semester)  
 WELDING 1428 (first semester) and WELDING 1430 (second semester)  
 COSMETOLOGY first year (first semester) 1401 and 1391 (second semester) 1310 and 1443  
 COSMETOLOGY second year (first semester) 1447 and 2310 (second semester) 2401 and 1354

#### The fall/spring semester schedule is:

*English 1301/1302	Mon/Wed	TBA
*Govt 2305/Psych 2301	Tues/Thur	TBA
*MusApp 1306/Govt 2306	Tues/Thur	TBA
*US Hist 1301/1302	Mon/Wed	TBA
**Math 1314 (Spring)	Daily	TBA
*Dual Credit Welding	Daily	TBA

Many other courses are available but may require students to travel to Kilgore College, another local high school, or to take a course on-line. Students must provide their own transportation. Students are also reminded about the meningitis vaccine which is required only if you are taking a course on campus.

\* US History 1301 and 1302, Government 2306 and Music Appreciation 1305 may be taken as dual credit if the student has not yet been awarded credit for these classes. In addition to other requirements, to take US History as a junior, students must receive credit for Honors World History and have an overall grade point average of 90 or above through the end of their sophomore year.

\*\* If a student takes any of the classes listed above for dual credit, they must pass the class(s) in order to receive credit and graduate. Furthermore, if a student makes a D or below in English 1301, or US HIST 1301 he/she will not be allowed to take Eng. 1302/US HIST 1302 and must enroll in the second semester of high school English IV/US Hist. The student will also have to take the failed dual credit class in Credit Recovery to make up the credit for graduation.

- \* Courses taught at GHS
- \*\* Distance Learning course at GHS, through Kilgore College.
- \*\*\*\*\* This course is taken at Kilgore College or Kilgore College-Longview.

There is a parent/student contract that must be signed concerning dual credit rules for attendance and leaving campus. Gladewater ISD shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

## **CAREER AND TECHNICAL EDUCATION (CTE) COURSE OFFERINGS**

The 80<sup>th</sup> Texas legislature ruled that all CTE courses be reviewed and revised by the Texas Education Agency and approved by the State Board of Education. Career Clusters provide Programs of Study for all students so they may prepare for a high-skill, high-wage, or high-demand career. Gladewater High School offers the following Career Clusters:

**Agriculture, Food & Natural Resources**  
**Architecture & Construction**  
**Arts, A/V Technology & Communications**  
**Manufacturing**  
**Business, Management, & Administration**  
**Education & Training**  
**Health Science**  
**Hospitality & Tourism**  
**Human Services**  
**Information Technology**

Gladewater High School CTE staff have reviewed the new Texas Essential Skills and Knowledge (TEKS) that have been revised; met with the local CTE Advisory Board for input from students, parents, school personnel, and stakeholders from business and industry; and are offering courses that are relevant to the interests and economy of the regional workforce area. These courses taken in a coherent sequence will enable students to take advanced technical credit courses, which will transition to postsecondary institutions.

Based on each student's interests and aptitudes, a 4-year plan will be written which will guide the student's educational preparation for postsecondary education and careers. If a student is undecided or changes his or her mind, the programs of study may help direct the young person toward a variety of programs so that he or she may find that career of interest and success while still in public, free education.

Advanced Technical Credit (ATC) courses, which are designated in this catalog, give students the opportunity to earn college credit from enhanced CTE courses. ATC credit can only be awarded: (1) if an 80 or better is earned for the class and, (2) if the class is taken, or the coherent sequence of courses is completed during the student's junior or senior year in high school. See [www.atc.org](http://www.atc.org) or a counselor or CTE teacher for more information.

CTE courses are subject to change based on TEA revisions and regulations.  
The Career Clusters icons are being used with permission of the  
Texas Education Agency. [www.texas.gov/cte](http://www.texas.gov/cte)



GISD and its Career and Technology Education Program does not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Este distrito escolar y su Programa de Educaciun de Carrera y Tecnologia no discriminan en base de sexo, discapacidad, raza, color, edad u origin nacional en sus programas educativos, actividades, o empleo como lo requieren el Titulo IX, Secciun 504 y Titulo VI.



## Agriculture, Food & Natural Resources

CTSO: FFA, Future Farmers of America

Students are encouraged to take a variety of CTE courses within their areas of interest. They also are required to take a technology credit course as stated in the graduation program requirements.

### **Principles of Agriculture, Food & Natural Resources**

Prerequisite: None

Grade Placement: 9–10

Credit: 1 Credit

This first course in Ag allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. The student learns the employability characteristics of a successful employee. The students participate in youth leadership opportunities to create a well-rounded-experience program in agriculture. The student develops technical knowledge and skills related to plant and animal systems. The student safely performs basic power, structural and technical system skills in agricultural applications.

### **PROGRAM OF STUDY: ANIMAL SYSTEMS**

### **Small Animal Management**

Prerequisite: Principles of Agriculture

Grade Placement: 10-12

Credit: ½ Credit

This course provides information about the care and management requirements for a variety of small animals. Suggested small animals that may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

### **Equine Science**

Prerequisite: Previous Ag Course  
ATC Credit

Grade Placement: 10–12

Credit: ½ Credit

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, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals that may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

### **Principles and Elements of Floral Design**

Prerequisite: Previous Ag Course

Grade Placement: 10-12

Credit: 1 Credit

Floral Design Students will be prepared for a career in the floral industry. Students who take this course will have the opportunity to become a certified florist.

**Food Technology and Safety**

Prerequisite: Previous Ag Course

Grade Placement: 10-12

Credit: ½ Credit

This course examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**Wildlife, Fisheries, and Ecology Management**

Prerequisite: Previous Ag. Course

Grade Placement: 10-12

Credit: ½ Credit

This course examines the management of game and non-game wildlife species, fish, and aqua-crops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Livestock Production**

Prerequisite: Previous Ag Course

Grade Placement: 10-12

Credit: 1 Credit

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, career opportunities, and industry expectations. Students need to learn and transfer their knowledge and skills to a variety of settings, animals to be studied include beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**Agricultural Mechanics & Metal Technologies**

Prerequisite: Principals of Agriculture

Grade Placement: 10-12

Credit: 1 Credit

Agricultural Mechanics and Technologies 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 Power Systems**

Prerequisite: Principals of Agriculture

Grade Placement: 10-12

Credit: 2 Credits

Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.



# Manufacturing

## PROGRAM OF STUDY: POWER, STRUCTURAL & TECHNICAL SYSTEMS

### **Principles of Construction**

Prerequisite: None

Grade Placement: 9-12

Credit: 1 Credit

Principles of Construction is intended to provide an introduction and lay a foundation for those students entering the construction or craft skills areas. The course provides a strong knowledge of construction safety, construction usage of hand and power tools.

### **Introduction to Welding**

Prerequisite: Principles of Agriculture and/or Principles of Construction

Grade Placement: 10-12

Credit: 1 Credit

Designed to instruct beginning welders in welding safety and welding techniques. Students will receive instruction in electric arc welding, gas welding, plasma cutting, and brazing.

### **Welding I**

Prerequisite: Intro to Welding

Grade Placement: 10-12

Credit: 2 Credits

Welding I enables the students to acquire basic experience in three fundamental areas: electric arc welding; gas welding; cutting and brazing. Students are required to work on projects in welding.

### **Welding II**

Prerequisite: Welding I

Grade Placement: 10-12

Credit: 2 Credits

Welding II will expand upon knowledge learned in Welding I. Instructor approval is necessary for all projects. Safety will be of the utmost importance. Students will be introduced to the MIG welding process. Students are required to build welding project.

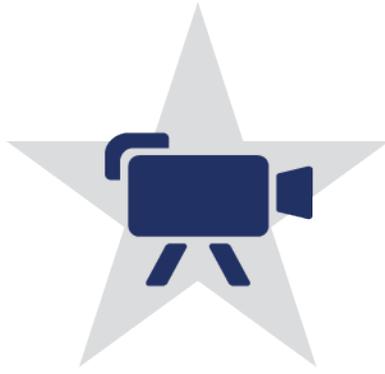
### **Welding II Dual Credit**

Prerequisite: Welding II

Grade Placement: 11-12

Credit: 1 Credit

Welding II Dual Credit builds on the knowledge and skills developed in Welding I & II. Students will develop advanced welding concepts and skills as related to personal and career development. In addition, students will have opportunities to gain college introductory welding credit.



## Arts, A/V Technology & Communications

CTSO: SkillsUSA

### PROGRAM OF STUDY: GRAPHIC DESIGN

#### **Principles of Arts, Audio/Video Technology & Communications**

Prerequisite: 100% on Safety Test

Grade Placement: 9-11

Credits: 1 Credit

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

#### **Graphic Design & Illustration**

Prerequisite: Principles of Arts, Audio/Video Tech & Communications or DIM with an average grade of 85 or better in either class  
ATC Credit

Grade Placement: 10 – 12

Credit: 1 Credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

#### **Graphic Design and Illustration II**

Prerequisite: Graphic Design with an average of 85 or better  
ATC Credit

Grade Placement: 11 – 12

Credit: 1 Credit

Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

#### **Practicum in Graphic Design and Illustration**

Prerequisite: Graphic Design & Illustration and Graphic Design & Illustration II

Grade Placement: 11-12

Credit: 2 Credits

In this course, students develop and technical understand of the industry with a focus on skill proficiency.



## Business Management & Administration

### CTSO: Business Professionals of America

Students are encouraged to take a variety of CTE courses within their areas of interest. They also are required to take a technology credit course as stated in the graduation program requirements. These are marked “TC” in the course tables.

### PROGRAMS OF STUDY: BUSINESS ADMINISTRATION and/or INFORMATION SUPPORT

#### **Touch Systems Data Entry**

Prerequisite: None

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents. Emphasis on Microsoft Word to lay groundwork for Microsoft and other certifications.

Grade Placement: 8

Credit: ½ credit

#### **\*Business Information Management I**

Prerequisite: None

ATC Credit

Students implement skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Grade Placement: 9-12

Credit: 1 Credit

#### **\*Business Information Management II**

Prerequisite: BUSIM1 w/80 avg.

ATC Credit

Students implement skills to strengthen individual performance in the workplace and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Grade Placement: 10-12

Credit: 1 Credit

**Functional Technology I-IV**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Functional Technology I-IV explores different types of technology used to acquire information, solve problems and communicate with others. Students will develop techniques for handling and controlling various input devices and will interact with the environment to understand cause and effect application.

**Life Skills Business Information Management I**

Prerequisite: ARD committee

Grade Placement: 9 - 12

Credit: 1 Credit

Life Skills Business Information Management I is designed for students to use their individual skill level to access and use technology to access the general curriculum.

**Life Skills Business Information Management II**

Prerequisite: Life Skills BIM I, ARD committee

Grade Placement: 10-12

Credit: 1 Credit

Life Skills BIM II is designed for students to use their individual skill level to access and use technology to access the general curriculum.

**Applied Business Image Management and Multimedia**

Prerequisite: ARD committee decision

Grade Placement: 9 - 12

Credit: 1 Credit

Applied Business Image Management and Multimedia is a modified technology class where each student's individual needs are addressed. This course focuses on computer skills including word processing, publishing and spreadsheet applications.



## Finance

### PROGRAM OF STUDY: ACCOUNTING

#### **Dollars and Sense**

Prerequisite: None

Grade Placement: 9-12

Credit: ½ Credit

Students will gain knowledge and skills necessary to set long-term financial goals. They will determine methods of achieving these goals through the study of economics, financial careers, and financial activities for both personal and business life.

#### **Accounting I**

Prerequisite: None

Grade Placement: 10-12

Credit: 1 Credit

ATC Credit

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

#### **Accounting II**

Prerequisite: Accounting I w/80 avg.

Grade Placement: 11-12

Credit: 1 Credit

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision-making.

#### **Statistics and Risk Management**

Prerequisite: Algebra I & Algebra II

Grade Placement: 11-12

Credit: 1 Credit

Counts for Math Credit

The Statistics and Risk Management course will inform and familiarize learners about the field of statistics and risk management as a framework for teaching this content in the career and technical education. This course covers the general areas of describing data, probability, confidence intervals, hypothesis testing, regression, money flow, financial resources, data forecasting and management, fiscal stability, risk management strategies, and production.

#### **Dual Credit Statistics**

Prerequisite: Advanced Algebra II or higher level math credit

Grade Placement: 11-12

Credit: 1 Credit

Admission to KC, TSI exempt or passed; Internet access

Counts for Math Credit

This course is an introductory study of statistics, mean and variance, probability, random variables, random sampling, normal and binomial distributions, statistical inference, linear regressions and correlations. An instructor-approved graphing calculator will be required. This course is suggested for students considering majors in business, journalism, medicine and many other fields. The fall semester is a preparatory semester with the on-line college course following in the spring semester. Students must pass both semesters to earn one full math credit



# Information Technology

## PROGRAM OF STUDY: INTERACTIVE MEDIA

### **\*Business Information Management I**

Prerequisite: Keyboarding or Data Entry  
ATC Credit

Grade Placement: 9-12  
Credit: 1 Credit

Students implement skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

### **\*Business Information Management II**

Prerequisite: BUSIM1 w/80 avg.  
ATC Credit

Grade Placement: 10-12  
Credit: 1 Credit

Students implement skills to strengthen individual performance in the workplace and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

### **Digital Media**

Prerequisite: None  
ATC Credit

Grade Placement: 9-12  
Credit: 1 Credit

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem.

### **Video Game Design**

Prerequisite: Algebra II, Physics or currently enrolled,  
or permission of instructor

Grade Placement: 11-12  
Credit: 1 Credit

Students will be provided with the opportunity to design, program and create a functional video game. The course will introduce basic programming language and skills that are essential to developing a video game. Topics covered are math, physics, design and computer programming.

### **Graphic Design & Illustration**

Prerequisite: Principles of Arts, Audio/Video Tech & Communications  
ATC Credit

Grade Placement: 10 – 12  
Credit: 1 Credit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Graphic Design and Illustration II**

Prerequisite: Graphic Design

ATC Credit

Grade Placement: 10 – 12

Credit: 1 Credit

Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Students are encouraged to take a variety of CTE courses within their areas of interest. They also are required to take a technology credit course as stated in the graduation program requirements.



## Health Science

### **Lifetime Nutrition & Wellness**

\*Prerequisites: Principles of Hospitality & Tourism  
And/or an interest in a Health Science Career

Grade Placement: 10-12  
Credit: 1/2 Credit

This course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and/or health sciences.

### **Principles of Health Science**

Prerequisite: None

Grade Placement: 9-12  
Credit: 1 Credit

The course introduces students to the health care cluster or nursing, medicine, dentistry, and other human health related fields. It is designed to help students develop an understanding of the roles and responsibilities of each career major area.

### **Sports Medicine I**

Prerequisite: Principles of Health Science

Grade Placement: 10-12  
Credit: 1 Credit

This course provides an overview of the prevention, management and rehabilitation of athletic injuries.

### **Sports Medicine II**

Prerequisite: Sports Medicine I

Grade Placement: 11-12  
Credit: 1 Credit

This course provides a continuation of the development of prevention, management and rehabilitation of athletic injuries. Rehabilitation, nutrition, wound care, and therapeutic methods are applied.

### **Anatomy and Physiology of Human Systems**

Prerequisite: Chemistry and Physics

Grade Placement: 11-12  
Credit: 1 Credit

This course is designed for students who display exceptional talent in the study of science. Students will be given opportunities to explore biological experiences before attending college. The main course of study will include human anatomy and physiology and will be invaluable to a student interested in pursuing a career in allied health fields. A & P includes an in-depth introductory study of organic and biochemistry.

### **Forensic Science**

Prerequisite: Biology and Chemistry

Grade Placement: 11-12  
Credit: 1 Credit

This course uses a structured and scientific approach to the investigation of crimes of assault, abuse, domestic violence, death, homicide and psychology of criminal behavior. Students will use scientific procedures to solve crimes and collect and analyze evidence through case studies and simulated crime scenes.

## CNA

Prerequisite: None

Grade Placement: 12

The course is designed to provide the student with the knowledge and skills necessary to perform basic care services for a patient. The course prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed vocational nurse (LVN). This course is designed to meet the curriculum requirements of the Texas Department of Health and Human Services. The basic nursing assistant proficiency examination is the state-approved competency evaluation, with both written and manual skills components. This course requires the student to complete a minimum 60 hours of classroom lecture, perform 40 hours in a clinical setting, and successfully demonstrate 21 manual patient/resident care skills. Satisfactory completion of the course provides eligibility to take the established competency written exam for state certification as a certified nursing assistant.



# Human Services

## CTSO: Texas Association of Future Educators (TAFE)

Students are encouraged to take a variety of CTE courses within their areas of interest. They also are required to take a technology credit course as stated in the graduation program requirements.

### PROGRAMS OF STUDY: TEACHER/TRAINER, PROFESSIONAL SUPPORT, ADMINISTRATION

#### Principles of Human Services

Prerequisite: None

Grade Placement 9-12

Credit: 1 Credit

This course is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care and consumer services.

#### Child Development

Prerequisite: None

Grade Placement: 9-12

Credit: 1 Credit

This course is designed to focus on knowledge and skills related to the development, care, guidance and protection of children. Other topics include child nutrition, impact of technology, and characteristics of quality care, career options, and the management of multiple family and community roles.

#### Instructional Practices

Prerequisite: Education classes and Approval of Instructor

Grade Placement: 11-12

Credit: 2 Credits

Instructional Practices is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainer in direct instructional roles with elementary, and middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will be required to obtain supplies for various projects and provide own transportation to their campuses.

#### Practicum in Education and Training

Prerequisite: Instructional Practices

Grade Placement: 12

Credit: 2 Credits

This course is a field-based internship that provides students background knowledge in the principles of effective teaching and training practices. Students work with younger children under the supervision of a mentor teacher and practicum supervisor.



## Human Services

**CTSO: Family, Career & Community Leaders of America**

### **PROGRAM OF STUDY: FAMILY & COMMUNITY SERVICES**

#### **Dollars & Sense**

Prerequisites: None

Grade Placement: 9-12

Credit: ½ Credit

This course focuses on consumer practices and responsibilities. Topics include money management processes, decision-making skills, impact of technology, and preparation for human services careers.

#### **Lifetime Nutrition & Wellness**

Prerequisites: Principles of Hospitality & Tourism  
And/or an interest in a Health Science Career

Grade Placement: 10-12

Credit: 1/2 Credit

This course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and/or health sciences.

#### **Child Development**

Prerequisite: None

Grade Placement: 9-12

Credit: 1 Credit

This course is designed to focus on knowledge and skills related to the development, care, guidance and protection of children. Other topics include child nutrition, impact of technology, and characteristics of quality care, career options, and the management of multiple family and community roles.



## Hospitality & Tourism

### PROGRAM OF STUDY: CULINARY ARTS

#### **Principles of Hospitality and Tourism**

Prerequisites: None

Grade Placement: 9-12

Credit: 1 Credit

This course introduces students to the industry that includes lodging, travel and tourism, recreation, amusements attractions, and food/beverage operations. Pursue careers related to hospitality and tourism, and Human services.

#### **Culinary Arts year 1:**

Prerequisites: Principles of Hospitality and Tourism

Grade: 10-12

Credits: 2 Credits

ATC Credit with Serv-safe certification

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. This is an introductory industrial foods class. Students need to submit and application to the teacher to be in this class after meeting pre-requisite.

#### **Advanced Culinary Arts:**

Prerequisite: Culinary Arts 1

Grade: 11-12

Credits: 2 Credits

This course is designed as a Continuation of the skills learned in Culinary Arts. Advanced cooking techniques are explored along with restaurant and kitchen management, quality control, advanced production skills and techniques, needed for working in and managing a professional kitchen or owning a business in the restaurant industry.

#### **Practicum in Culinary Arts**

Prerequisite: Culinary Arts

Grade: 11-12

Credits: 2 Credits

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instructions with actual business and industry career experience. Practicum in Culinary Arts integrates academic and career and technical education; with the goal of preparing students with a variety of skills in a fast-changing workplace.



## Career Development

### CAREER PREPARATION

**Students not obtaining employment within the first fifteen (15) class days will be removed from the course.**

#### **Career Preparation I**

Prerequisite: Application, 16 years of age  
Employment at an approved training station

Grade Placement: 11-12  
Credits: 2-3 Credits

#### **Career Preparation II**

Prerequisite for CP II: CP I and employment  
Employment at an approved training station

Grade Placement: 12  
Credits: 2-3 Credits

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

The students must be employed for a minimum of 15 hours per week, 10 of which must be during the school week.