#### Yates High School

**Program of Studies and**

**Course Description Guide**

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**3650 Alabama St**

###### Houston, Texas 77004

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***Choosing the right courses and registering properly*** are two of the most important things students and parents can do every year to ensure a quality educational experience for their children. It is essential that both parents and students think carefully about long-range plans when making decisions about which courses to take. Every effort will be made to keep parents and students informed throughout this process. Students who receive sound parental input and give their full attention to selecting the right courses are much more likely to attain their stated educational goals.

***Course selection will be electronic*** and will be conducted through your Social Studies classesin late March and early April. Students will use these forms to indicate which courses they plan to take for the 2021-2022 school year. All students must choose at least three alternate electives in case of scheduling conflicts. Upperclassman will be given priority when conflicts arise. If students fail to complete and return the course selection sheet, courses will be chosen for them.

***Course selection is FINAL!*** All scheduling decisions are made based on the course requests we receive from our students, and scheduling begins well before the end of the current school year. Once course selection sheets are completed, signed, and returned, they are considered final. If a change is deemed necessary after this date, a schedule change request form must be completed and returned for consideration. These forms are available in the main office. No changes will be made over the phone, and only necessary course changes will be considered. Changes will not be made based on preference or a change of mind. **Absolutely no course changes will be made after June 25.** Schedules will be emailed to students and available online prior to the first day of school.

***Substantial differences should be expected*** between regular and advanced courses (Pre-Advanced Placement, Advanced Placement, International Baccalaureate, and Dual Credit). Regular courses are designed to meet both state and local expectations for all students while equipping them for a variety of pursuits after high school, including college. Students are not required to take advanced level courses to pursue any diploma type. Advanced courses are designed to challenge students significantly and typically require increased higher- order thinking and application of skills and concepts. These courses are recommended for students who have performed at a high level academically in the past and who are willing to push themselves when confronted with rigorous course work. Students enrolling in dual credit courses must satisfy the college entrance requirements set forth by the Texas Higher Education Coordinating Board. Parents and students are encouraged to consider the decision to take advanced courses carefully. Students will not be able to move into an Advanced Placement or Dual Credit class after the 3rd week of school. Schedule changes are in no way guaranteed for students who struggle in an advanced course.

**Mission Statement**

Jack Yates High School aims to provide students with critical thinking skills, social and emotional support, and high-quality education which encourages students to become active, compassionate, and lifelong learners.

**Vision Statement**

To ensure our students achieve academic excellence, international mindedness, and a desire to help create a better world through intercultural understanding and respect while developing the skills necessary for college, career, and life beyond.

Motto

“Pride, Excellence, Tradition”

###### 

###### Degree Plan Requirements

English I

English II

Algebra I

Biology

U.S. History

**State Assessments Required for Graduation**

To receive a high school diploma, a student must complete the following:

1. Requirements of the Foundation High School Program
2. State testing requirements
3. Demonstrated proficiency, as determined by the district in which the student is enrolled, at delivering clear verbal messages; choosing effective non-verbal behaviors; listening for desired results; applying valid critical thinking and problem-solving processes; identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and profession presentations.

***In addition, 9th grade students must enroll in courses required for the foundation program and an endorsement area.*** The option of graduating under the foundation with no endorsement may occur only AFTER the student’s eleventh grade year, and specific procedures must be followed to waive the endorsement requirement. For more information, contact the Academic Advisor.

#### Distinguished Level of Achievement

**Students may earn this distinction by completing the following:**

* A total of four credits in math, including credit in Algebra II
* A total of four credits in science
* Completion of curriculum requirements for at least one endorsement

*For detailed information regarding course selections for each endorsement area, please refer to the four-year plans included in this course guide.*

**Endorsements**

|  |  |
| --- | --- |
| Endorsement | Focus Area |
| STEM | Math |
| Science |
| Business/Industry | Design and Multimedia Arts |
| Digital Communication |
| Marketing and Sales |
| Distribution & Logistics |
| Public Service | AJ ROTC |
| Arts & Humanities | English |
| Social Studies |
| Fine Arts |
| Multidisciplinary | Credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program |

###### Foundation High School Program Requirements

|  |  |
| --- | --- |
| **Subject** | **YATES Foundation Requirements**  **(26 Credits)** |
|  | **Four Credits Total** |
|  | **Three Credits** must consist of:   * English I (1 credit) * English II (1 credit) * English III (1 credit) |
| English Language Arts  and Reading | **One Credit\*** from:   * English IV * English IV DC * AP English Literature and Composition * College Prep English |
|  | **May substitute:**  English I and II for Speakers of Other Languages may be substituted for English I and II for students who are at the beginning or intermediate level of English language proficiency. |
| Mathematics | **Three Credits Total**  **Two Credits** must consist of:   * Algebra I * Geometry   **One Credit\*** from:   * Algebra II * Precalculus * AP Calculus AB * IB Mathematics Higher Level * Locally developed math course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate. Must be taken after Algebra I and Geometry. [(TEC) 28.002(g-1)]   *\*One full credit or a combination of two half credits* |
| Science | **Three Credits Total**  **One Credit** must consist of:   * Biology or * IB Biology   **One Credit** must consist of:   * Chemistry * Physics   **One Credit** from:   * Chemistry * Physics * Earth and Space Science * Environmental Systems * AP Environmental Science * IB Biology * IB Environmental Systems * Anatomy and Physiology |
| **Social Studies** | **Four Credits Total**  **Must consist of:**   * World Geography (1 credit) * World History (1 credit) * U.S. History (1 credit) * U.S. Government (½ credit) * Economics (½ credit) |

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###### Degree Plan Requirements – Continued

|  |  |
| --- | --- |
| **Subject** | **YATES Foundation Requirements**  **(26 Credits)** |
| *Languages Other Than English* | **Two Credits Total**  May choose from:   * Any two levels in the same language or * 2 credits in computer programming languages selected from Computer Science I, II, and III   \*After completing the 1st LOTE credit, if a student demonstrates that he/she is unlikely to be able to complete the 2nd credit, the student may substitute one credit from the following:   * Special Topics in Language and Culture (new course for 2014-15; no instructional materials until next LOTE adoption cycle) * World History * A level 1 course in another language other than English * A computer programming language course   A student who is unable to complete two credits in LOTE due to a disability may substitute a combination of two credits from the following areas:   * English Language Arts * Mathematics * Science * Social Studies * CTE * Technology Applications   *\*Specific procedures must be followed for this determination.* |
| *Physical Education* | **One Credit Total**  May choose from:   * Foundations of Personal Fitness * Adventure in Outdoor Education * Aerobic Activities * Team or Individual Sports   May substitute from: \*   * Athletics * Junior Reserve Officer Training Corps * Marching Band * Private or commercially sponsored physical activity program at Olympic-level participation and/or competition; minimum of 15 hour/week; may be dismissed from school 1 hour/day\*\*   \*\*\*A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit from the following areas:   * English Language Arts * Mathematics * Science * Social Studies   *\*No more than 4 substitution credits may be earned. All substitutions require 100 minutes per five-day school week of moderate to vigorous physical activity.*  *\*\*District must apply to commissioner of education for approval.*  *\*\*\*Specific procedures must be followed for this determination.* |
| Health | **½ Total Credit**  Must consist of:   * COED Health |
| *Fine Arts* | **One Credit Total**  May choose from:   * Art, Level I, II, III, or IV * Theatre, Level I, II, III, or IV * Band I, II, III, or IV * Music Theory   Applied Music |
| *Career & Technology Education* | **Two Credits Total for Students entering Grade 9 2017-18 and thereafter One and One-half Credits for Students entering Grade 9 before 2017-18**  May choose from any courses in Career and Technical Education |
| *State Electives* | **Three Courses Total**  May choose from any courses in the following areas:   * English Language Arts * Mathematics * Science * Social Studies * Languages Other Than English * Physical Education * Fine Arts * Technology Applications   Career and Technical Education |

###### Earning College Credit in High School

###### Earning College Credit

Students at Yates High School can earn college credit while in high school in a variety of ways:

* Advanced Placement Program
* International Baccalaureate (IB) Diploma Programme

Advanced Placement and Dual Credit programs can be used in a variety of combinations based on student preferences to meet graduation requirements. Students are responsible for ensuring that the college that they are planning to attend will accept or will award credit for the college-level courses.

Students who participate in college-level courses will be expected to:

* Work independently
* Commit to reading, research, and hard work
* Demonstrate above average ability in oral and written expression
* Deal with sophisticated concepts maturely
* Think critically and creatively
* Respond positively to challenging situations
* Prioritize activities and set personal deadlines
* Manage study time and complete assignments
* Deal personally and directly with the instructor to discuss problems and questions

###### Advanced Placement Program

***What is the Pre-AP Program?***

Preparing and motivating middle school and high school students for AP classes and college-level work must begin before they reach eleventh or twelfth grade. The earlier students acquire analytical thinking and communication skills, the more likely they are to succeed in academically challenging courses such as AP. Therefore, YATES offers the Pre-AP program by College Board. Although Pre-AP courses are not prerequisites for AP courses, they are highly recommended.

***What background is needed for students to succeed in the Pre-AP Program?***

Students must be dedicated to completing a more rigorous course of study. The keys to success are maturity, motivation, self- discipline, and academic preparation. In the Pre-AP program, students are encouraged to ask good questions, to acquire deep understandings, to apply comprehensive analytical techniques, and to construct good written and verbal arguments.

Yates High School encourages students to pursue a course of study in Advanced Placement. Both students and parents are encouraged to consult with teachers, academic advisors, and principals if they need assistance with any concerns. Generally, Yates High School recommends that students and parents consider the following criteria for enrollment in a Pre-AP course:

1. the grade the student received in that subject area during the preceding year (preferably an average of "85" or above); and
2. the score the student received on the State of Texas Assessment of Academic Readiness (STAAR), End of Course exam (EOC) or the HISD Benchmark Assessment for the appropriate subject area during the preceding year (preferably a score of "85" or above).

***What is the Advanced Placement Program?***

The Advanced Placement Program allows high school students the opportunity to enroll in a college-level course and to possibly earn college credit for that course while still in high school. Although the program is administered by the College Board of New York, secondary schools have the flexibility to establish the curriculum, to select materials and resources, and to determine the instructional methods. Students may show mastery in these courses by taking the AP exams that are administered in May of each school year.

**Students will not be able to move into an Advanced Placement class after the 3rd week of school.**

***What are the advantages of taking an AP course?***

Enrollment in an AP course may benefit students in several ways. The main advantage is in providing an academic background that will better prepare students for college. Successful completion of an AP exam can also fulfill one of the requirements of the Texas Distinguished Achievement Program graduation plan. Of course, another benefit is the award of college credit during students’ high school years.

***How is college credit awarded?***

High School students must successfully complete the AP exam in order to receive college credit for the course. Tests are scored with grades from 1-5. The College Board then reports the scores to colleges with the following recommendations:

1--no recommendation 2--may be qualified

3--qualified

4--well-qualified

5--extremely qualified

Each college sets its own policy for the award of AP credit, determining which score is successful and how much college credit will be awarded. Generally, colleges accept a score of "3" with credit ranging from three to six semester college hours per test. Students should contact the college directly to find out about the AP policy for that institution.

***What background is needed to succeed in an AP course?***

The College Board offers the following recommendations to ensure success in the AP program:

*Students should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently. Additionally, students will need to be proficient in writing clear, concise essays. Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for AP or college courses by taking the most rigorous classes available, the more likely will be their success. The keys to success are motivation, self-discipline, and academic preparation.*

***What are the costs involved in taking a course?***

Since the AP courses are a part of the Texas High curriculum, there is no charge for taking an AP course.

***How are Pre-AP, PreAP and AP courses weighted?***

Because of the advanced level of Pre-AP, AP and IB courses, HISD receive an extra weighted point for the GPA.

A – 5 Points

B – 4 Points

C – 3 Points

D – 1 Point

F – 0 Points

***What Pre-AP, PreAP and AP courses are available?***

Yates High School provides courses in both Pre-AP and AP. The following courses are currently available:

|  |  |  |
| --- | --- | --- |
| AREA OF STUDY | PRE-AP & PreAP COURSES | AP COURSES |
| English | Pre-AP English I  Pre-AP English II | AP English Language and Composition (Level III)  AP English Literature and Composition (Level IV) |
| Fine Arts |  | AP Two-Dimensional Art and Design Portfolio |
| Math | Pre-AP Algebra I  Pre-AP Algebra II  Pre-AP Geometry  Pre-AP Precalculus | AP Calculus AB |
| Science | Pre-AP Biology  Pre-AP Chemistry  Pre-AP Physics | AP Environmental Science |
| Social Studies | Pre-AP World Geography | AP U.S. History  AP Macroeconomics  AP Government and Politics: United States  AP World History: Modern |
| Other Electives |  | AP Computer Principles |

#### Pre-AP Program by College Board

The Pre-AP Program is a program offered to high schools by College Board. As a participating school, Yates High School has received an official Pre-AP designation for each Pre-AP course. Pre-AP courses offer engaging, meaningful, foundational coursework to our students across varying levels of ability. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students’ content knowledge and critical thinking skills.

All Pre-AP teachers will complete required professional development to learn the design and pedagogy of the Pre- AP program prior to teaching the courses as is also required by the Advanced Placement (AP) program. By choosing to offer designated Pre-AP courses, Yates High School is continuing our commitment to prepare all students for success in high school and beyond.

[**CLICK HERE**](https://ap.collegeboard.org/?navId=apc-ap) to learn more about AP and PreAP courses

###### International Baccalaureate (IB) Diploma Programme

***IB mission statement***

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

***Traits of an IB student***

* **thinking skills —** including areas such as critical thinking, creative thinking and ethical thinking
* **research skills —** including skills such as comparing, contrasting, validating and prioritizing information K
* **communication skills —** including skills such as written and oral communication, effective listening, and formulating arguments
* **social skills —** including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
* **self-management skills —** including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

***IB Learner profile***

|  |  |
| --- | --- |
| Attribute | Descriptor |
| Inquirers | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| Knowledgeable | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. |
| Thinkers | We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. |
| Communicators | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. |
| Principled | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. |
| Open-minded | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. |
| Caring | We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. |
| Risk-takers | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| Balanced | We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| Reflective | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to supp |

***Courses in the DP Programme***

|  |  |
| --- | --- |
| **Core** | **Elective** |
| * Language Studies A: Language and Literature HL | * Theory of Knowledge |
| * History of the Americas (HL) | * Language AB Initio Spanish (SL) |
| * Mathematics: Application & Interpretations (SL) | * Theatre Arts (SL/HL) \* |
| * Science: Biology (SL/HL) | * Visual Arts: (SL/HL) \* |
| * Science: Environmental Systems (SL) | * Extended Essay |
|  | * Creativity, activity, service (CAS) |

***Notes:***

* Extended essay and CAS are courses done outside of student’s schedule.
* Students will choose either Theatre Arts or Visual Arts. They will not be enrolled in both
* Students may elect to take Environmental Systems in the 12th grade year only.

[**CLICK HERE**](https://www.ibo.org/programmes/diploma-programme/)to learn more about the IB Diploma Programme

###### Barbara Jordan Career Center program

Yates High School is one of 9 schools in HISD that partners with Barbara Jordan Career Center (BJCC) to provide opportunities for students to earn endorsements and certifications in areas outside of those offered on the campus. Students can join this program during their 11th grade year. Students will spend half of the day at Yates High School and the other half of the day at BJCC to take the appropriate courses. Below you can find the 9th and 10th grade prerequisites and courses of study you can engage in.

|  |  |
| --- | --- |
| **9th & 10th Grade Prerequisites** | |
| **9th grade:** | **10th grade:** |
| English I | English II |
| W. Geography | W. History |
| Biology | Chemistry |
| Algebra I | Geom or Alg II |
| Art I | PE |
| Foreign Lang I | Foreign Lang I |
| PE/Health | I Elective |

|  |  |
| --- | --- |
| **Areas of Study** | |
| **Automotive Technology** | * Learn how to diagnose, maintain, and repair basic and advanced automotive systems. * Provided the opportunity to earn one or more ASE student-level certifications. * Practice using advanced automotive technology that is currently used in the field. |
| **Child Development** | * Learn how to plan an educational and developmental program for young children by working in our state-of-the-art facility. * Learn about nutrition and safety for young children as you explore careers related to childcare and development. * Earn a certificate in Child Development. |
| **Construction Technology** | * Experience hands-on skills in the construction field in the lab or visiting worksites, providing opportunities to work with professionals in the career path and earning a NCCER Core certificate. * Gain hands-on experience using a construction management computer simulator. * Learn how to use and operate Computer-Aided- Design (CAD) software to design a house or other construction project. |
| **Cosmetology** | * Gain real world experience by providing the community with student salon services. * Earn the opportunity to test for an operator license upon graduation through the Texas Board of Cosmetology. * Participate in various competitions to enhance hands-on and technical skills, such as Skills USA. |
| **Culinary** | * Learn skills and techniques to prepare for a career in cooking, baking, catering or managing a restaurant. * Earn a ServSafe certificate, a national food safety and sanitation certification, to stay a step ahead of other potential job seekers. * Eat what you cook. |
| **Government and Diplomacy** | * Take field trips to departments in the City of Houston government offices. * Attend presentations by embassy or foreign service officials. * Participate in a partnership with Texas Southern University to explore careers in government and public service. |
| **Health Science** | * Learn the terminology used in the medical field. * Gain exposure to the health care system by learning the history of medicine, safety practices used by medical professionals, communication skills, ethics, and leadership skills. * Provide students with classroom, laboratory, online, and internship experiences to work in various health care settings. |
| **Marketing** | * Travel and compete in various DECA events. * Participate in field trips, such as Rockets Day, Dynamo Day, and Houston Astros Day, to learn about sports marketing. * Meet and interact with local entrepreneurs to gain insight on today’s market and demands. |
| **Process Technology** | * Learn about safety, health, and environmental standards used in oil and gas production plants. * Learn how to operate process control equipment such as analyzers, flow indicators, pressure alarms, and pressure control valves. * Earn credits toward a certification in Process Technology at HCC. |
| **Welding** | * Perform a combination of simulations, real-life, and hands-on welding experiences throughout your time in the Welding Program. * Provided the opportunity to participate in field experiences to enhance classroom learning and to seek internships or possible job opportunities. * Earn 9 or more credits from HCC towards a structural welding workforce certificate. |

###### Alternative Methods for Earning High School Credit

Yates students can earn credit beyond enrollment in the traditional classroom setting. Specific requirements must be met in using the following alternative methods for earning credit.

**TEXAS VIRTUAL SCHOOL NETWORK (TXVSN)**

The 80th Texas Legislature passed Senate Bill 1788, authorizing the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means. An electronic course is defined as a course in which instruction and content are delivered primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

The Texas Virtual School Network (TxVSN) provides opportunities and options for Texas students through online courses. Students who wish to enroll in a Texas Virtual School Network course must submit a written request to the principal on the campus in which they are enrolled and must receive approval prior to enrollment. Students will not be allowed to enroll in a TxVSN course if Yates offers the same or a similar course; however, students who have been approved for early graduation may apply for enrollment in English III. TxVSN courses that are not offered in Yates are eligible for application. TxVSN courses are available only to enrolled high school students, and course costs must be assumed by the student. All TxVSN courses are unweighted.

**CORRESPONDENCE COURSES**

Students in grades 9-12 may earn a maximum of two units of credit by correspondence. Credit toward state or local graduation requirements may be granted for correspondence courses only under the following conditions:

* + ***Prior to enrolling in the correspondence course(s), a student must make a written request to the principal or designee for approval to enroll in a course.***
  + Courses are offered through the University of Texas at Austin, Texas Tech University, or other public institutions of higher education as approved by the Commissioner of Education.
  + The correspondence course includes the state required TEKS for such a course (19 TAC 74.23).
  + The student earns a grade of 70 or higher in the approved course.

**CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION**

Yates students have the option of accelerating coursework without prior instruction and earning course credit by examination (CBE). Courses that have an EOC (End-of-Course) state assessment assigned are not available for acceleration. These courses include English I, English II, Algebra I, Biology, and US History. Students must follow the district procedures and schedule for taking a CBE and must score “80” or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. Students in grades K-7 must successfully complete CBEs in all four core areas to earn promotion. Students in grades 8-12 must successfully complete the CBE in a specific course to earn credit for that course. Texas State Board of Education rules put a cap on the number of times a student may attempt to earn CBE for a course. Students who are unsuccessful may retest during one additional administration in the same school year; however, students will not be eligible to take a CBE for a particular course more than two times. If a student fails to earn credit before the beginning of the school year in which the student would be required to enroll in the course, then the student would need to complete the course instead of taking a CBE. Courses completed through CBEs are unweighted.

**SUMMER SCHOOL**

The purpose of the Yates Summer School Program is credit recovery. Courses taught during summer school are not eligible for acceleration or for first time enrollment. These courses supplement instruction in courses that students did not successfully complete during the regular school year. Summer school courses have a course weight of 1.1.

**ON-TIME GRAD ACADEMY**

On-Time Grad Academy is a program through a partnership between Houston Independent School District and the City of Houston which allows high school students in danger of falling behind their entering Freshman class to earn more credits at OGA than a traditional high school through our accelerated learning curriculum.

**HIGH SCHOOL COURSES TAKEN BEFORE HIGH SCHOOL ENROLLMENT**

Many middle schools offer several courses in which students may earn high school credit, including courses in the accelerated math program. Students who wish to accelerate in math courses may enroll in these high school courses or may apply for credit by examination (CBE). Middle school students are not eligible for courses under the TxVSN. If students have completed the prerequisite courses and are otherwise eligible to take a course on the high school campus, the parents must provide transportation.

**WHOLE COURSE CREDIT**

Effective with the 2016–17 school year, when a student earns a passing grade in only one semester of a two-semester course and the combined (average) grade for the two semesters is at least a 70 on a scale of 100, the District shall award credit for the course. The District shall also not average the semester grades when a student fails to earn credit due to excessive absences [see FEC].

If the combined grade for the two semesters is lower than 70 or when the student has failed to earn credit due to excessive absences, the District shall award the student credit for the semester with the passing grade as long as the student has also met the attendance requirements. The student shall be required to retake only the semester in which he or she earned the failing grade or failed to earn credit. For more information, see Board Policy EI (Local).

###### Gifted/Talented Program

Gifted students perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Texarkana ISD gifted students may receive services through Independent Research, as well as Pre-AP and AP courses.

###### Special Education

Special education and related services are a part of a free, appropriate public education designed to meet the unique needs of students with disabilities. The mission of special education in YATES is to create a learning environment through a unified educational system which respects and values all students. The primary focus of YATES special education programs is first and foremost the provision of services that will ensure each student’s success.

Special education students are those whose identified disabilities are so limiting as to require the provision of special services in addition to, or in place of, instruction in the regular classroom. Students with disabilities have equal access to compensatory, remedial, tutorial, and other appropriate programs available to students without disabilities. Students are identified and served by special education through the utilization of the child-centered process and are educated with their peers (as appropriate) who do not have disabilities.

Special education provides all students with disabilities full educational opportunity through the utilization of a wide range of instructional arrangements and programs. Services are provided to students who are disabled beginning on their 3rd birthday and who have not reached their 22nd birthday by September 1 of the current scholastic year. Students who are identified as having a visual or auditory impairment may begin services at birth.

Instruction is designed to help the student most effectively develop those skills and concepts necessary for independent functioning. Emphasis is placed upon determining first the academic and affective strengths and deficits, then prescribing those learning activities which foster the development of those skills and concepts. Because students differ both in the preferred modality of learning and in levels of functioning, a variety of methods, materials, and techniques are utilized, with the Admission, Review, and Dismissal Committee determining which are most beneficial for the individual student's growth in mastery of skills and in acquisition of compensatory behaviors.

###### Section 504 Services

Section 504 is a federal civil rights law that focuses on the non-discrimination of students with disabilities. The law says that a public school, or any other federally funded public facility, cannot discriminate against a student because of a disability and must be given the same opportunities to participate in academic and extracurricular activities. Under Section 504, students with disabilities may receive accommodations as well as supplementary aids and services to ensure that their individual educational needs are met as adequately as those of non-disabled students.

###### Limited English Proficiency

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical.

###### Dyslexia Program

The Dyslexia Program offers instruction in a small class setting that includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive, and multisensory methods. The program emphasizes the mastery of basic English language skills so students will be able to participate effectively in the regular school program.

###### Textbooks

Most courses at Yates High School utilize an online textbook. Certain courses use physical textbooks. Textbooks are state-owned and are issued to students free of charge. Each student is responsible for paying for lost or damaged books.

###### Grade Level Classification

Changes in grade level classification shall be made prior to the beginning of the fall semester. Students will be classified according to the following criteria:

|  |  |  |
| --- | --- | --- |
| Freshmen | (9th) | 0 -5.5 credits earned and entering first year in high school. |
| Sophomore | (10th) - | 6 – 11.5 credits earned and entering second year in an accredited high school |
| Junior | (11th) - | 12 – 17.5 credits and entering third year in an accredited high school |
| Senior | (12th) - | 18 or above credits, entering at least third year in an accredited high school, |
|  |  | declaring intent to graduate during the current school year |

Students transferring into the District will be classified according to the documented number of credits earned by the date of transfer and by the number of years in attendance in an accredited high school as listed above. If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman-level classes, pending receipt of the official transcript.

Promotion standards, as established by the Individual Education Plan (IEP), or grade-level classification of students eligible for special education shall be determined by the ARD committee.

#### Class Rank

Class rank for students will be calculated by averaging semester grades earned in grades 9 - 12. The numeric semester average will earn grade points according to the District weighted grade point scale. Students enrolled in

#### State Testing Requirements

The State of Texas Assessment of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS) in 2011-12. Students in the State of Texas must satisfy the requirements of the STAAR to meet state graduation requirements.

Under the STAAR assessment system, students must show mastery of concepts on five end-of-course (EOC) tests in the four foundation content areas. Students will take the following STAAR exams

|  |  |
| --- | --- |
| **Subject Area** | **End-of-Course Exam** |
| English Language Arts | *English I and English II* |
| Mathematics | *Algebra I* |
| Science | *Biology* |
| Social Studies | *U.S. History* |

The STAAR tests include a variety of multiple-choice questions with multiple steps per question and increased complexity in higher level thought processes. The STAAR EOCs, which are aligned to college and career readiness, measure student performance and academic growth.

EOC Requirements for Graduation

To determine a student’s performance, four levels of student performance will be used:

* Did Not Meet
* Approaches Grade Level (passed)
* Meets Grade Level (on grade level)
* Masters Grade Level (commended)

To meet the State graduation requirements for assessment, a student must achieve the satisfactory academic performance level on each of the five assessments.

#### Nondiscrimination Policy

The policy of Texarkana Independent School District is to comply fully with the nondiscrimination provisions of all state and federal laws and regulations by assuring that students are afforded equal access to regular, vocational, special education programs, and activities without regard to race, religion, color, national origin, sex, or handicapping conditions as required by Title VI of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended: and Section 504 of the Rehabilitation Act of 1973, as amended. Texarkana ISD will also take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information on your rights or grievance procedures, contact the Title IX Coordinator or the Section 504 Coordinator at 3413 Summerhill Road, Texarkana, TX 75503, phone 903-793-7561.

###### Automatic Admission to Texas Public Universities

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

* 1. earn a grade point average in the top 10 percent\* of his/her high school graduating class,
  2. graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
  3. successfully complete the requirements for the Foundation High School Program (FHSP) with an endorsement (or the equivalent if enrolled in private school) or satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,000 out of 1,600 on the SAT college entrance exam, and
  4. apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must apply before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on schedule to satisfy the requirements of the FHSP.

\*This automatic admission program has been modified by the 81st Legislature for admission to The University of Texas at Austin (UT). Under the new law, the University is to admit automatically enough students to fill 75% of available spaces set aside for Texas residents in an entering freshman class. Using data from recent years, the University has determined that automatically admitting students in the top 6% of their high school graduating class will fill 75% of available spaces. As a result, the University will automatically admit all eligible 2021 summer/fall freshman applicants who rank within the top 6% of their high school graduating classes, with remaining spaces to be filled through holistic review. Students and parents should contact the Academic Advisor for further information about the application process and deadlines.

###### NCAA Core Course Requirements

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college. Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra I or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses. For more information, please see your academic advisor or visit [www.ncaa.org/student-athletes/future.](http://www.ncaa.org/student-athletes/future)

###### Naviance College & Career Readiness Package

Through Naviance, Yates High School students can take 3 career interest surveys to help them explore future careers. The program matches students to career clusters, and students can match their career interests/clusters to college and university degree plans. Naviance also offers customized ACT/SAT practice including 6 free practice tests for both the ACT and the SAT. Other services in Naviance include a resume builder, goal tracker, day planner, and the National Scholarship Search. Student may access their account at [www.txkisd.net/links.](http://www.txkisd.net/links)

###### ENGLISH LANGUAGE ARTS COURSE DESCRIPTIONS

English I Credit: 1

Students practice all forms of writing in this course. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade, to report and to describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students interpret the possible influences of the historical context on a literary work.

***Grade: 9***

***Prerequisite: None***

Pre-AP English I Credit: 1

This course prepares students for work in the Advanced Placement program by providing in-depth studies of literary units by genre, including poetry, drama, nonfiction, short stories, research, and novels. Students will engage in critical reading and will write in a variety of forms, with special emphasis on literary units by genre, including poetry, drama, nonfiction, short stories, research, and novels. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will develop close reading, analytical writing, and language skills.

***Grade: 9***

***Prerequisite: None***

English II Credit: 1

Students practice all forms of writing in this course. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

***Grade: 10***

***Prerequisite: English I***

Pre-AP English II Credit: 1

This course prepares students for work in the Advanced Placement program by providing in-depth studies of thematic literary units that combine poetry, drama, nonfiction, short stories, research, and novels. Students will engage in critical reading and will write in a variety of forms, with special emphasis on literary analysis and persuasive essays. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will focus explicitly and consistently on the building blocks of evidence-based writing.

***Grade: 10***

***Prerequisite: English I***

English III Credit: 1

Students practice all forms of writing in this course. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

***Grade: 11***

***Prerequisite: English II \***

AP English III Language and Composition Credit: 1

This course prepares students for the English Language and Composition Advanced Placement examination by engaging students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

***Grade: 11***

***Prerequisite: English II***

English IV Credit: 1

Students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

***Grade: 12***

***Prerequisite: English III***

English IV DC Credit: 1(high school)

**ENGL 1301 Composition and Rhetoric I Credit: 3 hours (college)**

**ENGL 1302 Composition and Rhetoric II Credit: 3 hours (college)** This course provides the opportunity for students to receive both high school and college credit at the same time. Students who enter this course must meet the enrollment criteria of Texarkana College and must pay their tuition at TC for three hours of college credit each semester. Grades will be recorded both at Yates High School and at Texarkana College and will appear on each institution’s transcript. During the first semester, the course will include an intensive study of writing and reading skills, including research techniques. The second semester content will emphasize reading, critical thinking, research skills, and writing about various genres of literature. *This course will be taught on the high school campus.*

***Grade: 12***

***Prerequisite: English III; college entrance requirements***

College Preparatory English Credit: 1

College Preparatory English exists to remediate deficiencies in order that students may excel in their chosen careers. College Prep courses are designed to prepare students for college-level academic course work. The recommendation to enroll in College Prep courses is made based on diagnostic testing. Although these courses do not satisfy any college degree requirement, they are designed to assure reasonable student success in the college curriculum.

***Note: Upon successful completion of this course, a student will qualify for the TSI exemption for the reading and writing test scores required for enrollment in college level courses.***

***Grades: 12***

ESOL I Credit: 1

**ESOL II Credit: 1**

English for Speakers of Other Languages (ESOL) is offered for students whose primary language is not English. These courses will focus on the knowledge and skills as specified for English I and English II

***Grade: 9-10***

***ESOL I Prerequisite: Academic Advisor approval***

***ESOL II Prerequisite: ESOL I and Academic Advisor approval***

|  |  |  |
| --- | --- | --- |
| **Reading I** | **Credit:** | **1** |
| **Reading II** | **Credit:** | **½ -1** |
| **Reading III** | **Credit:** | **½ -1** |

These courses offer students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of the strategies are applied in texts that cross the subject fields.

***Grade: 9-12***

***Reading I Prerequisite: None***

***Reading II Prerequisite: Reading I***

***Reading III Prerequisite: Reading II***

###### MATHEMATICS COURSE DESCRIPTIONS

Algebra I Credit: 1

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

***Grade: 9***

***Prerequisite: none***

Pre-AP Algebra I Credit: 1

In this advanced and rigorous course, students will explore real-life application of mathematic concepts, including functional relationships, linear functions, quadratic and non-linear functions, patterns, algebraic thinking and reasoning, measurement, and probability/statistics. The curriculum and the instructional strategies will facilitate critical thinking and problem-solving skills. Cooperative learning, project-based learning, and inquiry-based learning will be common practices in this challenging course. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will master linear relationships and craft arguments to solve real-world problems.

***Grade: 9***

***Prerequisite: None***

Algebra II Credit: 1

Algebra II allows students to continue to build on the algebraic skills of analysis of data and the foundations of Algebra

I. It shows a connection between algebra and geometry and illustrates how the tools of one can be used to solve problems in the other. The course includes in-depth studies and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

***Grade: 9-12***

***Prerequisite: Algebra I***

Algebra II PreAP Credit: 1

This course contains the required content of Algebra II and extends knowledge to include more extensive data analysis and problem solving necessary to be successful in the AP mathematics program. Students learn how to become successful independent thinkers and problem-solvers. The course includes in-depth studies and applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices.

***Grade: 9-12***

***Prerequisite: Algebra I***

AP Calculus AB Credit: 1

Calculus AP is an advanced placement course in mathematics consisting of a full academic year of work in calculus as prescribed by the College Board Advanced Placement Program. It expands on the concepts developed and built upon in Precalculus. Students are expected to have a good working knowledge of a graphics calculator.

***Grade: 11-12***

***Prerequisite: Precalculus***

SM: College Algebra DC Credit: 1 (high school)

**MATH 1314 College Algebra Credit: 3 hours (college)**

This course includes the study of mathematical applications in business, life sciences and social science. Topics in this course include set theory, systems of linear equations, matrices, linear inequalities and linear programming, mathematics of finance, elementary probability theory, and topics in probability. The course will include the study of graphs, functions and their inverses, polynomial and rational functions, roots of polynomial equations, exponential and logarithmic functions, linear and non-linear systems of equations and inequalities, determinants, matrices, binomial theorem, sequences and series, and permutations and combinations.

***Grade: 9-12***

College Preparatory Math Credit: 1

College Preparatory Math exists to remediate deficiencies in order that students may excel in their chosen careers. College Prep courses are designed to prepare students for college-level academic course work. The recommendation to enroll in College Prep courses is made based on diagnostic testing and THEA. Although these courses do not satisfy any college degree requirement, they are designed to assure reasonable student success in the college curriculum.

***Note: Upon successful completion of this course and a minimum score of “75” on the final exam, a student will qualify for the TSI exemption for the math test scores required for enrollment in Texarkana College.***

***Grades: 12***

***Prerequisite: Geometry and Algebra II; college entrance requirements***

Geometry Credit: 1

Geometry provides an opportunity to do geometric thinking and spatial reasoning. The student will study properties and relationships of all geometric figures relating to zero, one, two, and three dimensions and will be introduced to the relationship between geometry & other mathematics with other disciplines.

***Grade: 9-12***

***Prerequisite: Algebra I***

Pre-AP Geometry Credit: 1

Geometry Pre-AP will teach the required course content of Geometry and will give students additional opportunities for a more in-depth exploration of the elements of geometry. Students will be able to independently investigate the effects of geometry on the real world with the use of computer-enhanced constructions and modeling. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will focus on concepts of measurement in the contexts of shape, space, and data.

***Grade: 9-12***

***Prerequisite: Algebra I***

Precalculus Credit: 1

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

***Grade: 10-12***

***Prerequisite: Geometry and Algebra II***

Precalculus PreAP Credit: 1

This course contains the required content of Precalculus and gives students a more in-depth exploration of mathematics using multiple representations, applications and modeling, justification and proof, and computation in problem-solving contexts. Students are expected to have a good working knowledge of a graphics calculator.

***Grade: 10-12***

***Prerequisite: Geometry and Algebra II***

Strategic Learning Math Credit: 1

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of individualized learning plans.

***Grade: 9***

SCIENCE COURSE DESCRIPTIONS

Anatomy and Physiology Credit: 1

In this course, students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Instruction will be presented through an integration of biology, chemistry, and physics. Students will study the structures and functions of the human body and body systems and will investigate the body’s responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. *This course must include at least 40% laboratory investigations and fieldwork using appropriate scientific inquiry.*

***Grade: 10-12***

***Prerequisite: Biology I and 1 additional science credit***

AP Environmental Science Credit: 1

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

***Grade: 11-12***

***Prerequisites: Biology I, Chemistry I and Algebra I***

Biology I Credit: 1

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

***Grade: 9-11***

***Prerequisite: None***

Pre-AP Biology I Credit: 1

This course provides challenging scientific problem-solving experiences and encourages thinking, inquiry, and integrative applications of scientific concepts. It focuses on biology as a viable, creatively changing experience having impact upon life. Topics covered in the course will include molecules and cells, heredity and environment, and organisms and populations. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will apply science practices to understand biological systems.

***Grade: 9-11***

***Prerequisite: None***

Chemistry Credit: 1

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

***Grade: 10-12***

***Prerequisite: One unit of science and Algebra I***

Pre-AP Chemistry Credit: 1

Inclusive of the Chemistry I content and processes, the Pre-AP course also emphasizes preparation for Chemistry II AP and Biology II AP by including many of the advanced topics and experiences of Chemistry II AP at a beginning level. Topics emphasized will include structure of matter, states of matter, and chemical reactions. The course has a strong problem-solving orientation and includes associated laboratory experimentation. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will apply science practices to understand matter and energy.

***Grade: 10-12***

***Prerequisites: One unit of science and Algebra I***

Earth and Space Science Credit: 1

This course is designed to build on students’ knowledge and understanding of Earth’s system in space and time. Students will use scientific inquiry to investigate the natural world and will participate in scientific decision-making methods and ethical and social decisions that involve the application of scientific information.

***Grade: 11-12***

***Prerequisite: Three units of science and three units of math (one which may be taken concurrently)***

AP Environmental Science Credit: 1

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

***Grade: 11-12***

***Prerequisites: Biology***

Environmental Systems Credit: 1

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

***Grade: 11-12***

***Prerequisites: Biology***

Physics Credit: 1

In this course, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics

***Grade: 10-12***

***Prerequisites: Algebra I***

**Physics PreAP Credit: 1**

This algebra-based Advanced Placement course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also will introduce electric circuits.

***Grade: 11-12***

***Prerequisites: Algebra II and Chemistry***

SOCIAL STUDIES COURSE DESCRIPTIONS

African American Culture Credit: 1

The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans.

***Grade: 10-12***

***Prerequisite: None***

Economics Credit: ½

This course is a comprehensive study of the American free enterprise economy. It includes the study of basic concepts of economics, the market system, the American business system, labor unions, money and banking, business cycles, consumer skills, the role of government in free enterprise, and comparative economic systems. Emphasis is placed upon economic decision-making and personal development strategies.

***Grade: 12***

***Prerequisite: None***

AP Macroeconomics Credit: ½

The purpose of this first semester college-level course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price determination and also develops students’ familiarity with economic performance measures, economic growth, and international economics.

***Grade: 12***

***Prerequisite: None***

US Government Credit: ½

This course focuses on the principles and beliefs upon which the United States was founded and, on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights, and they compare the U.S. system of government with other political systems.

***Grade: 12***

***Prerequisite: None***

AP Government and Politics: United States Credit: ½

This second semester course will give students an analytical perspective on government and politics in the United States. It also includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples and requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The course will rely on a variety of primary and secondary source materials and will provide for interaction with the local, state, and national offices and institutions of government. Students will engage in community activities designed to promote active and effective citizenship at all levels. The content of the course will enable students to understand the importance of patriotism, to function in a free enterprise society, and to appreciate basic democratic values.

***Grade: 12***

***Prerequisite: None***

U.S. History Since 1877 (Reconstruction) Credit: 1

In this course, the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States from Reconstruction to the present through the use of reading, research, writing, and interpretation of maps, charts, graphs, and tables. Historical content focuses on political, economic, military, diplomatic, and social events and issues, including the contributions of significant groups and individuals to the history of this country, and the impact of geographic factors on major events. An important part of the content is the development and application of the principles of citizenship. Students will use critical thinking skills to explain and apply methods of interpreting the past, including points of view and historical context. They will use a variety of rich primary and secondary source material, such as biographies and autobiographies, Supreme Court cases, novels, speeches, letters, diaries, poetry, songs, artworks, photographs, documentaries, and films.

***Grade: 11-12***

***Prerequisite: None***

AP U.S. History Credit: 1

This course is a college-level survey of the history of the United States from the period of New World exploration to the present. Students will gain insight into the political, constitutional, economic, geographic, military, diplomatic, technological, artistic, and social events and issues, as well as the contributions of significant groups and individuals. This course provides students with the analytical and evaluative skills and factual knowledge necessary to deal critically with the problems and issues in United States history, using rich primary and secondary sources and historical works. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and the interpretations presented in historical scholarship. This course will help students develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in both oral and essay format. A comprehensive college textbook is used for this course.

***Grade: 11-12***

***Prerequisite: None***

World Geography Studies Credit: 1

In this course, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers on the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climate, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region.

***Grade: 9-12 Prerequisite: None***

Pre-AP World Geography Credit: 1

This course will focus on the required course content for World Geography, numerous enrichment concepts, and the skills needed for students to succeed in Advanced Placement courses in the Social Studies. The Pre-AP Geography course will require outside reading, writing, and projects that will provide practice in document, map, graph, and chart analysis; critical reading; research; essay writing; and both guided and independent studies. In this official College Board Pre AP designated course, students will benefit from engaging, targeted course materials that help them master grade level content. Students will work closely with sources and data as they explore central historical questions.

***Grade: 9-12 Prerequisite: None***

World History Studies Credit: 1

World History offers an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. This course is designed to provide students with a vital understanding of the past in order to help them understand their own times. Attention is given to growth of ideas, the arts, religion, education, literature, and other aspects of intellectual and social history, as well as political, geographic, and economic history of world cultures. Students use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

***Grade: 9-12 Prerequisite: None***

AP World History Credit: 1

This course is a college-level survey of the history of the world from the Paleolithic Period to the present. Students will gain insight into the political, constitutional, economic, geographic, military, diplomatic, technological, artistic, and social events and issues, as well as the contributions of significant people groups, countries, and individuals. This course provides students with the analytical and evaluative skills and factual knowledge necessary to deal critically with the problems and issues in world history, using rich primary and secondary sources and historical works. This course will help students develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in both oral and essay format. A comprehensive college textbook is used for this course.

***Grade 10-12 Prerequisite: None***

IB DIPLOMA PROGRAMME COURSE DESCRIPTIONS

IB Biology Credit: 1

students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Creativity, activity, service (CAS) Credit: N/A

CAS is organized around the three strands of creativity, activity and service defined as follows.

• **Creativity** — exploring and extending ideas leading to an original or interpretive product or performance.

• **Activity** — physical exertion contributing to a healthy lifestyle.

• **Service** — collaborative and reciprocal engagement with the community in response to an authentic need.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB English: Language and Literacy Credit: 1

The course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Environmental Systems (ESS) Credit: 1

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Extended Essay Credit: N/A

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB History Credit: 1

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Language AB Initio - Spanish Credit: 1

A language acquisition course designed for students with no previous experience in—or very little exposure to Spanish. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of

language, themes and texts.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Mathematics: Applications and Interpretations Credit: 1

course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Theatre Credit: 1

The course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher’s role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Theory of Knowledge (TOK) Credit: 1

TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

***Grade: 11-12***

***Prerequisite: Application and interview***

IB Visual Arts Credit: 1

The course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

***Grade: 11-12***

***Prerequisite: Application and interview***

CTE PATHWAY COURSE DESCRIPTIONS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CTE PATHWAY COURSE FLOW | | | | |
|  | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Design and Multimedia Arts | Prin A/V Arts | Digital Media | Commercial Photography I | Commercial Photography II |
| Digital Communications(A/V Production) | Prin A/V Arts | A/V Production I | A/V Production II | Practicum in A/V Production |
| Digital Communications(Broadcast) | Prin A/V Arts | Web Communications/Prof Communications | Digital Audio Technology I | Digital Audio Technology II |
| Digital Communications(Music Production) | Prin A/V Arts | Web Communications/Prof Communications | Digital Audio Technology I | Digital Audio Technology II |
| Distribution and Logistics | Prin of Distribution | Management of Transportation Systems | Distribution and Logistics | Practicum Distribution and Logistics |
| Marketing and Sales | Prin in Business | Virtual Business | Real Estate | Practicum in Entrepreneurship |

Audio/Video Production I Credit: 1

Careers in audio and video technology and film production span all aspects of the audio-video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

***Grade: 9-12***

***Prerequisite: None***

Audio/Video Production & Lab II Credit: 2

Careers in audio and video technology and film production span all aspects of the audio-video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

***Grade: 10-12***

***Prerequisite: Audio/Video Production I***

Commercial Photography I Credit: 1

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. 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 commercial photography industry with a focus on creating quality photographs.

***Grade: 10-11***

***Prerequisite: None***

Commercial Photography II Credit: 1

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

***Grade: Level II 11-12, Practicum 12***

***Prerequisite: Commercial Photography I. Student enrollment is based on an application and selection process.***

**Digital Audio Technology L** ***Credits: 1***

Digital Audio Technology I was designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets. Digital Audio Technology I do not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills. Digital Audio Technology ll.

***Grade: 9–12***

***Prerequisite: Principles of Arts, Audio/Video***

**Digital Audio Technology II *Credits: 1***

Digital Audio Technology II was designed to provide additional opportunities and skill sets for students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, and music production and live sound. Digital Audio Technology II does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media (DIM). Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills.

***Grade: 10–12***

***Prerequisite: Digital Audio Technology l***

**Digital Media Credit: 1**

In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

***Grade: 10–12***

***Prerequisite: Principles of Arts, Audio/Video***

**Distribution and Logistics *Credit: 1***

Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics.

***Grade: 11–12***

***Prerequisite: Principles of Distribution and Logistics.***

**Fundamentals in Real Estate Credit: 1**

This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

***Grade: 10–12***

***Prerequisite: Principles of Business, Marketing and Finance***

**Management of Transportation Systems *Credit: 1***

In Management of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. This course includes the safe operation of tractor-trailers, forklifts, and related heavy equipment. This course will allow students to reinforce, apply, and transfer their academic knowledge and skills to management of transportation systems and associated careers.

***Grade: 10–12***

***Prerequisite: Principles of Distribution and Logistics.***

Practicum in Audio/Video Production I Credit: 2

Careers in audio and video technology and film production span all aspects of the audio-video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment.

***Practicum in Audio/Video Production I Grade: 11-12***

Principles of Arts, Audio/Video Technology, and Communication Credit: 1

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.

***Grade: 9 Prerequisite: None***

Principles of Business, Marketing and Finance Credit: 1

In this course, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. ***Grade: 9-12***

***Prerequisite: None***

**Principles of Distribution and Logistics *Credit: 1***

In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

***Grade Placement: 9–12***

***Prerequisite: None.***

**Practicum in Distribution and Logistics *Credit: 2***

Practicum in Distribution and Logistics is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.

***Grade: 11–12***

***Prerequisite: 3 years of qualified CTE coursework***

Professional Communications Credit: ½

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

***Grade: 9-12***

***Prerequisite: Principles of Arts, Audio/Video***

Virtual Business Credit: ½

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate book-keeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

***Grade: 10-12***

***Prerequisite: Principles of Business, Marketing and Finance***

**Web Communications** **Credit: ½**

In Web Communications, students will acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

***Grade Placement: 9***

***Prerequisite: Principles of Arts, Audio/Video***

LANGUAGES OTHER THAN ENGLISH COURSE DESCRIPTIONS

|  |  |  |
| --- | --- | --- |
| **151040 Spanish I** | **Credit:** | **1** |
| **151050 Spanish II** | **Credit:** | **1** |

In levels I and II courses (novice levels), students will demonstrate an understanding of simple, clearly spoken, and written language. Students will develop an understanding of the practices and perspectives of the cultures studied; use the language to obtain, reinforce, or expand knowledge of other subject areas; demonstrate an understanding of the influence of language and culture on another; and use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.

***Level I course Grade: 9-12***

***Prerequisite: None***

***Level II course Grade: 9-12***

***Prerequisite: Level 1 courses***

PHYSICAL EDUCATION COURSE DESCRIPTION

Foundations of Personal Fitness Credit: 1

Aerobic Activities I Credit: 1

Adventure in Outdoor Education Credit: 1

Individual Sports I Credit: 1

This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of the course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course. ***Grade: 9-12***

***Prerequisite: None***

**AJ ROTC I Credit: 1**

The JROTC curriculum, which fully or partially addresses several national academic standards - to include Common Core State Standards (CCSS) - includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques

***Grade: 9***

***Prerequisite: None***

***\*Will satisfy PE credit requirement.***

COED Health Credit: ½

Health education includes a study of the body and its functions related to wellness. The study encompasses emotional, physical, mental health, appropriate behavior, and the characteristics of a natural personality. Emphasis is placed on teenage decisions concerning the use of tobacco, alcohol, and other drugs. Other subject areas are accident prevention, emergency care, communicable and non-communicable diseases, environmental health, and community health resources. Students also investigate current health issues.

***Grade: 9-12 Prerequisite: None***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ATHLETICS** |  | |
| **Baseball** |  | **Credit:** | **1** |
| **Basketball - Boys** |  | **Credit:** | **1** |
| **Basketball - Girls** |  | **Credit:** | **1** |
| **Football** |  | **Credit:** | **1** |
| **Soccer - Boys** |  | **Credit:** | **1** |
| **Soccer - Girls** |  | **Credit:** | **1** |
| **Softball** |  | **Credit:** | **1** |
| **Volleyball** |  | **Credit:** | **1** |
| **Marching Band** |  | **Credit:** | **1** |

All athletic classes are sanctioned by the University Interscholastic League. To participate, a student must maintain a 70 average in all classes. Students must comply with all HISD & UIL eligibility rules and policies to participate in varsity sports.

***Grade: 9-12***

***Prerequisite: At coaches request only***

***\*Marching Band I & II can be used as PE substitutions only in the fall semester.***

|  |
| --- |
| ELECTIVE COURSE DESCRIPTIONS |

**AJ ROTC II Credit: 1**

**AJ ROTC III Credit: 1**

**AJ ROTC IV Credit: 1**

The JROTC curriculum, which fully or partially addresses several national academic standards - to include Common Core State Standards (CCSS) - includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques

***Grade: 10-12***

***Prerequisite: Previous level course***

Art I Credit: 1

This course introduces the elements and principles of art and attempts to provide experiences that will enable students to express creative ideas through a variety of mediums: design, drawing, painting, printmaking, and sculpture.

***Grade: 9-12 Prerequisite: None***

Art II Credit: 1

In level II art courses, students will interpret visual parallels between the structures of natural and human-made environments and apply design skills in creating practical applications, in clarifying presentations, and in defining choices made by consumers. Students will analyze specific characteristics of artworks in various cultures. They also will select and critique original artworks, portfolios, and exhibitions by peers or others.

***Grade: 10-12 Prerequisite: Art I***

Art III Credit: 1

In level III art courses, students will analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively. Students will solve visual problems and will develop multiple solutions for designing ideas, for clarifying presentations, and for evaluating consumer choices. Students also will trace influences of various cultures on contemporary artworks; will analyze original artworks, portfolios, and exhibitions; and will provide examples of in-depth exploration of one or more themes.

***Grade: 11-12***

***Prerequisite: Level II art course***

Art IV Credit: 1

In level IV art courses, students will create themes for personal artworks that integrate a broad range of visual observation, experiences, and imagination. They will identify and illustrate art history as a major source of interpretation. Students also will develop evaluative criteria for selecting artworks to include in a portfolio and senior exhibition that demonstrate a high level of creativity and expertise in one or more art areas.

***Grade: 12***

***Prerequisite: Level III art course***

**AP Art Two-Dimensional Design Portfolio Credit: 1**

The AP studio art courses are designed for students who are seriously interested in the practical experience of art. In each of the three courses, students will submit portfolios for evaluation at the end of the academic year. The courses encourage creative as well as systematic investigation of formal and conceptual issues and emphasize art as an ongoing process that involves the student in informed and critical decision-making. Students will develop technical skills and will become familiar with the functions of visual elements.

***Grade: 11-12***

***Prerequisite: Level II art course***

**AVID I Credit: 1**

Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

***Grade: 9***

***Prerequisite: Interview process***

**AVID II Credit: 1**

During the tenth-grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

***Grade: 10***

***Prerequisite: Interview process***

**AVID III Credit: 1**

The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

***Grade: 11***

***Prerequisite: AVID II***

**AVID II Credit: 1**

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

***Grade: 12***

***Prerequisite: AVID III***

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| --- | --- | --- |
| **Band I** | **Credit:** | **1** |

In level I music courses, students will compare and contrast elements of music through literature selected for performance and/or listening. They will further their study by performing expressively, from memory and notation, a vivid repertoire of music representing styles from diverse cultures. Students will be given the opportunity to sight-read ensemble parts, to create a variety of musical phrases, and to listen to and classify music by style and/or by historical period. Students will be expected to design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.

***Grade: 9-12***

|  |  |  |
| --- | --- | --- |
| **Band II** | **Credit:** | **1** |

In level II music courses, students will compare, and contrast music forms of literature selected for performances and/or listening. Students will exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles. Students will be given the opportunity to classify aurally presented music by genre, style, and historical period. Students also will design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.

***Grade: 10-12***

***Band II Prerequisite: Band I***

|  |  |  |
| --- | --- | --- |
| **Band III** | **Credit:** | **1** |

In level III music courses, students are given the opportunity to perform appropriate literature expressively. They learn to exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble. Students also exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts. In these courses, students read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters. Students also learn to improvise musical melodies and to compose or arrange segments of vocal or instrumental pieces.

***Grades: 11-12***

***Band III Prerequisite: Band II***

|  |  |  |
| --- | --- | --- |
| **Band IV** | **Credit:** | **1** |

In level IV music courses, students demonstrate independence in interpreting music through the performance of appropriate literature. Students analyze musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology. Level IV students are expected to perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult. Students learn to classify representative examples of music by style and by historical period or culture. They also have the opportunity to evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement. ***Grade: 12***

***Band IV Prerequisite: Band III***

College Readiness and Study Skills Credit: ½ - 1

High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in this one semester course. In this course, students learn techniques for learning from texts, including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of cross-curricular content texts in preparation for post-secondary schooling.

***Grade: 9-12 Prerequisite: None***

AP Computer Science Principles Credit: 1

This course will follow the content recommended by College Board to foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media.

Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course.

***Grade: 9-12***

***Pre-requisite: Algebra I***

***Note: This course satisfies the state graduation requirement for a course under Languages other than English.***

Office Aide Credit: ½ Local

In this course, students will be assigned to the front office, the ninth-grade office, or the counselor’s office during the class time. Students will assist office personnel with the duties necessary to maintain an organized and efficient workplace.

***Grade: 12***

***Prerequisite: Application and interview***

OneGoal (Year One) Credit: 1

The OneGoal Y1 course curriculum provides high school juniors with opportunities and resources to explore college as a realistic, attainable, post-high school option. The daily 45-minute lessons leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students. Y1 also includes college entrance exam preparation to maximize potential, improve college admissions options and open new doors for OneGoal Fellows.

***Grade: 11***

***Prerequisite: None***

***\*All 11th grade students are enrolled in OneGoal***

OneGoal (Year Two) Credit: 1

The OneGoal Y1 course curriculum provides high school juniors with opportunities and resources to explore college as a realistic, attainable, post-high school option. The daily 45-minute lessons leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students. Y1 also includes college entrance exam preparation to maximize potential, improve college admissions options and open new doors for OneGoal Fellows.

***Grade: 12***

***Prerequisite: OneGoal (Year One)***

***\*All 12th grade students are enrolled in OneGoal***

**Printing and Imaging Technology l Credit: 1**

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.

**Grade Placement: 9–12**

**Prerequisite: None. Recommended**

**Theatre Arts I Credit: 1**

Theatre Production I Credit: 1

In level I courses, students are exposed to the elements of drama and the conventions of theatre. Students will focus on the skills of improvisation; employ stage movement to convey thought, feelings, and actions; and define and give examples of theatrical conventions. Students will learn to analyze a character from a script, describing physical, intellectual, emotional, and social dimensions. They also will improvise, write, and refine monologues, scenes, and vignettes to convey meaning to the audience. Students will develop an understanding of the historical and cultural influences on theatre and analyze the roles of live theatre, film, television, and electronic media in American society. **Grade: 9-12**

***Prerequisite: None***

Theatre Arts II Credit: 1

**Theatre Production II Credit: 1**

In level II courses, students will use the elements of drama and the conventions of theatre. Students will focus on the analysis of dramatic structure and genre and will identify examples of theatrical conventions in theatre, film, television, and electronic media. Students improvise and write dialogue that reveals character motivation and analyze characters from various genres and media. Students also analyze historical and cultural influences on theatre. Students will apply the concepts of evaluation to theatre in written and oral form with precise and specific observations.

***Grade: 10-12***

***Theatre Arts II Prerequisite: Theatre Arts I***

***Theatre Production II Prerequisite: Theatre Production I***

Theatre Arts III Credit: 1

**Theatre Production III Credit: 1**

In level III courses, students develop creative expression through performance. Students portray believable characters in improvised and scripted scenes of various styles. They also improvise and write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme. Students learn to construct and operate the technical elements of theatre safely and effectively. Students apply the concepts of evaluation to performances and evaluate theatre, film, television, and electronic media with depth and complexity.

***Grade: 11-12***

***Theatre Arts III Prerequisite: Theatre Arts II***

***Theatre Production III Prerequisite: Theatre Production II***

Theatre Arts IV Credit: 1

**Theatre Production IV Credit: 1**

In level IV courses, students refine methods of creative expression and performance. Students create and sustain believable characters. They outline and create imaginative scripts and scenarios that include motivated character, unique dialogue, conflict, and resolution for theatre, film, or television. Students design, construct, and operate appropriate technical elements of theatre, safely and effectively, collaboratively and individually. Students also have the opportunity to trace historical and cultural developments in theatrical styles and genres and to apply evaluation concepts to performances, comparing and contrasting literary and dramatic criticism. In this level, students compare the nature, components, elements, and communication methods of theatre, music, art, and dance and compare more than one art form in a specific culture or historical period.

***Grade: 12***

***Theatre Arts IV Prerequisite: Theatre Arts III Theatre Production IV Prerequisite: Theatre Arts III***

Technical Theatre I Credit: 1

Technical Theatre II Credit: 1

Technical Theatre III Credit: 1

Technical Theatre courses include the study of construction and operation of scenery, properties, lighting instruments, makeup, sound, and public relations programs. In level II, students have the additional opportunity to research costume design. Level III students specialize in one or more areas of technical theatre, and students in level IV have the opportunity to serve in leadership positions on technical crews.

***Grade: 10-12***

***Technical Theatre I Prerequisite: Theatre Arts I Technical Theatre II Prerequisite: Technical Theatre I Technical Theatre III Prerequisite: Technical Theatre II***