



# Catalog of Approved High School Courses 2014 - 2015

WORTHAM HIGH SCHOOL

## **Wortham ISD School Board**

James Sessions, President

Tadd Dunnahoe, Vice President

Doug Miller, Secretary

Brent Jones

Jeff Jones

Billy Perez

Sam Wright



Dear Student:

Wortham ISD offers a wide variety of courses for high school students. The purpose of the Catalog of Approved High School Courses is to assist you and your parents in selecting the courses that are best for you. Selecting the courses for your high school program is an extremely important task and one that you should do thoughtfully with your parents. What courses are required for graduation? When will you take each required course? What are your interests and areas in which you wish to develop? What courses are best suited to your goals?

Teachers, school counselors and administrators are available to help you make wise choices. Take full advantage of the help and support they offer. Be sure to schedule an appointment with your school counselor to help you with the important task of developing your Four-Year High School Plan. Also, meet with your school counselor each year to review your plan and to select courses for the upcoming school year.

High school is an exciting time of life. You can design a program of studies that is uniquely suited to helping you grow and develop into the person you want to be. Plan your academic program to move you toward the future you want for yourself. On behalf of our entire school system, I wish you much success.

Sincerely,

Sandi King  
Wortham High School Principal

**The following provisions shall apply to students who entered grade 9 before the 2013-14 school year.**

The District shall include in the calculation of class rank all semester grades earned in grades 9-12 (including failing grades), except as excluded in this policy. The calculation of class rank shall exclude grades earned in physical education; athletics; office aide; band (unless taken for fine arts credit); and a course for which credit is earned by examination, with or without prior instruction.

The District shall categorize and weight courses as Advanced and Regular in accordance with provisions of the board policy.

Eligible Advanced Placement (AP) courses, Pre-AP courses, and other courses locally designated as Honors courses (Dual credit courses) in the academic handbook shall be categorized and weighted as Advanced courses.

All other eligible courses shall be designated as Regular courses.

The District shall convert semester grades to grade points in accordance with the chart found in EIC (LOCAL).

When a student transfers grades for properly documented courses, the District shall assign Advanced weight to those grades based on the categories and grade weight system used by the District only if the same course is offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in May using grades earned in the District or transferred as of the end of the fifth six week grading period of the senior year, as well as dual credit grades submitted from a college in May. For the last semester grade earned in the District, the District shall use the average of the fourth and fifth six-week grades.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC(LEGAL)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation,
2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation, and

The District shall recognize as an honor graduate each student who has earned a cumulative weighted GPA of at least 4.0, regardless of graduation program.

**Application of the following provisions began with students who entered grade 9 in the 2013–14 school year.**

The District shall include in the calculation of class rank semester grades for which high school credit was earned, regardless of when the credit was earned, in the following subjects only: English, mathematics, science, social studies, and languages other than English.

Eligible Advanced Placement (AP) courses, Pre-AP courses, and other courses locally designated as Honors courses (Dual credit courses) in the academic handbook shall be categorized and weighted as Advanced courses.

All other eligible courses shall be designated as Regular courses.

The District shall convert semester grades to grade points in accordance with the chart found in EIC (LOCAL).

When a student transfers grades for properly documented courses, the District shall assign Advanced weight to those grades based on the categories and grade weight system used by the District only if the same course is offered to the same class of students in the District.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in May using grades earned in the District or transferred as of the end of the fifth six week grading period of the senior year, as well as dual credit grades submitted from a college in May. For the last semester grade earned in the District, the District shall use the average of the fourth and fifth six-week grades.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See EIC (LEGAL)]

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation,
2. Have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation, and

The District shall recognize as an honor graduate each student who has earned a cumulative weighted GPA of at least 4.0, regardless of graduation program.

## **STUDENTS ENTERING HIGH SCHOOL 2014-15 AND BEYOND**

HB5, passed by the Texas Legislature this spring, made substantial changes to the state's graduation requirements, moving from the current "4x4" graduation plans to a 22-credit Foundation High School Program (FHSP) that allows students to earn endorsements in specific areas of study by completing four additional credits and performance acknowledgements. Students entering high school in the fall of 2014-15 will be required to meet the requirements of the foundation high school program to receive a high school diploma.

The endorsement areas are science, technology, engineering and mathematics, (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies. WISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected.

A student may elect to graduate without an endorsement under the high school foundation plan only after the student's sophomore year if the student and the student's parent or guardian are advised by the school counselor of the benefits of graduating with one or more endorsement and the student's parent or guardian files written permission with the high school allowing the student to graduate without an endorsement.

STAAR end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. Those five exams are given when a student completes English I, English II, Biology, Algebra I and U.S. History courses.

### **FHSP ENDORSEMENTS**

Students may earn an endorsement in the following areas: Arts & Humanities; Business & Industry; Multidisciplinary; Public Service; and Science, Technology, Engineering & Math. Each of the U.S. Department of Education's Career Clusters System is further categorized under these five endorsements.

A student may earn an endorsement by successfully completing:

- curriculum requirements for the endorsement
- four credits in mathematics
- four credits in science
- two additional elective credits

Students should select courses leading towards an endorsement based on areas of interest, student strengths, or possible career paths.

### **FHSP DISTINGUISHED LEVEL OF ACHIEVEMENT**

The Distinguished Level of Achievement replaces the current Distinguished Achievement Plan as the highest graduation plan in the state of Texas for students entering high school in 2014-15. **In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates MUST earn a Distinguished Level of Achievement diploma.**

A student may earn a Distinguished Level of Achievement by successfully completing:

- the curriculum requirements for Foundation High School Program
- the curriculum requirements for one or more endorsements
- additional coursework to include:
  - four credits in mathematics, which must include Algebra II
  - four credits in approved science courses
  - two additional elective credits

### FHSP PERFORMANCE ACKNOWLEDGEMENTS

Students may earn a performance acknowledgement on the student's diploma and transcript by Outstanding Performance in the following areas:

- In a dual credit course – At least 12 dual credit hours as part of Texas core curriculum or advanced technical credit with a grade of 3.0 or higher on 4.0 scale
- In bilingualism and bi-literacy
- On an AP test or IB exam
  - Score of 4 or 5 on AP exam; or
  - Score of 5 on IB exam
- On the PSAT, the ACT-Plan, the SAT, or the ACT
  - PSAT commended scholar, National Hispanic Scholar, National Achievement Scholar;
  - ACT PLAN college readiness in 2 of 4 subject tests
  - SAT combined Critical Reading and Math of at least 1250
  - ACT composite of 28
- Earning a nationally or internationally recognized business or industry certification or license
  - Examination performance to obtain national or international business or industry certification; or
  - Examination performance to obtain a government-required credential to practice a profession

**CORE COURSE REQUIREMENTS BY ENDORSEMENT**

No Endorsement, Arts & Humanities, and Business & Industry

Course	Foundation <sup>1</sup>	Arts & Humanities	Business & Industry
<b>English/Language Arts</b>	English 1 (1) English 2 (1) English 3 (1) English 4 (1) or Adv Eng <sup>2</sup>	English 1 (1) English 2 (1) English 3 (1) English 4 or Adv Eng <sup>2</sup>	English 1 (1) English 2 (1) English 3 (1) English 4 (1) or Adv Eng <sup>2</sup>
<b>Math</b>	Algebra 1 (1) Geometry (1) Additional Math (1)	Algebra 1 (1) Geometry (1) Additional Math (1) Fourth Math	Algebra 1 (1) Geometry (1) Additional Math (1) Fourth Math (1)
<b>Science</b>	Biology (1) IPC or Other 3 <sup>rd</sup> Science (1) or 2 (.5)	Biology (1) IPC or Other (1) 3 <sup>rd</sup> Science (1) or 2 (.5) 4 <sup>th</sup> Science (1) or 2 (.5) or Exception <sup>3</sup>	Biology (1) IPC or Other (1) 3 <sup>rd</sup> Science (1) or 2 (.5) 4 <sup>th</sup> Science (1) or 2 (.5)
<b>Social Studies</b>	W. Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt. (.5) Eco (.5)	W. Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt (.5) Eco (.5)	W Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt (.5) Eco (.5)
<b>LOTE<sup>4</sup> W. Language OR Computer Science</b>	LOTE 1 or Computer Science LOTE 2 or Computer Science <i>OR</i> Exceptions	LOTE 1 or Computer Science LOTE 2 or Computer Science <i>OR</i> Exceptions	LOTE 1 or Computer Science LOTE 2 or Computer Science <i>OR</i> Exceptions
<b>Fine Art</b>	Fine Art (1)	Fine Art (1)	Fine Art (1)
<b>PE</b>	PE (1)	PE (1)	PE (1)
<b>Endorsement</b>	None	Endorsement (4)	Endorsement (4)
<b>Electives</b>	Electives (5.0)	Electives (3.0)	Electives (3.0)
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26</b>

1.	This graduation plan is not available until after completion of the sophomore year and requires parent and administrative approval.
2.	See advanced English course list on Page 14. Can also combine 2 (.5) credit courses.
2A.	English 4 is required for SOME of the non-CTE pathway for the Multidisciplinary endorsement.
3.	Students pursuing an Arts & Humanities Endorsement may replace the 4 <sup>th</sup> Science requirement with an additional credit in ELA, Social Studies, LOTE (World Language), or Fine Arts with parent approval.
4.	There are possible exceptions to the Language Other Than English (LOTE)/World Language requirements for students with disabilities and students who may be unable to complete the 2 <sup>nd</sup> LOTE level successfully.
5.	Mathematics courses which have Algebra 2 or higher as a prerequisite. See Math department.
6.	Some Multidisciplinary endorsements require Chemistry or Physics.
7.	Some Arts & Humanities endorsements require 4 credits or social Studies.



## CORE COURSE REQUIREMENTS BY ENDORSEMENT

### Multidisciplinary, Public Services, & STEM

Course	Multidisciplinary	Public Services	STEM
<b>English/Language Arts</b>	English 1 (1) English 2 (1) English 3 (1) English 4 <sup>2A</sup> (1) or Adv Eng <sup>2</sup>	English 1 (1) English 2 (1) English 3 (1) English 4 or Adv Eng <sup>2</sup>	English 1 (1) English 2 (1) English 3 (1) English 4 (1) or Adv Eng <sup>2</sup>
<b>Math</b>	Algebra 1 (1) Geometry (1) Additional Math (1) Fourth Math (1)	Algebra 1 (1) Geometry (1) Additional Math (1) Fourth Math	Algebra 1 (1) Geometry (1) Algebra 2 (1) Advanced Math (1) <sup>5</sup>
<b>Science</b>	Biology (1) IPC or Other (1) Chem or Physics or 3 <sup>rd</sup> Science (1) 4 <sup>th</sup> Science (1) or 2 (.5)	Biology (1) IPC or Other (1) 3 <sup>rd</sup> Science (1) or 2 (.5) 4 <sup>th</sup> Science (1) or 2 (.5)	Biology (1) Chemistry (1) Physics (1) Advanced Science (1)
<b>Social Studies</b>	W. Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt. (.5) Eco (.5)	W. Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt (.5) Eco (.5)	W Geography (1) <b>OR</b> W. History (1) U.S. History (1) Govt (.5) Eco (.5)
<b>LOTE<sup>4</sup> W. Language Computer Prog</b>	LOTE 1 or Computer Science LOTE 2 or Computer Science <b>OR</b> Exceptions	LOTE 1 or Computer Science LOTE 2 or Computer Science <b>OR</b> Exceptions	LOTE 1 or Computer Science LOTE 2 or Computer Science <b>OR</b> Exceptions
<b>Fine Art</b>	Fine Art (1)	Fine Art (1)	Fine Art (1)
<b>PE</b>	PE (1)	PE (1)	PE (1)
<b>Endorsement</b>	Endorsement (4)	Endorsement (4)	Endorsement (4)
<b>Electives</b>	Electives (3.0)	Electives (3.0)	Electives (3.0)
<b>Total Credits</b>	<b>26</b>	<b>26</b>	<b>26</b>
1.	This graduation plan is not available until after completion of the sophomore year and requires parent and administrative approval.		
2.	See advanced English course list on Page 14. Can also combine 2 (.5) credit courses.		
2A.	English 4 is required for SOME of the non-CTE pathway for the Multidisciplinary endorsement.		
3.	Students pursuing an Arts & Humanities Endorsement may replace the 4 <sup>th</sup> Science requirement with an additional credit in ELA, Social Studies, LOTE (World Language), or Fine Arts with parent approval.		
4.	There are possible exceptions to the Language Other Than English (LOTE)/World Language requirements for students with disabilities and students who may be unable to complete the 2 <sup>nd</sup> LOTE level successfully.		
5.	Mathematics courses which have Algebra 2 or higher as a prerequisite. See Math department.		
6.	Some Multidisciplinary endorsements require Chemistry or Physics.		
7.	Some Arts & Humanities endorsements require 4 credits or social Studies.		

# Endorsements – Choices

## Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

## Students can choose from 5 endorsement areas:

### Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Computer Science
- Mathematics
- Science
- Combination of no more than two of the categories listed above

### Business and Industry (one of the following or a combination of areas)

- Agriculture
- Arts
- Audio/Video
- Manufacturing
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook
- Food and Natural Resources
- Hospitality and Tourism
- Information Technology
- Marketing
- Business Management and Administration
- Architecture and Construction
- Technology and Communications
- Finance
- Technology Applications

### Public Service (one of the following)

- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

### Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

### Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

## Choices determine options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.

## Why it matters — *Benefits*

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

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

\*Must be financially qualified

## What it means

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

## Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

## Grade Level Classification

After the ninth grade, students are classified according to the number of course credits earned toward graduation.

<u>Credits Earned</u>	<u>Classification</u>
6	Grade 10 – Sophomore
12	Grade 11 – Junior
18	Grade 12 – Senior

## Grading System

The State Board Of Education has set 70 as a minimum passing grade. The statewide grading system is as follows:

**A = 90-100**

**B = 80-89**

**C = 70-79**

**F = 69 and below (not achieving mastery)**

**I = Incomplete**

Local policy requires a classroom teacher to assign a grade that reflects the student's mastery, must not require a teacher to assign a minimum grade for an assignment without regard to the quality of work: and may allow a student a reasonable opportunity to make up or redo an assignment or test for which the student received a failing grade.

## Make-up Work

It is the student's responsibility to ask the teacher for makeup work immediately upon returning to school. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally one day for each day of excused absence will be provided for the makeup work. Failure to meet the deadline may result in a lower grade.

## Career and Technical Education

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

## Dual Credit

The high school/college dual credit program will provide qualified high school students an opportunity to earn high school credit toward graduation, as well as college credit for designated courses.

The student must meet the following eligibility requirements:

- Must have successfully completed their sophomore year and be 16 years of age.
- Must meet the acceptable college readiness scores on the ACT, PSAT, SAT or the TSI Assessment entrance exam.
- Must meet with the high school counselor and receive signed approval prior to registration of dual credit courses.

## Program Opportunities



## English Language Arts

**ENGLISH I- 9**

*Prerequisite: None*

Students enrolled in English I continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students write in a variety of forms and edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English, producing final, error-free drafts. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to explain, persuade, report and describe. Students read extensively in multiple genres from literature and learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

**ENGLISH II- 10**

*Prerequisite: English I*

Students enrolled in English II continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students will plan, draft, and complete written compositions on a regular basis, including reports and research projects. Students also edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English, producing final, error-free drafts. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinions, and personal forms of writing. Students read extensively in multiple genres from world literature. Students also learn literary forms and terms associated with selections being read.

### **ENGLISH III– 11**

*Prerequisite: English II*

Students continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students plan, draft, and complete written compositions on a regular basis, includes narrative, argumentative, and personal kinds of writing. Major 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. Students read extensively in multiples genres from American literature and other world literature. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of a historical context on a literary work.

### **ENGLISH III–11 - Eng 1301/1302 dual credit**

*Prerequisite: English II*

*Must see counselor and meet program and testing requirements to enroll*

This course is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Students develop research-based expository and persuasive texts. Emphasis on effective rhetorical choices and ethical inquiry, including audience, purpose, arrangement, and style, and utilizing primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level English 1301 and 1302, Composition I and II. Students must register for both courses simultaneously. Course availability is based on student requests at the campus level.**

### **ENGLISH IV– 12**

*Prerequisite: English III*

Students enrolled in English IV continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students compile information from primary and secondary sources and represent this research in a variety of ways. Students read extensively in multiple genres from British literature and other world literature, including classical and contemporary works. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. Students learn literary forms and terms associated with selections being read and interpret historical influences on the literary work.

### **ENGLISH IV– 12 - Eng. 2322/2323 dual credit**

*Prerequisite: English III*

*Must see counselor and meet program and testing requirements to enroll*

An Advanced English course in literature and composition engages students in the careful reading and critical analysis of imaginative literature. The college literature course allows students to write in a variety of forms and develop stylistic maturity. As in the college course, writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays.

**Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. Students must register for both courses simultaneously.**

### **CREATIVE AND IMAGINATIVE WRITING– 11-12 (this course might not be offered each year)**

*Prerequisite: English III or currently enrolled*

Creative and Imaginative Writing is a rigorous composition course, requires a student to demonstrate skills in such forms of writing as essay, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the writing process, effectively applying the conventions of usage and the mechanics of written English. Students will evaluate their writing and learn how to critique published and unpublished pieces of writing, develop and apply criteria for effective writing, and set



their own goals as writers. A portfolio is required of all students. It is recommended that students complete English III or be concurrently enrolled.

**RESEARCH AND TECHNICAL WRITING– 11-12 (this course might not be offered each year)**

*Prerequisite: None*

Research and Technical Writing provides an opportunity for students to develop skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This rigorous composition course requires high school students to research skillfully a variety of topics and present that information through a variety of media. Students analyze and discuss published and unpublished pieces of writing, and develop and apply criteria for effective writing. Students are expected to demonstrate an understanding of the writing process, effectively applying the conventions of usage and the mechanics of written English.

**PRACTICAL WRITING– 9-12 (this course might not be offered each year)**

*Prerequisite: None*

The course emphasizes skills in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar and the effective use of vocabulary. Students are expected to understand and demonstrate the writing process through a variety of written texts. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. Students who need additional help in passing state-mandated tests are encouraged to take this course.





## Math

### **ALGEBRA I — 9-12**

*Prerequisite: 8th grade math*

This course serves as a foundation for all higher level mathematics courses. It focuses on the development of functions and the understanding of functional relationships. Students investigate algebra through problem-solving in real-world situations. Students will participate in developing tables, coordinate graphing, algebraic analysis and linear and quadratic equations and their graphs using appropriate technology.

### **GEOMETRY — 9-12**

*Prerequisite: Algebra I*

This course is an introduction to plane, solid, and coordinates geometry as a deductive science. It builds on algebraic foundations and connects to the real world through a variety of applications and settings. Students have regular and appropriate access to technology as they work with geometric constructions, coordinate graphing, algebraic analysis, and computation. Students do research on special topics in the honors class.

### **ALGEBRA II — 10-12**

*Prerequisite: Algebra I, Geometry*

This course is an extension of the study of the real number field. Rational, irrational, and complex number sets; matrices including sequences and series; polynomial functions; and conics are studied. It is recommended that students complete Geometry before enrolling in this course or be enrolled concurrently in Geometry.

### **PRE-CALCULUS — 11-12**

*Prerequisite: Algebra II and Geometry*

This course includes development of higher-level mathematics skills. Trigonometric functions; vectors and matrices; complex numbers; functions and their graphs; infinite series; conic sections; and limits are stressed in this course.



**ADVANCED QUANTITATIVE REASONING - 11-12**

*Prerequisite: Algebra II*

This is a fourth-year mathematics course to follow Algebra II as an alternative to Pre-Calculus. The primary focal points include the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematics in finance and society, and spatial and geometric modeling for decision making.

**MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD AND NATURAL RESOURCES- 12**

*Prerequisite: A minimum of 1 credit from the courses in the Agriculture, Food, and Natural Resources cluster. Algebra I and Geometry*

To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skill related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply and transfer their knowledge and skills related to mathematics in a variety of contexts.



## Science

The science program prepares students to acquire knowledge through hands-on experiences that stimulate the natural curiosity that exists within us all. It should provide each student with opportunities to explore, experiment, and apply problem solving strategies within a supportive environment. It should enable students to make value judgments on societal issues and participate in a technologically advancing world.

### **BIOLOGY— 9-10**

#### ***Prerequisite: None***

Biology is the study of life. This course includes the study of the structures and functions of living organisms, energy transformations, comparative survey of life processes; diversity of life, and the interdependence of organisms and their environment. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory. Pre-AP/GT Biology will include content and skill developed to prepare students to take Biology AP

### **CHEMISTRY—10-12**

*Prerequisite: Biology and concurrent enrollment in Algebra II recommended. Honors level must have concurrent enrollment in Algebra II.*

Chemistry includes the study of the structure, composition and behavior of matter, as well as factors that affect the interaction of matter. Laboratory investigations enhance the emphasis of process skills and laboratory safety. Students may apply chemical knowledge to problem solving, classifying matter, quantifying chemicals, and predicting chemical phenomena. Students use decision making and critical thinking to propose possible solutions in the study of issues concerning science and technology. Pre-AP/GT Chemistry will include content and skill development to prepare students for Chemistry AP.

## **PHYSICS —11-12**

*Prerequisite: Biology, Chemistry or IPC, and Algebra II.*

This course is the study of the physical world including matter and energy and their interactions. It will focus on using basic concepts, equations, and assumptions to describe the physical world, solve problems and make predictions about a broad range of phenomena. The topics included are kinematics, dynamics, conservation of energy and momentum, heat, electrostatics, electricity, magnetism, electromagnetic induction, waves, light, sound, the photoelectric effect and the atom. Laboratory investigations emphasize development of process skills and safe manipulation of laboratory apparatus and computer instrumentation.

## **ANATOMY and PHYSIOLOGY OF HUMAN SYSTEMS—11-12**

*Prerequisite: and Biology, Physics & Chemistry.*

This course is designed to extend the student's knowledge and understanding of the human body in respect to its structure and function. This course is highly lab-oriented and teaches proper dissection techniques as well as various physiological phenomena. This course is recommended for students interested in medically-related careers or health care fields.

## **ANATOMY and PHYSIOLOGY OF HUMAN SYSTEMS—11 – 12 – BIOL 2401 Dual Credit**

Study of the structure and function of human anatomy including the neural, integumentary, musculoskeletal. **Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level BIOL 2401, Anatomy and Physiology I. Course availability is based on student requests at the campus level.**

## **ADVANCED ANIMAL SCIENCE – 12**

*Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.*

Advanced Animal Science demonstrates principles relating to the interrelated human, scientific, and technological dimensions of animal agriculture and the resources necessary for producing domesticated animals; applies the principles of genetics and breeding to livestock improvement; examines animal anatomy and physiology in livestock species; recognizes policies and issues in animal science; discusses slaughter livestock operations; and explores methods of marketing livestock. Qualifies for Advanced Science credit.

## **ADVANCED PLANT AND SOIL SCIENCE-- 12**

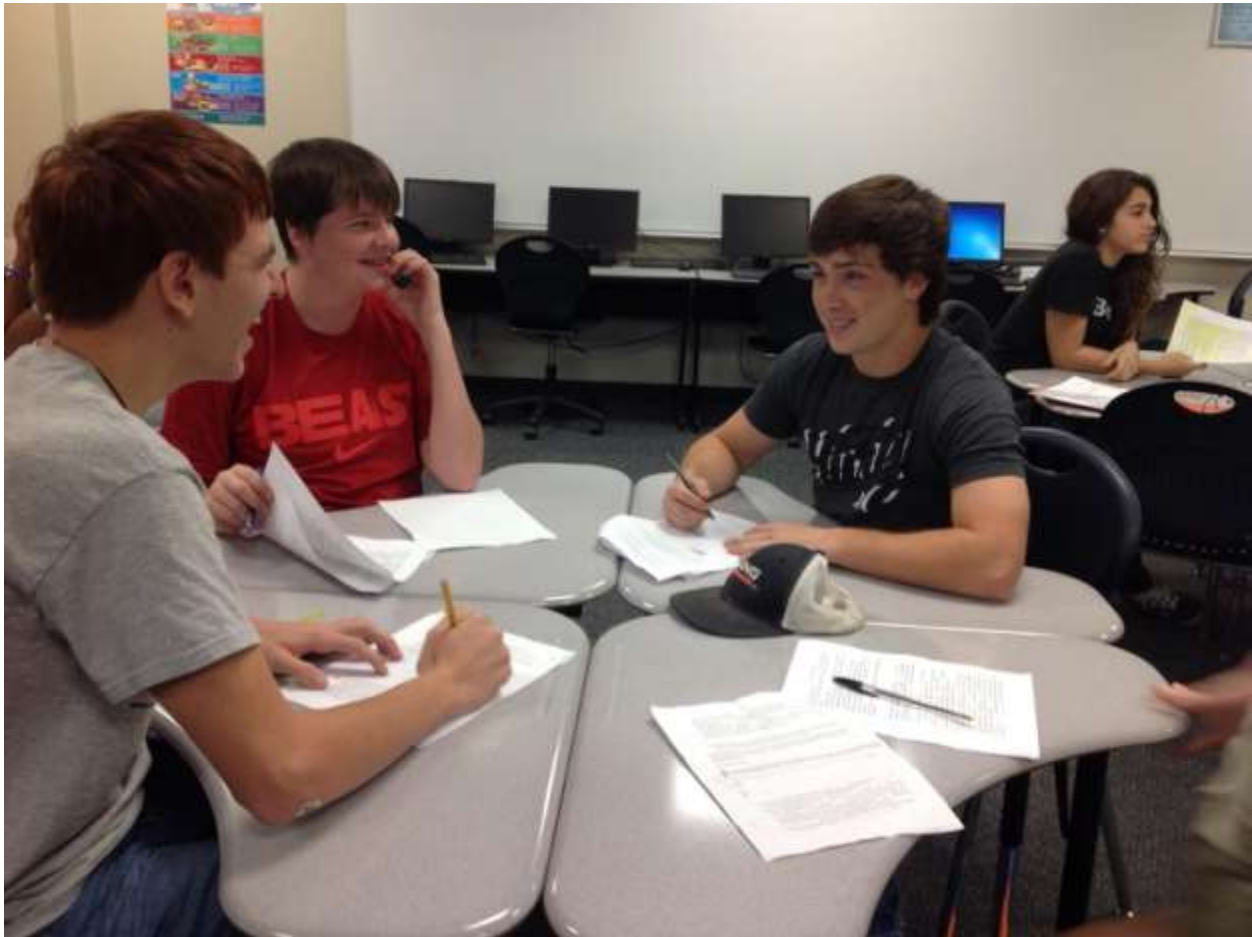
*Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.*

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises are to be used to develop an understanding of plant and soil science as it relates to the 21st Century world. This course is designed to prepare students for careers in the food and fiber industry. Students are to have opportunities to learn, reinforce, apply and transfer their knowledge in a scientific setting.

## **FOOD SCIENCE- 11-12**

*Prerequisite: Three units of science*

In Food Science, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for consuming public.



## Social Studies

### **WORLD HISTORY — 10**

*Prerequisite: None*

Students gain knowledge of significant events and contributions from the prehistory period and early civilizations to the present day, as well as the development of eastern and western cultures. Students are responsible for group and individual research projects, outside readings, presentations and problem solving activities on historical issues and current events.

### **UNITED STATES HISTORY--11**

United States History from 1865 covers the period of time from Reconstruction to the present with emphasis on the major factors contributing to the economic, social , and cultural development of the United States, i.e., impact of the Civil War, Reconstruction, immigration, social reform movement, and leaders. Students will also develop an understanding of political influences on historical issues and events.

### **UNITED STATES HISTORY—11 – HIST 1301 & 1302 Dual Credit**

Both courses combined cover a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the present.

**Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level HIST 1301 and 1302, United States History I & II. Course availability is based on student requests at the campus level.**

## UNITED STATES GOVERNMENT — 12

*Prerequisite: None*

The primary emphasis of this course is the study of the structure and function of government and the development of political behaviors and philosophies. Civil rights and civil liberties, state and local governments and comparative governments are included. Students are expected to examine current governmental issues and events through group and individual activities.

### UNITED STATES GOVERNMENT — 12 – GOVT 2305 Dual Credit

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. **Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level GOVT 2305, Federal Government. Course availability is based on student requests at the campus level.**

## Economics

### ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS —12

*Prerequisite: None*

This course emphasizes the United States economy and role of free enterprise with additional focus on demand, supply and the market. Money and banking and the consumer in a market economy are emphasized.

### ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS —12 – ECON 2301 Dual Credit

Analysis of the economy as a whole, national income, money and banking and monetary policy, public finance and fiscal policy, economic stabilization policies and growth, and related current economic problems. **Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level ECON 2301, Principles of Economics (Macroeconomic Theory). Course availability is based on student requests at the campus level.**

## Health

### HEALTH EDUCATION — 9-12

*Prerequisite: None*

The goal of health education is for students to demonstrate an understanding of the components of personal wellness. The health education curriculum is designed to help adolescents develop knowledge, attitudes and skills to make responsible decisions and act in ways that prevent disease and reduce health related risk behaviors. The curriculum includes content in the areas of alcohol/drug abuse prevention skills, safety and cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, nutrition and diet control, fitness and mental health and communicable and non-communicable diseases.

## Sociology

### Introductory Sociology – SOCI 1301 Dual Credit

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. **Students/Parents/Guardians are responsible for all tuition, fees, and textbook costs. This course is equivalent to college level SOCI 1301 Introductory Sociology. Course availability is based on student requests at the campus level.**





## **THEATRE ARTS**

Theatre Arts classes allow students to develop internal and external personal resources, create through artistic collaboration, accept constructive criticism, relate theatre to its social context and form aesthetic judgments. Through multisensory experiences, students develop skills that lead to both creative expression, problem solving skills and an appreciation for the theatre as an art form.

### **THEATRE ARTS I — 9-12**

*Prerequisite: None*

Theatre Arts I is a prerequisite for all other theatre arts courses in senior high school. The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Attendance at live productions may be required.

### **THEATRE ARTS II -- 10-12**

*Prerequisite: Theatre I* This year-long, intermediate-level class, designed for students with a year of experience or more, promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. As students gain skills and experience, they explore the relationships among technology, theatre, and theatre's sister arts. Theatre II provides opportunities for students to strengthen skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic response through understanding of the organizational structures and historical and cultural influences on theatre and its literature. Students develop group- and self-assessment skills, problem-solving skills; the ability to connect the literature being studied to a variety of cultures, history, and other content areas; and 21st-century skills in such areas as time management, critical analysis, leadership, and collaboration to help them be successful after high school graduation.

### **THEATRE ARTS III -- 11-12**

*Prerequisite: Theatre I & II*

This year-long course, designed for students with significant experience in theatre, promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **THEATRE ARTS IV -- 12**

*Prerequisite: Theatre I, II & III*

This year-long course, designed for students with extensive experience in theatre, promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Theatre IV students analyze increasingly more sophisticated theatre literature/texts to lead the work of developing one-acts or a larger production, and conduct and present the results of significant research, including, but not limited to: script selection, alignment with or departure from an artist's intent, and interpretation of dramatic texts, organization and conducting of rehearsals, and justifying directorial choices. These students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. As they work, students apply 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, problem solving, collaboration, and critical analysis.



## **ART**

### **ART I – 9-12**

Art I is a prerequisite for all other art courses.

This course has emphasis on comparing and contrasting the elements & principles of design, analyzing self and peer work using formal criticism and justifying decisions; using various media: design, drawing, painting, printmaking, and sculpture.

### **ART II – 9-12**

*Prerequisite: Art 1 or teacher approval*

Students will study various ways to express the same idea using various media including: drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, photography, and computer-aided art. Students will use self and peer formal critiques on works in progress

### **ART III – 10-12**

*Prerequisite: Art I or teacher approval*

Studies of significant painters and how the culture and/or art period influenced their style and subject are a major focus. This course provides students various ways to solve a visual problem; various media; self and peer critiques based on formal assessment; portfolio selection will also be addressed.

### **ART IV – 11-12**

*Prerequisite: Art I or teacher recommendation*

Perspective techniques will be studied. More challenging media, study of contemporary and ancient art, and world cultures will inspire students and provides the serious art student techniques to strengthen personal style and design skills. It provides the serious development of personal interests and style in order to strengthen and develop the student's portfolio.





## MUSIC

Music classes encompass the study of different styles of music with emphasis on student performance. All students are eligible to enroll if they have the desire to improve their performance skills and acquire a better appreciation and enjoyment of music. Both sacred and secular music are studied from a historical perspective. The enrollment is divided into classes selected and balanced by the instructor. Members of select groups may be required to purchase their own school approved performance uniforms. For specific cost at your school, please contact the music director. The names of the groups vary among schools. The number of bands or orchestras varies and is determined by the number of students enrolling and their placement by the teacher. Students enrolled in Marching Band may receive equivalent credit toward the P.E. requirement for fall semester participation.

### **BAND I & II — 9-12**

*Prerequisite: By audition*

This course is designed for the student who has developed some proficiency in performance skills. Instrumental technique, creative expression and music theory are taught as each relates to performance. This band is involved in numerous performances and competitions. Placement in this course is by audition. Marching Band is required as a member of this class.

### **BAND III & IV — 9-12**

*Prerequisite: By audition*

Advanced band is designed for the advanced wind and percussion students. Advanced instrumental technique, creative expression and musical interpretation are taught as each relates to performance. Music is varied each year to expose students to different contemporary, modern and classical wind literature. Students are involved extensively in competitions and performances throughout the year. Placement in this band is by audition. Marching Band is required as a member of this class.

### **MUSIC THEORY — 9-12 (This course may not be offered each year)**

*Prerequisite: Students must be able to read music.*

Students learn the fundamentals of music notation, scale structure, intervallic relationships, simple part writing, chord structure and ear training. This is a non performance course.

## Foreign Language

### **SPANISH I — 9-12**

*Prerequisite: None*

Students will develop skills in listening, speaking, reading and writing Spanish while learning to appreciate and understand the culture of Spanish-speaking countries. Students will progress toward a novice skill level as they are introduced to the Five Program Goals of the TEKS for Languages Other than English: Communication, Cultures, Connections, Comparisons and Communities. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.

### **SPANISH II— 9-12**

*Prerequisite: Spanish I*

This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills within the five Program Goals of the TEKS for LOTE. Students continue to expand their knowledge of Hispanic language and culture. Students function at a novice-mid to novice-high level of proficiency, depending on their background, but they begin to show signs of intermediate-low level of proficiency. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.

### **SPANISH III — 9-12**

*Prerequisite: Spanish II*

This course provides students with opportunities to work toward an intermediate level of proficiency in speaking and listening, as well as expand their reading and writing skills within the five Program Goals of the TEKS for LOTE. There is a more in-depth study of Hispanic culture and Spanish-speaking people throughout the world. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.



## Speech

### Professional Communications-9—12

*Prerequisite: None*

Communication Applications is a one semester course. Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course is required for graduation.

## Physical Education

**Students participating in athletics are required to have a physical every year and required to be in an athletic physical education class.**

### PHYSICAL EDUCATION I - FOUNDATIONS OF PERSONAL FITNESS

This course is the recommended prerequisite for all other physical education courses. The basic purpose for this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. One of the course objectives is for students to design their own personal fitness program.\*SBOE still has the authority to require specific courses in the enrichment curriculum beyond what is required in law for the minimum and DAP, students must still take this course under the minimum and DAP programs per SBOE rule..

### ATHLETICS 1, 2, 3, & 4

***Students participating in athletics are required to have a physical every year and required to be in the athletic physical education class.***

*Prerequisite: Coach/sponsor approval (SBOE rule allows certain physical education substitutions such as athletics. There is not a limit at this time on the number of physical education substitutions that may be counted toward the total number of graduation requirements.)This course includes competitive UIL., individual and team sports. Fair play and sportsmanship are included. After 1 unit is earned, credit is awarded as local credit.*

# Career and Technical Education



## Agriculture, Food, & Natural Resources

### **PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES - 9 -12**

*Prerequisite: None*

A comprehensive course that provides students the knowledge and skills necessary for career planning and advanced study in the broad field of agriculture/agribusiness. Topics of instruction include the agricultural industry and its global importance; agricultural leadership organizations; agricultural research; concepts of animal and plant science; basics of mechanized agriculture; personal and communication skills; and citizenship and cooperation.

### **AGRICULTURAL MECHANICS & METAL TECHNOLOGIES - 10 - 12**

*Prerequisite: Principles of Agriculture, Food & Natural Resources*

Agricultural Mechanics & Metal Technologies is a course that introduces students to agricultural mechanics with emphasis on theory and technical skill development. Topics and skill areas include safety, tool identification, carpentry, electricity, plumbing, masonry, fencing, painting, and hot and cold metal skills as it relates to the welding process.

### **AGRICULTURE FACILITIES DESIGN AND FABRICATION - 11 - 12**

*Prerequisite: Principles of Agriculture, Food & Natural Resources*



To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

### **ADVANCED ANIMAL SCIENCE - 12**

*Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.*

Advanced Animal Science demonstrates principles relating to the interrelated human, scientific, and technological dimensions of animal agriculture and the resources necessary for producing domesticated animals; applies the principles of genetics and breeding to livestock improvement; examines animal anatomy and physiology in livestock species; recognizes policies and issues in animal science; discusses slaughter livestock operations; and explores methods of marketing livestock. Qualifies for Advanced Science credit.

### **MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD & NATURAL RESOURCES - 12**

*Prerequisite: A minimum of 1 credit from the courses in the Agriculture, Food, and Natural Resources cluster. Algebra I and Geometry*

To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts. Qualifies for Advanced Math credit.

### **WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT**

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

### **SMALL ANIMAL MANAGEMENT**

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



## Family & Consumer Science Education

### **PRINCIPLES OF HUMAN SERVICES 9-12**

This laboratory course will enable students to investigate careers in the human services career cluster including counseling and mental health, early childhood, development, family and community and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

### **LIFETIME NUTRITION AND WELLNESS 10-12**

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

### **CHILD DEVELOPMENT — 10-12**

This course is designed to provide individuals opportunities to develop knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Topics include career options related to the care and education of children.

### **RESTAURANT MANAGEMENT — 10-12**

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## **CULINARY ARTS — 10-12**

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

## **Science, Technology, Engineering & Mathematics**

### **CONCEPTS OF ENGINEERING AND TECHNOLOGY --9-12**

*Prerequisite : None*

Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

## **AV Technology and Communications**

### **BUSINESS INFORMATION MANAGEMENT I**

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

### **ANIMATION- 10-12**

*Recommended Prerequisites: Graphic Design and Illustration or Art 1.*

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

### **ADVANCE ANIMATION 11-12**

Careers in animation span all aspects of motion graphics. Within this context , in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to create two and three dimensional animations. The instruction also assists students seeking careers in the animation industry.

### **GRAPHIC DESIGN AND ILLUSTRATION**

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

# Finance

## **ACCOUNTING**

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

# Technology Applications

## **FUNDAMENTAL COMPUTER SCIENCE**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

## **COMPUTER SCIENCE 1**

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.