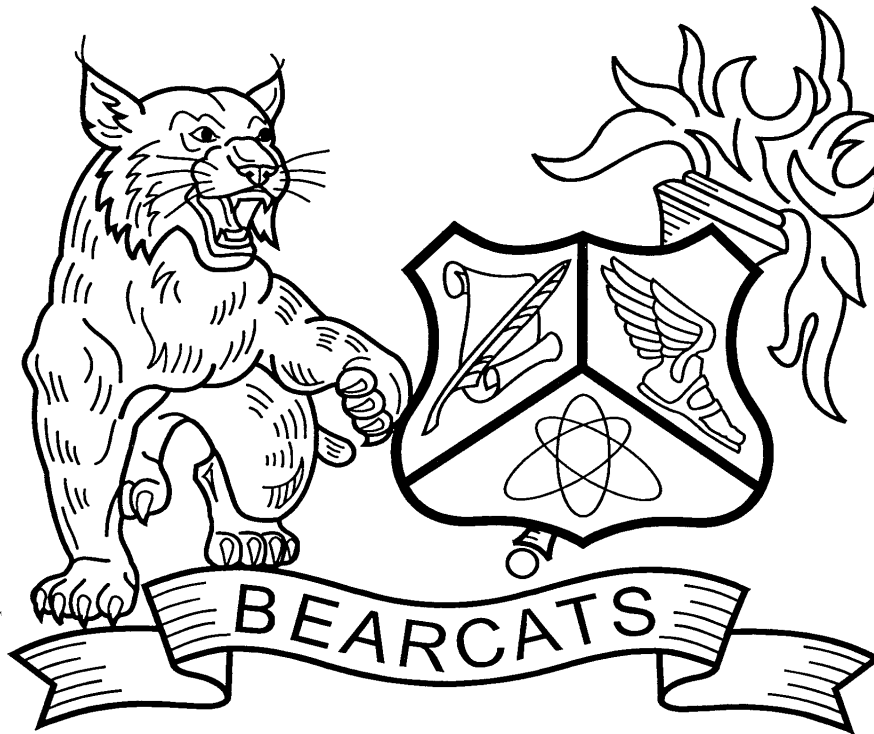


Academic Guide 2008-2009



Pilot Point High School

<http://pphs.pilotpointisd.com>

Academic Guide 2008-2009

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Academic Guide

Pilot Point High School

This Academic Guide has been designed to provide course selection information and graduation requirements for Pilot Point High School students in grades 9-12. Students are encouraged to consult with parents, counselor, and teachers for assistance in selecting courses that will meet personal needs for the future as well as satisfy high school graduation requirements. Each student will be given one free copy of this academic guide; the guide may also be accessed online at <http://pphs.pilotpointisd.com>.

This Academic Guide provides descriptions of academic, elective, and vocational course offerings at Pilot Point High School. Information in this publication is subject to change by action of the Board of Trustees of Pilot Point ISD or the Texas Education Agency. Pilot Point High School reserves the right to add courses not described herein and delete courses if minimum enrollment criteria are not met or if certified teachers are not available.

One of the most critical functions performed by a school is the pre-registration of students. Based on information obtained during pre-registration, courses are scheduled and teachers are employed for the next school year.

SCHEDULE CHANGES

Course selections during pre-registration are final. *Any request for a change in courses after spring pre-registration must be made in writing, signed by both the student and parent, and submitted to the counselor. Students may not drop or add a course after four class days of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction. To receive full credit for a course, students must be in attendance 90% of the semester in which the course is offered. Students may change levels (move from a Pre-AP or AP to a regular class) within a content area at the end of the first six weeks period, after a parent-teacher conference, and IF class size permits.*

NO elective changes will be made if a student is enrolled in a class he/she selected as a first choice or alternate choice during pre-registration.

A WORD OF CAUTION

Some courses listed in this guide may not actually be offered due to low enrollment, faculty restrictions (certification and/or availability), budgetary constraints, and/or administrative directives. Because of scheduling conflicts and classes closing, a student may not actually be enrolled in every class he/she planned to take during a semester. For this reason, the student should have in mind alternate courses in case his/her first choice is not available. Please note that all courses may not be offered every semester of every year. In cases of limited class enrollment, priority will be given to 12th graders first, 11th graders next, etc.

MISSION STATEMENT

The mission of the Pilot Point ISD is to provide a quality learning environment, which enables students and staff to maximize their academic and creative potential to become lifelong learners and responsible citizens.

DISCRIMINATION DISCLAIMER

Pilot Point Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Graduation Programs

For students entering Pilot Point High School in school year 2006-2007 or earlier

Discipline	Minimum**	Recommended	Distinguished
English Language Arts	4 credits: English 1, 2, 3, 4.	4 credits: English 1, 2, 3, 4.	4 credits: English 1, 2, 3, 4.
Mathematics	3 credits to include Algebra 1 Geometry.	3 credits must consist of: Algebra 1, Geometry, and Algebra 2.	3 credits must consist of: Algebra 1, Geometry, and Algebra 2.
Science	2 credits to include: Biology, and IPC or Chemistry & Physics.	3 credits to include: Biology or AP Biology, and (no more than 1 credit can be selected from each area): IPC, Chemistry or AP Chemistry, or Physics, or AP Physics.	3 credits to include: Biology or AP Biology, and (no more than 1 credit can be selected from each area): IPC, Chemistry or AP Chemistry, or Physics, or AP Physics.
Social Studies	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.
Economics	1/2 credit: Economics-Free Enterprise.	1/2 credit: Economics-Free Enterprise.	1/2 credit: Economics-Free Enterprise.
Physical Education	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.
Health Education	1/2 credit: Health 1.	1/2 credit: Health 1.	1/2 credit: Health 1.
Languages Other than English	None.	2 credits: Must consist of Levels 1 & 2 in the same language.	3 credits: Must consist of Levels 1, 2, & 3 in the same language.
Fine Arts	None.	1 credit.	1 credit.
Speech	1/2 credit: Communication Applications	1/2 credit: Communication Applications	1/2 credit: Communication Applications
Technology Applications	1 credit.	1 credit.	1 credit.
State Electives	5-1/2 credits	3-1/2 credits.	2-1/2 credits.
District Electives	3 credits.	2 credits.	2 credits.
Advanced Measures			4 measures
Total credits	25 credits.	26 credits.	26 credits.

**A student entering Grade 9 in the 2004-2005 school year and thereafter shall enroll in the courses necessary to complete the Recommended High School program or Distinguished Achievement High School Program as listed above, unless the student, the student's parent/guardian, and a school counselor/administrator agree that the student should be permitted to take courses under the Minimum High School Program.

In addition to credit requirements, students must show mastery on the state EXIT Level TAKS test or on state assessments recommended for students with disabilities.

Graduation Programs

For students entering Pilot Point High School in school year 2007-2008 and after

Discipline	Minimum**	Recommended	Distinguished
English Language Arts	4 credits: English 1, 2, 3, 4.	4 credits: English 1, 2, 3, 4.	4 credits: English 1, 2, 3, 4.
Mathematics	3 credits to include Algebra 1 Geometry.	4 credits must consist of: Algebra 1, Geometry, Algebra 2, and 1 additional credit. (see page 16 for details)	4 credits must consist of: Algebra 1, Geometry, Algebra 2, and 1 additional credit. (see page 16 for details)
Science	2 credits to include: Biology, <u>and</u> IPC or Chemistry & Physics.	4 credits to include: Biology or AP Biology, <u>and</u> (no more than 1 credit can be selected from each area): IPC, Chemistry or AP Chemistry, or Physics, or AP Physics, and 1 additional credit. (see page 18 for details)	4 credits to include: Biology or AP Biology, Chemistry or AP Chemistry, Physics, or AP Physics, and 1 additional credit. (see page 18 for details)
Social Studies	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.	3-1/2 credits must consist of: World Geography, World History, U.S. History, and U.S. Government.
Economics	1/2 credit: Economics-Free Enterprise.	1/2 credit: Economics-Free Enterprise.	1/2 credit: Economics-Free Enterprise.
Physical Education	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.	1-1/2 credits to include Foundations of Personal Fitness (Limit of two credits). Can substitute: marching band, athletics, or other approved programs.
Health Education	1/2 credit: Health 1.	1/2 credit: Health 1.	1/2 credit: Health 1.
Languages Other than English	None.	2 credits: Must consist of Levels 1 & 2 in the same language.	3 credits: Must consist of Levels 1, 2, & 3 in the same language.
Fine Arts	None.	1 credit.	1 credit.
Speech	1/2 credit: Communication Applications	1/2 credit: Communication Applications	1/2 credit: Communication Applications
Technology Applications	1 credit.	1 credit.	1 credit.
State Electives	5-1/2 credits	3-1/2 credits.	2-1/2 credits.
District Electives	3 credits.		
Advanced Measures			4 measures
Total credits	25 credits.	26 credits.	26 credits.

**A student entering Grade 9 in the 2007-2008 school year and thereafter shall enroll in the courses necessary to complete the Recommended High School program or Distinguished Achievement High School Program as listed above, unless the student, the student's parent/guardian, and a school counselor/administrator agree that the student should be permitted to take courses under the Minimum High School Program.

In addition to credit requirements, students must show mastery on the state EXIT Level TAKS test or on state assessments recommended for students with disabilities.

Recommended/Distinguished Achievement Graduation Program Electives Explanation

State Electives – must be selected from the list of state-approved courses in the following areas:

- English Language Arts / Reading,
- Mathematics,
- Science,
- Social Studies,
- Languages other than English,
- Fine Arts,
- Technology Applications, or
- Career and Technology Education (Agricultural Science, Consumer & Family Science)

District Electives – may consist of:

- state elective courses (from list above),
- local elective courses.

Advanced Measures for Distinguished Achievement Graduation Program

Standards for Approval of Requirements:

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.

Requirements:

- A student must achieve any combination of **four** of the following:

Test data:

- a score of three or above on The College Board Advanced Placement examination;
- a score of four or above on an International Baccalaureate examination (not available at PPHS);
- a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

College courses:

- a grade of 3.0 (B) or higher on courses that count for college credit, including tech prep programs.

HIGH SCHOOL SUCCESS

Extensive research has discovered that students who achieve the most success almost always fit the same profile. They (1) have high expectations, (2) keep up with classroom performance and school activities, (3) attend school regularly, (4) keep up with studying and homework, and (5) participate in some school activity outside of class. On the other hand, mediocre students often lack two of these conditions and potential dropouts usually lack three out of five of these conditions. Get involved both in your classes and in your school activities.

GRADUATION REQUIREMENTS

In accordance with the State Board of Education Rules for Curriculum, the Pilot Point ISD offers state-approved graduation plans. The plans are (1) the Minimum High School program, (2) the Recommended High School Program, and (3) the Distinguished Achievement Program (DAP). Please note that the graduates of each plan are awarded the same diploma. The academic record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed. The appropriate State of Texas Seal designating which plan was completed will be stamped to each graduate's transcript. Additionally, all graduates must meet exit-level state testing requirements.

A student entering Grade 9 in the 2004-2005 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Distinguished High School Program, unless the student's parent/guardian and school administrator or counselor agree that the student should be permitted to graduate under the Minimum High School Program. Additionally, a student entering Grade 9 in the 2007-2008 school year will be required to demonstrate proficiency in science and mathematics by earning four science credits and four mathematics credits to complete the Recommended High School Program or the Distinguished Achievement Program.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

To receive a high school diploma in the state of Texas, students must earn a passing score on all sections of the TAKS exit level test. Students first have the opportunity to master the TAKS exit level test during the spring semester of their junior year. Any student not mastering any of the subjects will have additional opportunities to demonstrate mastery. Accelerated instruction will be required of any student who does not master any portion of the TAKS test in grades 8 through exit level.

GRADE CLASSIFICATION

Students are classified at the beginning of the school year according to the number of credits earned toward graduation. Classifications will remain the same throughout the school year unless corrections are necessary due to errors. All changes in grade classification must be approved by the administration. Grade 12 status does not solely constitute eligibility for graduation; graduation program requirements, attendance, and exit level test requirements must be met to receive a Texas high school diploma.

Minimum grade classification requirements for classes are:

NUMBER OF CREDITS	GRADE LEVEL	CLASSIFICATION
0 - 5½	9	Freshman
6	10	Sophomore
12	11	Junior
18	12	Senior

EARLY GRADUATION REQUIREMENTS

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate. This request must be made in writing by the end of the sophomore year. A parent conference with the campus administrator and counselor to address early graduation must occur prior to the request.

CLASS LOADS / CORE COURSE ENROLLMENT

All students in grades 9-12 are required to enroll in all 7 of the scheduled class periods. It is the policy of Pilot Point High School that all students will be enrolled in each of the four foundation curriculum areas (English, Math, Science, and Social Studies) every year in grades 9-12.

THE COLLEGE BOARD'S ADVANCED PLACEMENT PROGRAM

Pre-Advanced Placement (Pre-AP) courses are designed to meet the needs of the gifted and talented student, college bound student, or the student that desires advanced level course work. Pre-AP is a well-articulated curriculum that provides students with the knowledge and skills to succeed in AP and/or college courses.

Advanced Placement (AP) courses are designed to meet the need of the high school student who is working toward the Distinguished Achievement Program (DAP), gifted and talented student, and the student who is college bound.

AP examinations are given in May on specified dates and times. Results are sent to the high school; results are also sent to the college(s) of the student's choice, which may grant college credit. Placement and credit are granted by the institutions in accordance with their own policies. A fee is required for each exam.

A student may continue in advanced coursework credit classes as long as a semester grade average of 70 or above is maintained. Failure to maintain a grade of 70 may result in the student being reassigned to a regular class.

Advanced Placement students are successful students of average or higher intellectual capability who will commit to the coursework. **Individuals not willing to commit to the coursework or with disciplinary concerns should avoid the AP program.**

PLEASE NOTE:

Students currently enrolled in a Pre-AP or AP course may continue in Pre-AP or AP coursework for the following year provided the student meets the following:

English Language Arts – 80 or higher average for the year in current English course, teacher recommendation, and pass TAKS ELA/Reading at the current grade level.

Mathematics – 75 or higher average for the year in current Mathematics course, teacher recommendation, and pass TAKS Mathematics at the current grade level.

Science – 75 or higher average for the current Science course, teacher recommendation, and pass TAKS Science at the current grade level.

Social Studies – 80 or higher average for the current Social Studies course, teacher recommendation, and pass TAKS Social Studies at the current grade level.

Students currently enrolled in a regular course may move to a Pre-AP or AP course for the following year provided the student meets the following:

English Language Arts – 90 or higher average for the year in current English course, teacher recommendation, and pass TAKS ELA/Reading at the current grade level.

Mathematics – 85 or higher average for the year in current Mathematics course, teacher recommendation, and pass TAKS Mathematics at the current grade level.

Science – 85 or higher average for the current Science course, teacher recommendation, and pass TAKS Science at the current grade level.

Social Studies – 85 or higher average for the current Social Studies course, teacher recommendation, and pass TAKS Social Studies at the current grade level.

Placement may be at the discretion of the campus administration.

GRADE POINT AVERAGE AND CLASS RANK

The purpose of the grade point average system for determining class rank is to provide an equitable evaluation for courses of varying difficulty. All courses except physical education, athletics, drill team, yearbook, band, student aide, summer courses, correspondence courses, courses taken under foreign study programs, and TAKS remediation/laboratory courses shall be included in the calculation of class rank.

All academic courses shall be defined as Level I or Level II. When calculating averages, ten additional points shall be added to the numerical averages each semester for Level I course grades. Actual earned grades will be posted on the student transcript.

The following courses shall be designated as Level I: Foreign Languages, third year and above; AP and Pre-AP courses, and Dual Credit courses. All other courses shall be designated as Level II courses.

Class rank is calculated at the end of the school year for grades 9, 10, and 11. For grade 12, class rank will be calculated at the end of the fall semester. The final class rank for the graduating class of that year will be calculated after the fifth six-week period and will include dual-credit grades. Class rank shall be calculated based upon numerical averages after ten additional points have been included for Level I courses. The student with the highest average shall be number one in the class.

TEXAS SCHOLARS

Texas Scholars is a statewide incentive program in more than 200 school districts in Texas. School districts across Texas have joined hands with local businesses to promote high school students taking a more challenging course of study. Endorsed strongly by President Bush, the Texas Scholars program is led by the state office of the Texas Business and Education Coalition in Austin.

Since 1992, through Texas Business Education Coalition's *Texas Scholars* initiative, thousands of volunteers from businesses, community organizations and higher education have motivated students to complete the state's Recommended High School Program. The new **Texas Scholars – High School and Beyond** initiative takes the challenge to a higher level.

Beginning with the freshman class of 2006-07, to be recognized as a Texas Scholar, students will be required to:

- Graduate from high school having completed the Recommended High School Program,
- Texas Scholars has a proven track record.

By helping establish and implement this initiative in our community, we can contribute to preparing students for success in further education, equip them to compete in the global economy, help them become responsible citizens, and enable them to live fulfilling and satisfying lives.

For students entering high school in 2005-2006 or earlier, the coursework requirements for graduation as a Texas Scholar at Pilot Point High School are:

1. four years in English Language and Literature, English 1 and higher;
2. four years in Mathematics, Algebra 1 and higher;
3. at least three years in lab Sciences;
4. four years in the Social Studies;
5. at least two years in the same Foreign Language;
6. at least one year in the Fine Arts;
7. at least one year in a computer-related technology course;
8. all other requirements for graduation on at least the Recommended High School Program.

For additional information, please visit with the principal or counselor, or the website www.texasscholars.org.

NATIONAL HONOR SOCIETY

The Pilot Point High School chapter of the National Honor Society is an organization dedicated to recognizing academic excellence. Students with an overall grade point average of 95.0 or higher, excellent attendance, and excellent behavior receive interest forms. Those returning interest forms are reviewed by the NHS faculty council. Induction occurs once each year. Academic, attendance, and behavioral standards must be maintained in order to remain in membership. Graduating members are recognized at graduation and wear special regalia.

TSI (TEXAS SUCCESS INITIATIVE) AND THEA (TEXAS HIGHER EDUCATION ASSESSMENT)

The TSI (Texas Success Initiative) program involves a test that must be taken by all students (except those who are exempt) who enroll at a public college and university in Texas. The test is designed to measure the ability of students—as indicated by their skills in reading, writing and math—to do college-level course work. Students who demonstrate deficiencies in any of these areas will not be allowed to enroll in certain college-level courses and will be required to enroll in developmental courses for areas in which they have not passed.

All undergraduate students who enter a Texas public institution of higher education must take the Texas Higher Education Assessment-THEA OR an alternative test (varies with institution), prior to enrolling in any collegiate-level coursework, unless they meet the Texas Higher Education Coordinating Board exemptions in accordance with Texas Law. The *THEA Test Registration Bulletin* contains registration materials. A bulletin may be obtained from the high school office or the college testing center. Alternative tests are not offered at all colleges/universities; check with the testing center at the college/university that you plan to attend.

The testing requirement is waived for students who may be exempt according to the following criteria:

- Students who have earned an associate's or bachelor's degree or higher.
- Any student wishing to enroll in a THEA-waived certificate program. Such "Level One" certificates are programs of *one year or less* that require at least 15 but no more than 42 semester credit hours.
- Students who are serving on active duty as a member of the U.S. armed forces or National Guard for at least three years preceding enrollment. All THEA rules apply when the student is discharged from the military.
- Students who were honorably discharged, released or retired from active duty as a member of the U.S. armed forces, the Texas National Guard, or serve as a member of a reserve component of the U.S. armed forces on or after August 1, 1990.
- Students who transfer from private or out-of-state institutions may use transferred courses for which college credit is earned in the areas of Reading, Mathematics, and Writing.
- Students with the following test scores may be exempt from all or part of THEA:
 - ACT** – Composite score of 23; with a minimum of 19 on the English and/or Math portions. Note that scores must have been earned in one sitting within the past five years.
 - SAT** – Combined score of 1070; with a minimum of 500 on the verbal and/or math sections. Note that scores must have been earned in one sitting.
 - TAKS (Exit Level)** – 2200 in math and/or 2200 in English Language Arts (ELA) with a writing subscore of at least 3.

Partial exemptions are possible; you can be exempt from a specific section of the THEA test based on your score on a specific section of these tests.

Information and registration materials for the THEA are available from the high school office or online at www.thea.nesinc.com. QuickTHEA, given at area colleges, is also acceptable; check with the counselor for dates and locations.

Sophomores and Juniors interested in enrolling in dual-credit coursework (courses that count for high school and college credit) for the 2008-09 academic year, must be exempt based on SAT or ACT or Exit Level TAKS criteria OR present passing scores on the THEA test. Exemption scores or THEA scores must be received by June 1, 2008! NO EXCEPTIONS!!

TESTING PROGRAM FOR COLLEGE

Many universities require college entrance exams. The two most widely used are ACT (www.act.org) and SAT (www.collegeboard.org). You can visit their websites for information on fees, registration, preparation, career and college searches, and information management. Check with the institutions that you are interested in attending for their specific requirements. We suggest that students first take these tests in the spring semester of their junior year. Registration materials for these tests are available in the high school office or College and Career Center (room 100). It is the student's responsibility to complete the forms and mail them by the specified deadline. A picture ID (such as a driver's license) is required of all students when entering a test center to take these tests. **The high school code number for the SAT or ACT is: 445520.**

RESOURCES AVAILABLE IN THE COLLEGE AND CAREER CENTER

Resources available in the College and Career Center, located in room 100, include: college catalogues and information for Texas and out-of-state schools; SAT, ACT, THEA registration packets and preparation guides; scholarship opportunities that come through the high school office; financial aid forms; and resource books on colleges and other career materials.

ENGLISH LANGUAGE ARTS

Four credits of English and ½ credit of Speech are required for graduation. The English Language Arts program gives students extensive instruction in the writing process, literature study, vocabulary development, English mechanics and usage, reading comprehension, and research skills.

SPEECH:

Communication Applications (Speech) – ½ speech credit (5050)

Grade level: 9

Prerequisite: none

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. Focus will be communication skills, group dynamics, speech-giving techniques, interviewing strategies, and non-verbal communication.

Community Skills 1-3 – ½ or 1 speech credit

Grade levels: 9-12

Prerequisites: Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.

The Community Skills courses introduce the students to the interactive relationship between the student and the community. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. Instruction will address transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally. Instructional focus of Community Skills courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan. *This course may be taken as a one semester or full year course.*

ENGLISH LANGUAGE ARTS:

English 1 – 1 English credit (1001)

Grade level: 9

Prerequisite: none

This course is yearlong program of interrelated language skills in the areas of grammar, mechanics, and usage. Writing skills achieved in the eighth grade are built upon in the production of full-length essays. Various modes such as narrative, descriptive, explanatory, comparison, and persuasive writing are addressed as well as a component of research techniques. Many genres are explored in this course: the novel, drama, short stories, poems, nonfiction, and the epic. This course of study will develop written skills as well as develop the analysis of interpretation of literature.

Pre-AP English 1 – 1 English credit (1004)

Grade level: 9

Prerequisite: Advanced coursework criteria

This course is a study of major world literary works, including Greek mythology, drama, and epic. An anthology of short stories, poems, essays, and other nonfiction selections are included in this course. Emphasis is placed on the ability to write essays using various forms of discourse. Responding to writing selections by using analysis, synthesis, and evaluation is also included. Timed writings following the formats of the AP Language and Composition and the AP Literature and Composition exams are given once during each six weeks. *Required summer reading list will be available in the high school office and posted on the school's website by June 1.*

English 2 – 1 English credit (1010)

Grade level: 10

Prerequisite: *English 1*

Literature and language study emphasizes vocabulary growth, levels of usage, grammar and elements of style. The language study stresses the use of descriptive, narrative, expository, and persuasive writing. Literature study focuses on the various genres: poetry, short stories, drama, novel, nonfiction and essays. Students are expected to plan, draft, and complete written compositions on a regular basis. Students are also expected to refine research skills.

Pre-AP English 2 – 1 English credit (1011)

Grade level: 10

Prerequisite: *English 1, Advanced coursework criteria*

This course is a study of literary works including Shakespearean drama, American novels, and British novels. An anthology of short stories, poems, essays, and other nonfiction selections are included in this course. Emphasis is placed on four purposes for discourse: description, narration, persuasion, and expository. Responding to writing selections by using analysis, synthesis, and evaluation is included. Students will refine listening and research skills, analytical thinking, creative thinking, and independent research projects. Timed writings following the formats of the AP Language and Composition and the AP Literature and Composition Exams are given once during each six weeks. *Required summer reading list will be available in the high school office and posted on the school's website by June 1.*

English 3 – 1 English credit (1020)

Grade level: 11

Prerequisites: *English 2*

This course consists of a balanced program of literature, composition, and language reviewing the fundamentals of good composition and sentence structure. This course also includes a study of American literature from the Colonial period through contemporary writing. Students are expected to plan, draft, and complete written compositions on a regular basis. Students are also expected to refine research skills.

AP English 3 (AP Language and Composition) – 1 English credit (1021)

Grade level: 11

Prerequisites: *English 2, Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP English Language and Composition exam. This course engages 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. This course includes frequent practice over literary passages with a focus on language, style, and rhetoric. The length of time given and the method of assessment follow the format of the AP Language and Composition Exam. *Required summer reading list will be available in the high school office and posted on the school's website by June 1.*

English 4 – 1 English credit (1030)

Grade level: 12

Prerequisites: *English 3*

English 4 is a literature and language study which stresses the cultural background and literary development of British Literature from the Anglo Saxon period to the 20th century. Language study emphasizes an in-depth research study utilizing standard college paper requirements.

AP English 4 (AP Literature and Composition) – 1 English credit (1031)

Grade level: 12

Prerequisites: *English 3, Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP English Literature and Composition exam. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. By the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. This course includes frequent practice over literary passages and poems with a focus on language, style, and rhetoric. The length of time given and the method of assessment follow the format of the AP Literature and Composition Exam. *Required summer reading list will be available in the high school office and posted on the school's website by June 1.*

English 4 – Dual Credit (ENGL 1301 – Grammar & Composition) – ½ English credit (1032)

FALL SEMESTER OFFERING

Grade level: 12

Prerequisites: *English 3; pass TAKS ELA at the current grade level; and exemption from Reading & Writing sections of THEA OR passing scores on the Reading & Writing sections of THEA submitted by June 1, 2008.*

Lecture and discussion for a study of the principles of expository and argumentative writing with special attention to sentence and paragraph structure, diction, punctuation, outlining and note taking; analysis and discussion of model essays; preparation of an annotated bibliography, essay writing.

Student will enroll in ENGL 1031-Grammar & Composition during the fall semester through North Central Texas College. Earning college credit will grant high school credit for English 4-fall semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 25; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

English 4 – Dual Credit (ENGL 1302 – Literature & Composition) – ½ English credit (1033)

SPRING SEMESTER OFFERING

Grade level: 12

Prerequisites: *English 4 – Dual Credit – Fall Semester (ENGL 1301 – Grammar & Composition).*

Introduction to the genres of fiction, poetry, and drama. A study of critical thinking, sequential to ENGL 1301, leading to critical writing about literature and including two research papers demonstrating skills in research and literary criticism.

Student will enroll in ENGL 1032-Literature & Composition during the spring semester through North Central Texas College. Earning college credit will grant high school credit for English 4-spring semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Student must earn credit in ENGL 1301 (Fall Semester) to continue with ENGL 1302 (Spring Semester).

Class size limited to 25; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

English 1 for Speakers of Other Languages (ESOL 1) – 1 English credit (1040)

Grade level: 9

Prerequisites: *LPAC Placement; open to immigrant students only*

ESOL 1 is a beginning course that combines English I course content with learning English language acquisition. The year-long program develops skills in listening, speaking, reading, composition, and culture. Students will receive English 1 credit.

English 2 for Speakers of Other Languages (ESOL 2) – 1 English credit (1041)

Grade level: 10

Prerequisites: LPAC Placement; open to immigrant students only

ESOL 2 is an intermediate level course that combines English 2 TEKS with English language acquisition. The year-long program integrates grammar, composition, and reading with emphasis on literature, vocabulary development, effective oral communication, and study skills. Students will receive English 2 credit.

English as a Second Language 3 (ESL 3) – 1 local elective credit (1042)

English as a Second Language 4 (ESL 4) – 1 local elective credit (1043)

Grade level: 11

Prerequisites: LPAC Placement; concurrent enrollment in appropriate English course

ESL 3 & 4 provides a balanced curriculum designed to further refine language acquisition support to immigrant and non-immigrant students. Students receive instruction in increasingly advanced grammar and composition, content area writing, vocabulary, and test-taking strategies. Students will receive one local elective credit; students must also register concurrently in the appropriate English course.

Laboratory for Language Arts – ½ local elective credit per semester (1050)

Grade levels: 9-12

Placement by counselor/administrator for students in all grades who did not master Language Arts or Writing sections of the state's standardized testing program in the previous grade level; may be scheduled before, during, or after school.

This course is designed to provide intensive acceleration for the student who has not mastered either the Reading or Writing sections of the state's testing program. Students will learn effective strategies for writing persuasive compositions. Sentence construction, English usage, spelling, capitalization, and punctuation will be reviewed. Reading comprehension will be enhanced by reviewing word meaning, recognizing supporting ideas, summarization, analyzing relationships and outcomes, inferences and generalizations as well as determining point of view, propaganda, and fact from fiction.

Reading Improvement 1– 1 state elective credit (1055)

Reading Improvement 2 – 1 state elective credit (1056)

Reading Improvement 3– 1 state elective credit (1057)

Reading Improvement 4– 1 elective credit (1058)

Grade levels: 9-12

Placement by counselor/administrator for students in all grades who did not master the Reading or Language Arts sections of the state's standardized testing program in the previous grade level; may be scheduled before, during, or after school.

Students will develop strategies to decode written language in all content areas by applying context clues and structural analysis. Through guided and independent reading, students will experience success in listening, reading comprehension, and writing in response to literature. Emphasis will be placed on reading flexibility according to purpose, including reading for information and reading for pleasure.

Yearbook Production – 1 local elective credit (6055)

Grade levels: 9-12

Prerequisites: Instructor approval

This course is designed to allow students to do photography, designs, plans, writing, and editing used in the high school annual. Staff members are chosen by the advisor in the spring of each year through an application process.

Communications 9-12 – 1 English credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students only.***Functional Communications 1-8** – 1 English credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Communications courses will address TEKS-based skills; the Functional Communications courses will address functional and TEKS-based skills. Areas addressed: expressive, receptive, written expression and/or symbolic representations of language, including basic reading skills and reading comprehension. Attention is given to the ability to communicate effectively within the student's range of abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Attention will be given to listening skills and listening comprehension. Oral, written and/or symbolic language will be used to express ideas, wants, needs, and to make inquiries. Communication skills will address social appropriateness, environmental cues and prompts, understanding generalizations in a real life context, the responsibilities of independent living, and skills that relate directly to employment. Communications will explore job related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

MATHEMATICS

Three to four credits of mathematics are required for graduation; however, all students are required to enroll in a mathematics course every year. The sequence of mathematics courses should be carefully considered and should be based on the student's strengths and interests in mathematics, and the student's college and/or career plans. In addition, students should review the math prerequisites for advanced science courses.

NOTE for students entering high school in 2007-2008 and after:

- Students graduating under the Distinguished Achievement Diploma Program must take Algebra 1, Geometry, Algebra 2, and then a fourth math course for which Algebra 2 is a prerequisite.
- Students graduating under the Recommended Diploma Program must take Algebra 1, Geometry, and Algebra 2. The fourth math course does not have to be a course for which Algebra 2 is a prerequisite and may be Math Models with Applications IF taken before Algebra 2.

Algebra 1 – 1 math credit **(2040)**

Grade level: 9

Prerequisites: *Completion of 8th grade math*

This course develops the structure of the real number system through the study of the different techniques used to solve and graph linear equations and inequalities, factor algebraic expressions, and solve quadratic equations. Students are taught to apply algebra in real life situations. (NOTE: Students passing this course in grade 8 will receive high school credit, but the grade earned will not be counted in the calculation of high school grade point averages.)

Geometry – 1 math credit **(2050)**

Grade level: 9-11

Prerequisites: *Algebra 1*

This course is a discipline designed to strengthen the student's reasoning abilities through techniques learned in developing inductive, deductive, and formal proofs as an approach to mathematics. Students will master the basic geometric concepts and relationships. This course also enhances the student's awareness of geometry in nature as well as in man-made creations.

Pre-AP Geometry – 1 math credit (2052)

Grade level: 9

Prerequisites: 8th grade Algebra 1 with an average of at least 75 and a passing score on the mathematics section of the 8th grade TAKS test OR completion of high school Algebra 1; Advanced coursework criteria

This course provides an enriched course of study in geometry for strong mathematics students. The basic content is the same as regular geometry, but major emphasis is placed upon the development of logical thinking in the writing of complex geometric proofs. Applications of geometric concepts to problem solving in algebra and trigonometry are also stressed. Students will investigate non-Euclidean geometries.

Algebra 2 – 1 math credit (2060)

Grade level: 10-12

Prerequisites: Geometry

This course extends the concepts learned in Algebra 1 to the complex number system. Emphasis is placed on the study of functions, graphing, factoring, and equation solving within the field of complex numbers.

Pre-AP Algebra 2 – 1 math credit (2061)

Grade level: 10

Prerequisites: Geometry; Advanced coursework criteria

This course is the advanced study of the complex number system, with emphasis on the use of algebra to solve real-world problems. Included in this course are many of the topics normally studied in elementary analysis.

Mathematical Models with Applications – 1 math credit (2070)

Grade levels: 11-12

Prerequisites: Algebra 1 and Geometry and junior or senior classification. *For students entering HS in 2007-08 and after--This course must be taken prior to or concurrently with Algebra 2 for graduation on the Recommended Diploma Program. This course will not count as one of the four math courses under the Distinguished Achievement Diploma Program.*

Students will use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve real life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve programs from a wide variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to link modeling techniques and purely mathematical concepts to solve applied problems.

Pre-Calculus – 1 math credit (2079)

Grade level: 11-12

Prerequisites: Algebra 2

This course is designed to provide the student with all the skills normally obtained in trigonometry, elementary analysis, and analytic geometry. Emphasis is placed on fundamental trigonometric properties, limits, derivatives by slope, and the study of functions and relations. The course will also extend to applications of the trigonometric functions; graphs of higher degrees; algebraic, trigonometric, polar, and rational functions and relations; limits; and vector and geometric applications in the plane and space.

Pre-AP Pre-Calculus – 1 math credit (2080)

Grade level: 11-12

Prerequisites: Pre-AP Algebra 2; Advanced coursework criteria

This course is designed to provide the advanced student with all the skills normally obtained in trigonometry, elementary analysis, and analytic geometry. Emphasis is placed on fundamental trigonometric properties, limits, derivatives by slope, and the study of functions and relations. The course will also extend to applications of the trigonometric functions; graphs of higher degrees; algebraic, trigonometric, polar, and rational functions and relations; limits; and vector and geometric applications in the plane and space. Focus is on higher-level skills necessary to prepare students for AP Calculus AB.

AP Calculus AB – 1 math credit (2081)

Grade level: 12

Prerequisites: *Pre-Calculus; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP Calculus AB exam.

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. The topics taught in AP Calculus AB represent those taught in the first semester of a college-level calculus course.

Students should be familiar with trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on.)

College Algebra – Dual Credit (MATH 1314 – College Algebra) – ½ math credit (2083)

FALL SEMESTER OFFERING

Grade level: 12

Prerequisites: *Pre-Calculus; pass TAKS Mathematics at current grade level; and exemption from Mathematics section of THEA OR passing scores on Mathematics section of THEA submitted by June 1, 2008.*

Equations and inequalities; functions and graphs; polynomial functions; exponential and logarithmic functions; systems of equations; sequences and series; applications.

Student will enroll in MATH 1314-College Algebra during the fall semester through North Central Texas College. Earning college credit will grant high school credit for an advanced Math course-fall semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

Elementary Statistics – Dual Credit (MATH 1342 – Elementary Statistics) – ½ math credit (2084)

SPRING SEMESTER OFFERING

Grade level: 12

Prerequisites: *Pre-Calculus; pass TAKS Mathematics at current grade level; and exemption from Mathematics section of THEA OR passing scores on Mathematics section of THEA submitted by June 1, 2008.*

Presentation and interpretation of data; sampling; analysis of variance; probability; binomial and normal distributions; estimation and testing of hypotheses; correlation and regression; the use of statistical software.

Student will enroll in MATH 1342 Elementary Statistics during the spring semester through North Central Texas College. Earning college credit will grant high school credit for an Advanced Math-spring semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

Laboratory for Mathematics – ½ local elective credit per semester (2030)

Grade levels: 9-12

Placement by counselor/administrator for students in all grades who did not master the Mathematics section of the state's standardized testing program in the previous grade level; may be scheduled before, during, or after school.

This course is designed to provide intensive acceleration for the student who has not mastered the math portion of the state's testing program. Students will learn effective strategies for sharpening critical thinking skills. Each of the objectives will be reviewed, discussed, and practiced. In addition, students will learn test-taking strategies while becoming familiar with the format and directions of the test.

Math Concepts 1-8 – 1 math credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Math Concepts courses emphasize pre-academic skills using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Instruction may include, but is not limited to matching and sorting objects, sequencing, patterning, concepts of size, recognizing shapes, identifying coins, understanding one-to-one correspondence, telling time, numeration, measurement, and basic geometric shapes. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

Applied Mathematics 9-12 – 1 math credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students only.***Functional Applied Mathematics 1-8** – 1 math credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Applied Mathematics courses will address TEKS-based skills; the Functional Applied Mathematics courses will address functional and TEKS-based skills. The emphasis in Applied Mathematics is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Instruction may include, but is not limited to numeration, operations, fractions, decimals, money, geometry, measurement, statistics, and probability. Students practice these strategies within the context of simulations designed to reinforce the understanding of basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

SCIENCE

The recommended and distinguished achievement graduation programs require three to four science credits. Pilot Point High School requires each student to enroll in science every year. *Seniors may enroll in an Agricultural Science or a Family & Consumer Science course with approval of the counselor/administrator as a substitute for the fourth year of science.* The overall science program provides students with manipulative laboratory skills and critical thinking and analytical skills as well as opportunities to use problem-solving strategies. Through laboratory activities and investigations, data will be collected to strengthen the ability to interpret natural phenomena and to develop skills in the use of scientific equipment and procedures.

NOTE for students entering high school in 2007-2008 and after:

- Students graduating under the Recommended Diploma Program must take Biology, can choose the next two courses from a list of options that includes IPC, Chemistry, and Physics, and then a fourth science course; IPC may be used as one of the four science credits, but it cannot be taken as the final or fourth year of science and must be taken before the senior year of high school. For students entering high school in 2012 and after, IPC will NOT count as one of the four science courses required for graduation, but will only count as a state academic elective.
- Students graduating under the Distinguished Achievement Diploma Program must take Biology, Chemistry, and Physics and then a fourth science course. IPC will NOT count as one of the four science credits under the Distinguished Achievement Diploma Program.

Biology 1 – 1 science credit (3001)

Grade level: 9

Prerequisites: none

This course is divided into two semesters. The first, entitled cellular biology, is an introductory course in biology designed to cover cell structure, basic cellular chemical and physical processes, reproduction of cells, and the early history of biology. Instruction in the care and use of the microscope is included.

The second semester covers living systems and is designed to cover the animal and plant kingdoms including taxonomy, anatomy, and dissection. The course will also cover a study of microscopic organisms (bacteria, protozoa, and fungi) including culturing, identification and importance.

Pre-AP Biology 1 – 1 science credit (3002)

Grade level: 9

Prerequisites: none; *Advanced coursework criteria*

This course is divided into two semesters. The first is entitled cellular biology and the second is entitled living systems. The first semester will cover cell structure, basic cellular chemical and physical processes, reproduction of cells and the early history of biology. This course will be taught with the emphasis in creative, critical, and problem-solving techniques.

The second semester will cover living systems involving the animal and plant kingdoms. This will include taxonomy, anatomy, and dissection. The course will also study microscopic organisms (bacteria, protozoa, and fungi) including culturing, with the emphasis in creative, critical, and problem-solving techniques. Both semesters will be conducted with a strong emphasis on laboratory procedures, data collection, and analysis of data.

AP Biology 2 – 1 science credit (3003)

Grade levels: 11-12

Prerequisites: *Biology 1 and Chemistry 1; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP Biology exam. The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The AP Biology course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Students should be highly motivated and college bound, able to read on a college level, and be preparing to take the AP exam in Biology.

Integrated Physics and Chemistry (IPC) – 1 science credit (3010)

Grade level: 10

Prerequisites: *Biology 1 and completion of or concurrent enrollment in Algebra 1. For students entering HS in 2007-2008 and after—This course must be taken prior to the fourth or final year on the Recommended Diploma Program. This course will not count as one of the four science courses under the Distinguished Achievement Diploma Program. For students entering HS in 2012 and after—this course will not count as one of the four science courses, only a state academic elective.*

Integrated Physics and Chemistry explores the relationship between matter, energy and the natural laws of physics and chemistry. Scientific methodology is emphasized in a manner that allows students to gain experience using a variety of laboratory equipment as well as allowing students an opportunity to develop and enhance their analytical and critical thinking skills. The curriculum is designed to provide students with the skills and knowledge necessary to make well-informed decisions for everyday life.

Chemistry 1 – 1 science credit (3020)

Grade levels: 10-12

Prerequisites: *Biology 1 and Algebra 1*

This first level course is designed for students to develop critical thinking and scientific problem solving skills. Students will investigate how chemistry is an integral part of their daily lives. Concepts related to measurement and unit conversion, characteristics of matter and atomic structure, periodic table of elements, behavior of gases, chemical bonding, chemical reactions, oxidation-reduction reactions, chemical equations, solubility and properties of solutions, acids and bases, chemical quantities will be investigated. Laboratory experiments will be conducted and student will be required to submit a complete lab report.

Pre-AP Chemistry 1 – 1 science credit (3021)

Grade level: 10-12

Prerequisites: *Biology 1 and Algebra 1; Advanced coursework criteria*

Pre-AP Chemistry students will use the scientific method to conduct field and laboratory investigations. Students will investigate how chemistry is an integral part of their daily lives. Students will use critical thinking and scientific problem solving skills to study all topics covered under the Chemistry I umbrella. Concepts related to measurement and unit conversion, characteristics of matter and atomic structure, periodic table of elements, quantum numbers, behavior of gases, chemical bonding, chemical reactions, oxidation-reduction reactions, chemical equations, solubility and properties of solutions, acids and bases, kinetics and chemical equilibrium will be investigated. Extensive laboratory experiments will be conducted and a major research project will be completed. The course contributes to the development of the student's abilities to think clearly and to express their ideas in writing complete lab reports for each experiment performed and the second semester research paper.

AP Chemistry 2 – 1 science credit (3022)

Grade levels: 11-12

Prerequisites: *Chemistry 1 and Algebra 2; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP Chemistry exam. The AP Chemistry course is designed to be equivalent of the general chemistry course (Chemistry I, Chemistry II) usually taken during the first college year. AP Chemistry meets the objectives of the general chemistry course so that students in such a course attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and variety of experiments done in the laboratory. Students should be highly motivated, college bound, and interested in doing extensive laboratory experimentation.

Environmental Systems – 1 science credit (3060)

Grade levels: 11-12

Prerequisites: *Biology 1 and IPC or Chemistry 1*

Semester one acquaints students with the importance and complexities of environmental and ecological relationships including human population, man's changes in the physical environment, the balance of nature, pollution, applied ecology, what the future holds, and environmental action.

Semester two acquaints students with the importance and complexities of environmental and ecological relationships in interaction, population dynamics, climatic factors, physiographic factors, and conservation ecology.

AP Environmental Science – 1 science credit (3061)

Grade levels: 11-12

Prerequisites: *Biology 1 and Chemistry 1; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP Environmental Science exam. Because it is designed to be a course in environmental *science* rather than in environmental *studies*, the AP Environmental Science course includes a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through first hand observation. Experiences both in the laboratory and in the field provide students with important opportunities to: test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles because all students have a stake in the future of their environment, such activities can motivate students to study environmental science in greater depth.

The laboratory and field investigation component of AP Environmental Science should challenge students’ abilities to: critically observe environmental systems; develop and conduct well-designed experiments; utilize appropriate techniques and instrumentation, analyze and interpret data, including appropriate statistical and graphical presentations; think analytically and apply concepts to the solution of environmental problems; make conclusions and evaluate their quality and validity; propose further questions for study; and communicate accurately and meaningfully about observations and conclusions.

Anatomy & Physiology of Human Systems – 1 science credit (3050)

Grade levels: 11-12

Prerequisites: *Biology 1*

This course focuses on the study of the structure and function of the human body, its individual systems, and the integration of the body systems into an efficiently functioning organism. Respiration, transportation, nutrition, excretion, support/movement, and reproduction are the major topics covered. Dissection is a major component of this course and participation in dissection labs is required. Students should be interested in the human body. Recommended for students interested in a career in the medical fields such as Physical Therapy, MD, RN, Lab Technician, etc.

Physics 1 – 1 science credit (3040)

Grade levels: 11-12

Prerequisites: *Biology 1 and Algebra 1*

This course looks at the principles of motion from autos to airplanes and from molecules to moons and examines electricity from the power of toasters to the fuses in the family car. Light and waves will be studied from communication to holography. Physics I will provide students with a strong foundation and conceptual understanding of physics which will prepare them to take a variety of other physics courses.

Pre-AP Physics – 1 science credit (3041)

Grade levels: 11-12

Prerequisites: *Biology 1 and Algebra 1; Advanced coursework criteria*

This advanced course will develop the conceptual foundations in Physics 1 and add mathematical structure to help broaden student understanding. A more in-depth look at physics concepts will prepare students for future Advanced Placement studies in physics as well as to take a full range of other physics courses.

AP Physics B – 1 science credit (3042)

Grade levels: 12

Prerequisites: *Pre-AP Physics and completion of or concurrent enrollment in Pre-AP Pre-Calculus; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP Physics B exam. The AP Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. It is equivalent to the first semester of a college level Physics 1 course. It is assumed that the student is familiar with algebra and trigonometry; theoretical developments using the basic concepts of calculus are used to derive equations. In the AP Physics B course, the student should be interested in studying physics as a basis for more advanced work in the life science, medicine, geology, and related areas, or a component in a non-science college problem that has science requirements.

Laboratory for Science – ½ local elective credit per semester (3080)

Grade levels: 9-12

Placement by counselor/administrator for students in all grades who did not master the Science section of the state's standardized testing program in the previous grade level; may be scheduled before, during, or after school.

This course is designed to provide intensive acceleration for the student who has not mastered the math portion of the state's testing program. Students will learn effective strategies for sharpening critical thinking skills. Each of the objectives will be reviewed, discussed, and practiced. In addition, students will learn test-taking strategies while becoming familiar with the format and directions of the test.

Science Concepts 1-8 – 1 science credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Science Concepts courses address science-based concepts related specifically to independent daily living (such as cooking, weather, temperature) and employment. Attention is given to relating science to home and job practices that foster the understanding of students' roles and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

Applied Science 1-8 – 1 science credit

Grade levels: 9-12

Prerequisites: *Placement by Admission, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program*

The Applied Science courses address TEKS-based science concepts. Instruction will focus on physical, earth, and life science concepts and health concepts. Objectives addressed in these courses will include scientific processes, concepts and terminology, while addressing specific IEP goals. Activities could include observation, measurement, comparisons of living organisms and non-living objects, identification of a variety of natural resources, landforms, climate, vegetation, and the human body. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

SOCIAL STUDIES / ECONOMICS

Three and one-half credits of social studies and one-half credit of economics are required for graduation. The social studies and economics curriculum is designed to assist students in the development of appropriate knowledge, skills, and attitudes required to be responsible, contributing citizens in our society. Students will be provided opportunities to develop critical thinking skills, preparing them to be independent, open-minded citizens capable of making informed decisions.

SOCIAL STUDIES:

World Geography – 1 social studies credit (4001)

Grade level: 9

Prerequisites: none

The main emphasis of this course will be on physical geography. The course will include a study of the physical characteristics of our planet and social, economic, and political development. The student will be given an opportunity to develop an understanding and appreciation for the discipline of geography, the recognition of geographic settings and terms, and the relationship of geography to society.

Pre-AP World Geography – 1 social studies credit (4005)

Grade level: 9

Prerequisites: none; *Advanced coursework criteria*

Pre-AP World Geography presents a conceptual framework of people and their adaptation to their surroundings and environment, continents and oceans, and various cities and countries, enables the student to gain a knowledge of location, topography, climate, natural resources, and people. Other studies vital to geography will include astronomy, geology, meteorology, climatology, and cartography. Independent study and research will enable students to develop necessary knowledge and critical-thinking skills. This course is designed to meet the needs of students who are gifted and talented, college bound, or desire advanced course work.

World History – 1 social studies credit (4010)

Grade level: 10

Prerequisites: *World Geography*

This course provides an overview of the history of mankind. It is a study of our Western heritage and significant Non-Western cultures. Emphasis will be placed on people, cultures, and events.

AP World History – 1 social studies credit (4012)

Grade level: 10

Prerequisites: *World Geography; Advanced coursework criteria*

The purpose of this AP course is to prepare the student for the AP World History exam.

AP World History will develop a greater understanding of global historical processes and contrasts viewed against the interaction of different types of human societies. The course highlights the changes in international framework, their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues, types of historical evidence, and appropriate analytical skills. Focused primarily on the past 1,000 years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 BC. Rather than focusing on continents or states, study will be on cultural regions or civilizations. Periodization or how we structure past eras forms the organizing principal for dealing with change and continuity. Themes provide further organization to the course, along with constant attention to contacts among societies that form the core of world history. *Required summer reading list will be posted on the school's website by June 1.*

United States History (1865-present) – 1 social studies credit (4020)

Grade level: 11

Prerequisites: *World History*

United States History from 1865 to the present provides an overview of social and economic development of the U.S. and its emergence as a world power. Using disciplines of history, geography, economics, sociology, and political science, this course prepares students for their responsibilities as citizens.

United States History (to 1865) – Dual Credit (HIST 1301 – U.S. History to 1865) – ½ social studies credit (4022)

FALL SEMESTER OFFERING

Grade level: 11-12

Prerequisites: *World History; pass TAKS Social Studies at the current grade level; and exemption from Reading section of THEA OR passing scores on the Reading section of THEA submitted by June 1, 2008.*

A general survey of American history from the earliest discovery period through the Civil War and Reconstruction.

Student will enroll in HIST 1301-U.S. History to 1865 during the fall semester through North Central Texas College. Earning college credit will grant high school credit for United States History-fall semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

United States History (from 1865) – Dual Credit (HIST 1302 – U.S. History from 1865) – ½ social studies credit (4023)

SPRING SEMESTER OFFERING

Grade level: 11-12

Prerequisites: *World History; pass TAKS Social Studies at the current grade level; and exemption from Reading section of THEA OR passing scores on the Reading section of THEA submitted by June 1, 2008.*

A continuation of HIST 1301. A general survey of American history from Reconstruction to the present.

Student will enroll in HIST 1302-U.S. History from 1865 during the spring semester through North Central Texas College. Earning college credit will grant high school credit for United States History-spring semester. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Student must earn credit in HIST 1301 (Fall Semester) to continue with HIST 1302 (Spring Semester).

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

United States Government – ½ social studies credit (4030)

Grade level: 12

Prerequisites: *U.S. History*

U.S. Government is a comparative study of basic political and economic philosophies under which governments operate. Major emphasis will be placed on a practical working knowledge of the federal and state constitutions. The object is to better prepare students to participate in the U.S. political process.

US Government – Dual Credit (GOVT 2305 – American National Government) – ½ social studies credit (4031)

FALL SEMESTER OFFERING

Grade level: 12

Prerequisites: *U.S. History; pass TAKS Social Studies at the current grade level; and exemption from Reading section of THEA OR passing scores on the Reading section of THEA submitted by June 1, 2008.*

A survey of the political system of the United State including: United States Constitution, the three branches of the government; political theory, political parties, interest groups and the media.

Student will enroll in GOVT 2035–American National Government during the fall semester through North Central Texas College. Earning college credit will grant high school credit for United States Government. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

Laboratory for Social Studies – ½ local elective credit per semester (4060)

Grade levels: 9-12

Placement by counselor/administrator for students in all grades who did not master the Social Studies section of the state’s standardized testing program in the previous grade level; may be scheduled before, during, or after school.

This course is designed to provide intensive acceleration for the student who has not mastered the social studies portion of the state’s testing program. Students will learn effective strategies for sharpening critical thinking skills. Each of the objectives will be reviewed, discussed, and practiced. In addition, students will learn test-taking strategies while becoming familiar with the format and directions of the test.

Applied Social Studies 1-8 – 1 social studies credit

Grade levels: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Applied Social Studies courses address TEKS-based social studies concepts. Instruction will focus on citizenship, economics, history, government, geography, and cultural concepts while addressing specific IEP goals. Objectives addressed in these courses will include historical significance of individuals, landmarks, celebrations, and works of arts within the local community, as well as state and nation. Landforms, bodies of water, continents, oceans, and location and characteristics of places and regions will be explored. Important customs and symbols will be examined that represent American beliefs and principles. Students will observe the concepts of time and chronology of events. The relationship between the physical environment and human activities is examined, as are the concepts of consumer and producer. Government functions and services as well as technological innovations will be explored. Progression through these courses is based upon a student’s individual competencies, skills, and needs as addressed in the student’s Individual Educational Plan.

Personal Social Skills 1-8 – 1 social studies credit

Grade levels: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Personal/Social Skills courses emphasize interpersonal skill development. Particular attention is placed on the skills of greeting, responding to authority, interpersonal appropriateness, problem-solving and conflict resolution within a situational context. Use of appropriate techniques is monitored through a variety of instructional settings including home, school, job and other settings available in the community. Instructional focus may include, but is not limited to verbal communication skills, acceptable physical contact, appropriate body language, expression of anger or disagreement, and reporting inappropriate behaviors of others. Progression through these courses is based upon a student’s individual competencies, skills, and needs as addressed in the student’s Individual Educational Plan.

Community Citizenship 1-3 – ½ or 1 social studies credit

Grade level: 12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

Community Citizenship is a course that defines the rights, privileges and responsibilities of students within their school, community and employment settings. Concepts may include, but is not limited to rules/laws, voting, consequences of unlawful behavior, honesty, integrity, and community volunteerism. Students are instructed on how to be productive and safe in a variety of community situations, including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization. Instructional focus of Community Citizenship courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan. *This course may be taken as a one-semester or full year course.*

ECONOMICS:**Economics-Free Enterprise** – ½ economics credit **(4040)**

Grade level: 12

Prerequisites: *Algebra 1*

The student will be given the opportunity to understand how events and conditions affect the economy. Emphasis will be placed on the relationship between economic theory and consumer economics to better prepare students to make economic and political decisions.

Economics – Dual Credit (ECON 2301 – Principles of Economics (Macro)) – ½ economics credit **(4041)**

SPRING SEMESTER OFFERING

Grade level: 12

Prerequisites: *Algebra 1; pass TAKS Social Studies at the current grade level; and exemption from Reading section of THEA OR passing scores on the Reading section of THEA submitted by June 1, 2008.*

An introduction to the principles of macroeconomics. This course explores Classical, Keynesian and other models in economics. Emphasis given to national income, money and banking, monetary and fiscal policy, economic fluctuations and growth. Other topics include but not limited to introductory international trade and finance, employment, comparative economic systems and economic decision-making.

Student will enroll in ECON 2031-Principles of Economics (Macro) during the spring semester through North Central Texas College. Earning college credit will grant credit for Economics-Free Enterprise. Registration and payment of tuition, fees, and textbook expenses are the responsibility of the student.

Class size limited to 30; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

Consumer Economics – ½ economics credit

Grade level: 12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

Consumer Economics focuses on general money management. These courses address skills related to personal finances, purchasing goods and services, sales tax, taxes, and credit. Students may study how to develop plans for semi-independent/independent living. Attention is given to consumer protection services, available health services, the need for and the use of legal aid, newspaper skills, transportation, and the abuse of consumers through such strategies as phone solicitation and scams. Instructional focus of Consumer Economics courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

TECHNOLOGY APPLICATIONS

One technology applications credit is required for high school graduation. The district offers several courses designed to meet students' interests. Each course will develop understanding, skills, and competency in the specific subject matter.

Business Computer Information Systems 1 (BCIS 1) – 1 technology applications credit (5014)

Grade levels: 9-12

Prerequisites: none

This course develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, emerging technologies and intermediate-level skills. **This course satisfies the Technology Applications credit required for high school graduation.**

Business Computer Information Systems 2 (BCIS 2) – 1 technology applications credit (5016)

Grade levels: 10-12

Prerequisites: BCIS 1

This course develops advanced technology skills required in the business environment; includes workplace technology standards in applications of word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops advanced level skills. **This course satisfies the Technology Applications credit required for high school graduation.**

Business Image Management and Multimedia (BIMM) – 1 technology applications credit (5010)

Grade levels: 10-12

Prerequisites: BCIS 1

This course develops proficiencies in designing, importing, and manipulating advanced text, graphics, audio, and video used in presentation management, multimedia productions, publishing systems, and emerging technologies. **This course satisfies the Technology Applications credit required for high school graduation.**

Computer Applications – 1 technology applications credit (5009)

Grade levels: 9-12

Prerequisites: none

An exploratory course designed to explore the use of computers in the communication, construction, energy, power, transportation, and manufacturing fields. Activities may include, but are not limited to, computer numerical control, programming, computer-aided design and drafting, telecommunications, desktop publishing, 3-D design and animation, developing multimedia presentations, CNC programming, and microprocessor programming. **This course satisfies the Technology Applications credit required for high school graduation.**

Computer Multimedia and Animation Technology - 1 technology applications credit (5012)

Grade Levels: 9-12

Prerequisites: None

A technical course which develops advanced knowledge and skills in the use of computers for multimedia presentations and digital animation. Course introduces students to 3-D modeling and rendering techniques and resources. This hands-on course allows students to create, edit, and render characters, vehicles, scenes or objects, and to design and produce multimedia presentations that use images, video, and audio resources to deliver a message. **This course satisfies the Technology Application credit required for high school graduation.**

Web Mastering – 1 technology applications credit (5019)

Grade levels: 9-12

Prerequisites: none

This course will teach the foundations of making a Web Page. The course will be useful for any career field. Advanced HTML, computer graphics, and state of the art web page software will be taught. **This course satisfies the Technology Applications credit required for high school graduation.**

Computer Science 1 – 1 technology applications credit (5013)

Grade levels: 9-12

Prerequisites: Algebra 1

This course is recommended for college-bound students and trade-school students who wish to have a career in mathematics or mathematics related fields, engineering or engineering related fields, computer science or other computer related fields, business administration, or any other field that will require one or more semesters of post-high school level computer science. Emphasis is placed on object oriented programming, program structures, and problem solving techniques. This class is an introduction to computer programming using the language Visual Basic. **This course satisfies the Technology Applications credit required for high school graduation.**

AP Computer Science 2 – 1 technology applications credit (5017)

Grade levels: 10-12

Prerequisites: Computer Science 1 and completion of or concurrent enrollment in Algebra 2; Advanced coursework criteria

The purpose of this AP course is to prepare the student for the AP Computer Science A exam. This course is recommended for college-bound students who wish to have a career in computer science, mathematics, engineering, business administration, or other fields that will require one or more semesters of college level computer science. The emphasis in this course is on object-oriented programming, program methodology and structure, and problem-solving techniques. The programming language utilized in this course is Java.

Students enrolling in this course should be comfortable with functions and the concepts often found in the uses of functional notation. It is important that students understand that this course builds upon a foundation of mathematical reasoning that should be acquired prior to attempting the course.

AP Computer Science 3 – 1 technology applications credit (5021)

Grade level: 11-12

Prerequisites: AP Computer Science 2; Advanced coursework criteria

The purpose of this AP course is to prepare the student for the AP Computer Science AB exam. This course is recommended for college-bound students who wish to have a career in computer science, mathematics, engineering, business administration, or other fields that will require one or more semesters of college level computer science. The emphasis in this course is on object-oriented programming, program methodology and structure, and problem-solving techniques. The programming language utilized in this course is Java.

Students enrolling in this course should be comfortable with functions and the concepts often found in the uses of functional notation. It is important that students understand that this course builds upon a foundation of mathematical reasoning that should be acquired prior to attempting the course.

Basic Technology Applications 1-4 – 1 technology applications credit

Prerequisites: Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.

The Basic Technology Applications courses concentrate on increasing the students' awareness and ability to use technology in the home, school, community and work place. Objectives covered in these courses use technology as a tool that supports the work of individuals and groups in solving problems. A variety of technologies will be used, including, but not limited to appliances used in independent living situations, assistive devices, communication devices, calculators, and/or computers. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

HEALTH EDUCATION / PHYSICAL EDUCATION

One-half credit of health education and 1½ credits (maximum of two credits) of physical education or an equivalent are required for graduation. The district offers students an opportunity to participate in various programs/activities that stress lifetime fitness.

HEALTH EDUCATION:

Health 1 – ½ health education credit (4110)

Grade level: 9

Prerequisites: none

This is a program designed to improve personal health practices and to present facts about mental and emotional health; death and dying; and tobacco, alcohol, and drug education. Students learn about total health: physical, mental, and social well-being. They are encouraged to choose responsible health behaviors to improve and safeguard their health.

Personal Health/Hygiene 1-3 – ½ or 1 health credit

Grades: 9-12

Prerequisites: Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.

In Personal Health/Hygiene courses, students will acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. Instruction may include, but is not limited to daily hygiene practices, human growth and development, diet, exercise, and emergency and first aid. Personal health and hygiene practices related to home, school, community, and work place will be explored. Instructional focus of Personal Health/Hygiene courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan. *This course may be taken as a one-semester or full year course.*

PHYSICAL EDUCATION:

Physical Education 1A (PE 1A) Foundation of Personal Fitness – ½ PE credit, fall semester (7001)

Grade levels: 9-12

Prerequisites: none

This course provides students the opportunity to develop and maintain an acceptable level of physical fitness, and to acquire knowledge and experiences that reinforce the significance of lifestyle on one's health and fitness. The course goes beyond physical activity to include wellness, nutrition and fitness.

Physical Education 1B – ½ PE credit, spring semester (7005)

Physical Education 2A – ½ PE credit, fall semester (7002)

Physical Education 2B – ½ PE credit, spring semester (7006)

Grade levels: 9-12

Prerequisites: PE 1A

This course includes: (1) learning and application of motor skills basic to efficient movement; (2) rules, knowledge, and skills basic to proficient participation in physical recreation activities; individual, dual, and team sports; and lifetime activities; and (3) daily participation in conditioning activities that develop total fitness.

Physical Education Equivalent – ½ credit per semester (maximum of 2 state PE credits; additional credits are local elective credit)

PE Equivalent – Grade 9 Boys (8001)

PE Equivalent – Grade 9 Girls (8011)

PE Equivalent – Grade 10 Boys (8002)

PE Equivalent – Grade 10 Girls (8012)

PE Equivalent – Grade 11 Boys (8003)

PE Equivalent – Grade 11 Girls (8013)

PE Equivalent – Grade 12 Boys (8004)

PE Equivalent – Grade 12 Girls (8014)

PE Equivalent – Tennis (8023)

Grade levels: 9-12

Prerequisites: Must have signature of appropriate Athletic Coordinator (AD) or Tennis Coach

Physical Education Equivalent represents the physical education credit that is earned through the enrollment in athletics, marching band, cheerleading, or participation in other approved activities.

Enrollment in a PE equivalent is for the full year, regardless of the length of the season involved, and students may not drop the course. Requests for dropping athletics after course selection will not be honored, as there is no alternate class placement.

FOREIGN LANGUAGE

The Recommended Diploma Program requires two credits of the same foreign language for graduation; the Distinguished Achievement Diploma Program requires three credits of the same foreign language. A goal of language learning is to be able to converse in and understand the language in both formal and informal situation. To enhance the student's enjoyment of speaking, reading, and writing in the selected language, current records, tapes, films, videotapes, computer programs, and filmstrips may be used as supplementary materials.

Spanish 1 – 1 foreign language credit **(5060)**

Grade levels: 9-12

Prerequisites: none

This course either offers an introduction to the language, or may, for some students who have had an exploratory course, function as a continuation of it. It seeks to develop the four basic audiolingual skills: listening, speaking, reading, and writing. Class instruction at the outset includes intensive training in conversation and proceeds through reading and writing to formal grammatical structure. Textbook readings, audio-visual aids, and news items provide structural exposure, as well as an introduction to the cultures, geographies, and histories of Spanish cultures.

Spanish 2 – 1 foreign language credit **(5062)**

Grade levels: 10-12

Prerequisites: Spanish 1

This course is a continuation of Spanish 1. First year grammar is thoroughly reviewed and the course continues through advanced grammatical structures with emphasis on the various verb tenses. Oral communication, compositions, and cultures of Spanish speaking countries are emphasized.

Spanish 3 – 1 foreign language credit **(5063)**

Grade levels: 11-12

Prerequisites: Spanish 2

This course includes the use of Spanish by the teacher and the student whenever possible. Grammar review is essential to sharpen previously taught skills. Selections from newspapers, magazines, and literature books are utilized in order to promote oral discussion and the writing of short essays.

FINE ARTS

One credit of fine arts is required for graduation on the Recommended Diploma Program or the Distinguished Achievement Diploma Program. These fine arts courses are designed to develop understanding, skill, and competency in the specific subject matter.

Art 1 – 1 fine art credit (6070)

Grade levels: 9-12

Prerequisites: none

This is an introductory course in which students will learn how to use the elements and principles of art and apply them using a variety of two- and three-dimensional art media (art production). This will include drawing, painting, printmaking, sculpture, ceramics, and fibers. Students will study the historical and cultural influences on art (art history). They will also explore the philosophical nature of art (aesthetic) and learn how to make critical judgments about (art criticism). Students are responsible for a small list of supplies.

Art 2—Painting – 1 fine art credit (6071)

Grade levels: 10-12

Prerequisites: Art 1

This course expands students' knowledge of painting and design through new media. Understanding art of the past and present is emphasized through the study of art history and research materials. Students are responsible for a small list of supplies.

Art 2—Ceramics – 1 fine art credit (6077)

Grade levels: 10-12

Prerequisites: Art 1

This course provides instruction and concentration in ceramics. Techniques such as pinch, slab, and coil, as well as wheel throwing and glazing are explored. In addition, culture and art history are examined through ceramic works. Students are responsible for a small list of supplies.

Art 2—Photography – 1 fine art credit (6085)

Grade levels: 10-12

Prerequisites: Art 1

This course provides instruction and concentration in Digital Photography which includes art production, art history, art culture, and aesthetics. A variety of techniques and subjects for photos will be explored. Each student will be responsible for their own digital camera and a small list of supplies.

Art 3 – 1 fine art credit (6072)

Grade levels: 11-12

Prerequisites: Art 2

Art 3 provides instruction in art production, art history, culture, and aesthetics. Students may select a studio area in which to concentrate from the following: drawing, painting, printmaking, fibers, ceramics, sculpture, commercial art, and graphic design.

This is an advanced course for the serious art student interested in a career in art. Studio area may be subject to the amount of students enrolled and discretion of the instructor. Each student will be responsible for purchase of necessary supplies.

Art 4 – 1 fine art credit (6073)

Grade level: 12

Prerequisites: Art 3

Art 4 provides instruction in art production, art history, culture, and aesthetics. Student may select a studio area in which to concentrate from the following: drawing, painting, fibers, ceramics, sculpture, commercial, and graphic design. Students will also explore art careers and professional development.

This is an advanced level course designed as a continuation of Art 3 and is for the serious art student interested in a career in art. Studio area may be subject to the amount of students enrolled and the discretion of the instructor. Each student will be responsible for the purchase of necessary supplies.

AP Portfolio Submission – 1 fine art credit (6075)

Grade levels: 11-12

Prerequisites: Art 1 & 2

The purpose of this course is to prepare students for the AP Studio Art Portfolio Submission. The inclusion of an AP course in Studio Art will provide challenging educational opportunities for high school art students. Rather than focusing merely on preparing students for the AP exam, this course emphasizes the production of portfolios that will be evaluated at the end of the year. This course would address several constants in the instruction of a challenging art course: a sense of quality in student work, the student's concentration on a particular visual interest or problem; and the student's need for breadth of experience in the formal, technical and expressive means of the artist.

The AP Studio Art program is intended for the student who is highly motivated and keenly interested in a rigorous and time-intensive course of study. Success will most likely result from having taken previous training in art, at least Art 1 & 2. Students will select one of three portfolios: Drawing, 2D Design, or 3D Design.

Theatre Arts 1 – 1 fine art credit (6080)

Grade levels: 9-12

Prerequisites: none

This is an introductory course in which students will learn an overview of all aspects of the theatre. The course incorporates acting through in-class performance, writing, theatre history, stage makeup, and other basic technical skills while experiencing true dramatic elements. Students are encouraged to express creativity, as well as experiencing theatre both inside and outside of the classroom. Some supplies are needed, including basic stage makeup.

Theatre Production 1 – 1 fine art credit (6089)

Theatre Production 2 – 1 fine art credit (6081)

Theatre Production 3 – 1 fine art credit (6082)

Theatre Production 4 – 1 fine art credit (6084)

Grade levels: 9-12

Prerequisites: *Instructor recommendation/signature required*

These courses are an intense study of the dramatic elements needed for a successful production. Students will write skits, perform on stage, and become leaders in the Theatre Arts program. Students will produce a minimum of two full-length plays for the school and community, as well as learn acting, directing, and management skills. Participants in this course will also learn about working professionally in theatre and film through workshops and professional productions. Those who are not interested in being in a production should not enroll in this course. **Rehearsal time outside of class is required.**

Technical Theatre 1 – 1 fine art credit (6083)

Technical Theatre 2 – 1 fine art credit (6086)

Technical Theatre 3 – 1 fine art credit (6087)

Technical Theatre 4 – 1 fine art credit (6088)

Grade levels: 9-12

Prerequisites: none

This is a laboratory course in which students will gain technical experience through design work. Students will design and build scenery, make-up, lighting, props, and costumes for the Theatre II, III, and IV productions, as well as provide technical support for the One Act Play Program. Students will also learn how to safely use tools, make-up application, sewing, drafting, and scenic painting. **Students will be required to spend time outside of class on assignments and projects.** Supplies are required.

- Marching Band 1** (fall semester) – ½ P.E. Equivalent credit **(6061)**
- Marching Band 2** (fall semester) – ½ P.E. Equivalent credit **(6066)**
- Marching Band 3** (fall semester) – ½ P.E. Equivalent credit **(6068)**
- Marching Band 4** (fall semester) – ½ P.E. Equivalent credit **(6058)**

Grade levels: 9-12

Prerequisites: Must have signature of Band Director

Marching Band occurs during football season, and upon season's ending, becomes a concert band. Marching band is an exciting and fun activity that involves students working as a team to present a performance of music and movement on the football field or in a parade. Marching band teaches discipline, self-control, and the need for a strong work ethic. The rewards for the rehearsal and performance time required of students are friendships and accomplishments to be remembered.

The band meets as a class during the school day to focus on musical performance skills, and Monday evening rehearsals will be called at the director's discretion to work on marching performance skills. Sectionals will be held once per week to work on individual performance skills.

A band handbook of detailed grading policies, as well as a calendar of events is issued to students enrolling for band. Grades are based primarily on attendance and participation. Students are expected to attend all football games, rehearsals, and performances, and receive grades for these activities. Students must maintain academic eligibility to perform in extra-curricular activities, but do not have to be academically eligible to attend rehearsals.

Students have the opportunity to achieve recognition as a group and individually through U.I.L. Marching Contest, and the Region, Area, and All-State Band auditions. As ambassadors of our school, students are expected to maintain good character and be exemplary to other students at all times. A curricular concert will be held near the end of the fall semester.

- Concert Band 1** (spring semester) – ½ fine art credit **(6064)**
- Concert Band 2** (spring semester) – ½ fine art credit **(6067)**
- Concert Band 3** (spring semester) – ½ fine art credit **(6069)**
- Concert Band 4** (spring semester) – ½ fine art credit **(6059)**

Grade levels: 9-12

Prerequisites: Must have signature of Band Director

Concert Band occurs during the spring semester. The band meets as a class during the school day to focus on musical performance skills. Sectionals will be held once per week to work on individual performance skills.

A band handbook of detailed grading policies, as well as a calendar of events is issued to students enrolling in band. Grades are primarily based upon participation, but some performance tests are given to monitor and encourage individual growth. Students are expected to attend all rehearsals and performances, and receive grades for these activities. Student must maintain academic eligibility to perform in extra-curricular activities, but do not have to be academically eligible to attend rehearsals.

Activities for group and individual recognition include U.I.L. Solo and Ensemble Contest, U.I.L. Band Contest, and State Solo and Ensemble Contest. Other activities may include an ensemble concert, a trip to perform in another part of the country. Two concerts will be performed during the spring semester. Performance at graduation exercises is required.

- Jazz Band 1** – 1 fine art credit **(6060)**
- Jazz Band 2** – 1 fine art credit **(6062)**
- Jazz Band 3** – 1 fine art credit **(6056)**
- Jazz Band 4** – 1 fine art credit **(6057)**

Grade levels: 9-12

Prerequisites: Must have signature of Band Director

Jazz band provides advanced players the opportunity to further develop their musical abilities through improvisation and through performing a variety of musical styles in the Jazz Band idiom. Instruments allowed are saxophones, trumpets, trombones, drumset, bass guitar, keyboards, and auxiliary percussion. Students wishing to enroll in Jazz Band must be able to read music and audition for selection to the class. Students must be enrolled in Marching and Concert Band to be considered for Jazz Band; however, the Band Director may, at his discretion, allow other students to enroll (i.e., guitar player).

CAREER & TECHNOLOGY EDUCATION

Career and Technology Education (CTE) courses include instruction in communication, leadership, occupational skills, technical skills, and life skills. These courses prepare students entering the world of work through the development of necessary knowledge, skills, and attitudes.

The course pairings listed in each box will be offered during the same period in both the fall and spring semesters. Random selection of course pairings may not fit the master schedule.

AGRICULTURE SCIENCE AND TECHNOLOGY:

These courses address career opportunities, supervised agricultural experience programs, and leadership development. In addition to coursework, students are also given the opportunity to develop skills in leadership, cooperation, and citizenship through extension of classroom/laboratory learning experiences by membership and participation in the FFA organization.

Introduction to World Agricultural Science and Technology – ½ state elective credit (5039)

(AgSci 101 - INWOAGSC)

FALL SEMESTER OFFERING

Grade levels: 9-12

Prerequisites: none

A basic course designed to provide an introduction to global agriculture. The course includes instructional units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture.

Applied Agricultural Science and Technology – ½ state elective credit (5040)

(AgSci 102 - APAGSCTE)

SPRING SEMESTER OFFERING

Grade levels: 9-12

Prerequisites: none

A basic course designed to enhance the agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

Introduction to Horticulture Science – ½ state elective credit (5029)

(AgSci 261 - INHORTSC)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed as an introduction to horticultural sciences with emphasis on technical skills, entrepreneurship, and career opportunities.

Landscape Design, Construction, and Maintenance – ½ state elective credit (5028)

(AgSci 361 - LADECOMA)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to develop skills in the design, construction, and maintenance of planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation.

Animal Science – ½ state elective credit **(5043)**

(AgSci 332 - ANIMALSC)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals.

Food Technology – ½ state elective credit **(5044)**

(AgSci 241 - FOODTECH)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course concerned with world food production; the processing, preparing, and packaging of foods; government regulations regarding foods; exploring career opportunities; and leadership development.

Plant and Soil Science – ½ state elective credit **(5046)**

(AgSci 333 - SOILPLSC)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to examine soil and plant relationships that affect the production of food and fiber.

Animal and Plant Production – ½ state elective credit **(5043)**

(AgSci 231 - AMPLPROD)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to provide principles of animal and plant production and the management of soils as related to agriculture.

Equine Science – ½ state elective credit **(5054)**

(AgSci 334 - EQUINESC)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses. It prepares students with the basics of horse ownership and careers in the equine industry.

Canine Science – ½ state elective credit **(5058)**

(AgSci 330 - CANINESC)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

This course develops knowledge and skills pertaining to selection, nutrition, reproduction, health and management of dogs while exploring career opportunities in Canine Science. It is a laboratory-oriented course that gives students hands-on experience in areas such as training, grooming, and care of dogs.

Floral Design and Interior Landscape Development – ½ state elective credit **(5024)**

(AgSci 363 - FLDEINLD)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *none*

A course designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations.

Advanced Floral Design – ½ state elective credit **(5055)**

(AgSci 365 - ADVFLORD)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Floral Design and Interior Landscape Development*

A course designed to examine floral design in relation to contemporary designs, business practices, specialty items, creativity, and careers in the floral industry.

Advanced Plant/Soil Science – ½ state elective credit **(5056)**

(Ag Sci 337 - ADVPLSCI)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Biology and Plant and Soil Science or instructor approval*

A course designed to examine the interrelatedness of human, scientific, and technological dimensions of crop production using the resources of land, soil, water, energy, and living organisms. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for crop production.

Advanced Animal Science – ½ state elective credit **(5057)**

(AgSci 336 - ADVANSCI)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Animal Science or instructor approval*

A technical course designed to examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to expand one's knowledge of the scientific and technological dimensions of resources necessary for animal production.

Agricultural Structures Technology – ½ state elective credit **(5048)**

(AgSci 321 - AGSCTECH)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *none*

A course designed to develop skills in the maintenance, evaluation, design, and building of agricultural structures using approved construction techniques.

Agricultural Metal Fabrication Technology – ½ state elective credit **(5049)**

(AgSci 322 - AGMFTECH)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Ag Sci 221 is recommended, but not required*

A course designed to develop skills in metal equipment assembly and joining processes.

Wildlife and Recreation Management – ½ state elective credit (5036)

(AgSci 381 - WIRECMGT)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Emphasized are hunter, boater, and angler safety education programs.

Agricultural Power Technology – ½ state elective credit (5038)

(AgSci 323 - AGPWTECH)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to develop skills in selection, operation, and maintenance of small air-cooled engines, multi-cylinder engines, hydraulic motors, electric motors, agricultural machinery and tractors.

Agricultural Electronics – ½ state elective credit (5047)

(AgSci 325 - AGRELECT)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to reinforce and extend students' knowledge of mathematical and scientific principles and concepts involved in producing and controlling electronic impulses, and to provide them with generic workplace skills relevant to electronic applications in agriculture.

Introduction to Agricultural Mechanics – ½ state elective credit (5041)

(AgSci 221 - INAGMECH)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to introduce basic theory and specialized skills in agricultural mechanics. Skills to be developed include tool identification and safe use, carpentry, electricity, plumbing, masonry, fencing, painting, metal working, and welding processes.

Home Maintenance and Improvement – ½ state elective credit (5042)

(AgSci 222 - HOMAIMPT)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

A course designed to develop the skills and knowledge needed to improve and maintain the urban or rural home and adjacent buildings, including the analysis of repair needs and use of approved safety techniques.

Agricultural Mechanics 1– 1 state elective credit **(5023)**

(AgSci 422 - AGMECH)

FALL SEMESTER OFFERING

Grade levels: 11-12

Prerequisites: *AgSci 221 and 322 OR instructor approval*

A laboratory-oriented course designed to introduce the scientific principles, concepts, and skill development necessary in agricultural mechanics. The course emphasizes soil and water conservation, electrification, concrete and masonry construction, building planning and construction, small engine and agricultural equipment maintenance and repair, and oxyfuel and electric cutting and welding. Instruction will include information on career opportunities, leadership activities, and record keeping practices related to the industry. *This is a two-period course during the fall semester.*

Agricultural Power and Machinery – 1 state elective credit **(5022)**

(AgSci 421 - AGPOWER)

SPRING SEMESTER OFFERING

Grade levels: 11-12

Prerequisites: *AgSci 323 OR instructor approval*

A comprehensive pre-employment laboratory-oriented course designed to develop skills in the maintenance, repair, and recondition of agricultural vehicles and machinery. This course emphasizes basic principles of operation, while including modern, high-tech components, system monitors, on-board computers, etc. *This is a two-period course during the spring semester.*

FAMILY AND CONSUMER SCIENCES:

Family and Consumer Sciences Education prepares students for personal and family life across the life span as they manage the challenges of living and working in a diverse, global society. The program focus is on families, work, and their interrelationships.

Personal and Family Development (PFD) – 1 state elective credit **(5030)**

Grade levels: 9-12

Prerequisites: *none*

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

Housing (HOUSING) – ½ state elective credit (5071)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

This technical laboratory course focuses on the management of family housing needs, housing and the environment, and career preparation. Content includes types of housing, legal and financial aspects of housing, home safety and maintenance, space utilization, factors affecting housing choices, technology applications, and basic housing construction features. Other topics are interior and exterior environmental issues impact of housing decisions on managing multiple family, community, and career roles; career options; and housing trends for the future.

Interior Design (INTR-DSG) – ½ state elective credit (5072)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Housing is recommended, but not required*

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

Consumer and Family Economics (CONS-ECO) – ½ state elective credit (5035)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

This technical course focuses on management of financial resources and obligations to meet personal and family needs across the life span. The course addresses consumer rights and responsibilities, family spending decisions, issues affecting consumers and the U.S. economy, effective consumer buying and consumer protection, credit management, technology implications, retirement planning, and family financial security. Career options available in consumer and resource management and strategies for managing multiple family, community, and career roles are part of the content.

Nutrition and Food Science (NU&FDSCI) – ½ state elective credit (5034)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits and wellness, menu planning, special dietary needs, food costs and budgeting, consumer food-buying strategies, food safety and sanitation procedures, food labels, technology implications, and food handling, storage, and preparation practices. Meal etiquette, career options, and techniques for managing multiple family, community, and career roles are part of the content.

Food Science and Technology (FDSCI&TK) – ½ state elective credit (5033)

SPRING SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: *Nutrition and Food Science*

This technical laboratory course provides foundational training in the area of food science and technology. Content addresses food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and career roles; and career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

Individual and Family Life (INDV&FAM) – ½ state elective credit (5032)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

This technical course is designed to focus on personal development, interpersonal relationships, effective individual and family functioning, and career preparation—all within a changing society. The course addresses personal identity, responsibilities of living as an independent adult, relationship development outside the family, and factors related to marital success. Special attention is focused on understanding the roles, responsibilities, and impact of the family on individuals and society; promoting and strengthening the family unit; and managing multiple family, community and career roles.

Child Development (CHLD-DEV) – ½ state elective credit (5037)

FALL SEMESTER OFFERING

Grade levels: 10-12

Prerequisites: none

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

Preparation for Parenting (PREP-PAR) – ½ state elective credit (5031)

SPRING SEMSTER OFFERING

Grade levels: 10-12

Prerequisites: none

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

**CAREER & TECHNOLOGY EDUCATION
DENTON ISD ADVANCED TECHNOLOGY COMPLEX**

Denton ISD Career and Technology courses are designed to prepare students in the technical and professional skills necessary to succeed in today's high-demand occupational environment. Career education courses encourage students to develop a personal career plan and provide information for post-secondary education opportunities. Skills gained through the Advanced Technology Complex (ATC) programs may assist students by providing them with a means for enhanced earning potential while attending post-secondary education/training or higher wages within the world of work. Several courses prepare students for employment certifications/licenses opportunities. The ATC supports academic achievement with hands-on relevant programs; each student must be able to incorporate an action plan with post-secondary options. Listed below are the ATC Career and Technology Academies; for a comprehensive list and detailed information of course offerings see the counselor.

Advanced Pre-Engineering Academy
Advanced Medical Health Academy
Advanced Education Academy
Advanced Legal and Protective Services Academy
Advanced Visual Arts & Communications Academy
Advanced Business, Marketing, and Finance Academy
Advanced Computer Technology Academy
Advanced Applied Technology Academy
Advanced Personal Services Academy

Applying students must be incoming juniors or seniors with good computer, written, verbal, and math skills, as this is a pre-college environment providing advanced level elective courses; once accepted, students must maintain good grades and follow all campus rules in order to continue enrollment. Enrollment is through an application process, which includes a student application, two teacher recommendations, one counselor recommendation, one principal recommendation, student transcript, current student report card, attendance report, and behavior report. Late applications will be placed on a waiting list. Applications must be completed and returned to the high school counselor no later than Friday, March 16, 2007.

ELECTIVES

The Bible in History and Literature – 1 state elective credit (4062)

Grade level: 10-12

Prerequisites: none

This elective course will familiarize the student with the contents of the Old or New Testament, the history recorded by the Old or New Testament, the literary style and structure of the Old or New Testament, the customs and cultures of the peoples and societies recorded in the Old or New Testament, and the influence of the Old or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture. **Curriculum pending approval of the PPSD Board of Trustees.**

On-Campus Aide – 1 local elective credit (5081)

Grade level: 12

Prerequisites: application required; administrator approval and placement

Seniors who have sufficient credits, may apply for a one-period, on-campus, position to assist in a designated department/area. Student must complete an application; administrator will approve and place students.

SPECIAL EDUCATION

Within the realm of special education, the courses and programs available are based primarily on the instructional arrangements and the learning needs of the students. In all instances the students are placed through an Admission, Review, and Dismissal (ARD) Committee decision in the most appropriate and least restrictive environment. The different levels of instruction are:

Mainstream/Content Mastery Program – This program serves students who have learning needs that can be addressed within the established school curriculum. These students are usually mainstreamed into general education classes and can seek the support of the content mastery program as needed. These students function within the established curriculum and are provided an individual educational plan that usually addresses modified teaching techniques.

Resource Education Classes – This program serves learning disabled, physically handicapped, and/or emotionally disturbed students who are behind in academic areas. These same students usually are mainstreamed for part of the day with additional support from the content mastery center. Course taught include, but are not limited to: *Communications*, and *Applied Math*.

Vocational Adjustment Class/Cooperative (VAC) – Students eligible for special education may participate in the VAC program if recommended through an ARD decision. The VAC curriculum includes topics related to occupational orientation, job seeking and maintaining skills, and information related to independent and adult living.

Life Skills/School-to-Employment Program (STEP) – This program serves learning disabled, physically handicapped, and/or emotionally disturbed students who are significantly behind in academic areas. These courses prepare these students for functional daily living. These students may be mainstreamed or in Resource Education Classes for part of the day. Courses taught include, but are not limited to: *Math Concepts*, *Applied Mathematics*, *Communication/Reading*, *Consumer Economics*, *Applied Science*, *Personal/Social Skills*, *Community Citizenship*, *Recreation/Leisure*, *Personal Health/Hygiene*, *Community Skills*, *Basic Technology Applications*, *Occupational Preparation*, *Occupational Guidance*, and *Activities of Daily Living*.

SPECIAL EDUCATION ELECTIVES

Vocational Adjustment Class (VAC) – 1 elective credit

Grades: 10-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students.*

The Vocational Adjustment Class (VAC) is a school-to-work program that places students in on-campus positions or competitive, on-the-job training sites in the community. Students who are sixteen years old and job-ready, may be considered by the Admission, Review, and Dismissal (ARD) committee for program placement. The VAC coordinator works directly with the supervisor by assisting students in locating and maintaining a job. In addition, the school provides the student with career counseling and avenues for training. Students are evaluated by both the VAC Coordinator and their job supervisor and earn elective credit toward graduation for a successful work experience. Students enrolled in one period of off-campus VAC are expected to work approximately 15 hours per week, and students enrolled in two periods of off-campus VAC are expected to work approximately 30 hours per week. Students who lose their job during the year have a two-week period in which to gain new employment; failure to find another job will result in removal from the program and/or loss of credit for the course. Additional requirements/contract are discussed at the beginning of the course.

Recreation/Leisure 1-4 – 1 elective credit

Grades: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Recreation/Leisure courses will outline the benefits of planned home, school, and community activities that develop the entire person by recognizing a variety of individual interests, hobbies, and abilities. Students will explore activities that foster physical and interpersonal development. They will develop strategies for managing personal time, and the overall appropriate scheduling of time within independent living. Community recreational opportunities will be explored with the students and the parents/guardians. Instructional focus of Recreation/Leisure courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

Occupational Preparation 1-8 – 1 elective credit

Grades: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Occupational Preparation courses focus on pre-employment skills and/or preparing students to enter the job market. Objectives of these courses include, but are not limited to employability skills, aptitude, interests and skills related to job search, individual responsibility on the job, and privileges and responsibilities of employment. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

Occupational Guidance 1-8 – 1 elective credit

Grades: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Occupational Guidance program is developed in order to assist students in making a smooth transition from academic pursuits to employment. With the assistance of job coaches, students learn to apply skills developed in the Occupational Preparation courses on a variety of community-based job-sites. The areas of focus will include: specific job training, employment policies, procedures, rights and responsibilities, work ethic and job attitudes, coworker, supervisor and customer relationships, safety, decision making, corrective feedback or criticism, and teamwork/collaboration. Self-initiative, follow through, and best efforts are skills applied in the process of a positive work experience. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan. *Occupational Preparation and Occupational Guidance may be taken as individual or combined courses depending on the needs of the students.*

Activities of Daily Living 1-4 – 1 elective credit

Grades: 9-12

Prerequisites: *Placement by Admissions, Review, and Dismissal (ARD) committee; open to Special Education students enrolled in STEP program.*

The Activities of Daily Living course is developed to integrate the domestic, recreation, leisure, and school community domains. Students investigate, through activity based sessions, a variety of activities associated with the daily living experience. Organizing a daily routine and schedule will serve the students in their process of gaining independence. Students will study areas of: cooking, safety, leisure, chores, duties, responsibilities, budget, time management, first aid, and communication. Personal safety and responsibility will be examined in response for taking care of one's self, others and/or pets. Health care, transportation, telephone skills and appropriate recreational activities are addressed in the context of developing a full capacity living experience. Students will develop strategies to respond to potential emergencies that may appear in the process of daily living. Progression through these courses is based upon a student's individual competencies, skills, and needs as addressed in the student's Individual Educational Plan.

PATHWAYS TO COLLEGE CREDIT

THE COLLEGE BOARD'S ADVANCED PLACEMENT PROGRAM

Pre-Advanced Placement (Pre-AP) courses are designed to meet the needs of the gifted and talented student, college bound student, or the student who desires advanced level course work. Pre-AP is a well-articulated curriculum that provides students with the knowledge and skills to succeed in AP and/or college courses.

Advanced Placement (AP) courses are designed to meet the need of the high school student who is working toward the Distinguished Achievement Program (DAP), the gifted and talented student, and the student who is college bound. AP examinations are given in May on specified dates and times. Results are sent to the high school; results are also sent to the college(s) of the student's choice, which may grant college credit. Placement and credit are granted by the institutions in accordance with their own policies. A fee is required for each exam.

Advanced Placement students are successful students of average or higher intellectual capability who will commit to the coursework. **Individuals not willing to commit to the coursework or with disciplinary concerns should avoid the AP program.** See page 8 for program requirements. Summer reading lists may be required; these will be available in the high school office and posted on the school's website by June 1.

A student in advanced coursework credit classes that earns a grade of less than 70 for the fall semester may be reassigned to a regular class for the spring semester.

DUAL CREDIT ENROLLMENT

The dual credit program is a cooperative effort between the Pilot Point Independent School District and North Central Texas College. This program provides students an opportunity for enrichment in selected subject areas. The credit earned in the course is counted for both high school and college credit.

In order to qualify for this program, the student must demonstrate a history of good attendance and conduct throughout grades 9-12 and pass the appropriate sections of the THEA test. The candidate for admission must also be approved by the admissions office of the accepting university. Once approved for admission, the student can enroll in a pre-approved course. The student must realize that the approved classes are offered only on a space available basis and that the approval for acceptance is for one semester only. Since the courses available are based on university need, interested students should check with the counselor for a list of courses that are currently available.

This program allows students the opportunity to earn high school and university credit. The student is expected to abide by the rules and regulations of both institutions. The course will be counted as part of the student's daily schedule. The grade earned will be designated on the high school transcript, and will also be used in calculation of the high school GPA. While this course will earn university credit and will be recorded on a formal transcript, the transferability of this course to another university rests solely with the accepting institution. Students should consult the admissions office of the appropriate institution for information regarding the transfer of credit.

The student is responsible for the payment of all books, fees, and tuition (unless waived by the university). Transportation is the student's responsibility. Enrollment at the university affords the student the same rights and privileges granted all students as stated by university policy.

If a student is suspended, placed in an alternative education program, or expelled from school, the student may have to drop the course and lose college credit.

Partnership Agreement on Dual Credit Courses Offered by North Central Texas College

This agreement establishes the requirements under which high school students from the Pilot Point Independent School District (Pilot Point ISD) may be allowed to enroll in college-level courses at North Central Texas College (NCTC) and receive college credit and high school credit simultaneously.

1. Philosophy Statement

Offering collegiate level courses for simultaneous high school and college credit is a service that NCTC provides for eligible students in Cooke, Denton, and Montague counties. NCTC promotes access to academic and workforce education courses while ensuring that the content of the courses and the expectations for student performance are truly of a collegiate nature. Dual-credit courses are not differentiated from other college-level courses.

2. Student Eligibility Requirements

- A. Only Pilot Point ISD high school students who meet and maintain all the eligibility requirements (academic and behavioral) and who are recommended by the high school principal/counselor are eligible to enroll in dual-credit courses.
- B. To be eligible to enroll in dual credit (college-level) courses, students are required to be assessed for basic reading, writing, and mathematics skills prior to enrolling in college course work. Students may take non-mathematical college-level courses provided they pass the reading and writing portions of an approved test. Students wishing to take a college level mathematics courses must pass all sections of an approved test. Passing scores on any of the following approved tests may be used: THEA, ASSET, COMPASS, and ACCUPLACER. NCTC administers THEA and COMPASS tests.
- C. Students may be exempt from testing if they meet the qualifying standards on the SAT, the ACT, or the 11th grade (exit level) Texas Assessment of Knowledge and Skills (TAKS). The standards are:
 - SAT – 1070 combined, with 500 or higher math and verbal
 - ACT – 23 composite, with 19 or higher math and English
 - TAKS (Exit Level) – 2200 in math and/or 2200 in English Language Arts (ELA) with a writing subscore of at least 3SAT and ACT scores are valid for five years from the date of testing; TAKS scores are valid for three years.
- D. The class load of a high school student shall not exceed **three** dual-credit courses per semester (fall, spring, and summer).
- E. To be eligible for dual-credit courses, high school students must have a minimum high school grade point average (GPA) of “B” as certified by the high school principal/counselor.
- F. To be eligible for any dual-credit courses, high school students must have exhibited the maturity and social behavior necessary to be enrolled in a college-level course. Students with prior disciplinary or attendance problems, as defined by The Texas Education Code, Section 25.92 Minimum Attendance for Class Credit, as not eligible to enroll in college courses.
- G. Students must submit the following:
 - Completed admissions application;
 - Current high school transcript
 - Assessment scores; and
 - Concurrent Enrollment Form signed by the high school principal/counselor recommending the student for enrollment in the dual-credit course(s).

3. Student Costs

- A. Students enrolling in dual-credit courses must pay all tuition and fees according to the tuition and fee payment schedule established by NCTC prior to the first day of class.
- B. All dual-credit students are responsible for purchasing their own textbooks and other required course materials.

4. Faculty Qualifications

The following will apply to all faculty selected to teach dual-credit courses:

- A. They must meet the minimum requirements specified by the Commission on Colleges of the Southern Association of Colleges and Schools.
- B. They must submit employment applications and official transcripts to NCTC instructional deans prior to employment.
- C. They will be evaluated in the same manner as other regular NCTC faculty, including classroom visitation by NCTC supervisors.
- D. They will be paid at the NCTC faculty rate and are expected to meet the same work requirements as those of all NCTC adjunct faculty.

5. Location and student Composition of Dual-credit Classes

- A. Dual-credit classes may be taught on the Pilot Point ISD campus or the NCTC campus.

- B. If taught in the high school, the dual-credit classes must be composed solely of dual-credit and/or college credit students, and may not include high school students not enrolled for dual-credit.
 - C. All courses taught at Pilot Point ISD or at any location other than an NCTC campus (exclusive of interactive video classes) must have minimum enrollment of 15 students.
6. Provision of ISD Services
- A. For dual-credit courses taught onsite at the ISD, the district must appoint a liaison officer who is responsible for facilities, supplies, support of faculty, communications, etc.
 - B. The district must provide an atmosphere which promotes a collegiate environment for classes which includes adequate classroom facilities, no disruptions of college classes for announcements, pep rallies, etc., or removal of students from class to conduct high school related activities.
7. Provision of NCTC Services
- A. Upon request, NCTC will provide testing specialists and registration technicians to high school sites to test and register students.
 - B. NCTC will provide dual-credit students full access to NCTC libraries and electronic data bases as appropriate.
 - C. NCTC will provide dual-credit students academic support services including academic advising and counseling.
8. Eligible Courses and Course Materials
- A. Courses offered for dual-credit must be identified by NCTC as college-level academic or workforce education courses, as described in the current editions of either the *General Academic Course Guide Manual*, or the *Workforce Education Course Manual*.
 - B. All dual-credit course instruction and materials, including NCTC-approved textbooks, must be identical to that used for the same courses taught on NCTC campuses.
 - C. NCTC and high school faculty will meet periodically to identify appropriate courses for dual-credit and ensure articulation of high school and college-level competencies.
 - D. The Pilot Point ISD Board of Trustees must certify that each course offered for dual-credit meet the Texas Essential Knowledge and Skills (TEKS) requirements of a high school course for graduation, as specified by the Texas Education Agency.
9. Grading Criteria
- A. A faculty member who teaches a dual-credit course will record student grades in a timely fashion to meet both the high school calendar and the college calendar. If the Pilot Point ISD wants progress reports on dual-credit students, the Pilot Point ISD will provide a listing of dates that coincide with the six-week reporting period. Faculty will comply with the Pilot Point ISD's progress report schedule and report progress as either "passing" or "failing" at the six-week period. Concurrent credit students must comply with the rules and regulation of Title 19, Chapter 5, Subchapter P of the Texas Administrative Code.
 - B. The faculty member will submit letter grades to NCTC and a letter and numerical grade to Pilot Point ISD. The final grade will be based on the grading policy listed in the NCTC course syllabus.
10. Transcripting of Credit
NCTC is responsible for maintaining a dual-credit student's college transcript. All courses will be identified on the college transcript as the regular college-level course. The Pilot Point ISD is responsible for maintaining the student's high school transcript.
11. Funding
The state funding for dual-credit courses will be available to both the Pilot Point ISD and NCTC based upon the current agreement between the Commissioner of Education and the Commissioner of Higher Education.
12. University Interscholastic League (UIL) Eligibility
NCTC assumes no responsibility for loss of eligibility of high school students enrolled under this program to participate in UIL activities.
13. Schedule
Dual credit classes will follow the NCTC academic calendar. If the school and/or holiday calendar is different from that of NCTC, Pilot Point ISD will ensure that classroom and facilities are available for the scheduled college class.

More important than the above partnership agreement is the spirit of cooperation between the respective ISD and NCTC. Both parties endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to benefit from college-level courses.

Sophomores and Juniors interested in enrolling in dual-credit coursework (courses that count for high school and college credit) for the 2008-09 academic year, must be exempt based on SAT or ACT or Exit Level TAKS criteria OR present passing scores on the THEA test. Exemption scores or THEA scores must be received by June 1, 2008! NO EXCEPTIONS!!

Class size is limited; students will be enrolled in the order that course requests and THEA documentation/exemption is received.

COLLEGE TECH PREP

Tech Prep is a way to start a college technical major in high school. In a Tech Prep program you begin your course of study in high school and continue in a community or technical college. The result is a certificate or an associate of applied science (AAS) degree. Some technical courses may also apply toward a four-year degree. College Tech Prep programs combine the academic courses needed for success in college and the technical courses that begin to prepare you for a career. Students may earn articulated credit at North Central Texas College. Obtain information concerning Tech Prep articulated credit from the counselor's office.

DISTANCE LEARNING OPPORTUNITIES

Distance Learning network with two-way interactive audio/video teaching is a means for PPHS to provide low-incidence courses that normally would not be offered to students because of low enrollment or lack of qualified personnel. The courses taught via the distance learning network are limited to the offerings from the providing schools and the availability of scheduling through our lab.

Because of the uniqueness of this type of delivery, certain standards are expected of students enrolling in these courses. A student contract is required to be signed by all students participating in this unique program. The contract is intended to make both the students and parents aware of the standards expected of students enrolling in such courses. A student taking a Distance Learning Course agrees to the following:

1. To be on time to the class and remain in the classroom until the class period is completed.
2. To have materials prepared as requested by the instructor.
3. To work cooperatively with the instructor and with other students as requested by the instructor.
4. To remain on task during the instructional period.
5. To sit within the camera view at all times.
6. Will follow the local district code of conduct.
7. If it is a college course, to be responsible for any college fees incurred.
8. If it is a college course and the student is suspended, placed in an alternative program, or expelled, the student MAY lose college credit.
9. Must attend classes based on the providing school's schedule and make up work/tests when absent.
10. If it is a college course, to obtain information about the institution's academic calendar and adhere to the institution's policies and procedures.
11. Student's voice, physical presence, and participation in activities will be transmitted to distance learning sites and may be taped for future use in an educational setting. Student agrees that transmission and taping of his/her voice, presence, and participation in these events will not be a violation of his/her personal rights and releases any claims for use of such.
12. Viewing of classes that are videotaped is for instructional purposes only and tapes may or may not be available.
13. Must obtain the instructor's permission before audio taping classes.
14. Must attend the orientation meeting.

CONCURRENT ENROLLMENT OPPORTUNITIES

Concurrent enrollment opportunities are limited to senior students. In this program, a senior is allowed to schedule only the courses needed for graduation at the high school and to complete the remainder of his/her schedule with university classes. The university classes receive university credit only. The student is admitted as a regular college student and does not need to reapply for admission each semester. The college courses are counted as part of the high school load even though high school credit is not awarded. Since the minimum number of classes a senior can carry is seven classes, any combination of high school and college classes will work to reach the minimum required. Proof of enrollment must be filed with the high school counselor.

In order to be eligible for this opportunity, the senior must be able to complete all requirements for graduation through the high school. The student must be approved by the principal and the counselor and must make successful application to the university, including passing the appropriate sections of the THEA test. Students interested in this program should consult the school counselor.

ALTERNATE METHODS OF EARNING HIGH SCHOOL CREDIT

CORRESPONDENCE COURSES

Students may wish to consider correspondence courses as an alternative to the regular program. These courses can be used to free time to take additional courses for enrichment purposes. Students are subject to the following guidelines regarding correspondence courses:

1. Correspondence courses shall be used for emergencies or enrichment only, and should not become a substitute for residence work.
2. Courses must be from Division of Continuing Education at Texas Tech University or the University of Texas Division of Continuing Education at Austin if they are used to meet state-required units for graduation.
3. Only two of the state-required units for graduation may be earned through correspondence courses.
4. A student may enroll in only one correspondence course (½ credit) at a time.
5. The program will be monitored by the counselor.

CREDIT BY EXAMINATION

The Pilot Point ISD uses the Credit-by-Exam (CBE) program offered by Texas Tech University.

This program is available to students to regain credit for courses previously attempted but did not receive credit. Students may receive credit if they: (1) obtain prior permission from their parents/guardian, (2) receive prior approval from the building principal or designee, (3) complete an application and pay the fee, and (4) make a grade of 70 or higher on the CBE.

A student may be given credit for an academic subject in which he/she has had no prior instruction if he/she: (1) obtains prior permission from his/her parent/guardian, (2) conferences with the principal/counselor, (3) completes an application and pays the fee (applies to CBEs taken outside of the district's testing window), and (4) makes a grade of 90 or higher on the CBE. The district pays the fees for CBEs for acceleration purposes taken during the district's testing window.

COURSE RECOVERY PROGRAM

The Course Recovery Program is a computerized setting where students may enroll to regain credit for course(s) previously attempted but did not receive credit due to a failing grade or poor attendance. Currently, the PPISD utilizes the OdysseyWare Program here at Pilot Point High School and the LT Course Recovery Program located at the Linda Tutt High School in Sanger; these programs are offered in the evenings. Application form is available from the counselor, and a fee is charged. Student must have approval of counselor/principal prior to enrolling in the program. Student is responsible for any necessary transportation.

*For more information on public education in Texas, see the Texas Education Agency's website at www.tea.state.tx.us.

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