

**Kaufer *Early College* High School  
Course Description Book  
2020-2021**



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Nondiscrimination: The Riviera I. S. D. does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Riviera ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs

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## **The Riviera Community**

Riviera I.S.D. is located in the southern end of Kleberg County south of Kingsville. The community is a rural and plays an active role in the education of Riviera ISD students.

## **School Facts**

Kaufer High School is a public four-year secondary school with an enrollment of 180 students in grades 9-12 and 70 students grades 7-8. Kaufer High School is accredited by the Texas Education Agency. It operates on a block schedule with a nine-period day. Two classes each day are 90 minutes and meet every day. Kaufer *Early College* High School is a wall-to-wall Early College starting with Class of 2022. Students have the option to take the mandatory two college courses or pursuing the goal of obtaining an Associate's Degree from Coastal Bend College or sixty-hours of college credit towards a four-year degree. The school year is divided into two semesters with two, nine week marking periods in each.

## **Denial of Credit**

Students must be in attendance at least 90 percent of the time a class is in session to receive credit. (Texas Education Code 25.092) When a student's attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing.

A campus attendance review committee shall hear all cases where a student's attendance has fallen below the 90 percent threshold, and an appeal has been filed in writing. In order to receive credit, the attendance review committee may assign one or more alternative learning activities to make up work missed or credit lost.

## **Registration and Schedule Changes**

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill nine periods of the day. Exceptions may be made occasionally by the campus principal for students in grades 12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. For several reasons it is important that students and parents carefully plan the course selections for each semester and year. Most importantly, students should question and explore the content of a course option before making and submitting a choice. Jumping from course to course during a semester interrupts the learning process and does not help students learn thoughtful decision-making, commitment, and perseverance. Secondly, master schedules are developed in the spring prior to the upcoming year. Selections during registration indicate how many teachers and sections will be needed for each course. This process allows administrators to plan and to hire for optimum academic excellence and success.

When students are permitted to randomly change schedules, classes can become overcrowded and unbalanced. Many students can be affected. Even the most effective planning is compromised since it is very seldom that a one-course change affects only one course.

No change may be made after the second week of the semester unless principal approval is received. See the Kaufer *Early College* High School Handbook to see add/drop requirements for college courses.

## **Enrollment**

The State of Texas requires all students to receive four hours of instruction a day. Courses such as office aide, lab manager, and other non-instructional courses are not considered instructional.

## **Registration**

Students and their parents in grade 8 are required to meet with the counselor or other designee to develop their Personal Graduation Plan and select their endorsement.

Parent and student informational meetings will be held during spring registration.

Students will be guided through course selection during registration.

Students who do not submit a registration form will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan.

**Grade Classification**

According to University Interscholastic League (UIL) rule, at the beginning of each school year, a student must have earned a minimum number of credits in core curricular subjects in order to establish a grade classification and be eligible to participate in UIL activities at the beginning of the school year. The number of credits for classification and eligibility are listed below:

Senior	15 credits
Junior	10 credits
Sophomore	5 credits
Freshmen	0 credits

**Awarding Credit**

1. Credit will be awarded when earned.
2. One credit is granted for a one credit course if the average of the two semesters is at least 70. Students must also meet the attendance requirements to gain credit.
3. Credit and grades earned through non-accredited private school or home schooling will not transfer.
4. Students may earn credit for these courses through Credit by Exam with prior instruction if they make a 70 or above. Without prior instruction, the student must make 80 percent or above. The exam grade will appear on the student’s transcript and will be included in the GPA.
5. All Credit by Exams for home school students and/or non-accredited private school students must be taken between August and May 15 of the year the student enters Kaufer *Early College* High School. Check the district website for dates.

**Grade Point Average and Rank in Class**

Students in grades 9-12 will be ranked at the end of the first semester and at the end of the school year. Seniors will be officially ranked for graduation purposes at the end of the fifth nine weeks of the senior year. For students enrolled in dual credit courses not taught by district staff, the second semester mid-term grade will be used. The Institute of Higher Education will provide letter grades. The grade conversion chart below will be used. All letter grades will convert to a + number grade. High school credits that are earned in middle school will NOT be included in the averaging for ranking purposes. Senior students will receive final averages posted to their transcripts at the end of the semester for purposes of final transcripts.

Grades Received through Correspondence and Credit by Exam (for Acceleration) and Credit by Exam (with prior instruction) will be calculated with the final grade earned. Grades Received through Online Courses will be calculated on the appropriate grading scale for the course.

Transfer students coming from within the United States, numerical grades will be recorded exactly as they appear on the transcript and alphabetical grades will be given the numerical equivalent according to the grade scale of the sending school. If no grade scale is provided by the sending school, the following conversion scale will be used:

A-	92	A	95	<b>A+</b>	<b>98</b>
B-	82	B	85	<b>B+</b>	<b>88</b>
C-	76	C	77	<b>C+</b>	<b>78</b>
D-	72	D	73	<b>D+</b>	<b>74</b>
F-	60	F	60	<b>F+</b>	<b>66</b>

Additionally, for students coming from state accredited schools within the United States, if a grade of 60-69 is indicated as passing, credit will be given.

Courses in all content areas shall be included in the averaging of grades for determination of honor graduate students, including valedictorian and salutatorian, and rank in class. Exceptions include homeroom, teacher's aide, office aide, library aid, and classes taken due to failure of a state assessment. Only the first year of athletics or the equivalent will count in the GPA.

### **Weight**

Dual credit, Advanced Placement and Pre-Advanced Placement receive a 1; this 1 weight is only when calculating rank and cumulative GPA.

### **Career Guidance and Counseling**

Career Guidance and Counseling in the Riviera Independent School District involves partnerships between our counselor, teachers, administrators, parents and community members guiding students through the Guidance and Counseling Program curriculum at each level from kindergarten through graduation. The goal is to assist all students in the process of making decisions, setting goals, gathering information, developing a plan of action, solving problems, managing change and transitioning from one school level to the next to become lifelong learners.

As students face a changing workplace with increased global competition and new technologies, they receive the best possible information to determine how their abilities, interests, experiences, and values relate to their education and career choices. Students leave Riviera ISD schools prepared for postsecondary success.

### **Honor Graduates**

Gold Cord: Students will earn a gold cord for graduation for graduating on the Distinguished Level of Achievement with a cumulative average of 90.

Silver Cord: Students graduating on the Distinguished Level of Achievement with at least one performance acknowledgement.

1. At least 12 hours of college courses with a GPA of 3.0
2. An associate degree
3. A score of 3 or higher on an Advanced Placement exam
4. Outstanding performance on the PSAT, SAT, and ACT. (See counselor for more information)
5. Earning a national or internationally recognized industry certification or license.

### **Other Graduation Regalia**

CBC Cord: Students graduating with an Associate Degree will be provided an opportunity to participate in Coastal Bend College's graduation ceremony. The cord may also be worn to the student's high school graduation ceremony.

### **Tests for College Bound Students**

#### **PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)**

The PSAT /NMSQT, a short form of the Scholastic Aptitude Test (SAT), measures critical reading, mathematical and writing reasoning abilities. It serves four purposes:

- allows students to compare their academic abilities with other college-bound students at their specific grade level,
- familiarizes students with the SAT, shows the student areas in which he/she may need to concentrate additional preparation before taking the SAT, and
- Allows college-bound juniors to compete for National Merit Scholarships.

The test is offered only in October and should be taken by all college-bound juniors. Freshmen and sophomores, especially those taking Pre-AP courses, are encouraged to take the test for practice. To make the best possible use of PSAT/NMSQT results, review the Score Report Plus to determine how you performed on each type of question. Noting the kinds of mistakes made and using the personalized information in the new report can help you identify your areas of weakness and assist you in focusing your future SAT preparation.

### **ASVAB**

The ASVAB Career Exploration Program is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career planning tools designed to help students explore the world of work. It is a free test, intended for students in the 10th, 11th, and 12th grades, developed by the Department of Defense to help high school students across the nation learn more about career exploration and planning.

### **College Admissions Tests**

Different colleges require different admission tests. To find out which tests are required, you should check the catalogs or websites of any colleges to which you plan to apply. Most colleges require the scores of either the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT).

Application forms for the tests are available in the guidance office of Riviera High School. Students are encouraged to apply online at [www.collegeboard.com](http://www.collegeboard.com) or [www.actstudent.org](http://www.actstudent.org). It is the student's responsibility to have the scores sent directly to the colleges of your choice from the testing agency.

### **Kaufer High School 445-887 - CEEB Code**

#### **SAT Reasoning (Scholastic Aptitude Test)**

Most four-year colleges use SAT scores as part of their admissions requirement. The SAT covers three parts: Critical Reading, Mathematics and a Test of Standard Written English. The admission score varies among the colleges. If you plan to attend college, you are encouraged to take the test at the end of the junior year or early in the senior year. The SAT is given seven times a year at a number of test centers in Riviera in October and around the area. A student can score a possible 800 points on each test for a possible 2400. (Visit [www.collegeboard.com](http://www.collegeboard.com))

#### **ACT + Writing (American College Testing Program)**

Most colleges use ACT scores as part of their admissions requirement. The ACT assessment covers four subject areas: English, Mathematics, Social Studies, Natural Science and a written essay. The scores are reported for each subject area plus a composite score. The composite score ranges from 1-36. The admission score varies among the colleges. The ACT is offered six times a year. It is recommended that students take the test near the end of the Junior year or early in the senior year. (Visit [www.act.org](http://www.act.org).)

#### **TSI (Texas Success Initiative)**

The purpose of this test is to measure a student's readiness for college-level course work. The Texas Success Initiative (TSI) Program is mandated by state law and requires all students attending a public institution of higher education to prove they are ready to take entry-level college courses which require reading, writing and math skills. By law, the TSI Assessment, exemptions, and passing scores are the same at every public institution of higher education in Texas. Please make sure you are prepared to take this TSI Assessment.

All students must take the TSI (Texas Success Initiative) or be exempted from the test BEFORE enrolling in any college-level course-work, including dual-credit courses. Students may be exempted from the TSI test by making the following qualifying scores on the SAT or ACT:

EXAM	SCORE REQUIREMENTS		
ACT	Composite=23	Math = 19	English = 19
SAT (Taken before March 2016)	Composite = 1070 Math & CR Combined	Math = 500	Critical Reading (CR) = 500
SAT (Taken after March 2016)	No Combined Score	Math 530	Evidence Based Reading & Writing 480
ENGLISH 3 EOC	4000		
ALGEBRA 2 EOC	4000		

Texas Success Initiative (TSI) Criteria:

The TSI is periodically given on the Kaufer High School campus. In order to take it, you must due the following:

**PRE-ASSESSMENT ACTIVITY**

Students must take a Pre-Assessment Activity before they can take the TSI Assessment test. **NO EXCEPTIONS.** You must bring a copy of the assessment certification to document your participation, so it is very important that you complete this activity before you take the test. You will not be allowed to take the TSI Assessment until you have completed this activity.

The activity includes the following:

- An explanation of the importance of the TSI Assessment;
- Practice test questions and feedback;
- An explanation of all your developmental education options, if you don't meet the minimum passing standard;
- information on campus and community resources that will help you succeed as a college student.

**Passing Scores on the TSI:**

Reading	Writing	Math
351	Essay: 5 or 363 and a 4 on the essay	350
Scores needed for Freshmen entering Fall of 2017		
355	350 and Essay:5 OR 363 and Essay :4	356



## **A Guide for College Bound Student Athletes and Their Parents**

The guidelines printed below are those in effect at the time of publication. If other changes are implemented, student athletes will be provided updated information by their coaches.

NCAA (National Collegiate Athletic Association) Eligibility Regulations:

The student must register, their sophomore year, with the NCAA Initial Eligibility Clearinghouse. To practice and play as a freshman at a NCAA Division I college, the student-athlete must satisfy the requirements of NCAA bylaws. The specific bylaw relating to admission requires the student-athlete to:

- Graduate from high school;
- Must successfully complete a core curriculum of at least 16 academic courses; and
- All SAT and ACT scores must be sent from the testing board and will not be accepted from the student's transcript
- Official high school transcript must be sent to the NCAA clearing house at the completion of the junior year and upon graduation.
- For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or call the NCAA Eligibility Center at 877-262-1492.

## **Military Service**

Students who are interested in entering a branch of the military services will want to contact one or more recruiting officers to determine the enlistment program that best meets personal interests.

- Make an appointment with the local recruiter of the branch of service of your choice or of EACH branch of service to obtain current information on programs and entrance requirements.
- Before deciding on the branch of service that is best for you, talk with relatives, friends and others who have served or are currently serving in a branch of the Armed Forces to determine what military life is like in each branch of service.
- If you are considering entry into the military service, take the Armed Services Vocational Assessment Battery (ASVAB) during high school.
- Be screened by the recruiter for mental, moral and physical ability prior to acceptance.

## **Individualized Learning**

### Online Courses

Virtual learning will provide extended and flexible educational opportunities for students. Taking an online class gives students an opportunity to do their work at home on their own time. Online courses are rigorous and it is the responsibility of the students and the parents to meet all required deadlines. Online classes are available to any student grades 9-12. Courses will not be listed on their schedule; however, final grades will appear on their official transcripts. Courses must be pre-approved by a counselor.

### Edgenuity

Edgenuity is an online program provided by the Riviera ISD district essentially for students to recover lost credit or to assist students in obtaining courses which the district cannot offer in a regular classroom setting. Students must sign a contract and complete the course lessons and assessments in the time determined. Nine weeks grades will not be awarded only the grades for the completion of the semesters.

## **Career and Technical Education (C.T.E.)**

The Career & Technical Education Department, using integrated instruction and curricula; current technologies and state-of-the-art equipment and business partnerships, create a learning environment that empowers all students to enter the constantly changing workforce.

Career & Technical Education courses are a great way for students to prepare for the highly technological and competitive workplace of the 21st century.

CTE programs are designed to prepare students for life-long success in high-wage, high-skill, and high-demand occupations and career fields.

Career & Technical Education Programs in Riviera ISD:

- Reinforce state and national academic standards;
- Provide students with instruction and training in career areas of interest;
- Link to business and industry in the region;
- Offer career development activities;
- Provide ability to earn certifications;
- Prepare students for challenges on higher education and a global, competitive workplace;
- Provide rigorous instruction through hands-on problem solving and projects; and
- Allow students to receive college credit for courses taken through articulation with local community colleges.

Nationally Recognized Certificates

<b>Certification</b>	<b>Course</b>
Microsoft Word Certification	BIM 1
Microsoft Excel Certification	BIM 1 and/or BIM 2
Microsoft Access Certification	BIM 2
TSFA Floral Design Certificate	Principles of Floral Design
Certified Nurses' Aide	Dual Credit C.N.A. HPRS 1304 & 1116
Chief Architect	Interior Design II
OSHA 30	CTE Level 4 Course

**Career Cluster and Program of Studies**

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas. The proposed programs of study go into effect for the 2020-2021 school year and will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

Highlights of Programs of Study Initiative:

- Include occupations that meet labor market criteria to include projected job growth, annual job openings, and the state median wage
- Include one-page resources to assist in scheduling as well as career planning conversations with students
- Align programs of study to endorsements

TEA Approved Pathways

Career Cluster	Program of Study
Agriculture, Food, and Natural Resources	Animal Science
	Applied Agricultural Engineering
Architecture and Construction	Architectural Design
Business, Marketing, and Finance	Business Management
Education and Training	Teaching and Training
Health Science	Nursing Science
Human Services	Family and Community Services

**Planning Your High School Program (students entering high school 2014 and thereafter)  
Personal Graduation Plan/Programs of Study Alignment**

- House Bill 5 requires each student to connect to a personal graduation plan that leads to an endorsement. This process requires a district to consider the importance in using programs of study and the personal graduation plan, collaboratively, to satisfy current and prior legislation.
- The program of study is an advisement tool for students, parents and counselors. It is a map for college and career readiness aligned to an occupational objective. A program of study is considered the intensive education plan, as required. Programs of study work best when they are developed by stakeholders to ensure relevant and accurate information.
- The personal graduation plan is a working document used by counselors to track student completion of graduation requirements. It is a tool used to document grades, assessments, acceleration, and other requirements in law. The personal graduation plan is an opportunity for students and counselors to meet individual needs.
- The use of the program of study and personal graduation plan is necessary to ensure desired outcomes for college and career readiness.
- All students must have a signed personal graduation plan (PGP) on file in the counselor's' office.

**KAUFER EARLY COLLEGE HIGH SCHOOL PERSONAL GRADUATION PLAN**  
 Students Entering Grade 9 in the 2014-2015 School Year and Beyond

Foundation 22 Credits	Foundation +Endorsement	Distinguished Level of Achievement
<ul style="list-style-type: none"> <li>• 4 Credits English – English I, II, III, IV or one credit in advanced English course</li> <li>• 3 Credits Mathematics – Algebra I, Geometry, one credit in advanced math course</li> <li>• 3 Credits Science – Biology, IPC or an advanced science course, an additional advanced science course</li> <li>• 3 Credits Social Studies – World Geography, US History, Government, Economics</li> <li>• 2 Credits Language Other Than English</li> <li>• 1 Credit Physical Education</li> <li>• 1 Credit Fine Arts</li> <li>• 1 Credit Technology</li> <li>• .05 Credits Speech</li> <li>• 3 (5) Credits in Electives – may include CTE or other certification courses</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Credits English – English I, II, III, IV or one credit in advanced English course</li> <li>• 4 Credits Mathematics – Algebra I, Geometry, two credits in advanced math course</li> <li>• 4 Credits Science – Biology, IPC or an advanced science course, two additional advanced science courses</li> <li>• 3 Credits Social Studies – World Geography, US History, Government, Economics</li> <li>• 2 Credits Language Other Than English 1 Credit Physical Education</li> <li>• 1 Credit Fine Arts</li> <li>• 1 Credit Technology</li> <li>• 0.5 Credits Speech 5 Credits in Electives – may include CTE or other certification courses Credit requirements specific to at least one endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Credits English – English I, II, III, IV or one credit in advanced English course</li> <li>• 4 Credits Mathematics – Algebra I, Geometry, Algebra II, one credit in advanced math course</li> <li>• 4 Credits Science – Biology, IPC or an advanced science course, two additional advanced science courses</li> <li>• 3 Credits Social Studies – World Geography, US History, Government, Economics</li> <li>• 2 Credits Language Other Than English</li> <li>• 1 Credit Physical Education</li> <li>• 1 Credit Fine Arts</li> <li>• 1 Credit Technology</li> <li>• 0.5 Credits Speech</li> <li>• 5 Credits in Electives – may include CTE or other certification courses Credit requirements specific to at least one endorsement</li> </ul>

<u>STEM</u>	<u>Business &amp; Industry</u>	<u>Public Service</u>	<u>Arts &amp; Humanities</u>	<u>Multidisciplinary Studies</u>
Engineering Science Math	Agriculture, Architecture & Construction Arts and A/V, Business Management	Education and Training Health Science (C.N.A.) Human Services	Art Music Theater Social Studies Languages Other than English	Select Advanced Courses from the curriculum of each of the other endorsement areas; credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation program.

**KAUFER EARLY COLLEGE HIGH SCHOOL**

**Endorsements Sequences**

**2020-2021**

<b>STEM</b>		
<b><u>Mathematics Pathway</u></b> <b><u>Science Pathway</u></b> Algebra I Biology Geometry IPC Algebra II Chemistry Pre-Calculus		Physics or Principles of Technology Calculus (AP) Anatomy & Physiology College Prep Math Scientific Research & Design Dual Credit Math Advanced Animal Science Forensic Science
<b>Business &amp; Industry</b>		
<b><u>Animal Science Pathway</u></b> Principles of AFNR Equine Science/Small Animal Livestock Production Advanced Animal Science	<b><u>Design &amp; Pre-Construction Pathway</u></b> Principles of Architecture Interior Design Interior Design II Career Prep	<b><u>Administrative Support Pathway</u></b> Business Information Management I Business Information Management II Practicum in Business Management Career Prep
<b><u>Applied Agricultural Engineering</u></b> Principles of AFNR Agricultural Mechanics & Metal Tech Ag. Structures Design and Fabrication Ag Practicum (Welding Emphasis)	<b><u>Visual Arts Pathway</u></b> Fashion Design Advanced Fashion Design	<b><u>Additional Courses</u></b> Child Development Money Matters Principles of Human Services Forensic Science Scientific Research & Design Professional Communications
<b>Public Service</b>		
<b><u>Education &amp; Early Childhood Pathway</u></b> <b><u>Principles of Human Services</u></b> Instructional Practices in Education <b><u>Practicum in Education &amp; Training</u></b>	<b><u>Therapeutic Services Pathway</u></b> Medical Term/Lifetime & Wellness <b><u>Anatomy &amp; Physiology</u></b> <b>HPRS 1304 and HPRS 1160 (2 - C.N.A.)</b>	
<b>Arts &amp; Humanities</b>		
<b><u>Art Pathway</u></b> Art I, II, III, IV	<b><u>Band Pathway</u></b> Band I, II, III, IV	

**Multidisciplinary Endorsement**

**Option 1:** four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or

**Option 2:** four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or

**Option 3:** four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

Our students are defaulted to the Foundation Program with a multidisciplinary endorsement (option 2) at the Distinguished Level. Some college still requires four courses in the four cores.

## **Performance Acknowledgments for Students Graduating on the Foundation Plan**

### Dual Credit

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

1. At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum and advanced technical credit courses, including state articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
2. An associate degree while in high school

### Bilingualism and Bilingualism

A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages.

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

- Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

### **PSAT, SAT, ACT**

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on the PSAT®, the SAT®, or the ACT® by:

1. Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
2. Achieving the college readiness benchmark score on at least two of the four subject tests on the ACTPLAN® examination
3. Earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
4. Earning a composite score on the ACT® examination of 28 (excluding the writing subscore)

### Earning a nationally or internationally recognized business or industry certification

A student may earn a performance acknowledgment on the student's diploma and transcript for a nationally or internationally recognized business or industry certification that shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization; or
- A state agency or other government entity; or
- A state-based industry association

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students; and
- Represent a student's substantial course of study and/or end-of-program knowledge and skills; and
- Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- Represent substantial knowledge and multiple skills needed for successful entry into a higher education entity.

## ENGLISH LANGUAGE ARTS

**English I** **Grade: 9** **1 credit**

Prerequisite: None

This course focuses on the writing process and the reinforcement of basic grammar skills. Reading selections include drama, poetry, fiction, non-fiction, as well as expository and literary essays. Vocabulary study based on college entrances tests will be taught. Student will complete a research paper using MLA format

**English II** **Grades: 10** **1 credit**

Prerequisite: English I

This course includes a review of basic grammar, clauses, paragraph, and longer composition writing, poetry, two novels, a review of the short story, and more exposure to literature. Vocabulary study bases on college entrance tests will be taught. Students will complete a research paper using MLA format.

**English III** **Grades: 11** **1 credit**

Prerequisite: English II

This course includes a review of grammar, longer composition writing, a research paper, selected novels and plays, plus an overview of American Literature from the seventeenth century to the present. Vocabulary study based on college entrance tests will be taught.

**English IV** **Grades: 12** **1 credit**

Prerequisite: English III

This course will provide students with advanced writing skills and a survey of the major authors of British and Western European literature. Vocabulary study based on college entrance test will be taught.

**College Preparatory English Language Arts** **Grade: 12** **1 credit**

Prerequisites: English I, II, III & pass English I & II EOC's

This course is intended for twelfth-grade students who have not demonstrated college-readiness as defined by HB5 and is designed to prepare students for college-level courses. As such, students will learn to apply critical reading strategies for organizing, summarizing, analyzing, and evaluating college-level readings. Students will also learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize, and make value judgments using critical thinking. Credit recovery options are not permitted for this course. Students who successfully pass may use this course to satisfy their high school curriculum Advanced English Language Arts component and will be exempt from the Texas Success Initiative (TSI) at any partnering institution. However, successful completion of course does not guarantee admissions to partnering institution of higher education.

## MATHEMATICS

**Algebra I** **Grade: 9** **1 credit**

Prerequisite: None

This course presents the foundation concepts for high school mathematics. Algebra I includes abstract thinking, symbolic reasoning, function concepts, and skills to solve a variety of equations and inequalities.

**Geometry** **Grades: 10-12** **1 credit**

Prerequisite: Algebra I

This course conveys an introduction to the basic structure of geometry (formula proofs) with a stress on developing concepts and applications of theorems. Concepts of space geometry are integrated with plane geometry. Also, the study of transformations, similarities, and coordinate geometry. Algebraic skills are reviewed and strengthened. Area, volume, and trigonometry are included.

**Algebra II** **Grades: 9-12** **1 credit**

Prerequisite: Algebra I

Algebra II (9-12) The purpose of this course is to extend the concepts and skills developed in Algebra I. The students will review, refine, and extend the concepts of quadratic, radical, rational, exponential, and logarithmic functions. Students will explore families of functions and their related transformations, equations and associated solutions. Students will use real-world data and technology to solve problems using these mathematical models.

**Pre-Calculus** **Grades: 10-12** **1 credit**

Prerequisite: Geometry & Algebra II

This course provides a foundation for calculus. Topics studied are trigonometric functions, polar graphs, and vectors, complex numbers, real numbers and coordinates, linear and quadratic functions, exponential and logarithmic functions, polynomial and rational functions, systems of equations and inequalities, and conic sections. This course will emphasize skills needed for success on the College Board AP exams.

**College Prep Math** **Grade: 12** **1 credit**

Prerequisite – Algebra 2, Algebra I and passed EOC, Geometry

College Preparatory Mathematics is a full credit course designed for students at the Grade 12 level whose performance on an end-of course assessment instrument or coursework, a college entrance examination, or a Texas Success Initiative assessment instrument, indicate that the student is not ready to perform entry-level college coursework. Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions.

**SCIENCE**

**Integrated Physics and Chemistry** **Grades: 9-10** **1 credit**

Prerequisite: None.

Integrated Science deals with the nature and changes in matter. It also deals with the nature, form, and transmission of energy. Some specialization disciplines and their applications also are covered in this course. This is a concurrent course.

**Biology** **Grades: 9-10** **1 credit**

Prerequisite: None

Students will be exposed to aspects of biochemistry, cell biology, genetics, biotechnology, evolution, ecology, taxonomy, and human systems. Integral to this course is a field and laboratory program that stresses accurate observations, data collection, analysis, critical thinking and problem-solving skills, as well as manipulation of laboratory equipment. It incorporates the skills of Biology as well as meeting the required End-of-Course objectives for Biology.



**Chemistry** **Grades: 10-11** **1 credit**

Prerequisite: Algebra I & Biology

This is a basic chemistry course focusing on conversions, atomic theory, formula writing, naming compounds, equation writing, acid-base-salt- behavior, stoichiometry and nuclear chemistry.

**Physics** **Grades: 11-12** **1 credit**

Prerequisite: Algebra I & Biology

This course is a one-year course that teaches traditional, rigorous physics concepts. Math is an important component of the course; therefore students should have strong Algebra skills.

**Anatomy and Physiology** **Grades: 11-12** **1 credit**

Prerequisite: Biology & Chemistry

This course includes the in-depth study of the human body. It covers from the cellular level to the systemic level. All body systems are covered. This course is very demanding in the amount of reading and understanding of medical language and terminology. This course includes the 40% laboratory experience as required by Texas law. This course is recommended for students entering into the Health Science fields.

**Scientific Research and Design** **Grades: 11-12** **1 credit**

Prerequisite: Biology and Chemistry

Students will explore science and become acquainted with the scientific community, improve fundamental research skills, apply statistical analysis, and enhance oral and visual presentation techniques. Each student will be required to work with a lab partner to practice designing laboratory experiments in order to develop strong laboratory and research skills. The class will participate in ongoing aquatic research in Baffin Bay with a local university and will learn how to structure, organize, publish, and present their portion of the research to one or more formal presentations to a panel of local scientists.

## SOCIAL STUDIES

**World Geography Studies** **Grades: 9-10** **1 credit**

Prerequisite: None

This course will concentrate on the culture, economics, and topography of various regions around the world.

**World History Studies** **Grades: 9-10** **1 credit**

Prerequisite: None

This course is a survey of major events and civilization from prehistoric man to the 20<sup>th</sup> century.

**United States History** **Grade: 11** **1 credit**

Prerequisites: W. Geo. & World History

Students will study the history of the United States from Reconstruction to the present. Students will examine, evaluate, analyze, cause-and-effect, and use critical thinking skills to interpret the history of the United States. Events and issues studied in this course include the industrialization and urbanization of the U.S., major wars, domestic and foreign policies, and reform movements. *Students will be required to take the STAAR EOC U.S. History assessment at the end of the year.*

**Government****Grade: 12****0.5 credit**

Prerequisite: US History

This course provides the student with an understanding of the functions of the United States, Texas, and local governments. Topics include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of governments at the federal, state and local levels; and responsibilities of American citizenship.

**Economics****Grade: 12****0.5 credit**

Prerequisite: US History

This course is designed to familiarize the student with the factors that have influenced the growth and development of the free enterprise system. Emphasis is placed on topics such as unemployment, inflation, international trade, the interaction of business and labor and the effects of government spending and taxes.

**FOREIGN LANGUAGE****Spanish I****Grades: 8-11****1 credit**

Prerequisite: None

This course introduces students to common Spanish conversation and general customs of Spanish-speaking countries. Students will study vocabulary, pronunciation, conversation, and grammar along with the varied Spanish culture.

**Spanish II****Grades: 9-12****1 credit**

Prerequisite: Spanish I

Spanish II is a continuation of Spanish I with a more intense study of conversation, grammar and culture. Students will further develop their conversational and written skills of the language while continuing to build their working vocabulary and cultural knowledge of the Spanish language and its people.

**PHYSICAL EDUCATION****Athletics I****Grades: 9-12****1 credit**

Prerequisite: None

This course includes all sports. The grade will be included in the cumulative GPA calculation. Students will be graded on skills, conditioning, and progress.

**Athletics II,III,IV****Grades: 10-12****1 credit**

Prerequisite: Athletics I

Girls' sports: volleyball, basketball, cross-country track, softball, tennis and golf.

Boys' sports: football, basketball, cross-country, baseball, track, tennis, and golf.

\*Those interested in golf or tennis do not have to be registered for athletics. Upper level athletics (Athletics 2 - 4) are not included in calculation for cumulative GPA.

**Foundations of Personal Fitness**

**Grades: 9-12**

**1 credit**

Prerequisite: None

The basic purpose this course is to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program as a way to develop the skills necessary to become fit and achieve some degree of fitness within the course.

**FINE ARTS**

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

**Grade: 8+**

**1 credit**

Prerequisite: None

Band is an instrumental performance class for grades 8-12. Students will learn how to read music and how to perform music using musical concepts. The first half of the year, the band will learn how to perform a half-time show outside using correct marching fundamentals. In the second half of the year, students will be performing concert band literature in the band hall. All students will have the opportunity and be encouraged to try out for region band and solo/ensemble contest.

**Art I, II, III, IV**

**Grades: 9-12**

**1 credit**

Prerequisite: None

This course provides basic structure for learning about art discipline. It is based on learning as an emotional experience process and in the doing of art. The student will pursue excellence in drawing, mixed media, print making, sculptures, painting and individual interest. He/she will increase knowledge of craft techniques and develop creativity. The student will be evaluated individually and through written tests. Due to course content, students are to take the two semesters sequentially.

**Career and Technology Education (CTE) Courses**

Middle School College and Career Courses	
8th	College and Career Readiness
7th	Investigating Careers

**College and Career Readiness**

**Grade: 7<sup>th</sup>**

**0 credit**

Prerequisites: N/A

This course is designed to help students improve their learning effectiveness, attitudes, and motivation, including time management, research skills, soft skills, note taking skills, test taking strategies, and critical thinking skills. This course is designed for the college-bound student, and also provides tools that can be carried over into the workplace upon graduation.

**Investigating Careers**

**Grade: 8<sup>th</sup>**

**0 credit**

Prerequisites: N/A

The goal of this course is to create a foundation for success in high school, future studies, and careers. Students explore college and career planning within 16 specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals.

## Architecture and Construction

Interior Design	
9th	Principles of Architecture
10th	Interior Design I
11th	Interior Design II
12th	Practicum

### **Principles of Architecture**

**Recommended Grade: 9**

**1 credit**

Prerequisites: None

Description: This course will enable students to investigate careers in the Human Services, Architecture and Construction, Arts, A/V Technology, and Education and Training career cluster, job search skills, paychecks and budgeting, skills for living on their own, health and nutrition, and basic food preparation.

### **Interior Design I**

**Recommended Grade: 10**

**1 credit**

Prerequisites: Algebra I, English I, Principles of Human Services

A technical course that addresses the needs of individuals by enhancing the environments in which they live and work. Student will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in the industry.

### **Interior Design II**

**Recommended Grade: 11-12**

**2 credits**

Prerequisites: English 2, Geometry, & Interior Design I

A technical laboratory course that includes the knowledge of employability characteristics, principles, processes technologies, communication, tools, equipment, and materials related to residential and commercial interior design. Chief Architect Certification possible.

### **Interior Design Practicum**

**Recommended Grade: 12**

**2 credits**

Prerequisites: Interior Design I, II

This is an occupationally-specific course designed to provide classroom technical instruction. Job-specific skills training is provided through the use of laboratory training or training plans by local training sponsors in area compatible with identified career goals in interior design. In addition, students are expected to develop knowledge and skills in housing, furnishings, and equipment construction or housing, furnishings, and equipment management and services.

### **Education and Training**

Education and Training	
9 <sup>th</sup>	Principles of Human Services
10 <sup>th</sup>	Human Growth and Development
11 <sup>th</sup>	Instructional Practices
12 <sup>th</sup>	Practicum in Education and Training

#### **Principles of Human Services**

**Recommended Grade: 9**

**1 credit**

Prerequisites: None

Description: This course will enable students to investigate careers in the Human Services, Architecture and Construction, Arts, A/V Technology, and Education and Training career cluster, job search skills, paychecks and budgeting, skills for living on their own, health and nutrition, and basic food preparation.

#### **Human Growth and Development**

**Recommended Grade: 10**

**1 credit**

Prerequisites: Principles of Human Services

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

#### **Instructional Practices**

**Recommended Grade: 11-12**

**2 credits**

Prerequisites: Human Growth and Development

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

#### **Practicum in Education & Training**

**Recommended Grade: 12**

**2 credits**

Prerequisites: Instructional Practices

Second year students of Instructional Practice in Educational and Training.

**Arts, A/V Technology**

Fashion Design	
9th	Principles of Arts, A/V Technology
10th	Fashion Design I/Fashion Lab I
11th	Fashion Design II/Fashion Lab II
12th	Practicum

**Principles of Arts, A/V Technology**

**Recommended Grade: 9**

**1 credit**

Prerequisites: None

Description: This course will enable students to investigate careers in the Human Services, Architecture and Construction, Arts, A/V Technology, and Education and Training career cluster, job search skills, paychecks and budgeting, skills for living on their own, health and nutrition, and basic food preparation.

**Fashion Design I and Lab**

**Recommended Grade: 10**

**1 credit**

Prerequisites: Principles of Human Service      Co-requisite: Fashion Design Lab 1

This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance. Students will learn the basics of construction through samples and projects.

**Fashion Design II and Lab**

**Recommended Grade: 11-12**

**1 credit**

Prerequisites: Fashion Design I      Co-requisite: Fashion Design II Lab

This advanced laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be expected to develop an advanced understanding of fashion, with an emphasis on design and production. Students will construct items independently and learn intricate sewing skills through projects and samples.

**Practicum in Fashion Design**

**Recommended Grade: 12**

**2 credits**

Prerequisites: Fashion Design II and Fashion Design II Lab

Students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences of career preparation opportunities.

**Human Services**

Human Services	
9th	Principles of Human Services
10th	Child Development
11th	Lifetime Nutrition & Wellness
12th	Dual Credit Nutrition (VNSG1116 ) .5 and Dual Credit Growth and Development (VNSG1133 )

**Principles of Human Services**

**Recommended Grade 9**

**1 credit**

Prerequisites: None

Description: This course will enable students to investigate careers in the Human Services, Architecture and Construction, Arts, A/V Technology, and Education and Training career cluster, job search skills, paychecks and budgeting skills for living on their own, health and nutrition, and basic food preparation.

**Child Development**

**Recommended Grade: 10**

**1 credit**

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

**Lifetime Nutrition and Wellness**

**Recommended Grade: 10**

**.5 credit**

Prerequisites: Principles of Human Services

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices in their diet that will promote wellness, as well as, careers related to education and training, human services and health sciences. Basic cooking preparation skills are also taught.

**Agriculture**

	Ag Mechanics	Animal Systems	Animal Systems: Vet. Emphasis
9th	Principles of Agriculture, Food, and Natural Resources		
10th	Agricultural Mechanics and Metal Technologies	Small Animal/Equine	Small Animal/ Equine
11th	Agricultural Structures Design and Fabrication	Livestock Production	Livestock Production
12th	Ag Equipment Design and Fabrication and Lab	Advanced Animal Science	Vet. Med. App. And Lab

**Principles of Agriculture, Food, and Natural Resources**      **Recommended Grade: 9**      **1 credit**

Description: Introduction for all Agricultural Science and Technology courses. This course will prepare students for careers in agriculture, food, and natural resources. This course allows students the opportunity to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations.

**Agriculture Mechanics and Metal Technologies**      **Recommended Grade: 10**      **1 credit**

Description: This course is designed to prepare students for careers in agricultural power, structural, and technical systems. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, small engine repair, and metal working techniques.

**Agriculture Structures Design and Fabrication**      **Recommended Grade: 11**      **1 credit**

Description: This course is designed to prepare students for careers in mechanized agricultural and technical systems. This course is designed to develop an understanding of agricultural facilities design and fabrication.

**Agriculture Equipment Design and Fabrication**      **Recommended Grade: 12**      **2 credits**

Description: This course is designed to give students supervised practical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings, application of knowledge and skills. Students will be expected to complete various projects pertaining to AFNR.

**Wildlife, Fisheries and Ecology Management**      **Recommended Grade: 10**      **1 credit**

Description: This course will prepare students for careers in the field of environmental and natural resource systems. This course examines the management of game and non-game wildlife species, fish, and aqua cops and their ecological needs as related to current agricultural practices. His course also is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

**Scientific Design & Research**      **Recommended Grade: 11**      **1 credit**

Prerequisites: Principles and Wildlife

Description: Students will explore science and become acquainted with the scientific community, improve fundamental research skills, apply statistical analysis, and enhance oral and visual presentation techniques. Each student will be required to work with a lab partner to practice designing laboratory experiments in order to develop strong laboratory and research skills. The class will participate in ongoing aquatic research in Baffin Bay with a local university and will learn how to structure, organize, publish, and present their portion of the research to one or more formal presentations to a panel of local scientists.

**Advanced Animal Science**      **Recommended Grade: 12**      **1 credit**

Prerequisites: Bio and Chem or IPC, Alg 1 and Geom, Small Animal. Equine or livestock.

Description: This course will prepare students for careers in the field of animal science. This course will allow the students an opportunity to acquire skills related to animal systems, interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction applies scientific and technological aspects of animal science through field and laboratory experiences. *This course will count as a fourth year science credit.*



**Small Animal Management****Recommended Grade: 10-11****0.5 credit**

Description: The students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

**Equine Science****Recommended Grade: 10-11****0.5 credit**

Description: The students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Livestock Production****Recommended Grade: 10-11****1 credit**

Description: The students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Veterinary Medical Applications****Recommended Grade: 11****1 credit**

Prerequisites: Livestock, Sm. Animal or Equine

Description: This course will prepare students for careers in the field of animal science and equine science. This course will allow students an opportunity to learn, reinforce, apply, and transfer knowledge, skills, and technologies in a variety of settings. Topics covered in this course include, but are not limited to: veterinary practices as they relate to both large and small animal species.

**Agriculture Practicum (Veterinary Emphasis)****Recommended Grade: 12****1 credit**

Description: This course is designed to give students supervised practical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings, application of knowledge and skills.

**Business Management and Administration Business**

Business Management	
9th	Principles of Business or BIM I
10th	Business Information Management II
11th	Business Management
12th	Career Preparation

**Business Information Management I**

**Recommended Grade: 9-12**

**1 credit**

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

**Business Information Management II**

**Recommended Grade: 9-12**

**1 credit**

Prerequisite: Business Information Management I

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

**Professional Communications**

**Recommended Grade: 9-12**

**.5 credit**

Students enrolled in Professional Communications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course fulfills the district speech requirement for high school graduation. Communication skills are required for each graduation endorsement.

**Money Matters**

**Recommended Grade: 9-12**

**1 credit**

Students will gain an understanding of the fundamental principles of money and personal financial planning. Special emphasis is placed on bank record management, use of credit, investing, insurance, and budgets. In addition, students are introduced to financial market and securities analysis. Current economic events indicate that it is never too early for students to gain an awareness of factors that will impact their short-term and long-term financial plans.

**Business Management**

**Recommended Grade: 10-12**

**1 credit**

Co-requisite: BIM I and BIMII

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

**Career Preparations/Practicum****Recommended Grade: 10-12****2 credits**

Prerequisite: BIM1, BIM2, Business Management

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Health Science**

Therapeutic Services	
9th	Principles of Human Service
10th	Child Development or Lifetime and Nutrition Wellness
11th	Anatomy and Physiology
12th	Practicum in Health Services (Dual Credit: HPRS1160 & HPRS1304)

**Principles of Human Services****Recommended Grade: 9-12****1 credit**

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

**Child Development****Recommended Grade: 10****1 credit**

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

**Lifetime and Nutrition Wellness****Recommended Grade: 10-11****5 credits**

This course is designed to emphasize the importance of nutrition in maintaining health and wellness. The effectiveness of the therapeutic diet as related to specific diseases will be explored.

**Anatomy & Physiology****Recommended Grade: 10-12****1 credit**

Prerequisites: 2 credits of science

This course includes the in-depth study of the human body. It covers from the cellular level to the systemic level. All body systems are covered. This course is very demanding in the amount of reading and understanding of medical language and terminology. This course is recommended for students entering into the Health Science fields. *This course counts as a four year science.*

**Practicum in Health Science/C.N.A. (HPRS)**      **Recommended Grade: 11-12**      **1-2 credits**

Principles of Health Science, Health Science and Biology

This occupationally specific course is designed to provide the knowledge and skills necessary for employment in the healthcare industry. Upon completion of this course students will be eligible to take the Texas State Board Certification Exam for Certified Exam for Certified Nurse’s Aide. This course requires two class periods and attendance is essential. Students must earn a specified member of clinical hours. This is a dual credit class through Coastal Bend College (CBC). Students must meet admission requirements for dual credit and CBC.

**Science, Technology, Engineering, and Math (STEM)**

	<b>Mechanical &amp; Industrial Engineering</b>
9th	Principles of Applied Engineering
10th	Agricultural Mechanics & Metal Tech
11th	Agricultural Facilities Design & Fabrication
12th	Engineering Design & Presentation

**Principles of Applied Engineering**      **Recommended Grade: 9-10**      **1 credit**

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

**Agriculture Mechanics and Metal Technologies**      **Recommended Grade: 10**      **1 credit**

Description: This course is designed to prepare students for careers in agricultural power, structural, and technical systems. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, small engine repair, and metal working techniques.

**Agriculture Structures Design and Fabrication**      **Recommended Grade: 11**      **1 credit**

Description: This course is designed to prepare students for careers in mechanized agricultural and technical systems. This course is designed to develop an understanding of agricultural facilities design and fabrication.

**Engineering Design and Presentation**      **Recommended Grade: 11-12**      **1 credit**

Engineering Design and Problem Solving introduces students to what engineering is, what engineers do, and how engineering shapes the world around them. This is a design-based course, where students will learn the concepts of engineering design and problem solving by completing a series of projects throughout the year. The intention of this course is to teach engineering design through a practical and real world approach to problem solving.

**Early College High School/Dual Credit College Courses  
Coastal Bend College**

**Freshman Year:**

**EDUC1300 Learning Frameworks**

**High School Equivalent: Elective credit**

Semester Offered: Fall

Pre-Requisite: None

TSI Requirements: None

A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use the assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (NOTE: While traditional study skills courses include some of the same learning strategies – e.g., note taking, reading, test preparation, etc. – as learning framework courses, the focus of study skills courses is solely or primarily on skill acquisition. Study skills courses, which are not undergirded by scholarly models of the learning process, are not considered college level, and therefore, are distinguishable from Learning Framework courses.)

**SPCH1315 Introduction to Speech**

**High School Equivalent: Speech Credit**

Semester Offered: Spring

Pre-Requisite: None

TSI Requirements: None

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

**Sophomore Year:**

**ARTS1301 Art Appreciation**

**High School Equivalent: Fine Arts Credit**

Semester Offered: Fall

Pre-Requisite: None

TSI Requirements: None

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

**PYSCH2301 General Psychology**

**High School Equivalent: Social Studies**

Semester Offered: Spring

Pre-Requisite: None

TSI Requirements: Reading

General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**KINE1304 Personal/Community Health****High School Equivalent: Health**

Semester Offered: Spring

Pre-Requisite: None

TSI Requirements: None

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

**SPAN1411 Beginning Spanish I****High School Equivalent: ½ foreign language credit**

Semester Offered: Fall

Pre-Requisite: None

TSI Requirements: None

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level

**SPAN1412 Beginning Spanish II****High School Equivalent: ½ foreign language credit**

Semester Offered: Spring

Pre-Requisite: SPAN 1411 or one year of high school Spanish and instructor approval

TSI Requirements: None

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

**Junior Year:****ENGL1301 Composition I****High School Equivalent: English 3 (Semester 1)**

Semester Offered: Fall

Pre-Requisite: None

Co-Requisite: None

TSI Requirements: TSI Reading, TSI Writing

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**HIST1301 United States History I****High School Equivalent: U.S. History (Semester 1)**

Semester Offered: Fall

Pre-Requisite: None

TSI Requirements: TSI Reading

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**ENGL1302 Composition II****High School Equivalent: English 3 (Semester 2)**

Semester Offered: Spring

Pre-Requisite: ENGL 1301

TSI Requirements: TSI Reading, TSI Writing

Intensive study of and practice in the strategies and techniques for developing research based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**HIST1302 United States History II****High School Equivalent: U.S. History (Semester 2)**

Semester Offered: Spring

Pre-Requisite: None

TSI Requirements: TSI Reading

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Senior Year:****ENGL2322 British Literature I****High School Equivalent: English 4 (Semester 1)**

Semester Offered: Fall

Pre-Requisite: ENGL 1301

TSI Requirements: TSI Reading, TSI Writing

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**GOVT2305 Federal Government****High School Equivalent: Government**

Semester Offered: Fall

Pre-Requisite: None

TSI Requirements: TSI Reading

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

**MATH1314 College Algebra****High School Equivalent: 4<sup>th</sup> Math option (Sem. 1)**

Semester Offered: Fall

Pre-Requisite: MATH 0321 or TSI Math Score of 343-348

TSI Requirements: TSI Math

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

**BIOL1308 I (Lecture)****High School Equivalent: 4<sup>th</sup> Science option (Sem. 1)**

Course Title: Biology for Non-Science Majors I (Lecture)

Semester Offered: Fall

Pre-Requisite: None

Co-Requisite: Biol 1108

TSI Requirements: TSI Reading, TSI Writing

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

**BIOL1108 Biology for Non-Science Majors Laboratory I**

Course Title: Biology for Non-Science Majors Laboratory I

Semester Offered: Fall

Pre-Requisite: None

Co-Requisite: Biol 1308

TSI Requirements: TSI Reading, TSI Writing

**ENGL2323 British Literature II**

**High School Equivalent: English 4 (Semester 2)**

Course Title: British Literature II

Semester Offered: Spring

Pre-Requisite: ENGL 1301

TSI Requirements: TSI Reading, TSI Writing

A survey of the development of British literature from the Romantic period to the present.

Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**ECON2301 Principles of Macroeconomics**

**High School Equivalent: Economics**

Course Title: Principles of Macroeconomics

Semester Offered: Spring

Pre-Requisite: None

TSI Requirements: TSI Reading

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy

**MATH2412 Pre-Calculus Math**

**High School Equivalent: 4<sup>th</sup> Math option (Sem. 2)**

Course Title: Pre-Calculus Math

Semester Offered: Spring

Pre-Requisite: MATH 1314

TSI Requirements: TSI Math

In-depth combined study of algebra, trigonometry, and other topics for calculus readiness

**CHEM1311 General Chemistry I**

**High School Equivalent: 4<sup>th</sup> Science option (Sem. 2)**

Course Title: General Chemistry I

Course Fee: None

Semester Offered: Spring

Pre-Requisite: Math 1314 or equivalent academic Co-Requisite: Chem 1111

TSI Requirements: TSI Math, TSI Reading, TSI Writing

Fundamental principles of chemistry for majors in the sciences, health sciences, and engineering; topics include measurements, fundamental properties of matter, states of matter, chemical reactions, chemical stoichiometry, periodicity of elemental properties, atomic structure, chemical bonding, molecular structure, solutions, properties of gases, and an introduction to thermodynamics and descriptive chemistry.



**FOUNDATION HIGH SCHOOL PROGRAM on the DISTINGUISHED LEVEL**

Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Career Pathway: \_\_\_\_\_

Multi    Business    Art & Humanities    STEM    Public Service

	English I		PE / Athletics (1)
	English II		Foreign Language I
	English III		Foreign Language II
	Advanced English:		Fine Arts
	Professional Communication (1/2)		Technology Applications
	Algebra I		Business Endorsement:
	Geometry		1.
	Algebra 2		2.
	Advanced Math:		3.
	Biology		4.
	Advanced Science:		Arts & Humanities
	Advanced Science:		1.
	Advanced Science:		2.
	World Geography or World History		3.
	U.S. History		4.
	Government (1/2)		
	Economics (1/2)		STEM
			1.
			2.
	Multi Disc		3.
	1. (4 English)		4.
	2. (4 math)		
	3. (4 science)		Public Service
	4. (4 social studies)		1.
			2.
			3.
			4.
	Total = 26		

Signature: \_\_\_\_\_ Date: \_\_\_\_\_