

# SPRING HILL HIGH SCHOOL



## HIGH SCHOOL COURSE CATALOG

Spring Hill Independent School District  
3101 Spring Hill Road  
Longview, TX 75605  
(903) – 446 – 3300

***\*\*Please keep this booklet your entire high school career.***

**[www.shisd.net/hsinfo.html](http://www.shisd.net/hsinfo.html)**

# Spring Hill High School

Spring Hill I.S.D.

3101 Spring Hill Road

Longview, Texas 75605

903-446-3300 FAX 903-323-7766



Dear Student and Parents/Guardians:

This course selection guide provides information needed to make decisions concerning the appropriate instructional program for each student. Descriptions of each course offered by Spring Hill High School are provided. This guide should prove useful in the selection of courses for the 2018-2019 school year as well as in setting long-range academic goals. Information including graduation requirements, course descriptions, academic planning, and testing is provided.

Since decisions made now will greatly affect future endeavors, every possible consideration should be made. If you have any questions or concerns, please feel free to call the school and/or visit with the counselors.

Your continued support is welcomed and encouraged as we strive toward the vision for excellence in education.

Sincerely,

Rusty Robinett, Principal  
Melinda Tidwell, Assistant Principal  
Allison Bowles, Guidance Counselor  
Paige Childers, Guidance Counselor

*“Our vision is to be a premier school district focused on engaged learning and student success.”*

## Introduction

This booklet is designed to guide you in seeking the courses offered at Spring Hill High School in order to complete a desired program. Our school encourages students to give careful thought to their selection of courses in terms of graduation requirements and future goals. Students should consider courses that correlate with future career plans. Those who plan to attend college should select advanced academic courses that relate to their future college major or career goals. Those who do not plan to attend college should choose courses that will provide a broad academic background and the skills necessary to obtain career choices.

Students should involve teachers, parents, and counselors when making plans for high school and beyond. Students should discuss course selections with parents, and with the help of their grade-level counselor, prepare a written 4-year plan to serve as a guide while in high school and for the years immediately following graduation.

Over the course of each student's high school career, the guidance staff will make every effort to monitor the student's progress toward meeting state and local graduation requirements. However, it is the **student's responsibility** to be aware of current requirements for graduation from high school and to do everything in his/her power to meet those requirements. Parents **must** play a very active part in the student's future choices.

Course planning and registration should be taken very seriously. Students must select courses and programs that match their interests and academic abilities. Careful consideration should be given to the combination of courses selected and the demand on time for studying, practicing, performing, and/or competing. Our school counseling staff is available to help students and parents plan courses to meet state and local graduation requirements while meeting their career goals.

State approved high school plans are subject to change by the TEXAS EDUCATION AGENCY. Revisions to the information in this booklet are subject to the mandates of the Texas Education Agency and the policies of the Spring Hill I.S.D. School Board.

### NON-DISCRIMINATION

The Spring Hill Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the American with Disabilities Act.

### INTERNET INFORMATION

The Spring Hill ISD web site, [www.shisd.net](http://www.shisd.net), is an additional resource of important information for parents and students. STAAR EOC information, faculty pages, school calendar, and lunch menus are **some** of the items available on the site. Please check it for updates and links to other sites.

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# ACADEMIC INFORMATION

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## GENERAL INFORMATION

Graduation from Spring Hill High School signifies that a student has met the course requirements of the Texas State Board of Education and the Spring Hill Board of Education to include passing the required STAAR End-Of-Course exams that cover English language arts, mathematics, science, and social studies. The school counseling staff will make every effort to ensure that students are enrolled in the courses required for graduation. However, parents and students must share the responsibility for students being enrolled in the appropriate courses. Students can meet the credit requirements through one of several graduation plans. The specifics of each plan are listed in this guide. This course description guide has been written for an 8-period per day schedule.

## SCHEDULING

Students pre-enroll for classes during the spring of each school year. The master schedule and staffing decisions are based on that information. Therefore, requests for schedule changes after the master schedule has been set will be determined by principal or principal designee. Students have an opportunity to preview the schedule prior to the start of school and request a schedule correction due to data input error only. **Once classes start, there will be no schedule changes after the first full week of classes except for the cases listed below.**

Reasons for a schedule change include:

- Incorrect placement as determined by administration
- Balancing classes that are too large/small
- Moving from a weighted course to a regular course by teacher/parent request. A request to move from an AP/honors class must be made by the end of the 3<sup>rd</sup> week of school.

## ENROLLMENT

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, **proof of residence** (utility bill or lease agreement), and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: social security number, home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and phone number in case of emergency.

## CLASSIFICATION CREDIT

Students are classified once a year, on the first school day based on the following scale:

Freshman	less than 6 credits
Sophomore	at least 6 credits
Junior	at least 12 credits
Senior	at least 18 credits

## COURSE LOAD:

All students are required to enroll as full time students. A full time student must be enrolled in a minimum of six courses which are held on the SHHS campus (excluding students in the career preparation program). Early release/late start is available for seniors only who have passed all sections of relevant state assessments, are on track with their credits for graduation, and have obtained permission from the counselor/principal and their parent/guardian.

## **AWARDING OF CREDITS**

The State Board of Education has set 70 as a minimum passing grade. Spring Hill I.S.D.'s grading system is as follows:

A=90-100

B=80-89

C=70-79

F=69 and below (not achieving mastery / credit not earned)

I=Incomplete

SHHS operates on a semester system with each year being divided into two parts called semesters. A student earns one-half credit for each semester of each course successfully completed. Courses vary from one to two semesters in length.

Refer to the Course Descriptions section to determine the length of individual courses. Courses are listed as either: .5 or 1 credit.

A student may receive credit for a full year course if the average of the two semesters is 70 or above. If the average of the two semesters falls below a grade of 70, one semester must be repeated and a grade of 70 or above earned in the semester for which a grade below 70 was earned. If both semester grades are below 70, the course must be retaken in its entirety. A passing semester cannot be retaken to raise the score. Once a credit has been earned for a course, the course cannot be retaken for the purpose of improving the grade. If a duplicate course occurs on the academic history, the grade earned the first time the course was taken will stand.

Audited courses will not receive credit nor will any grade be published on the transcript. Once the semester has begun no student will be allowed to opt to enroll in an "Audited" course.

## **LOCAL CREDIT COURSES**

Local Credit courses are courses approved for credit beyond the required state credits. Local Credits do not count for GPA. These include Robotics and Automation beyond two credits, Peer Assistance, EOC Connections/Remediation, and UIL Math/Science.

## **TRANSCRIPT SEAL**

All Spring Hill High School graduates receive identical diplomas. The Academic Achievement Record (transcript) rather than the diploma records courses completed and is stamped with the state seal reflecting the graduation plan completed by the student. The transcript will reflect the completion of a Foundation or Distinguished graduation plan with the student's chosen endorsement. The graduation options and program planning options are explained in this guide. *A student may not receive a high school diploma or final transcript denoting the graduation date until the student has performed satisfactorily on the end-of-course assessments required by the state.*

## **GRADUATION PROGRAMS:**

Students entering Grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement. This program is approved by the State Board of Education and endorsed by the Texas Higher Education Coordinating Board as a course of study that will help you become college ready, career ready, or ready to enter the workforce. **All students entering SHHS will be automatically enrolled in the Distinguished Graduation Plan.** The Distinguished Graduation Plan is comprised of the Foundation Plan plus the completion of one endorsement. A student must earn the Distinguished level of achievement to be eligible for top 10% automatic admission to a Texas college or university. Students may only be placed on the Foundation

Graduation plan without earning an endorsement after the student completes the sophomore year by a committee comprised by the student's parent(s), the counselor, and the principal. The student and the student's parent or person standing in parental relation will be advised by their school counselor of the specific benefits of graduating from high school with one or more endorsements and signatures from the parent, student, counselor, and principal will be required to allow the student to graduate under the foundation high school plan without earning an endorsement.

### **GRADUATION CREDIT REQUIREMENTS**

The Spring Hill Independent School District requires that students accumulate the required number of state credits (26 for Distinguished Plan and 22 for Foundation Plan). Only students who have met the SHHS requirements (including passing the required state assessments) can participate in the graduation ceremony and receive a diploma. Students who meet all SHHS graduation requirements EXCLUDING passing the required statewide assessments may participate in the graduation ceremony, but will NOT receive a diploma until successful completion of all required statewide assessments.

### **CLASS RANK**

Class ranking shall be determined by dividing the number of accumulated grade points for all four years of high school by the number of courses for which final semester grades were earned. **The final scholastic ranking, which appears on the student's final transcript, shall be determined at the end of the final semester of grade 12.** Early class ranking (for the graduation ceremony only) shall be determined at the end of the 3<sup>rd</sup> nine weeks of grade 12 or the end of the 5<sup>th</sup> six weeks depending on the grading system in place at that time.

The following courses shall carry grade points and be included in the calculation for class ranking: English 1(regular and Pre-AP), English 2(regular and Pre-AP), English 3(regular and AP), English 4(regular and AP), Business English, Algebra I(taken in high school), Geometry(regular and honors), Financial Math/Math Models, Algebra 2(regular and honors), Independent Study in Math 1 or 2 (if used as a 4<sup>th</sup> or 5<sup>th</sup> Math Credit), Pre-Calculus, AP Calculus, TSI Math, Biology, AP Biology, AP Chemistry, Integrated Physics & Chemistry, Chemistry(regular and advanced), Physics(regular and honors), Anatomy & Physiology, Astronomy, Forensic Science, World Geography(regular and Pre-AP), World History(regular and AP), US History(regular and AP), Government(regular and AP), Economics(regular and AP), Spanish 1,2,3(taken in high school), AP Studio Art(Drawing or 2D Design) and all Dual Credit College Courses that substitute for a core-course listed above: (HIST1301/HIST 1302, ENGL1301/ENGL1302, GOVT2305, ECON2301)

### **TOP TEN PERCENT – VALEDICTORIAN - SALUTATORIAN POLICY:**

The valedictory and salutatory honors shall be awarded only to those students who have attended Spring Hill High School their entire third and fourth academic school year and completed the Distinguished Graduation Plan. In order for students to qualify for the top 10%, they must be enrolled in SHHS their entire senior year.

\*Spring dual credit college courses will not be used to determine VAL, SAL or top 10% for the graduation ceremony because they are not yet completed at the time of early ranking.\*

Students wishing to pursue valedictory or salutatory honors must successfully complete the Distinguished Graduation Plan and complete a mathematics sequence including Algebra 2.

**RECORD OF COURSES AND CREDITS EARNED:** This is the official record of a student's high school achievement regarding courses completed, grades earned, and credits awarded. All courses completed in grades 9-12 and before grade 9 for high school credit are recorded (19TAC§74.26(b)).

Students from non-public, out-of-state, or out-of-country schools may have transcripts that record letter grades or that indicate awarded credit for courses with grades lower than the Texas passing standard of

70. These transcripts may also indicate awarded credit for courses that do not exactly correlate with a Texas course title. The receiving school district must evaluate the transcript to determine the appropriate recording of the students' grades and award of credits in accordance with the standard utilized in the receiving Texas district (19TAC§74.26(a)(2)). Districts must determine the proper placement of and award of credit to these students based on the evaluation of the students' transcripts. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit (19TAC§74.26(c)).

**Class rank, course weights, grade point scale, and related topics are determined by local school board policy.**

**HOME BOUND STUDENTS:** Students that have been placed in 504 General Education home bound beyond the beginning of a natural semester (August or January) will continue their current course schedule until the end of the semester they are enrolled. If this schedule includes Honors, Advanced, Pre-AP, Dual Credit, or AP Courses and the student's placement in home bound will continue beyond the end of the natural semester, the student will be required to have a schedule change and be placed into regularly weighted courses due to the rigor, expectations, requirements and training needed by instructors/staff to deliver the elevated coursework adequately.

### **TRANSFER STUDENTS**

**A student who transfers into SHHS with higher level course credits weight shall receive similar credit weight counted toward the GPA, according to the list of advanced credit courses offered at SHHS and the grade point scale used for credit earned at SHHS. (i.e. weighted credit will only be awarded to courses transferred that are currently offered at SHHS)**

**Spring Hill Alpha Grades to Numeric Grade Conversion** (to be used if no conversion is supplied by previous school)

A+ =98, A=95, A- =92, B+=88, B=85, B- =82, C+=78, C=75, C- =72, D=70, F=65

SHHS administrators and counselors will evaluate the transcript to determine the appropriate recording of the students' grades and award of credits. CLASS RANK, COURSE WEIGHTS, GRADE POINT SCALE, and related topics are determined by local school board policy. Your child's class rank, GPA, and credits will be determined by the Spring Hill High School policy.

### **JUNIOR HIGH SCHOOL COURSES**

Courses taught at the junior high level, using high school Texas Essential Knowledge and Skills (TEKS) count for high school credit and meet high school requirements for graduation. Junior high school courses designated for high school credit on an official transcript from an accredited school will be accepted for credit. **Classes taken at the Junior High School are for credit only and do not count toward class rank, grade point average (GPA), or eligibility for the National Honor Society.** Only the following courses are considered for high school credit: Algebra I, Spanish I, Keyboarding ½, and Health ½.

## **SHHS GRADING SCALE**

The GPA is the cumulative numerical average of final semester grades earned for completion of a high school diploma. The GPA provides a profile of a student's overall performance in high school.

Numerical Grade	G.P.A Equivalent	Numerical Grade	G.P.A Equivalent	Numerical Grade	G.P.A Equivalent
100	4.0	90	3.0	80	2.0
99	3.9	89	2.9	79	1.9
98	3.8	88	2.8	78	1.8
97	3.7	87	2.7	77	1.7
96	3.6	86	2.6	76	1.6
95	3.5	85	2.5	75	1.5
94	3.4	84	2.4	74	1.4
93	3.3	83	2.3	73	1.3
92	3.2	82	2.2	72	1.2
91	3.1	81	2.1	71	1.1
				70	1.0

### **Advanced Credit:**

Advanced credit courses are given different weight amounts for the semester grades – only in overall GPA. **This weight difference is not recorded on the report card, or transcript, but is automatically calculated in the computer when figuring the grade point average at the end of each semester.**

The following courses are state approved Advanced Courses: AP Calculus (AB), AP English Literature, AP English Composition, AP Economics, AP US Government, AP Art, AP Biology, AP Chemistry, AP World History, and AP US History.

Locally approved advanced courses: Pre-AP English I, Pre-AP English II, Pre-AP World Geography Honors Geometry, Honors Algebra II, Pre-Calculus, Pre-AP Biology, Pre-AP Chemistry, Honors Physics, and Spanish III.

The following college course work for high school credit (dual credit courses) will be considered advanced credit: HIST 1301/1302, ENGL 1301/1302, MATH 1314/1342, GOVT 2305, and ECON 2301

**Pre-AP, Honors, Dual Credit or AP courses receive the weighted points if and only if the student earns a minimum of a 70 average for the semester.**

**Weight for Advanced Credit Courses (that are not AP):** Students taking a locally approved advanced credit course or an approved college academic course for high school credit will earn an additional +1-point towards the grade point average.

Example: A student's average in Pre-Calculus is 93, which is equivalent to a GPA of 3.3.

Adding 1 point for the advanced course designation brings the GPA to 4.3 for this course.

### **AP Courses:**

For students entering high school beginning with the freshman class of the 2010-11 school years and thereafter, the following weighted system will apply for all AP courses taken at Spring Hill High School: Two (+2) additional grade points will be awarded for the successful completion of each AP class in which they are enrolled. No additional points are awarded on the basis of the AP Exam score.

Example: A student's average in AP English Language is 93. In English III, this would result in 3.3 grade points. Because of the AP designation it becomes 5.3 grade points.

HB1992 requires all Texas public colleges and universities to award credit to students who submit scores of 3 and higher on AP Exams. This applies to entering freshman at Texas public institutions of higher education beginning in the fall of 2016. For out of Texas colleges/universities...to find out if

your college will accept a 3, 4, or 5 and which courses you will get credit for, log on to [www.collegeboard.com/ap/creditmap](http://www.collegeboard.com/ap/creditmap). Click on “AP Credit Policy Info”, and type in your college’s name, click on the college, and click on “Click here for this Institution’s AP Credit and placement policy on the web.”

**SUMMER SCHOOL CREDIT/CREDIT RECOVERY:** Spring Hill High School traditionally offers a summer school program each summer and opportunities for credit recovery during the school year. Students interested in attending summer school should contact the school counselor or the school offering such a program for information. Necessary prior approval for credit in these courses may be obtained through the principal or counselor of your school. High school summer courses and credit recovery classes are not averaged in with previously earned Spring Hill High School grades – they stand alone. Summer school/credit recovery grades are not included in the students G.P.A.

**TRANSCRIPTS:** Academic Achievement Records will be given to upperclassmen at the beginning of the school year. Ninth graders will not be ranked until the completion of their first year in high school. Class rank and GPA will be updated at the end of each semester. Current year graduating seniors will have transcripts mailed/electronically sent to the school(s) of their choice and have 2 copies placed in their file. After this supply has been exhausted, there will be a \$1.00 charge for each additional copy. Former students, beyond 1 year from graduation, will be charged \$5.00 per each copy of their transcript.

#### GRADUATION REQUIREMENTS-ALL HIGH SCHOOL STUDENTS

SUBJECT AREA	FOUNDATION PLAN	DISTINGUISHED PLAN
ENGLISH LANGUAGE ARTS: English 1, 2, 3, 4, Business English, KJC ENGLISH 1301/1302	4 credits	4 credits
MATH: Algebra 1, Geometry, Financial Math, Algebra 2 or Algebra 1, Geometry, Algebra 2, Pre-Calculus, Ind.Study Math, TSI Math, KJC 1314/1342	3 credits	4 credits: Algebra 2 required
SCIENCE : Biology IPC, Chemistry or Physics A 3 <sup>rd</sup> or 4th credit from the following: Chemistry, Physics, Anatomy & Physiology, Astronomy, Forensic Science, AP Biology, AP Chemistry	3 credits:	4 credits
SOCIAL STUDIES: World Geography, World History, US History, US Government , Economics	4 credits	4 credits
FOREIGN LANGUAGE: Spanish I, Spanish II or Spec. Topics in Lang & Culture	2 credits	2 credits
PHYSICAL EDUCATION: May include Athletics or PE; can substitute Drill Team, marching band, cheerleading.	1 credit	1 credit
HEALTH ½	½ credit (local requirement)	½ credit (local requirement)
SPEECH Professional Communications ½	½ credit (local requirement)	½ credit (local requirement)
FINE ARTS : Art, Band, Theater, Dance	1 credit	1 credit
Lab Based Technology: Business Information Management Digital Media	1 credit (local requirement)	1 credit (local requirement)
ELECTIVES	2 credits	4 credits
<b>TOTAL</b>	<b>22 credits</b>	<b>26 credits</b>
<b>EOC REQUIREMENTS:</b> <b>English 1, English 2, Algebra 1, Biology, US History</b>	Must Meet “Approaches” Grade Level Performance	Must Meet “Approaches” Grade Level Performance

## Performance Acknowledgements

A student may earn a performance acknowledgement on the student's diploma and transcript for outstanding performance:

- In a dual credit course (at least 12 hours [4 classes] of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher on a scale of 4.0 or an associate degree while in high school)
- A score of three or above on a College Board Advanced Placement examination
- 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;
- Earning at least a 410 on the evidenced based reading and writing section and 520 on the math section on the SAT or earning a composite score on the ACT of 28 (excluding the writing section)
- For earning a nationally or internationally recognized business or industry certification or license (performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or performance on an examination sufficient to obtain a government-required credential to practice a profession)

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## TESTING

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### STATE TESTING REGULATIONS

Students will be required to take a series of 5 STAAR EOC assessments. This will include: Algebra 1, English 1, English 2, biology, and U.S. history. Students who fail a STAAR EOC test must take the appropriate remedial/connections course or attend tutorials to prepare for each retesting opportunity. Students will have multiple opportunities to retest any of the EOC assessments where the "Approaches Grade Level" standard is not met. Retesting opportunities occur in June and December.

### PSAT/NMSQT

This test is designed to test the verbal and mathematical skills of students. It is taken in preparation for the SAT during the junior year; however, tenth grade students are encouraged to take the test for practice. National Merit Scholarships are available if the student's junior level scores qualify him/her as a finalist. The test is given in October of each school year. **A student must take the PSAT to qualify for National Merit Scholarships.**

### ACT/SAT

Most colleges and universities require one of two major entrance exams: the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). It is recommended that students begin these tests in the spring of the junior year. Check online or the registration booklets for the test dates and test locations.

### ASVAB

The Armed Services Vocational Aptitude Battery is a free aptitude assessment and career interest inventory available to students in grades 11 and 12 during the fall semester. It is an aptitude test and relates to specific occupations in civilian and military life as well as provides an academic ability score. See also: <https://www.asvabprogram.com/>

## **TEXAS SUCCESS INITIAITVE (TSI) ASSESSMENT**

The TSI Assessment is a test that must be taken by students who enter Texas public colleges to prove College Readiness – Passing Standards: Math (350); Reading (351); Writing 340 (5 on the essay or 4 on the essay with score of 340 on writing)

### **TSI exemptions: (For enrollment in the Junior Year, Senior Year and Beyond)**

**ACT:** A composite score of 23 with a minimum of 19 on both the English and mathematics sub-tests

**SAT:** A minimum of a 480 on the evidence based reading and writing test and a minimum of a 530 on the mathematics test. There is NO combined score.

**AP EXAMS** - These exams are given at the end of college level advanced courses in May of each school year at SHHS. **Students enrolled in AP Calculus, AP Biology, AP Chemistry, AP US History, AP World History, AP English III, AP English IV, AP Economics, AP Government, AP Art will be required to take the AP exam given in the spring.**

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# EARLY GRADUATION INFORMATION

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## **SPRING HILL HIGH SCHOOL EARLY GRADUATION APPLICATION – JUNIOR GRADUATES Administrative Procedures**

The Board will accept modification of the four year attendance requirement for high school graduation provided the student has satisfactorily completed the requirements for graduation as set forth by Spring Hill ISD and the Texas Education Agency.

Students planning to graduate early must notify their school counselor by January of their sophomore year. Making this decision by this deadline will permit the student to work with his/her counselor to develop a plan. If you are interested in Early Graduation, thinking ahead to possible high school schedules and making sure that you have or will take the requisite courses to complete Early Graduation as a junior would be beneficial. Families of students may need to have discussions prior to high school about student academic and maturity factors as well as financial issues that incur as a result of a student entering college early.

Before completing this form the student must meet with his/her counselor to review credits and determine what courses and credits are required to complete the student's high school graduation requirements. The student and parent will also sign this form indicating their agreement with this application. Student and parent will also sign an additional Early Graduation Contract before the High School Principal will approve the application.

### **Requirements for Early Graduation:**

1. Student must have an overall GPA of 3.0 at the time of application.
2. Student must graduate on the Distinguished Graduation Plan with Endorsement earning a minimum of 26 credits.
3. Student must have passed all five End-Of-Course Exams {English 1, English 2, Algebra 1, Biology, & US History} by the graduation date.
4. Student must be in good standing with credits and all attempted EOC exams.
5. Student must present letter of intent to principal by January of spring semester.
6. Student's letter of intent must outline and include a plan of action to earn the required 26 credits.

Year of Graduation \_\_\_\_\_ Current School Year \_\_\_\_\_

NAME OF STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE: \_\_\_\_\_

PROJECTED TOTAL CREDITS AT THE CONCLUSION OF SOPHOMORE YEAR: \_\_\_\_\_

Student must submit an additional page explaining career goals in relation to their need for acceptance of an Early Graduation request. The application will be incomplete without completion of this section. Student should list colleges applied to or applying to and intended major. If student is seeking

employment, the anticipated career should be listed as well as the name of companies that the student is applying to for work.

COLLEGE PLANS - List colleges applying to, intended major(s), and how early graduation will help you reach this goal: \_\_\_\_\_

EMPLOYMENT PLANS - List interested careers, current training, and how early graduation will help you achieve a successful career \_\_\_\_\_

Academic credit check: A cumulative GPA of 3.0 is required to apply for early graduation, with no lower than a "C" on any course listed on the high school transcript to date. With your "additional page of support" please include:

- Document reasons for early graduation that align with post-high school plans and include the remaining required courses that the student will pursue.
- Post-secondary plan outlining the student's educational and/or employment goals for the year beyond high school graduation. This plan may be part of the student's formal letter.
- A tentative final school year schedule
- Parent/guardian permission form for early graduation, which must be completed by the last day of the student's sophomore year. This form is returned to the principal.
- Parent/guardian and student request a conference with the counselor, principal, student and parent/guardian after the permission form is completed.(summer prior to junior year)

**Additional Information:**

- Student will be a graduating junior.
- Student will be class ranked with his/her junior classmates.
- Student will forfeit the opportunity to become the Valedictorian or Salutatorian. These positions will be for eight-semester graduates.
- If you graduate early, you will receive the same diploma as any other graduate from your high school. Your transcript won't have any special indication that you graduated early, other than the fact that it contains fewer semesters than a typical high school transcript.
- It will be the student's responsibility to obtain any information provided to graduating seniors during senior meetings (cap and gown ordering, graduation ceremony details, submitting all required graduation forms to the office staff).
- Student will not be afforded the rights and privileges of a graduating senior. These rights can include but are not limited to:
  - Senior privilege days
  - Senior exemption policy
  - Senior Celebration participation
  - Senior walk through
  - Mr./Miss. Spring Hill honor
  - Homecoming Queen / senior court
  - Scholarship opportunities afforded to "seniors" only
  - Senior Composite

To the Principal of Spring Hill High School: Regarding the early graduation of \_\_\_\_\_, we, the parent/guardian of the student named, have discussed the pros and cons of early graduation from high school. After discussing this issue with our child and reviewing the requirements, we request that our student be allowed to graduate early, upon completion of all requirements.

I, \_\_\_\_\_, hereby request the privilege of graduating from high school after three years (six semesters) of attendance. I assume full responsibility for meeting all the requirements and deadlines. My parent/guardian approves my plan and will set up a conference with my counselor.

*NOTE: It is the parent/guardian's responsibility to contact the student's counselor to schedule this conference.*

\_\_\_\_\_  
Student's signature \_\_\_\_\_ Date

\_\_\_\_\_  
Parent(s) Signature \_\_\_\_\_ Date

\_\_\_\_\_  
Counselor's Signature \_\_\_\_\_ Date

Committee's Recommendation Granted \_\_\_\_\_ Denied \_\_\_\_\_

APPROVED: Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Principal's Signature \_\_\_\_\_ Date

COMMENTS:

Student notified: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Notified: \_\_\_\_\_ Date: \_\_\_\_\_

Early Graduation Contract Returned: \_\_\_\_\_

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## NON-TRADITIONAL CREDIT

- ★ CREDIT BY EXAM, CORRESPONDENCE
  - ★ DUAL CREDIT
  - ★ HOME SCHOOLING, CREDIT RECOVERY
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### ADDITIONAL WAYS TO EARN CREDIT

In addition to regular course offerings, alternate programs and courses provide an enriching experience and credit. Following is a list of these additional programs. Consult with a counselor for more detailed information.

#### CREDIT BY EXAM

Credit by exam is a criterion-referenced test that evaluates your mastery of the currently approved TEKS for a particular subject or grade level. The exam is taken through Texas Tech University and the applications can be obtained and approved in the counselor's office. All grades will be recorded on the student's transcript and computed in the credits toward graduation. Students are responsible for the fees which are established by the university. Credit by exam will not affect class rank. Fees are the responsibility of the student.

Credit by Exam may be taken for the following two types of credit.

- **Placement Credit:** This exam is designed as an option for those students who did not receive credit but have had prior formal instruction in a course (credit must not have been lost due to absences and the final course grade must have been 69 or below). Upon successful completion of the exam, unit credit is given. A minimum of 70% must be earned for placement credit.
- **Acceleration Credit:** This exam is taken to place out of a subject in which you have not had prior instruction or experience. The Texas Education Agency and the counselor approve these examinations. Upon successful completion of the exam, unit credit is given. A minimum of 80% must be earned for acceleration credit.

## **CORRESPONDENCE COURSES**

Students may enroll in correspondence study courses through Texas Tech University. Students may apply through their counselor. Fees and textbooks are the responsibility of the student. Self-discipline will be necessary to complete the lessons and take the final exam within a required time frame. Texas Tech provides courses which can help the student earn secondary credit in a flexible way. Secondary courses are written and graded by Texas-certified classroom teachers. Courses for high school credit (only) may be taken for advance credit or for credit recovery if the student has previously failed the course.

## **DUAL CREDIT:**

Students who have met the criteria set forth in the following Dual Credit Policy along with permission from the Principal and the counselor may be granted high school credit for college courses taken at Kilgore College in order to fulfill the credits required for high school graduation. Students must meet the college's requirements of early admission and all other policies of the college. The grade must be a minimum of "70" to qualify for high school credit. All students who enroll in dual credit classes on SHHS campus will also be enrolled in the accompanying study hall class that will meet on the days of the week that the dual credit class does not meet. Assignments will be made and grades will be reported as a part of the study hall class. Only local credit will be earned for the study hall class. These local credit grades are a part of UIL eligibility.

### **SPRING HILL HIGH SCHOOL DUAL CREDIT POLICY:**

**It has been our experience that students who have had lower high school grades may not be successful in the college dual credit courses. College Readiness must be proven prior to registration into any dual credit course. (TSI, ACT, SAT)**

#### **ALL STUDENTS:**

- Must complete the required forms and all dual-credit courses must be initiated through the student's grade level counselor
- Grades earned will be calculated as a 5.0 (or +1 on the GPA) as long as you pass for the semester with a 70 or higher.
- The student or parent will pay all costs associated with taking the college course including all books/fees etc.
- The college will provide the district with a numerical grade for the high school transcript and this numerical grade will be posted on the transcript.
- College dual credit course grades stand alone! **THEY DO NOT AVERAGE.**
- College summer courses must not conflict with the SH school calendar.(NO MAY MINIS OR CHRISTMAS MINIS ARE ALLOWED)
- A minimum grade of 70 shall be required to earn high school credit.
- Once a student has chosen to enroll in a dual credit course, he/she **WILL NOT** be allowed to return to the Spring Hill High School regular curriculum past the 1<sup>st</sup> nine-weeks or first marking period of the current semester. The college numeric withdrawal grade will be the entry grade and the student will not receive any additional points added to the withdrawal grade or GPA. It will be of no consequence that the withdrawal grade was earned as a result of the student being enrolled in a dual credit college course. There will be NO additional points given. The **No Pass No Play** rule will be in effect for the entire grading period should the withdrawal grade be a failing grade below 70 percent. The student would then be responsible for bringing the average up to a passing grade of 70 or higher in order to receive the credit for the course
- All students who enroll in dual credit classes on SHHS campus will also be enrolled in the accompanying study hall class that will meet on the days of the week that the dual credit class does not meet. Assignments will be made and grades will be reported as a part of the study hall class. Only local credit will be earned for the study hall class. These local credit grades are a

part of UIL eligibility.

- **College Early Admission Policy** - Dual credit courses are designed for students who exhibit exceptional academic ability and the student must have at least junior year high school standing (12 credits minimum)
- High school students shall not be enrolled in more than 3 dual credit courses per semester.
- Discipline – The student must adhere to all college policies and regulations contained in the catalog, student code of conduct or student handbook.
- **Acceptance of credit by transfer to another institution is left to the discretion of the receiving institution.**

**Texas Success Initiative (TSI)** (See Above Information on TSI)

### **Prior to Enrollment ...**

- Check the school calendars of both the college and SHISD determining no conflicts
- Review your high school graduation plan and academic history (transcript) to verify the need for dual credit classes.
- Contact your college/university that you plan to attend to get their Dual Credit Transfer Policy.
- Student & Parent sign the Dual Credit Contract and submit to the counselor.
- Notify counselor of intent to take Dual Credit(Special permission is required from both SHISD and the college)
- Complete the application for admission to Kilgore College (www.kilgore.edu)
- Counselor, student and parent completes and signs the college's Dual Credit Registration Form
- Payment must be made to the college prior to deadline
- The college will submit numerical grades to SHHS at the end of the semester
- A final transcript from SHHS for graduating seniors will be submitted to the college in June
- Graduating seniors will need to request an official transcript from Kilgore College to be sent to the transferring college/university at the end of the year.

### **Pros of Dual Credit ~**

Performance Acknowledgement measures can be earned by making a grade of 80 or higher in an academic dual credit class for a total of 4 classes.

Rising College Cost - Colleges and universities will continue to raise tuition/fees. Dual Credit will enable students to pick up college hours while in high school allowing parents to spread out the cost of a college education.

Students are more likely to continue and complete college studies.

Students are exposed to the environment of junior college vs. university setting (smaller student/teacher ratio)

Students become accustomed to college instructors' expectations.

Students step up to meet the requirements of college courses.

Parents save the expense of room and board for those college hours.

### **Cons of Dual Credit~**

College Class/ College rules/ zero tolerance...you are at the mercy of the professor and the rules of the college.

Late work is not accepted - College teachers will not allow make up tests/quizzes or late work for absences due to high school activities (i.e.-playoff games, weather related incidences, illness etc.)

No progress reports are available, no parent communication with teacher about student progress

Parents are out of the loop (Colleges talk with and only deal with the student/Instructors do not like parents contacting them/Parents cannot request transcripts/Parents cannot request grades or grade reports or have conferences with the teacher(s))

Failure of course will jeopardize graduation since all dual credit courses are required courses for graduation.

The following courses are available for dual credit: (Course numbers are subject to change). Check with your High School Counselor for more information.

	<u>KJC Course</u>	<u>KJC Credit</u>	<u>SHHS Course</u>	<u>SHHS Credit</u>
Jr/Sr	HIST 1301	3 hours	U.S. History	.5 credit
Jr/Sr	HIST 1302	3 hours	U.S. History	.5 credit
Senior	ENGL 1301	3 hours	English IV	.5 credit
Senior	ENGL 1302	3 hours	English IV	.5 credit
Senior	GOVT 2305	3 hours	Government	.5 credit
Senior	ECON 2301	3 hours	Economics	.5 credit
Jr/Sr	*PSYC 2301	3 hours	Psychology-elective	.5 credit
Jr/Sr	*SPCH 1315	3 hours	Professional Communication	.5 credit

**KJC WEB DELIVERY ONLY DURING SCHOOL YEAR: (ONE PERIOD)**

- ▶ ECON 2301 replaces high school Economics
- ▶ TEXAS GOVT 2306 – Early College Admission ONLY \*
- ▶ MUSIC APPREC 1306 – Early College Admission ONLY \*
- ▶ ART APPREC 1301 – Early College Admission ONLY \*
- ▶ SPEECH 1315 – replaces high school Professional Communications \*
- ▶ PSYCH 2301 – replaces high school Psychology\*
- ▶ MATH 1314 (college algebra)/ MATH 1342(statistics)– counts as a 4<sup>th</sup> math beyond Algebra 2 and will be listed on the transcript as Independent Study in Math II

	<u>LeTourneau Course</u>	<u>LETU Credit</u>	<u>SHHS Course</u>	<u>SHHS Credit</u>
Fresh.	*HLSC 2921	1 hour	Princ. Of Health Science	1 credit
Soph.	*HLSC 2033	3 hours	Medical Terminology	1 credit

**\*These courses will not be figured into the overall grade point average (GPA) as they are considered electives.**

**East Texas Manufacturers Academy: (SENIORS)** Beginning in August 2018 the East Texas Manufacturers Academy will offer two dual credit pathways. More details to be available prior to the end of each school year. See your counselor.

**Morning Session: 7:30 am – 10:30 am or Afternoon Session 1:00 – 4:00**

1. Precision Machining Technology – (delivered by TSTC)
2. Instrumentation & Electrical – (delivered by Kilgore College)

**HOME SCHOOLING**

Spring Hill ISD **does not recognize home school grades** as a method by which students can earn state required credits. Students that return to SHISD from a home school setting will be required to show mastery of curriculum recognized by the Texas Education Agency (TEA) and supported by the Texas Essential Knowledge and Skills (TEKS.) Those entities are as follows:

- TTUISD – Texas Tech University ISD - <https://www.depts.ttu.edu/ttuisd/>
- TXVSN –Texas Virtual School Network - <https://www.txvsn.org/>
- UT High School Online - <https://highschool.utexas.edu/>
- TEPSAC - The Texas Private School Accreditation Commission - <http://www.tepsac.org/#/home>

If coursework was completed at an entity other than the afore mentioned TEA recognized establishments, students will enter the district through previous credits earned from public school attended (if any) and take a credit by exam through TTUISD for each semester of the courses taken

outside of the recognized entity. Additionally, STAAR end of course exams for Algebra 1, English 1, English 2, Biology, and US History are graduation requirements.

Students entering the district from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal or other administrator, pending receipt of official recognized academic records.

### **CREDIT RECOVERY**

The Credit Recovery Program is a part of dropout prevention at Spring Hill High School. SHHS currently uses the Edgenuity curriculum to provide credit recovery options for students. The program is designed to allow students to learn the material and gain credit in a previously taken course in which credit was not earned. The principal, assistant principal, counselor, teacher or parent may recommend students for enrollment in the program. Students may request to participate in the program. These classes do not count toward class rank.

## **LANGUAGE ARTS**

**COURSE TITLE:** English I

**GRADE PLACEMENT:** 9

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Literature, composition, and grammar will be studied in the fused approach during the first year course of the secondary language arts program. Traditional grammar usage skills, sentence and paragraph development, and the literary components of the novel, short story, poetry, and drama will be emphasized. Objectives from the Texas Assessment of Knowledge and Skills Program will be used as a basis for the instruction of writing skills as well as reading skills. A comprehensive vocabulary study and library skills will also be included in the English I Program.

**COURSE TITLE:** PRE-AP English I

**GRADE PLACEMENT:** 9

**PREREQUISITE:** Teacher's recommendation

**CREDIT:** 1.0

**DESCRIPTION:** The core curriculum of Pre-AP English I provides a thorough study of writing, language, literature, and reading concepts and skills including the following essential elements: a review and expansion of grammar, usage, and mechanics skills in the use of well-formed sentences and appropriate words to convey intended meaning; practice in composing descriptive, narrative, and expository multiple paragraph compositions; use of literary terminology; experience in analyzing and interpreting a variety of literary selections; responding to literature in creative ways; word study for vocabulary enrichment; use of reference materials for research. **All students must complete summer reading assignment and be prepared to test over summer reading on the first day of class.**

**COURSE TITLE:** English II

**GRADE PLACEMENT:** 10

**PREREQUISITE:** English I

**CREDIT:** 1.00

**DESCRIPTION:** An emphasis of literature, composition, grammar skills, and vocabulary will be studied in the second course of the secondary language arts program. Short stories, novels, poetry, as well as a Shakespearean play will be the emphasis for literature. Development of the longer paper using the writing process will be introduced in composition. Traditional grammar usage skills will be reviewed. A continuing study of library skills will be given. SAT Vocabulary words will be studied throughout the year as well as the SAT format for college testing.

**COURSE TITLE:**               **PRE-AP English II**  
**GRADE PLACEMENT:**       10  
**PREREQUISITE:**             English I, teacher’s recommendation  
**CREDIT:**                     1.00  
**DESCRIPTION:**             The Pre-AP English II course will include the following essential elements: writing concepts and skills which will provide the student with opportunities to write descriptive, narrative, expository and argumentative essays and to complete an original research project; language concepts and skills which include recognition and use of analogies, connotative language, propaganda devices, and expanded vocabulary (including SAT enrichment); literary concepts and skills which will incorporate interpretation of imagery, evaluation of style, and creative responses to what is read. **All students must complete summer reading assignment and be prepared to test over summer reading on the first day of class.**

**COURSE TITLE:**               **English III**  
**GRADE PLACEMENT:**       11  
**PREREQUISITE:**             English I and II  
**CREDIT:**                     1.00  
**DESCRIPTION:**             All essential knowledge and skills required for English III will be met in this course. Grammar and composition skills that have been previously learned will be reviewed. A survey of American literature is the emphasis for the literary study, which includes fiction, poetry, drama and various other types of American literature. Students will be engaged in the critical reading and analysis of literature through its language, characters, action, themes, structure, meaning, and value. Writing assignments will include practice in exposition, argument, critical analysis, personal narrative, and fictional or poetic forms. Students are instructed in research writing, and a detailed research paper is required. An emphasis will be placed on test-taking strategies and vocabulary for the ACT and SAT college entrance exams.

**COURSE TITLE:**               **AP English III**  
**GRADE PLACEMENT:**       11  
**PREREQUISITE:**             English I and II, teacher’s recommendation  
**CREDIT:**                     1.00  
**DESCRIPTION:**             The AP English III course is designed to build your skills in analyzing the reasoning and the expression of ideas in prose passages and asks you to demonstrate your skill in composition by writing essays in various rhetorical modes. This course is intended to prepare the student to be successful on the AP Exam offered by the College Board in the spring. Students are **required** to take the AP Exam. **All students must complete summer reading assignment and be prepared to test over summer reading on the first day of class.**

**COURSE TITLE:**               **English IV+**  
**GRADE PLACEMENT:**       12  
**PREREQUISITE:**             English I, II, III  
**CREDIT:**                     1.00  
**DESCRIPTION:**             Grammar and usage skills will be reviewed along with continuation of vocabulary development. A survey in British literature is the emphasis for the literary study. A continuing study of composition skills will include the pre-writing, writing, and revising stages. The student will also be introduced to critical analysis writing.  
+Dual Credit: KJC ENGL 1301 & 1302 to total six credit hours.

**COURSE TITLE:** **Business English**  
**GRADE PLACEMENT:** 12  
**PREREQUISITE:** English I, II, III  
**CREDIT:** 1.00  
**DESCRIPTION:** In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

**\*THIS COURSE IS NOT ON THE LIST OF APPROVED COURSES WITH THE NCAA.**

**COURSE TITLE:** **AP English IV**  
**GRADE PLACEMENT:** 12  
**PREREQUISITE:** English I, II, III, and teacher's recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** The AP English IV course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become 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 effective writing. This course is intended to prepare the student to be successful on the AP Exam offered by the College Board in the spring. Students are **required** to take the AP Exam. **All students must complete summer reading assignment and be prepared to test over summer reading on the first day of class.**

## **MATHEMATICS**

Students are encouraged to purchase a graphing calculator for use in all of their mathematics courses, STAAR/EOC assessments, and college entrance exams. This investment will be valuable throughout high school and into college. Classroom calculators are available for check out from the library.

**COURSE TITLE:** **Algebra I**  
**GRADE PLACEMENT:** 9  
**PREREQUISITE:** None  
**CREDIT:** 1.00  
**DESCRIPTION:** This course builds on the student's previous experiences in mathematics and provides the student with the necessary background to obtain success in high mathematics. It introduces the students to concepts and skills involving operations with real numbers and properties of real numbers. It deals with linear equations and inequalities in one and two variables. It introduces the student to concepts and skills associated with polynomials, rational expressions, and quadratic equations. It also introduces the student to the properties of roots and operations with radicals.

**COURSE TITLE:** **Geometry**  
**GRADE PLACEMENT:** 9-10  
**PREREQUISITE:** Algebra I  
**CREDIT:** 1.00  
**DESCRIPTION:** Geometry is the study of shapes and logical thinking. Finding areas, volumes, and preparing formal proofs are presented. The Pythagorean Theorem is stressed as well as properties of special right triangles. Also, properties of quadrilaterals, triangles, parallel lines, circles, similarity, ratio and proportion are important in this class. There are special student projects and worthwhile films that help students realize mathematical applications in daily living.

**COURSE TITLE:** **Honors Geometry**  
**GRADE PLACEMENT:** 9 - 10

**PREREQUISITE:** Algebra I with a minimum grade of 85 and Teacher Approval  
**CREDIT:** 1.00  
**DESCRIPTION:** Geometry is the study of shapes and logical thinking. Finding areas, volumes, and preparing formal proofs are presented. The Pythagorean Theorem is stressed as well as properties of special right triangles. Also, properties of quadrilaterals, triangles, parallel lines, circles, similarity, ratio and proportion are important in this class. There are special student projects and worthwhile films that help students realize mathematical applications in daily living. This course is taught at a more in-depth and advanced pace than the Geometry course and prepares students for success in Honors Algebra II.

**COURSE TITLE:** **Financial Mathematics**  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Algebra I, Geometry  
**CREDIT:** 1.00  
**DESCRIPTION:** Financial Mathematics is intended to reinforce and broaden the skills acquired in Algebra I and Geometry and stretch students' knowledge toward topics studied in Algebra II. The primary purpose of the course is about personal money management. Students will apply critical thinking skill to analyze personal financial decision based on current and projected economic factors. Students use technology to collect, display, and interpret information.  
**\*THIS COURSE IS NOT ON THE LIST OF APPROVED COURSES WITH THE NCAA.**

**COURSE TITLE:** **Algebra II**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Algebra I, Geometry, & Math Models  
**CREDIT:** 1.00  
**DESCRIPTION:** This course includes polynomials, graphing linear equations and inequalities on a coordinate plane, defining and solving systems (2 equations, 2 unknowns), simplifying rationales and radicals, and solving polynomials by factoring or quadratic formula.

**COURSE TITLE:** **Honors Algebra II**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Algebra I, Honors Geometry with a minimum grade of 85 & Teacher Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** This course includes polynomials, graphing linear equations and inequalities on a coordinate plane, defining and solving systems (2 equations, 2 unknowns), simplifying rationales and radicals, and solving polynomials by factoring or quadratic formula. This course is taught at a more in-depth and advanced pace than the Algebra II course and prepares students for success in Pre-Calculus.

**COURSE TITLE:** **Pre-Calculus**  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Algebra II with a minimum grade of 85, Teacher Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** Pre-Calculus is a combination and a culmination of your high school math courses thus far. You will recognize the need to recall concepts from geometry and algebra. Some of your topics of study will include: solving and graphing both linear and quadratic equations; solving systems of both equations and inequalities; working in both the complex number system and the polar coordinate system; finding roots of higher polynomial equations; logarithms; analytic geometry. This will include finer revisions of circles, hyperbolas, ellipses, and parabolas, trigonometric functions (sin,

cos, tan, their reciprocals, and of course proving various trig identities). You will also solve the special right triangles, find the area of any triangle, and use the laws of sines and cosines automatically when the need arises to find missing parts of triangles. We will work with matrices, determinants, and their applications. We will study sequences and limits, which will lead us into calculus where we will find derivatives of equations to solve velocity and acceleration problems.

**COURSE TITLE:** **AP Calculus**

**GRADE PLACEMENT:** 12

**PREREQUISITE:** Pre-Calculus & Teacher Recommendation

**CREDIT:** 1.00

**DESCRIPTION:** This course will cover the following knowledge and skills: use algebraic, trigonometric, exponential, and logarithmic functions; investigate properties of functions; use fundamental identities including addition formulas for trigonometric functions; graph functions; applying, investigating limit theorems and properties; use continuity, including the Intermediate Value Theorem; find tangent and normal lines to a curve; derive formulas for the derivatives from the limit of a function; use theorems and properties of the derivative including the relationship between differentiability and continuity; apply the Mean Value Theorem; sketch curves using techniques for identifying intervals, relative and absolute points, concavity, and points of inflection; apply concepts and skills for velocity and acceleration, related rates, maxima and minima, and l'Hopital's rule; differentiate special functions such as trigonometric functions, logarithmic functions, and exponential functions; find anti derivatives (indefinite integrals) of functions; apply anti derivatives to solve problems; investigate the definite integral; apply concepts of the definite integral to solve problems; use techniques of integration; integrate special functions. **Students enrolled in this course will be required to take the AP exam.**

**COURSE TITLE:** **College Preparatory for Mathematics (TSI Math)**

**GRADE PLACEMENT:** 12

**PREREQUISITE:** Three Math Credits (Alg. 1, Geometry, M. Models/Alg. 2)

**CREDIT:** 1

**DESCRIPTION:** Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations and rational expressions. Additional topics include, 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. Emphasis is placed on algebraic techniques in order to successfully complete college algebra. An overall grade for the semester of 70 and a passing score on the TSI assessment indicates that the student has met the criteria for college readiness in Math.

**\*THIS COURSE IS NOT ON THE LIST OF APPROVED COURSES WITH THE NCAA.**

**COURSE TITLE:** **Independent Study in Math 1**

**GRADE PLACEMENT:** 12

**PREREQUISITE:** Algebra 2 or Pre-Calculus, Teacher's Recommendation

**CREDIT:** 1.00

**DESCRIPTION:** This course is a study of solutions to equations and inequalities, algebraic functions and graphs, theory of equations, rational and polynomial functions. Additional topics for discussion include systems of equations and matrices. An instruction-approved graphing calculator will be required preferably a TI-83 or TI-84. This course is intended for those students majoring in a variety of fields that require further study in mathematics. It is up to the student to research the college they plan to attend to determine if CLEP test scores will be accepted for credit of College Algebra.

**COURSE TITLE:** **Independent Study in Math II (KJC MATH 1314/1342)**

**GRADE PLACEMENT:** 12  
**PREREQUISITE:** Algebra 2 or Pre-Calculus, **TSI Complete**  
**CREDIT:** 1.00  
**DESCRIPTION:** MATH 1314 (College Algebra) This course is an in-depth study and application of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. An instructor-approved graphing calculator will be required.  
MATH 1342 (Elementary Statistical Methods) This course is a study of collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals, and hypothesis testing. An instructor-approved graphing calculator is required.

## **SCIENCE**

**COURSE TITLE:** **Biology**  
**GRADE PLACEMENT:** 9, 10  
**PREREQUISITE:** Algebra 1  
**CREDIT:** 1.00  
**DESCRIPTION:** This course is the study of cellular organization, plant survey, and microbiology. Topics related to cellular organization include structure and function of living cells, and their organelles. Plant survey looks at the structures of plants ranging from primitive Bryophytes to the more advanced Tracheophytes. Means of reproduction are discussed. Topics in microbiology include bacterial and viral diseases, the organisms that cause the diseases, and some typical diseases. This course is also the study of genetics, invertebrates, vertebrates, and human biology. Topics in genetics include Gregor Mendel's contributions and Punnett square probability pairing. Both invertebrate and vertebrate organisms will be examined as to their anatomy and physiology. Human biology will explore the various organ systems of the body and how they function.

**COURSE TITLE:** **Pre-AP Biology**  
**GRADE PLACEMENT:** 9  
**PREREQUISITE:** Algebra 1, Teacher's Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** This course is the study of cellular organization, plant survey, and microbiology. Topics related to cellular organization include structure and function of living cells, and their organelles. Plant survey looks at the structures of plants ranging from primitive Bryophytes to the more advanced Tracheophytes. Means of reproduction are discussed. Topics in microbiology include bacterial and viral diseases, the organisms that cause the diseases, and some typical diseases. This course is also the study of genetics, invertebrates, vertebrates, and human biology. Topics in genetics include Gregor Mendel's contributions and Punnett square probability pairing. Both invertebrate and vertebrate organisms will be examined as to their anatomy and physiology. Human biology will explore the various organ systems of the body and how they function. This course is taught at a more in-depth and advanced pace than the Biology course.

**COURSE TITLE:** **Integrated Physics and Chemistry (IPC)**  
**GRADE PLACEMENT:** 9, 10  
**PREREQUISITE:** none (This course can only be taken prior to Chemistry and/or Physics)  
**CREDIT:** 1.00  
**DESCRIPTION:** Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific

problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformation; properties of matter, changes in matter, and solution chemistry. IPC is not an approved science course for the Distinguished Graduation Program.

**COURSE TITLE:**                   **Chemistry**

**GRADE PLACEMENT:**       10 - 11

**PREREQUISITE:**                Biology, IPC (if taking it), Algebra I, Geometry

**CREDIT:**                         1.00

**DESCRIPTION:**                Chemistry is the process of inquiry that studies matter, its composition and structure, and the changes which matter undergoes. Chemistry is a body of systematized knowledge gained from observation, study, and experimentation. Chemistry is both an intellectual and experimental science. Primary goals of this course are to increase student's awareness of the importance and pervasiveness of chemicals and chemical processes in our world, conceptual understanding of chemical principles, proficiency in mathematical skills related to solving chemical problems, proficiency in process skills including manipulating, classifying, observing, inferring, predicting, explaining, analyzing, and synthesizing. Topics of study include: matter and energy; phases of matter; structure of matter and periodicity; quantum mechanics and bonding; chemical reactions and equilibrium; water chemistry; chemical kinetics and thermodynamics; electrochemistry; and nuclear chemistry.

**COURSE TITLE:**                   **Pre-AP Chemistry**

**GRADE PLACEMENT:**       10 - 11

**PREREQUISITE:**                Biology ( $\geq 85$ ), Algebra I( $\geq 85$ ), and teacher recommendation

**CREDIT:**                         1.00

**DESCRIPTION:**                Chemistry is the process of inquiry that studies matter, its composition and structure, and the changes which matter undergoes. Chemistry is a body of systematized knowledge gained from observation, study, and experimentation. Chemistry is both an intellectual and experimental science. Primary goals of this course are to increase student's awareness of the importance and pervasiveness of chemicals and chemical processes in our world, conceptual understanding of chemical principles, proficiency in mathematical skills related to solving chemical problems, proficiency in process skills including manipulating, classifying, observing, inferring, predicting, explaining, analyzing, and synthesizing. Topics of study include: matter and energy; phases of matter; structure of matter and periodicity; quantum mechanics and bonding; chemical reactions and equilibrium; water chemistry; chemical kinetics and thermodynamics; electrochemistry; and nuclear chemistry. This course is taught at a more in-depth and advanced pace than the Chemistry course. **Summer homework assignment is required and testing will occur within the first three days of the following school year.**

**COURSE TITLE:**                   **Physics**

**GRADE PLACEMENT:**       11-12

**PREREQUISITE:**                Biology, Chemistry, Algebra I, Geometry

**CREDIT:**                         1.00

**DESCRIPTION:**                Physics is a lab-oriented course that teaches manipulative laboratory skills dealing with physics equipment, supplies, and models used to conduct experiments and investigations. Students will acquire data through the senses, physics investigation, and differences derived through chain of events. Interactive classification will be performed through hands on experimentation, and oral and written assignments. Group activities will be utilized in accomplishing goals set by project objectives. Students will have numerous opportunities to derive predicted outcomes through assigned individual and group activities. Application of these principles will relate students to the daily life around them.

**COURSE TITLE:**                   **Honors Physics**  
**GRADE PLACEMENT:**       11-12  
**PREREQUISITE:**               Biology, Algebra I, Algebra II ( $\geq 90$ ) or H. Alg. II ( $\geq 85$ )  
Recommended to have passed chemistry with 85 or higher or Honors  
Chemistry with 75 or higher.  
**CREDIT:**                           1.00  
**DESCRIPTION:**               Physics is a lab-oriented course that teaches manipulative laboratory skills  
dealing with physics equipment, supplies, and models used to conduct experiments and investigations.  
Students will acquire data through the senses, physics investigation, and differences derived through  
chain of events. Interactive classification will be performed through hands on experimentation, and oral  
and written assignments. Group activities will be utilized in accomplishing goals set by project  
objectives. Students will have numerous opportunities to derive predicted outcomes through assigned  
individual and group activities. Application of these principles will relate students to the daily life  
around them. This course is taught at a more in-depth and advanced pace than the Physics course.  
**Summer homework assignment is required and testing will occur within the first three days of the  
following school year.**

**COURSE TITLE:**                   **Forensic Science**  
**GRADE PLACEMENT:**       12  
**PREREQUISITE:**               Biology, Chemistry, Physics  
**CREDIT:**                           1.00  
**DESCRIPTION:**               Forensic science is a course that uses a structured and scientific approach  
to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death,  
homicide, and the psychology of criminal behavior. Students will learn terminology and investigative  
procedures related to crime scene, questioning, interviewing, criminal behavior, characteristics, truth  
detection, and scientific procedures used to solve crimes. Using scientific methods, students will college  
and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis,  
ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for  
forensic science.

**COURSE TITLE:**                   **Astronomy**  
**GRADE PLACEMENT:**       12  
**PREREQUISITE:**               Biology, Chemistry, Physics  
**CREDIT:**                           1.00  
**DESCRIPTION:**               Astronomy is designed to fulfill the need for a fourth year science course.  
In this class students will conduct field and laboratory investigations, use scientific methods during  
investigations, and make informed decisions using critical thinking and scientific problem solving.  
Students will study the following topics: information about the universe; scientific theories of the  
evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of  
the Sun in our solar system; planets; and the orientation and placement of the Earth.

**COURSE TITLE:**                   **Anatomy and Physiology of the Human System**  
**GRADE PLACEMENT:**       11-12  
**PREREQUISITE:**               Biology, Chemistry, Physics  
**CREDIT:**                           1.00  
**DESCRIPTION:**               Students should know how science has built a vast body of changing and  
increasing knowledge described by physical, mathematical, and conceptual models, and that science  
may not answer all questions. A system is a collection of cycles, structures, and processes that interact.  
Students should understand a whole in terms of its components and how these components relate to each

other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world through questioning, observing, and drawing conclusions. Students should understand that certain types of questions can be answered by investigations, and that conclusions and models built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being changed to more closely reflect the physical world.

**COURSE TITLE:** AP Biology  
**GRADE PLACEMENT:** 11 or 12  
**PREREQUISITE:** Pre-AP Biology, Pre-AP Chemistry and Teacher Approval  
**RECOMMEND:**  $\geq 90$  average in junior science course  
**CREDIT:** 1.00  
**DESCRIPTION:** AP Biology is a college course offered at the high school level. Students will study advanced level laboratory investigation of chemical reactions that occur in organisms. The study will also include investigation of the biological systems of plants and animals, their economic importance, and factors that influence their development. Mammalian physiology and gross anatomy will be studied. Considerable time outside of class is necessary to be successful. This course prepares students to take the Advanced Placement exam for college credit in biology. **Students enrolled in this course will be required to take the AP exam.**

**COURSE TITLE:** AP Chemistry  
**GRADE PLACEMENT:** 11 or 12  
**PREREQUISITE:** Algebra 2, Pre-AP Chemistry, Teacher Approval  
**RECOMMEND:**  $\geq 90$  average in junior science course  
**CREDIT:** 1.00  
**DESCRIPTION:** The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Considerable time outside class is necessary to be successful. This course prepares students to take the Advanced Placement exam for college credit in chemistry. **Students enrolled in this course will be required to take the AP exam.**

## **SOCIAL STUDIES**

**COURSE TITLE:** World Geography  
**GRADE PLACEMENT:** 9  
**PREREQUISITE:** None  
**CREDIT:** 1.00  
**DESCRIPTION:** World Geography is structured to provide students with information necessary to understand the physical and cultural characteristics of the world in which we live and as a result to make intelligent decisions about our world. Content emphasis is on physical geography, which includes the study of land forms, bodies of water, and climates along with human geography that focuses on the study of political, economic, and social structures of human life.

**COURSE TITLE:** Pre-AP World Geography  
**GRADE PLACEMENT:** 9  
**PREREQUISITE:** 90 or above in 8<sup>th</sup> grade Social Studies class, Must pass the 8<sup>th</sup> STAAR

social studies test, 8<sup>th</sup> grade social studies Teacher Recommendation  
CREDIT: 1.00  
DESCRIPTION: World Geography is structured to provide students with information necessary to understand the physical and cultural characteristics of the world in which we live and as a result to make intelligent decisions about our world. Content emphasis is on physical geography, which includes the study of land forms, bodies of water, and climates along with human geography that focuses on the study of political, economic, and social structures of human life. **SUMMER READING REQUIRED and will be due the 1<sup>st</sup> day of school.**

COURSE TITLE: **World History**  
GRADE PLACEMENT: 10  
PREREQUISITE: None  
CREDIT: 1.00  
DESCRIPTION: This course spans the time period 4,000,000 B.C. to the present. Students are introduced to the history of people and their cultures. Emphasis is placed on the following topics: the beginnings of civilization, civilization of the ancient world; civilizations of the medieval world; the emergence of modern nations; the development of industrial society; world war in the twentieth century; and the modern world since 1945.

COURSE TITLE: **AP World History**  
GRADE PLACEMENT: 10  
PREREQUISITE: Teacher recommendation from W. Geography teacher  
CREDIT: 1.00  
DESCRIPTION: This course spans the time period 4,000,000 B.C. to the present. Students are introduced to the history of people and their cultures. Emphasis is placed on the following topics: the beginnings of civilization, civilization of the ancient world; civilizations of the medieval world; the emergence of modern nations; the development of industrial society; world war in the twentieth century; and the modern world since 1945. This course is intended to prepare the student to be successful on the AP Exam offered by the College Board in the spring. **SUMMER READING REQUIRED and will be due the 1<sup>st</sup> day of school. Students are required to take the AP Exam.**

COURSE TITLE: **U.S. History after Reconstruction+**  
GRADE PLACEMENT: 11  
PREREQUISITE: None  
CREDIT: 1.00  
DESCRIPTION: This course covers the political, economic, and social development of the United States beginning with the reconstruction period and continuing until the present. Special emphasis is given to the military conflicts that involve the United States and its growth into a world power.  
+Dual Credit: KJC HIST 1301 & 1302 for six credit hours

COURSE TITLE: **AP U.S. History after Reconstruction**  
GRADE PLACEMENT: 11  
PREREQUISITE: Teacher Recommendation from previous history teacher  
CREDIT: 1.00  
DESCRIPTION: The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and

importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**SUMMER READING REQUIRED and will be due the 1<sup>st</sup> day of school. Students enrolled in this course will be required to take the AP exam.**

COURSE TITLE:                    **U.S. Government+**

GRADE PLACEMENT:        12

PREREQUISITE:                W. Geography, W. History and U.S. History

CREDIT:                         .5

DESCRIPTION:                This course covers an introduction to American government with attention to the U.S. Constitution, its origins and principles; civil rights; structure and functions of the Congress, Presidency, and the Judiciary, and to national politics, voting, parties and elections. This course also covers the following: foundations of the United States political system; development of the United States governmental system; structure and functions of the United States governmental systems; participation and decision making civic affairs; history of Texas in the 20<sup>th</sup> century; and political and social development of 20<sup>th</sup> century Texas.

+Dual Credit: KJC GOVT 2305 for three credit hours

COURSE TITLE:                    **AP U.S. Government**

GRADE PLACEMENT:        12

PREREQUISITE:                Teacher Recommendation from previous history teacher

CREDIT:                         .5

DESCRIPTION:                AP U.S. Government and Politics is a college course offered at the high school level. This is a fast-paced, one-semester course designed to provide intensive study of U.S. governmental structures with particular emphasis on the U.S. Constitution and its impact on national, state, and local issues. Students are expected to be self-motivated, independent learners capable of accomplishing advanced research on selected topics such as political parties, interest groups, civil rights, and civil liberties. This course is intended to prepare the student to be successful on the AP Exam offered by the College Board in the spring. **Students enrolled in this course will be required to take the AP exam.**

COURSE TITLE:                    **Economics / Free Enterprise+**

GRADE PLACEMENT:        12

PREREQUISITE:                W. Geography, W. History and U.S. History

CREDIT:                         .5

DESCRIPTION:                The goals of Economics are to: describe the basic characteristics of the American economic system with an emphasis on the role of private property, the price system, and competition; demonstrate how fundamental economic concepts such as markets, economic incentives, and opportunity costs operate in the American and other economic systems; develop an understanding of the economic principles that influence business decisions; describe the economic roles governments play in a market economy; help students understand the need for ethical standards for business leaders, producers, and consumers; foster appropriate life, study and decision-making skills; enable students to explore career opportunities, consumer issues, and other aspects of personal economics; provide hands-on experiences in the operation of a business enterprise; and bring students into contact with representatives of the business community.

+Dual Credit: KJC ECON 2301 for three credit hours

COURSE TITLE:                    **AP Macro Economics**

GRADE PLACEMENT:        12

PREREQUISITE: Teacher Recommendation from Algebra II or PreCalculus teacher  
CREDIT: .5  
DESCRIPTION: In macro-economics students will learn basic economic concepts, measurement of economic performance, national income and price determination, and international economics and growth. This course is intended to prepare the student to be successful on the AP Exam offered by the College Board in the spring. **Students enrolled in this course will be required to take the AP exam.**

**COURSE TITLE:** Personal Financial Literacy  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** none  
**CREDIT:** .5  
**DESCRIPTION:** Personal Financial Literacy will help students have the knowledge and skills to make sound and informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. This course will teach students to apply critical-thinking and problem-solving skills involving earning, spending, saving, investing, credit and borrowing—plus much more.

**COURSE TITLE:** Special Topics in Social Studies I (The Bible’s Hebrew Scriptures (Old Testament) and New Testament and Their Impact on the History and Literature of Western Civilization)  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** .5-1.0  
**DESCRIPTION:** The purpose of this course is to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, are music, mores, oratory, and public policy; and familiarize student with, the contents and history of the Hebrew Scriptures or New Testament; the literary style and structure of the Hebrew Scriptures or New Testament; and the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture. A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious view, traditions, and perspectives of student in their school district.

## **PHYSICAL FITNESS** Students are only required to earn ONE credit of Physical Education

**COURSE TITLE:** Health  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** .5 (Local Graduation Requirement)  
**DESCRIPTION:** This course will aid the student in developing an understanding of the physical, mental, social, and emotional functions of the body. It will also provide and insight into health related careers, job opportunities, and services available for the individual’s needs. Emphasis is also placed on first aid and CPR. **Health is required for graduation by local policy.**

**COURSE TITLE:** Drill Team **Program Cost: Approx. \$1500**  
**GRADE PLACEMENT:** 9, 10, 11, 12  
**PREREQUISITE:** Member of the Pace Setters – Through Tryouts  
**CREDIT:** 1.0 PE Credit for a Maximum of 1 credit.

**DESCRIPTION:** This class is designed for those students that have tried out for the Pacesetters and made the team. The class is divided into 2 semesters. First semester, the class will concentrate on field routines performed at the football games and more stylized routines performed at the pep rallies. Categories of dance the student will explore are kick, prop, pom, jazz, and hip hop. Second semester is designed to incorporate more traditional studio dance. The class will consist of attending a local dance competition and preparing a Spring Show to perform to the public. Basics in lighting, costuming and stage logistics are taught. Terminology and dance steps are taught throughout the year.

**COURSE TITLE:** **Marching Band**

**GRADE PLACEMENT:** 9, 10, 11, 12

**PREREQUISITE:** Member of the Blue Brigade

**CREDIT:** .5 per fall semester for a maximum of 1.0 PE Credit

**DESCRIPTION:** This course is the culmination of skills introduced in the middle school band program. The band participates in all varsity football games; in UIL Marching Contest; in UIL Concert and Sight Reading Contest; in UIL Regional and State Solo and Ensemble; in local parades; and in several civic performances for the public each year. Individuals may also participate in TMEA 11-Region.Band. The primary objective is to attain the highest-level possible of musical maturity in performance both as an individual and as a group. The essentials of mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, the ability to make musical judgments, the study of music theory, proper instrumental technique, and the development of creative self-expression are combined to make up the program.

\*Attendance at all rehearsals and performances is mandatory.

**COURSE TITLE:** **Cheerleading**

**Program Cost: Approx. \$2000**

**GRADE PLACEMENT:** 9, 10, 11, 12

**PREREQUISITE:** Member of SHHS Cheer Squad or Mascot – Through Tryouts

**CREDIT:** .5 per fall semester for a maximum of 1.0 PE Credit

**DESCRIPTION:** This class is designed for those students that have tried out for the SH Cheer Squad and made the team. The class is divided into 2 semesters. First semester, the class will concentrate on routines performed at the pep rallies and football games. Second semester is designed to incorporate more competition based routines. The class may consist of attending a cheer competition in January.

### **OFF-CAMPUS PHYSICAL EDUCATION**

Spring Hill I.S.D. Board of Trustees and Spring Hill High School has approved a policy to use off-campus private or commercially-sponsored physical activity programs in **Category II only** as a substitution for high school physical education courses in accordance with Texas Education Code (TEC) §28.025(b-10) and 19 Texas Administrative Code (TAC), Chapter 74, Subchapters B and G, Graduation Requirements.

There are two levels of PE substitution credit activities described in TAC §74.12(b)(6)(C)(iii) and TAC §74.73(b)(7)(B)(iii):

**Category I:** Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than PE.

**Category II:** Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

\*\*Credit may not be earned for any of the required state physical education courses more than once. No more than four substitution credits may be earned through any combination of substitutions allowed.

**CATEGORY II: STUDENT/PARENT RESPONSIBILITIES:**

By May of each school year preceding the Category II participation year, students must present to the building Principal a written request to obtain the off campus physical education credit application and complete all forms accurately and in their entirety. Upon receipt of the application packet back to the building Principal by June 1<sup>st</sup> and December 1<sup>st</sup> preceding the respective semester and once approval has been granted by the Superintendent of the school district, Spring Hill ISD will then file a request for an approval with the Texas Education Agency (TEA) for the Off-Campus Physical Activity. Upon approval by TEA, the Superintendent, parent(s), student(s) will be notified. The Superintendent or designee will monitor the sponsoring agency to ensure compliance with the Texas Education Agency's regulations.

Grades/Attendance will be reported by the instructor from the sponsoring facility/agency to the registrar one week prior to the end of each grading period. Grade and attendance reporting will follow SHHS time lines. Grades will be reported as number grades.

Any changes in the student's off campus PE substitution must be approved by the campus Principal and immediately reported to the campus Counselor and Registrar.

*Students who will be enrolled in Band, PE, Athletics, Dance, or Cheerleading will earn state required PE credits and pursuing Off-Campus PE Substitutions will not be approved.*

**Physical Education Program: Students are only required to earn ONE credit of Physical Education**

**COURSE TITLE:** Physical Education IA –Foundations of Personal Fitness and Life Time Activities  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** .5  
**DESCRIPTION:** This course includes knowledge and motor skills basic to efficient movement. Rules, knowledge, and skills basic to proficient participation in physical recreation activities and individual, dual, and team sports are covered. Gym shoes are required.

**COURSE TITLE:** Individual Sports I  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** PE IA  
**CREDIT:** .5  
**DESCRIPTION:** This course is a continuation of PE I and includes knowledge and motor skills basic to efficient movement. Rules, knowledge, and skills basic to proficient participation in physical recreation activities and individual, dual, and team sports are covered. Gym shoes are required.

**COURSE TITLE:** Athletics I  
**GRADE PLACEMENT:** 9  
**PREREQUISITE:** UIL eligibility requirements, SEE POLICY BELOW.  
**CREDIT:** 1.0

**COURSE TITLE:** Athletics II  
**GRADE PLACEMENT:** 10  
**PREREQUISITE:** Athletics I, UIL eligibility requirements, SEE POLICY BELOW.

CREDIT: 1.0

COURSE TITLE: **Athletics III**

GRADE PLACEMENT: 11

PREREQUISITE: Athletics I, and II, UIL eligibility requirements, SEE POLICY BELOW.

CREDIT: 1.0

COURSE TITLE: **Athletics IV**

GRADE PLACEMENT: 12

PREREQUISITE: Athletics 1, 2, & 3 UIL eligibility requirements, SEE POLICY BELOW.

CREDIT: 1.0

### **Athletics Course Description and Participation Criteria**

**Athletics** is a course restricted to those students possessing disciplined/competitive skills in interscholastic sport. This course is restricted to students participating in the U.I.L. sanctioned sports who meet all criteria related to eligibility and performance. Participation in the athletic period will fulfill the requirement for one P.E. credit.

**General Guidelines and Criteria** – Interscholastic athletic participation through the S.H.I.S.D. Athletic Program is considered an earned privilege, not an assumed right. Enrollment in the **ATHLETIC PERIOD** will be determined on a semester by semester basis according to the following criteria:

- 1) **Eligible by all U.I.L. and S.H.I.S.D. policy regarding academics, residency and behavior.**
- 2) **Recommendation of the associated Varsity Head Coach.**
- 3) **Approval of Athletic Director.**
- **Other considerations:**
  - 1) **Particular sport/sports participation requirements related to season and semester.**
  - 2) **Level of previous experience in the sport/sports of interest.**
  - 3) **Availability of staffing for supervision of sports not in-season.**
- Enrollment in the athletic period is not a requirement for participation on some athletic teams so long as the participation requirements of the sport/sports of interest are scheduled before or after the academic day. This is the case for the following sports:
  - 1) **Cross Country**
  - 2) **Powerlifting**
  - 3) **Golf**
  - 4) **Tennis**
  - 5) **Track and Field**
- If the student is specializing in any of the above mentioned sports and no others, enrollment in the athletic period is not essential to participation. The student must however, still meet all eligibility requirements, have the Head Coach's recommendation and Athletic Director's approval to participate.
- Incoming freshmen will only be enrolled in athletics for the fall semester if participating in the sports of Football or Volleyball. Basketball will provide an opportunity for tryouts prior to the beginning of organized workouts and pre-season practice will be scheduled to accommodate those not in the athletic period. If selected, the incoming freshman will be enrolled in the athletic period for the Spring Semester. Other Winter sports do not require enrollment in the athletic period for participation.

**Baseball** - SPRING SEMESTER ONLY unless involved in Football or a returning varsity lettermen with Head Coach's recommendation and Athletic Director's approval.

**Basketball** – BOTH FALL AND SPRING SEMESTERS for returning varsity lettermen, with Head Coach's recommendation and Athletic Director's approval.

**Cross Country** – FALL SEMESTER if also participating in Football or volleyball. Otherwise, it will not be necessary to be enrolled in athletics in order to participate.

**Football** – BOTH FALL AND SPRING SEMESTERS. **Seniors who do not participate in another sport need to schedule an alternate course for the spring semester.**

**Golf** – BOTH FALL AND SPRING SEMESTERS. 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> BOYS AND GIRLS will be enrolled in 8<sup>th</sup> period athletics. 9<sup>th</sup> graders will try out in the fall and those who make the team will be enrolled in the athletic period in the spring semester.

**Powerlifting** – SPRING SEMESTER ONLY unless participating in a Fall sport requiring enrollment in athletics.

**Soccer** – BOTH FALL AND SPRING SEMESTERS for returning varsity lettermen with Head Coach's recommendation and Athletic Director's approval.

**Softball** – SPRING SEMESTER ONLY unless involved in Volleyball or a returning varsity lettermen with Head Coach's recommendation and Athletic Director's approval.

**Tennis** – SPRING SEMESTER ONLY unless participating in a Fall sport requiring enrollment in athletics.

**Track and Field** – SPRING SEMESTER ONLY unless participating in a Fall sport requiring enrollment in athletics.

**Volleyball** – BOTH FALL AND SPRING SEMESTERS. **Seniors who do not participate in another sport need to schedule an alternate course for the spring semester.**

- **Junior High applications**

- 1) All criteria in reference to “incoming freshmen,” shall be applied to incoming 7<sup>th</sup> grade.
- 2) All criteria in reference to “returning lettermen” shall be applied to 8<sup>th</sup> grade students who successfully completed same sports as 7<sup>th</sup> graders.

All other guidelines, criteria and considerations shall apply directly as are relevant to individual sports and/or individual students.

## **FOREIGN LANGUAGE**

**COURSE TITLE:** Spanish I

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Spanish I is the basic foundation for language development. Emphasis is placed on learning grammatical structures that students are able to read, write, and speak Spanish. Listening and speaking skills are enhanced by use of the language lab. The culture of Spanish-speaking people is studied in a continuous aspect.

**COURSE TITLE:** Spanish II  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** Spanish I  
**CREDIT:** 1.00  
**DESCRIPTION:** After a review, the Spanish II course moves into more complex grammatical structure and a higher level of reading and writing skills. The language lab is used more for accessing listening and speaking skills. The culture and language of Spanish-speaking people will also be studied.

**COURSE TITLE:** Special Topics in Language and Culture  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** Spanish I, Teacher Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** In the Special Topics in Language and Culture course, students demonstrate novice level communication skills acquired in a LOTE level I course, develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures. \*THIS COURSE IS NOT ON THE LIST OF APPROVED COURSES WITH THE NCAA.

*GENERAL REQUIREMENTS: Students shall be awarded one credit for successful completion of this course. This course cannot be considered a part of the coherent sequence of languages other than English (LOTE) courses required for any endorsement. This course will not count as a level II LOTE course. Students who desire to continue with LOTE study will need to take level II or higher LOTE courses. This course may be substituted for a level II LOTE course upon approval by:*

- (1) the student's level I LOTE classroom teacher, the principal or designee, and the student's parent or person standing in parental relation who determine that the student is not likely to be successful in a level II LOTE course;*
- (2) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A; or*
- (3) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.*

**COURSE TITLE:** Spanish III  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Spanish I and II, and Teacher Approval  
**CREDIT:** 1.00  
**DESCRIPTION:** This course refines grammar skills, but primarily focuses on listening and speaking Spanish. Students are required to record on tapes, role-play, use vocabulary in an extemporaneous manner, and listen to and interpret Spanish. Students will read a short story in Spanish and present an oral report in Spanish. Students will memorize and recite poetry in Spanish. Reading literary works in Spanish will require oral interpretation. Various speaking activities involve group role-playing. The language and culture of Spanish-speaking people continue to be studied.

## ENDORSEMENTS

# **Business & Industry Endorsement:**

## **BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER**

**COURSE TITLE:** Principles of Business, Marketing, and Finance

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. The engaging learning activities and simulations in this course provide the foundation for more advanced courses in the business, marketing, and finance clusters.

**COURSE TITLE:** Business Information Management (BIM)

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** Keyboarding Recommended

**REQUIRED:** Students will supply one ream of paper

**CREDIT:** 1.00

**DESCRIPTION:** 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.

**COURSE TITLE:** Business Information Management 2 (BIM2)

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** BIM

**CREDIT:** 1.00

**DESCRIPTION:** Students will complete this course with an advance level of proficiency in word processing, spreadsheet, database and presentation applications that is expected in the world of business. Lessons are aligned with the content on the Microsoft Office Specialist exams. This certification is globally recognized as the standard for demonstrating mastery of Microsoft Office Suite skills and may be a valuable addition to your credentials for current and future employment. On-site certification assessment is available at all campuses.

**COURSE TITLE:** Digital Media

**Course Fee: \$5.00**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** BIM or Teacher Approval

**CREDIT:** 1.00

**DESCRIPTION:** Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**COURSE TITLE:** Accounting I +

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** None

CREDIT: 1.00  
DESCRIPTION: Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. This course is exactly the same as the Introductory Accounting course that is offered in college.  
+Dual Credit: KJC Accounting 2401 & 2402 for 6 credit hours

## **BUSINESS & MARKETING CLUSTER**

**COURSE TITLE:** Principles of Business, Marketing, and Finance

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. The engaging learning activities and simulations in this course provide the foundation for more advanced courses in the business, marketing, and finance clusters.

**COURSE TITLE:** Business Information Management (BIM)

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** Keyboarding Recommended

**REQUIRED:** Students will supply one ream of paper

**CREDIT:** 1.00

**DESCRIPTION:** 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.

**COURSE TITLE:** Digital Media

**Course Fee: \$5.00**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** BIM or Teacher Approval

**CREDIT:** 1.00

**DESCRIPTION:** Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**COURSE TITLE:** Money Matters

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. The student analyzes personal financial needs and goals based on current and projected economic factors. The student manages personal finances to achieve financial goals. The student demonstrates an understanding of the fundamental principles of money.

**COURSE TITLE:** **Accounting I +**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** None

**CREDIT:** 1.00

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

+Dual Credit: KJC Accounting 2401 & 2402 for 6 credit hours

### **FINANCE CLUSTER**

**COURSE TITLE:** **Principles of Business, Marketing, and Finance**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. The engaging learning activities and simulations in this course provide the foundation for more advanced courses in the business, marketing, and finance clusters.

**COURSE TITLE:** **Money Matters**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. The student analyzes personal financial needs and goals based on current and projected economic factors. The student manages personal finances to achieve financial goals. The student demonstrates an understanding of the fundamental principles of money.

**COURSE TITLE:** **Accounting I +**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** None

**CREDIT:** 1.00

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

+Dual Credit: KJC Accounting 2401 & 2402 for 6 credit hours

**COURSE TITLE:** Accounting II  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Accounting I  
**CREDIT:** 1.00  
**DESCRIPTION:** Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

**HOSPITALITY & TOURISM CLUSTER**

**COURSE TITLE:** Principles of Hospitality and Tourism  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** 1  
**DESCRIPTION:** The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**COURSE TITLE:** Lifetime Nutrition and Wellness (Foods) **Course Fee: \$15.00**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Principles of Human Services (recommended)  
**CREDIT:** .5  
**DESCRIPTION:** This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

**COURSE TITLE:** Intro to Culinary Arts **Course Fee: \$30.00 (YR)**  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Lifetime Nutrition & Wellness (recommended)  
**CREDIT:** 1  
**DESCRIPTION:** Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

**COURSE TITLE:** Culinary Arts **Course Fee: \$30.00 (YR)**  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Intro. to Culinary Arts  
**CREDIT:** 2 (this class is double blocked for two periods)  
**DESCRIPTION:** Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.

Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

**COURSE TITLE:** Fashion Design **Course Fee: \$30.00 (YR)**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** None  
**CREDIT:** 1  
**DESCRIPTION:** Careers in fashion span all aspects of the textile and apparel industries. 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 fashion and the textile and apparel industries. Students are responsible for purchasing supplies for individual construction projects in addition to the required lab and supply fee.

### **ARCHITECTURE AND CONSTRUCTION CLUSTER**

**COURSE TITLE:** Principles of Architecture (WOOD 1) **Course Fee: \$25.00**  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** 1.00  
**DESCRIPTION:** Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

**COURSE TITLE:** Principles of Construction (WOOD 2) **Course Fee: \$25.00**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Principles of Architecture, Teacher Approval  
**CREDIT:** 1.00  
**DESCRIPTION:** Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

**COURSE TITLE:** Construction Technology 1 (WOOD 3) **Course Fee: \$25.00**  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Princ of Architecture, Princ of Construction, Teacher Approval  
**CREDIT:** 2.00 (double blocked for two periods)  
**DESCRIPTION:** In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

**COURSE TITLE:** Construction Technology 2 (WOOD 4) **Course Fee: \$25.00**

**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Construction Technology 1, Teacher Approval  
**CREDIT:** 2.00 (**double blocked for two periods**)  
**DESCRIPTION:** In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

## **MANUFACTURING CLUSTER**

**COURSE TITLE:** **Principles of Manufacturing (Metal)** **Course Fee: \$25.00**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** none

**CREDIT:** 1.00

**DESCRIPTION:** In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers.

**COURSE TITLE:** **Diversified Manufacturing I (Metal)** **Course Fee: \$25.00**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** Principles of Manufacturing, and Teacher Approval

**CREDIT:** 2.00 (this course is double blocked for two periods)

**DESCRIPTION:** In Diversified Manufacturing I, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of manufacturing systems allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. Diversified Manufacturing I allows students the opportunity to understand the process of mass production by using a wide variety of materials and manufacturing techniques. Knowledge about career opportunities, requirements, and expectations and the development of skills prepare students for workplace success.

**COURSE TITLE:** **Intro to Welding** **Course Fee: \$25.00**

**GRADE PLACEMENT:** 11-12

**PREREQUISITE:** Principles of Manufacturing, Diversified Manufacturing, Alg. I, and Teacher Approval

**CREDIT:** 1.00

**DESCRIPTION:** Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.



and implement an advertising campaign, plan and implement a circulation campaign, apply skills in covering events and in writing articles that reflect the variety of school and community life; plan dummies and paste up pages; select, crop, and scale photographs; write effective outlines and headlines; and edit and proofread copy, pages, and entire issues.

**COURSE TITLE:**                    **Newspaper II**  
**GRADE PLACEMENT:**        11-12  
**PREREQUISITE:**                Newspaper I and approval from instructor  
**CREDIT:**                            1.00  
**DESCRIPTION:**                This course is continuations of Newspaper I. Students are expected to build on their knowledge and show continued improvement in the production of the product.

**COURSE TITLE:**                    **Newspaper III**  
**GRADE PLACEMENT:**        12  
**PREREQUISITE:**                Newspaper II and approval from instructor  
**CREDIT:**                            1.00  
**DESCRIPTION:**                This course is a continuation of Newspaper II.

**COURSE TITLE:**                    **Yearbook I**  
**GRADE PLACEMENT:**        10-12  
**PREREQUISITE:**                Journalism; approval from instructor  
**CREDIT:**                            1.00  
**DESCRIPTION:**                In Yearbook I, students will cooperate with other participating persons and organizations in developing a product; work within time constraints and budget limitations; develop student financial responsibility in producing and publishing materials; plan and implement an advertising campaign, plan and implement a circulation campaign, apply skills in covering events and in writing articles that reflect the variety of school and community life; plan dummies and paste up pages; select, crop, and scale photographs; write effective outlines and headlines; and edit and proofread copy, pages, and entire issues.

**COURSE TITLE:**                    **Yearbook II**  
**GRADE PLACEMENT:**        11-12  
**PREREQUISITE:**                Yearbook I and approval from instructor  
**CREDIT:**                            1.00  
**DESCRIPTION:**                This course is a continuation of Yearbook I.

**COURSE TITLE:**                    **Yearbook III**  
**GRADE PLACEMENT:**        12  
**PREREQUISITE:**                Yearbook II and approval from instructor  
**CREDIT:**                            1.00  
**DESCRIPTION:**                This course is a continuation of Yearbook II.

**COURSE TITLE:**                    **Debate 1**  
**GRADE PLACEMENT:**        9-10  
**PREREQUISITE:**                None  
**CREDIT:**                            1.00  
**DESCRIPTION:**                This course is designed to introduce and develop the concept of formalized argument, the skills of persuasion and cross-examination, the power of rhetoric, and the fundamentals of the National Forensic League's Student Congress. The student will learn to prepare affirmative and negative briefs, with evidence, in preparation for eventual participation in varsity level policy or Lincoln-Douglas debate. Participation in individual speaking and debate contests is encouraged.

**COURSE TITLE:** Debate 2  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Debate 1, Teacher Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** This course is for the second-year student in debate. Emphasis is on actual tournament debating, preparation of briefs, and extensive preparation of the appropriate cases and negative evidence for the national debate topic, Texas Forensic Association (TFA), National Forensic League (NFL), and Lincoln-Douglas topics as selected. Participation in individual speaking and debate contests is required.

**COURSE TITLE:** Debate 3  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Debate 2, Teacher Recommendation  
**CREDIT:** 1.00  
**DESCRIPTION:** This course is for the third-year student in debate. The national political debate topic, Texas Forensic Association (TFA), National Forensic League (NFL), and Lincoln-Douglas topics as selected are the basis for debate experience. Participation in individual speaking and debate contests is required; regional and state Mock Trial Competition is optional.

## **PUBLIC SERVICES ENDORSEMENT**

### **HEALTH SCIENCE**

**COURSE TITLE:** Principles of Health Science+  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** 1.0  
**DESCRIPTION:** This course gives an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Students will learn to reason, think critically, make decisions, solve problems, and communicate effectively while also recognizing that quality health care depend on the ability to work well with others. Students should identify the employment opportunities, technology, and safety requirements and apply the knowledge to pursue a health science career through further education and employment. Students are also expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.  
+Dual Credit: LeTourneau University-Introduction to Clinical Issues-HLSC2921 to total one credit hour

**COURSE TITLE:** Medical Terminology+  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Principles of Health Science (recommended)  
**CREDIT:** 1  
**DESCRIPTION:** A course designed to introduce students and develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, plus medical abbreviations and acronyms. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.  
+Dual Credit: LeTourneau University-HLSC2033 to total three credit hours

**COURSE TITLE:** Health Science Theory  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Principles of Health Science & Biology  
**CREDIT:** 1

**DESCRIPTION:** A course designed to develop health-care-specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work based learning experiences in health care.

**COURSE TITLE:** **Anatomy and Physiology of the Human System**

**GRADE PLACEMENT:** 12

**PREREQUISITE:** Biology, Chemistry

**CREDIT:** 1.00

**DESCRIPTION:** Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and that science may not answer all questions. A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time. Investigations are used to learn about the natural world through questioning, observing, and drawing conclusions. Students should understand that certain types of questions can be answered by investigations, and that conclusions and models built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being changed to more closely reflect the physical world.

### **ARTS, A/V TECHNOLOGY AND COMMUNICATIONS ELECTIVES**

**COURSE TITLE:** **Professional Communications+**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** .5

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

+Dual Credit: KJC SPCH 1315 for three credit hours

**COURSE TITLE:** **Principles of Arts, A/V Tech, & Communication**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Careers in audio and video technology and film production span all aspects of the audio/video communication industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, A/V Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. This course is a basic introduction to the equipment and techniques of video production. Students gain basic knowledge and experience with hands-on assignments involving video cameras, video and audio editing, writing and special effects.

**COURSE TITLE:** **Digital Media**

**Course Fee: \$5.00**

**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** BIM or Teacher Approval  
**CREDIT:** 1.00  
**DESCRIPTION:** Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**COURSE TITLE:** **Audio Video Production 1**

**GRADE PLACEMENT:** 11-12

**PREREQUISITE:** Audio Video Production

**CREDIT:** 1

**DESCRIPTION:** Careers in audio and video technology and film production span all aspects of the audio/video communication industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, A/V Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. Advanced Audio Video Production is designed and structured to work as an open and largely self-directed course that allows students to expand and deepen the skills they learned in Audio/Video Production. A wide variety of production projects will be produced during the year. All students will compile a portfolio (video resume) of their work.

## **SCIENCE, TECHNOLOGY & ENGINEERING ELECTIVES**

**COURSE TITLE:** **Engineering Design and Presentation (Drafting)**

**GRADE PLACEMENT:** 9-12 **Course Fee: \$10.00**

**PREREQUISITE:** None

**CREDIT:** 1.0

**DESCRIPTION:** Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

**COURSE TITLE:** **Robotics 1**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** Teacher Approval

**CREDIT:** 1.00

**DESCRIPTION:** Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

**COURSE TITLE:** **Robotics 2**

**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** Teacher Approval  
**CREDIT:** 1.0  
**DESCRIPTION:** Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

### **HUMAN SERVICES ELECTIVES**

**COURSE TITLE:** **Psychology**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** none  
**CREDIT:** .5  
**DESCRIPTION** In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

**COURSE TITLE:** **Sociology**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** none  
**CREDIT:** .5  
**DESCRIPTION** Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

### **SPORTS MEDICINE ELECTIVES**

**COURSE TITLE:** **Sports Medicine I** **Course Fee: \$5**  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** None  
**CREDIT:** 1.00  
**DESCRIPTION:** Sports Medicine I is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, and other sports medicine related fields. This course includes class work and practical hands-on application in the following areas: sports medicine related careers, organizational and administrative considerations, prevention, recognition, evaluation and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities and therapeutic exercise. Each student will also have an opportunity to gain a certification in first aid/CPR/AED.

**COURSE TITLE:** **Sports Medicine II** **Course Fee: \$20**  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Sports Medicine I and Teacher Approval  
**CREDIT:** 1.00

**DESCRIPTION:** Sports Medicine II is designed for students in the sports medicine program and provides a more in-depth study and application of the components of sports medicine. Each student in this course will gain experience in various taping and wrapping techniques, the prevention, recognition, evaluation and immediate care of athletic injuries, as well as rehabilitation techniques in a hands-on approach. Individualized and independent assignments will be included in the course and will involve outside-of-class time homework and time required working with athletes and athletic teams.

**COURSE TITLE:** Sports Medicine III  
**GRADE PLACEMENT:** 11-12 **Course Fee: \$20**  
**PREREQUISITE:** Sports Medicine I, II and Teacher Approval  
**CREDIT:** 1.00

**DESCRIPTION:** Sports Medicine III will provide a logical progression for students that have advanced through the sports medicine courses. This course will provide opportunities for advanced students to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics. Sports Medicine III will involve outside-of-class time homework and time required working with athletes and athletic teams.

### **CAREER DEVELOPMENT**

**COURSE TITLE:** Career Preparation I (the work program)

**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Interview by Coordinator, Minimum age of 16, Parent approval, Attendance history  
**CREDIT:** Up to 2 units per school year, 1 per term

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

**COURSE TITLE:** Career Preparation II (the work program)

**GRADE PLACEMENT:** 12  
**PREREQUISITE:** Career Preparation I, Interview by Coordinator, Parent approval, Attendance history  
**CREDIT:** Up to 2 units per school year, 1 per term

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

### **COSMETOLOGY**

**COURSE TITLE:** Cosmetology  
**GRADE PLACEMENT:** 11-12

**PREREQUISITE:** This course is offered through KJC Cosmetology and requires a fee of approximately \$1120.00 per semester.

**CREDIT:** This is a 2-year obligation and a possibility of 3 units per year.

**DESCRIPTION:** Cosmetology provides personal beauty services to customers in hair styling, bleaching, tinting, permanent waving, scalp and hair conditioning, facials, and manicures. The cosmetologist: cleanses the hair and scalp using water and prepared shampoos, applies rinses, gives hair and scalp conditioning treatments for hygienic or remedial purposes: changes the structure, shape, and color of the hair by use of chemicals designed for these purposes; styles the hair by shaping, curling, and combing the hair into a coiffure to compliment the physical features of the patron; suggests cosmetics for conditions such as dry or oily skin, gives facials to soften, lubricate or otherwise beautify the skin; grooms the hands and arms by giving manicures and massages. The job requires that the cosmetologist be neat in personal appearance and work habits, and be acquainted with implements and materials used in the beauty salon. He or she must be able to meet the general public and give courteous service even under trying circumstances and have the ability to get along with people. The cosmetologist must be licensed by the State and render all services in a licensed beauty salon.

Students who complete 1000 hours are qualified to take the examination by the Texas Cosmetology Commission.

## **ARTS & HUMANITIES ENDORSEMENT (ART)**

**COURSE TITLE:** Art I+ \$20 supply fee

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** None

**CREDIT:** 1.00

**DESCRIPTION:** Art I gives students the opportunity of awareness and sensitivity to natural and man-made environments by examining objects, exploring elements, and apply principles of unity, emphasis, balance, variety, movement, and proportion. Inventive and imaginative expression through art materials and tools help students to design, develop, and create original art works in art areas of design, drawing, painting, printmaking, and sculpture. Students will gain an understanding and appreciation of self and others through art culture and heritage. Aesthetic growth through visual discrimination and judgment will be gained through art competitions and other evaluation opportunities.

+Dual Credit: KJC Art1301 & 1303 for 6 credit hours

**COURSE TITLE:** Art II (Design 1) \$20 supply fee

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** Art I

**CREDIT:** 1.00

**DESCRIPTION:** Art II is a continuation of Art I knowledge and skills. Students may also work with the mediums of fibers, ceramics, jewelry, photography/film-making, and electronic media. Students will create original, imaginative two- and three-dimensional works of art.

**COURSE TITLE:** Art III (Design 2)

**GRADE PLACEMENT:** 10-12

**\$10 lab use & supply fee**

**PREREQUISITE:** Teacher Approval

**CREDIT:** 1.00

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

**COURSE TITLE:** Art IV (Design 3)  
**GRADE PLACEMENT:** 11-12 or Teacher Approval  
**PREREQUISITE:** Art I, Art II, and/or Teacher Approval  
**CREDIT:** 1.00  
**DESCRIPTION:** Art IV is a continuation of Art III knowledge and skills. Students will also explore art careers and apply art criticism. They will consolidate knowledge of the elements and principles of art with sustained, self-directed investigations into specific themes in order to produce a highly original body of artwork. Students are responsible for purchasing supplies.

**COURSE TITLE:** AP Art (Drawing or 2D)  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Art I, Art II, Art III, and approval from instructor  
**CREDIT:** 1.00  
**DESCRIPTION:** This class is designed for students who are seriously interested in the practical experience of art. The students produce a portfolio for evaluation by college, university, and secondary school art instructors using rigorous standards. The instructional goals of the class are to: encourage creative as well as systematic investigation of formal and conceptual issues; emphasize making art as an ongoing process that involves the student in informed and critical decision-making; develop technical skills and familiarize students with the functions of the visual elements; and encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. Students are responsible for purchasing supplies and paying for the AP Exam.

## **ARTS & HUMANITIES ENDORSEMENT (BAND)**

**COURSE TITLE:** Band I  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** Audition with the band director and/or prior musical instrumentation  
**CREDIT:** 1.00  
**DESCRIPTION:** Listed below

**COURSE TITLE:** Band II  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Band I  
**CREDIT:** 1.00  
**DESCRIPTION:** Listed below

**COURSE TITLE:** Band III  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Band I, and Band II  
**CREDIT:** 1.00  
**DESCRIPTION:** Listed below

**COURSE TITLE:** Band IV  
**GRADE PLACEMENT:** 12  
**PREREQUISITE:** Band I, II, III  
**CREDIT:** 1.00  
**DESCRIPTION:** Band I – Band IV Program: This course is the culmination of skills introduced in the middle school band program. The band participates in all varsity football games; in UIL Marching Contest; in UIL Concert and Sight Reading Contest; in UIL Regional and State Solo and Ensemble; in local parades; and in several civic performances for the public each year. Individuals may

also participate in TMEA 11-Region.Band. The primary objective is to attain the highest-level possible of musical maturity in performance both as an individual and as a group. The essentials of mental and physical discipline, citizenship through group endeavor, physical conditioning, cultural growth, the ability to make musical judgments, the study of music theory, proper instrumental technique, and the development of creative self-expression are combined to make up the program.

\*Attendance at all rehearsals and performances is mandatory.

## **ARTS& HUMANITIES ENDORSEMENT (DANCE)**

**COURSE TITLE:** Dance 1 (NON PACESETTERS)

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** NONE

**CREDIT:** 1.00

**DESCRIPTION:** Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance

**COURSE TITLE:** Dance 1 **Program Cost: Approx. \$1500**

**GRADE PLACEMENT:** 9-12

**PREREQUISITE:** Member of Pace Setters – Through Tryouts

**CREDIT:** 1.00

**DESCRIPTION:** Listed Below

**COURSE TITLE:** Dance 2 **Program Cost: Approx. \$1500**

**GRADE PLACEMENT:** 10-12

**PREREQUISITE:** Member of Pace Setters – Through Tryouts

**CREDIT:** 1.00

**DESCRIPTION:** Listed Below

**COURSE TITLE:** Dance 3 **Program Cost: Approx. \$1500**

**GRADE PLACEMENT:** 11-12

**PREREQUISITE:** Member of Pace Setters – Through Tryouts

**CREDIT:** 1.00

**DESCRIPTION:** Listed Below

**COURSE TITLE:** Dance 4 **Program Cost: Approx. \$1500**

**GRADE PLACEMENT:** 12

**PREREQUISITE:** Member of Pace Setters – Through Tryouts

**CREDIT:** 1.00

**DESCRIPTION:** **Dance 1-4 Program:** These classes are designed for those students that have tried out for the Pacesetters and made the team. The class is divided into 2 semesters. First semester, the class will concentrate on field routines performed at the football games and more stylized routines performed at the pep rallies. Categories of dance the student will explore are kick, prop, pom,

jazz, and hip hop. Second semester is designed to incorporate more traditional studio dance. The class will consist of attending a local dance competition and preparing a Spring Show to perform to the public. Basics in lighting, costuming and stage logistics are taught. Terminology and dance steps are taught throughout the year.

## **ARTS& HUMANITIES ENDORSEMENT (THEATER)**

**COURSE TITLE:** Theater I  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** none  
**CREDIT:** 1.00  
**DESCRIPTION:** Students increase their understanding of heritage and traditions through historical and cultural studies in theater. Student response and evaluation promote thinking and further discrimination judgment, developing students who are appreciative and evaluative consumers of live theater, film, television, and other technologies.

**COURSE TITLE:** Theater II  
**GRADE PLACEMENT:** 10-12  
**PREREQUISITE:** Theater I  
**CREDIT:** 1.00  
**DESCRIPTION:** Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts and relate interpersonally.

**COURSE TITLE:** Theater III  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Theater I, II  
**CREDIT:** 1.00  
**DESCRIPTION:** A continuation of Theater I, and II. Students develop a broader understanding of the theater through participation in a wide variety of theatrical experiences artistic expressions.

**COURSE TITLE:** Theater IV  
**GRADE PLACEMENT:** 12  
**PREREQUISITE:** Theater I, II, III  
**CREDIT:** 1.00  
**DESCRIPTION:** The student develops concepts about self, human relationships, and the environment, using elements of drama, and conventions of theater. The student interprets characters, using the voice and body expressively, and creates dramatizations.

**COURSE TITLE:** Theater Productions (I, II, III, IV)  
**GRADE PLACEMENT:** 9, 10, 11, 12  
**PREREQUISITE:** Teacher Recommendation, **Audition required for 9<sup>th</sup> Graders.**  
**CREDIT:** 1.00  
**DESCRIPTION:** The students audition for and participate in school productions and the UIL one-act play.

## **EOC Remediation/Connections Classes**

<b>COURSE TITLE:</b>	EOC Math/ Science/English/History
<b>GRADE PLACEMENT:</b>	9 - 12
<b>PREREQUISITE:</b>	Failure to meet standards on the math or science portion of the EOC tests
<b>CREDIT:</b>	Local Credit Only
<b>DESCRIPTION:</b>	This course uses direct instruction along with computer software to increase awareness in concepts and skills primarily aimed at enabling students to successfully complete the English, mathematics, science or history portion of the STAAR End Of Course assessments.

## **TSI Classes for College Readiness**

<b>COURSE TITLE:</b>	College Preparation for English (TSI English)
<b>GRADE PLACEMENT:</b>	12
<b>PREREQUISITE:</b>	English 1, 2, 3
<b>CREDIT:</b>	1
<b>DESCRIPTION:</b>	The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college level reading and writing intensive courses including English 1301. Students will 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. The course fulfills TSI requirements for reading and writing. Students who successfully complete this course and pass the TSI assessment will qualify to take English 1301.

## **UIL MATH/SCIENCE**

<b>COURSE TITLE:</b>	<b>UIL Math/Science</b>
<b>GRADE PLACEMENT:</b>	9 -12
<b>PREREQUISITE:</b>	participation in UIL competition
<b>CREDIT:</b>	Local Credit Only
<b>DESCRIPTION:</b>	This course is for students participating in the following UIL events: Number Sense, Calculator, Mathematics, or Science.

## **Leaders' Core**

<b>COURSE TITLE:</b>	<b>Leaders' Core I</b>
<b>GRADE PLACEMENT:</b>	11-12
<b>PREREQUISITE:</b>	Application required, teacher approval
<b>CREDIT:</b>	Local Credit Only
<b>DESCRIPTION:</b>	The student shall be provided opportunities to do one or more of the following: conduct research for community service projects in relation to grant allocation; develop advanced level skills in writing and composing major grant proposals. Students can choose to be in Leaders either their junior or senior year (not both.) The student will participate in lessons to improve their skills in being a leader. They will lead tutorials on different campuses throughout the

district. Leaders will be involved in numerous volunteer projects that affect the school and our community.

## **STUCO Class**

**COURSE TITLE:** STUCO Class  
**GRADE PLACEMENT:** 11-12  
**PREREQUISITE:** Application required, teacher approval  
**CREDIT:** Local Credit Only  
**DESCRIPTION:** The student shall be provided opportunities to do one or more of the following: conduct research for community service projects in relation to grant allocation; develop advanced level skills in writing and composing major grant proposals. Students can choose to be in STUCO either their junior or senior year. The student will participate in lessons to improve their skills in being a leader. They will lead tutorials on different campuses throughout the district. STUCO members will be involved in numerous volunteer projects that affect the school and our community.

## **PEER HELPING**

**COURSE TITLE:** Peer Assistance I  
**GRADE PLACEMENT:** 12  
**PREREQUISITE:** Teacher request & Principal's approval  
**CREDIT:** - none earned -  
**DESCRIPTION:** This course is designed to involve students in realistic and meaningful educational based activities/tasks through an assortment of direct service experiences that benefit students, teachers, principals, counselors, and other office staff members and the community. Content addresses the roles the school personnel play and the characteristics involved in the different careers. The course helps students assist personnel in carrying out their goals. Students are limited to one peer assistant assignment during the senior year.

## **Credit Recovery**

**COURSE TITLE:** Edgenuity ONLINE Credit Recovery Program  
**GRADE PLACEMENT:** 9-12  
**PREREQUISITE:** Failed course(s) required for graduation  
**CREDIT:** Recovery of failed credit – NO GPA WEIGHT  
**DESCRIPTION:** This option is only available to those students who are behind on credits due to failure. The recovered credits through this program are NOT listed as approved courses through the NCAA.