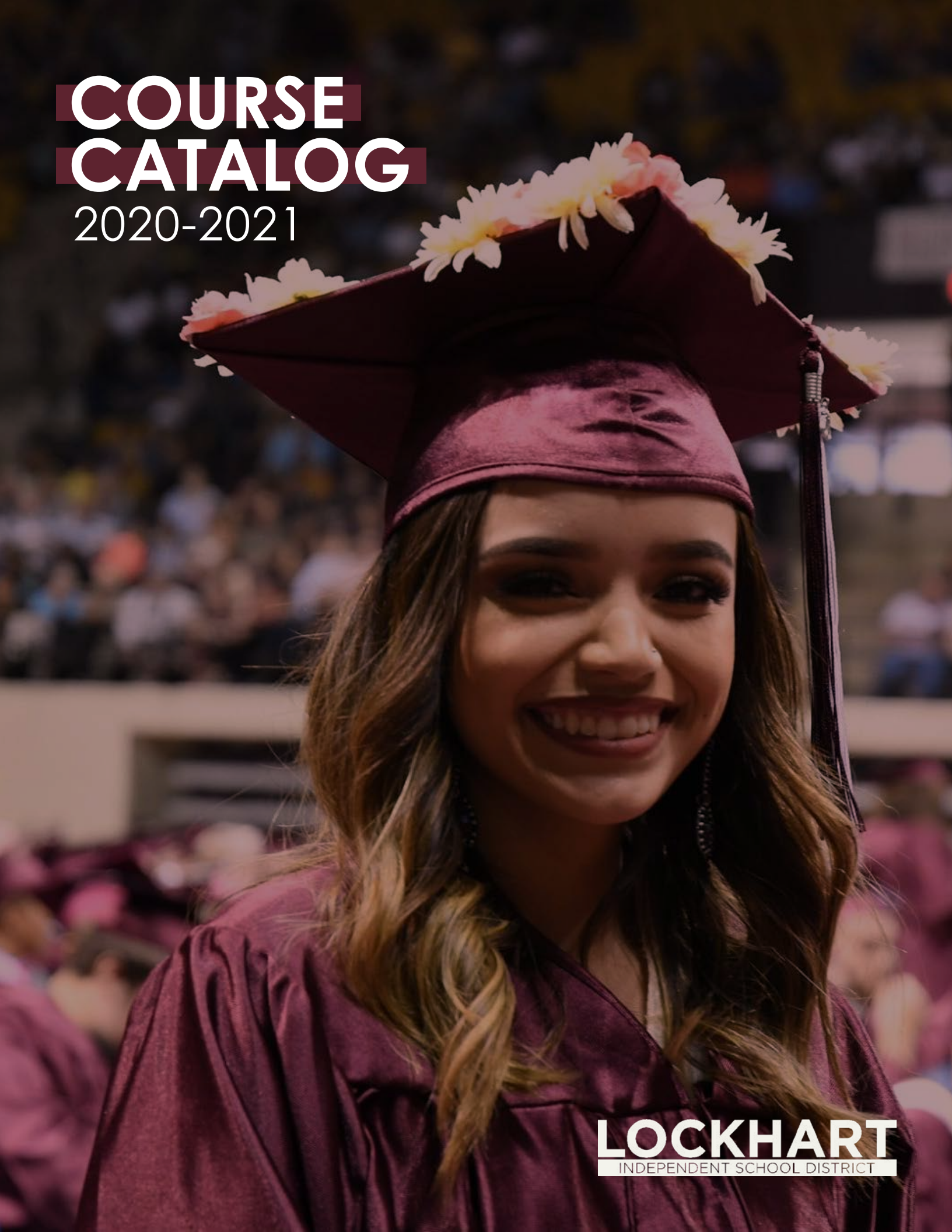
COURSE CATALOG

2020-2021



LOCKHART
INDEPENDENT SCHOOL DISTRICT

LOCKHART INDEPENDENT SCHOOL DISTRICT

BUILDING A LEGACY OF EXCELLENCE

LOCKHART ISD MISSION

The mission of the Lockhart Independent School District is to graduate all of its students as citizens who are educated, productive, and self-fulfilling lifelong learners. The school district's community, parents, trustees, staff and students will provide a safe, caring, and challenging learning environment in which all students develop to their fullest potential.

MISIÓN DE LOCKHART ISD

La misión del Distrito Escolar Independiente de Lockhart es graduar a todos sus estudiantes como ciudadanos educados, productivos y estudiosos de por vida. La comunidad del distrito escolar, los padres, fideicomisarios, empleados y estudiantes proveerán un ambiente seguro, cariñoso y lleno de retos en el cual todos los estudiantes se desarrollan a su más alto potencial.

LOCKHART ISD BOARD OF TRUSTEES

Steve Johnson / *President*
Michael Wright / *Vice President*
Tom Guyton / *Secretary*
Warren Burnett
Carl M. Cisneros
Becky Lockhart
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SUPERINTENDENT OF SCHOOLS

Mark Estrada

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GRADUATION REQUIREMENTS

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LOCKHART HIGH SCHOOL (512) 398-0300

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Counselor	Deanne Franco	deanne.franco@lockhart.txed.net
College & Career Advisor	Veronica Powell	veronica.powell@lockhart.txed.net
Fine Arts Coordinator	Kenneth Vise	kenneth.vise@lockhart.txed.net

PRIDE HIGH SCHOOL (512) 398-0300

Interim Principal	**Ethan Peters**	**ethan.peters@lockhart.txed.net**
Counselor	Angel Paxton	angel.paxton@lockhart.txed.net

HIGH SCHOOL GRADUATION REQUIREMENTS

Endorsement choice may vary the graduation requirements listed below. Students must complete all requirements for the Foundation High School Program plus the curriculum requirements for one or more endorsements.

The Distinguished Level of Achievement indicates a higher level of academic achievement earned by going beyond the Foundation High School Program with Endorsement. Students must take Algebra II to earn the Distinguished Level of Achievement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

FOUNDATION + ENDORSEMENTS
26 credits

English ..... 4 credits
Must include English I + English II + English III + and one advanced English course

Mathematics ..... 4 credits
Must include Algebra + Geometry + two advanced math courses

Science ..... 4 credits
Must include Biology + IPC, Chemistry or Physics + two additional advanced science courses

Social Studies ..... 3 credits
Must include World Geography or World History + United States History + Government/Economics

Languages Other Than English ..... 2 credits
Must consist of two courses in the same language

Fine Arts ..... 1 credit
May include AP Art History I, Art I, Choir I, Dance II-IV, Drill Team, Band, Dual Credit Fine Arts with ACC, Floral Design, Music i-II Applied, Music and Media, AP Music Theory, Orchestra, Tech Theatre I, Theatre Arts Choir, Theatre Art or other applicable substitutions

Physical Education ..... 1 credit
May include Athletics, Cheerleading, Dance I, Drill Team, Marching Band, PE - Foundations of Personal Fitness, PE - Individual & Lifetime Sports, PE - Team Sports & Recreational Games, PE - Weight Training, PE Waiver

Electives ..... 7 credits
Credits must be selected from the list of eligible courses that do not satisfy a specific course requirement

DISTINGUISHED LEVEL OF ACHIEVEMENT
26 credits

English ..... 4 credits
Must include English I + English II + English III + and one advanced English course

Mathematics ..... 4 credits
Must include Algebra + Geometry + Algebra II + one advanced math course

Science ..... 4 credits
Must include Biology + IPC, Chemistry or Physics + two additional advanced science courses

Social Studies ..... 3 credits
Must include World Geography or World History + United States History + Government/Economics

Languages Other Than English ..... 2 credits
Must consist of two courses in the same language

Fine Arts ..... 1 credit
May include AP Art History I, Art I, Choir I, Dance II-IV, Drill Team, Band, Dual Credit Fine Arts with ACC, Floral Design, Music i-II Applied, Music and Media, AP Music Theory, Orchestra, Tech Theatre I, Theatre Arts Choir, Theatre Art or other applicable substitutions

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May include Athletics, Cheerleading, Dance I, Drill Team, Marching Band, PE - Foundations of Personal Fitness, PE - Individual & Lifetime Sports, PE - Team Sports & Recreational Games, PE - Weight Training, PE Waiver

Electives ..... 7 credits
Credits must be selected from the list of eligible courses that do not satisfy a specific course requirement

PERSONAL GRADUATION PLAN

Each year a student should select courses that are included in his/her four-year plan/graduation plan as developed with the counselor. Any adjustments to be made regarding the four-year plan/graduation plan must be done in conjunction with the guidance office and have a parent signature. The student should carefully consider college admission requirements as he/she selects courses. It is required that every student complete a four-year graduation plan in 8th grade and then meet annually with a school counselor to select the appropriate courses for each upcoming year. Any questions regarding college admissions should be directed to a counselor.

In accordance with the State Board of Education, the selected Endorsements and Graduation Plans cannot be revised until the student's sophomore year when the student has received at least six high school credits.

NAME: **YEAR ENTERED HS:**

DOB: **GRADUATION YEAR:**

REQUIRED CORE COURSES			OTHER REQUIRED
English I English II English III English IV or other	Algebra I Geometry Algebra II or other Fourth Math	Biology Chemistry Physics or other Fourth Science	Fine Arts LOTE I LOTE II PE

ENDORSEMENT	COURSE 1	COURSE 2	COURSE 3	COURSE 4
STEM				
BUSINESS & INDUSTRY				
PUBLIC SERVICE				
ARTS & HUMANITIES				
MULTIDISCIPLINARY				

see endorsement section for detailed description

STUDENT ASSESSMENT INFORMATION				
SPECIAL PROGRAM INFORMATION	**EOC MASTERY**	**ENDORSEMENT SELECTION**	**COLLEGE TESTING**	**DISTINGUISHED ACHIEVEMENT**
Special Education 2nd Language Learner 504	English I English II Algebra I Biology US History	STEM Business & Industry Public Services Arts & Humanities Multidisciplinary	PSAT ACT SAT TSIA	Algebra II 4th Math 4th Science Endorsement Completion

Continued on next page

PERFORMANCE ACKNOWLEDGEMENTS

DUAL CREDIT	BILINGUALISM	AP EXAMS	COLLEGE TESTING	CERTIFICATION
12 DC hours (3.0 or higher GPA) Earn an associate degree	Complete all ELA requirements with 80 or higher grade average AND - 3 LOTE credits with 80 average OR - Level IV in LOTE with 80 average OR - 3 or higher on AP exam	AP exam score of 3 or higher	ACT Composite of 28 SAT Combined score of 1250 PSAT/NMSQT Scholar	Obtain nationally or internationally recognized business or industry certification from TEA approved list

STUDENT ASSESSMENT INFORMATION

	SUMMER SCHOOL	CREDIT RECOVERY	EOC REMEDIATION	TUTORIALS	ATTENDANCE/ DISCIPLINE MONITORING
YEAR					
YEAR					
YEAR					
YEAR					

Your child is currently enrolling under the Foundation High School Plan outlined under House Bill 5. As required under the new graduation plan, incoming high school students and their parents must select one or more of the five graduation endorsements currently offered under the graduation plan. You and your child will need to select one of the endorsements listed below, sign and return this form to your child's counselor. Endorsement Selections:

STEM

(Science, Technology, Engineering and Math)

Science, including environmental science

Cybersecurity

Engineering

Advanced mathematics

BUSINESS & INDUSTRY

Business Management

Marketing

Audio Visual Production

Yearbook and Graphic Design

Journalism, Bilingual or English

Automotive technology

Collision Repair and Refinishing

Agriculture science

Applied Agricultural Engineering

Culinary

PUBLIC SERVICE

Health science and occupations

Bilingual Early Education

Bilingual Teaching and Training

Emergency Services

Law Enforcement

Health Science Diagnostics

Health Science Therapeutics

ARTS & HUMANITIES

Fine Arts

Political Science

World Languages

Cultural Studies

English Literature

History

MULTIDISCIPLINARY STUDIES

Combination of courses from each of the endorsement areas of STEM, Business and Industry, Arts and Humanities, and Public Service.

This endorsement is for students who do not complete one of the other four endorsements

Though we will make every effort to place your child in the elective courses of their choice, please note the following may limit elective course selections:

- students who have not passed the required STAAR/ EOC exams will be placed in support courses; and
- sponsor approved courses will not be added to a student's schedule until a roster is received from the sponsor listing the child's name.

The importance of a high school graduation plan that includes one or more endorsements with the distinguished level of achievement and the importance of post-secondary education, automatic admissions, and eligibility for financial aid have been explained to me.

My child and I agree with the endorsement selection above and do not wish to add any others at this time.

STUDENT SIGNATURE: **DATE:**

PARENT SIGNATURE: **DATE:**

COUNSELOR SIGNATURE: **DATE:**

GPA CALCULATION

CLASS OF 2022 AND ABOVE GRADE POINTS

NUMERICAL GRADE	LEVEL 1: AP, DUAL CREDIT, DUAL ENROLLMENT	LEVEL 2: HONORS	LEVEL 3: ACADEMIC COURSES
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
BELOW 70	0	0	0

CLASS OF 2021 AND BELOW GRADE POINTS

NUMERICAL GRADE	LEVEL 1: AP, DUAL CREDIT, DUAL ENROLLMENT	LEVEL 2: HONORS	LEVEL 3: ACADEMIC COURSES
100	6.0	5.5	5.0
99	5.9	5.4	4.9
98	5.8	5.3	4.8
97	5.7	5.2	4.7
96	5.6	5.1	4.6
95	5.5	5.0	4.5
94	5.4	4.9	4.4
93	5.3	4.8	4.3
92	5.2	4.7	4.2
91	5.1	4.6	4.1
90	5.0	4.5	4.0
89	4.9	4.4	3.9
88	4.8	4.3	3.8
87	4.7	4.2	3.7
86	4.6	4.1	3.6
85	4.5	4.0	3.5
84	4.4	3.9	3.4
83	4.3	3.8	3.3
82	4.2	3.7	3.2
81	4.1	3.6	3.1
80	4.0	3.5	3.0
79	3.9	3.4	2.9
78	3.8	3.3	2.8
77	3.7	3.2	2.7
76	3.6	3.1	2.6
75	3.5	3.0	2.5
74	3.4	2.9	2.4
73	3.3	2.8	2.3
72	3.2	2.7	2.2
71	3.1	2.6	2.1
70	3.0	2.5	2.0
BELOW 70	0	0	0

The following classes will NOT be used in calculating GPA and class rank: P.E. or the equivalent substitute, i.e. Athletics, JROTC, cheerleading, band, choir, dance; all pass/fail courses; local credit courses; correspondence or 36 distance learning courses; summer school; credit by exam; and credit recovery courses.

Beginning with the graduating class of 2022, all high school credits, including high school credits earned while enrolled at Lockhart Junior High School, shall be included in the calculation of class rank, with the exception of: All pass/fail courses; local credit courses; correspondence or distance learning courses; noncredit courses; credit by examination; and credit recovery courses.

ENDORSEMENTS

This section of the Course Guide is designed to provide information about the Endorsement requirement needed for graduation. The purpose of the endorsement requirement is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas Workforce have encouraged career oriented training and certification at the high school level to help meet their growing demands.

Starting in the spring of 2014, all eighth-graders were required to choose one of five endorsements as outlined in the new graduation plan.

The earned Endorsement will be reflected on the student's official transcript at the completion of their high school career.

How are the Endorsements organized?

As you use this guide, you will see recommended Pathways (or coherent sequences of courses) organized by career clusters within each of the Endorsements. A career cluster is a grouping of occupations and broad industries based on commonalities. These career clusters are part of the achieve Texas College and Career Initiative that is designed to help students (and their parents) make informed education decisions. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education.

When schools integrate academic and technical education, students can see the relevance of what they are learning. The Pathways allow students to study a particular field in depth and help to facilitate a seamless transition from secondary to post-secondary opportunities.

Although there are five endorsements, there are many pathways students can take to graduate with an endorsement.

THE FIVE ENDORSEMENT AREAS ARE:

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

BUSINESS & INDUSTRY

PUBLIC SERVICE

ARTS & HUMANITY

MULTIDISCIPLINARY STUDIES

BENEFITS OF ENDORSEMENT

COLLEGE READINESS

Many colleges and universities minimally require the Foundational High School Program for admission. In addition, students ranked in the top 10 percent of their graduating classes from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the FHSP-E or the Distinguished Achievement Program (DAP-E).

RECOGNITION

The Foundation High School Program seal will be affixed to the Academic Achievement Record (AAR), or transcript, of students graduating under the FHSP-E.

TEST RESULTS

Research suggests that students who take additional English, math, social studies, and science courses make higher scores on the SAT® or ACT® college entrance exams. The FSHP requires four credits in each of these core subject areas.

PROGRAM PARTICIPATION

The Texas Scholars program allows students who participate and graduate to be eligible for Graduation Honors and to compete for certain scholarships. Texas Scholars who qualify for financial assistance become eligible for a grant program passed by the Texas Legislature: The Texas Grant program.

This may provide all tuition and fees for public colleges and universities in Texas; however, grant funds are administered on a first-come, first-served basis. The Texas Scholars program requires students to graduate under the FHSP-E or the DAP-E.

CLUSTER OPTIONS FOR ENDORSEMENTS

Students are required to select an "Endorsement," or area of concentration, during 9th grade registration. Students must complete all requirements for the Foundation High School Program plus the curriculum requirements for one or more endorsements. Students may change their endorsement beginning in the spring of the sophomore year. **Students may earn more than one endorsement.**

Below are the clusters and programs of study within each endorsement.

STEM ENDORSEMENT

- CYBERSECURITY
- ENGINEERING

BUSINESS & INDUSTRY ENDORSEMENT

AGRICULTURE, FOOD, & NATURAL RESOURCES

- Animal Science
- Applied Agriculture Engineering

ARTS & AUDIO VISUAL

- Digital Communications
- Design & Multimedia Arts (Yearbook)
- Bilingual Design & Multimedia Arts (Journalism)

BUSINESS, MARKETING, & FINANCE

- Business Management
- Marketing & Sales

HOSPITALITY & TOURISM

- Culinary Arts

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

- Automotive
- Painting & Refurbishing

PUBLIC SERVICE ENDORSEMENT

EDUCATION & TRAINING

- Bilingual Early Learning
- Bilingual Teaching & Training

HEALTH SCIENCE

- Healthcare Diagnostics
- Healthcare Therapeutics

LAW & PUBLIC SERVICE

- Emergency Services
- Law Enforcement

ARTS & HUMANITIES ENDORSEMENT

- FOREIGN LANGUAGE
- FINE ARTS

MULTIDISCIPLINARY ENDORSEMENT

Students must complete one of the following:

- **4 Advanced courses from other endorsement areas**
- **4 Credits in each foundation subject area, including English IV and Chemistry and/or Physics**
- **4 Credits in Advanced Placement, International Baccalaureate or Dual Credit courses selected from English, Mathematics, Science, Social Studies, Economics, LOTE or Fine Arts**

GENERAL INFORMATION

HIGH SCHOOL INFORMATION

LOCKHART HIGH SCHOOL

Lockhart High School (LHS) offers a traditional, comprehensive curriculum in an eight-period schedule. Honors and Advanced Placement (AP) courses are offered in English, Math, Social Studies, Foreign Language, Science, and Art.

Dual Credit courses are offered in conjunction with Austin Community College. Dual Enrollment courses are offered via the UT OnRamps program in conjunction with the University of Texas at Austin. Articulated courses are offered in conjunction with Austin Community College.

Students have a variety of options at LHS in choosing their Career and Technical Education (CTE) courses, Cooperative Courses, Fine Arts, Athletics, and Foreign Language courses. In addition, Special Education programs and courses are offered.

PRIDE HIGH SCHOOL

PRIDE High School (PHS) is LISD's Academic High School of Choice. PHS exists to serve students with many different stories who, for one reason or another, may not have found success in a more traditional setting. PHS focuses on individualized learning through online curriculum delivered at a goal-driven pace blended with student-centered instruction.

PHS is the ideal choice for students who wish to accelerate their learning because they are seeking to graduate early, those who are seeking to recover credits, or students who are simply seeking a smaller high school community.

PHS offers a blended learning environment for the following courses: Algebra 1, Geometry, Algebra 2, Math Modeling, Pre-Calculus, Biology, Chemistry, Physics, Environmental Science, English I- IV, World Geography, World History, US History, Government, and Economics. Elective courses are offered via online curriculum, and Journalism courses are offered as a CTE program of study.

CREDIT BY EXAM (CBE)

Lockhart ISD permits high school students to take CBE for acceleration and remediation only through exams approved by the LISD School Board, from The University of Texas, or Texas Tech University and administered by Lockhart ISD.

CBE for acceleration/No prior instruction
A student will be permitted to take an examination to earn credit for an academic course for which the student has had no prior instruction. The dates on which examinations are scheduled are listed in the student handbook yearly. Both a fall and spring semester test calendar is available. The passing score required to earn credit on an exam for acceleration is 80

CBE for transfer credit/non-accredited or home school
Students enrolling in LHS from a non-accredited school or home school may take a CBE to receive transfer credit. Documentation of courses taken in non-accredited or home school must be received prior to the administration of CBE. The grade scored on the CBE will be marked on the student's transcript and credit awarded.

CREDIT RECOVERY

LHS uses a computer-based, self-paced program for credit recovery. Depending on the circumstances in which a student lost credit for a course, he/she may be eligible for this program. Counselors are able to provide additional information on credit recovery eligibility.

In the event that a student is eligible for credit recovery, a 'P' (pass) will be awarded the student upon successful completion of the course. The student will not be granted grade points; however, credit will be granted for any course receiving a 'P' pass.

EARLY GRADUATION PLANS AND CATEGORIES

All early graduates will complete the requirements for high school graduation according to the graduation plans in place when they entered high school. Students must declare their intent to be an early graduate by completing the early graduation application.

Early graduates will not have any senior privileges granted during the first semester. The student will have senior privileges during the second semester only if reclassified as a senior. The student can participate in the May graduation ceremony. If the student does not pass all EOCs, that student will not be considered a graduate. The student will return to school in the fall semester as a full-time student and be enrolled in EOC remediation classes.

GRADE LEVEL CLASSIFICATION

Students are classified according to the number and type of credits they have earned. In order to be promoted, students are required to meet the number of credits listed below and are required to have received credit in all four of their core classes for that particular school year. Students who have fallen behind may be reclassified at the end of the semester in certain circumstances with administrative approval.

FRESHMAN: Must have been promoted by successfully meeting 8th grade requirements and passing each of the STAAR assessments. If the student is not promoted from 8th grade, the student may be placed to their freshman year at high school. Student placement to high school for students who have not demonstrated mastery on the state assessments, met required attendance or grade requirements may be placed. Placement is determined by a Grade Placement Committee prior to start of school and is based on the student's successful completion of summer school and performance on local assessments. Freshman who are "placed" rather than promoted may have to take specific acceleration classes during their freshman year at high school as part of the placement agreement made by the grade placement committee.

SOPHOMORE: Must have earned 6 credits as a freshman.

JUNIOR: Must have earned 12 credits as a freshman and sophomore.

SENIOR: Must have earned 18 credits as a freshman, sophomore, and junior.

OUT OF STATE TRANSFERS

Transfer students from out of state must complete all graduation requirements to be eligible for a Texas diploma. Requirements not completed when enrolling in Lockhart High School may be satisfied by correspondence courses, credit by exam, accelerated learning, or completing the course.

STAAR EOC ASSESSMENTS - REQUIRED FOR GRADUATION

In the 2011-2012 school year, the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) tests became a graduation requirement for students entering 9th grade. When the student has completed the academic course for the specified exam, the student will be required to take the corresponding EOC. The EOCs designated by legislature are: **English I, English II, Algebra I, Biology, and U.S. History.**

COLLEGE READINESS STANDARDS

Students are considered "college ready" if the minimum scores are reached in one of the following areas:

College Readiness Measure	English Language Arts	Mathematics
ACT score: at least 23 composite and noted scores	English: 19	Math: 19
SAT score (prior to March 5, 2016): at least 1070 combined and noted scores	Critical Reading: 500	Math: 500
SAT score (on or after March 5, 2016): no combined score	Evidenced-Based Reading & Writing (EBRW): 480	Math: 530
TSI Phase 1 (prior to August 28, 2017)	Reading: 351 AND Writing: 350 & Essay: 5 OR Writing 363 & Essay: 4	Math 350
TSI Phase 2 (on or after August 28, 2017)	Reading: 351 AND Writing: 340 & Essay: 4 OR Writing: 363 & Essay: 4	Math 356

Upon high school graduation, students must meet the college readiness standard or will be required to pay for developmental classes at the college they are attending, which can be quite expensive, both in time and money, plus not count towards a degree. Free test preparation is available from Austin Community College (http://www.austincc.edu/support-and- services/tutoring-and-academic- help/assessment-study-materials). The scores are valid for five years. After the student has participated in the required Pre-Assessment Activity, the TSI can be taken during specific times at the high school campuses. Check with the high school counselors for more information.

The Texas Success Initiative (TSI) is a state-legislated program to improve student success in college, mainly through an assessment to measure skills in math, reading, and writing.

EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL

Lockhart ISD is proud to provide multiple options and opportunities for students to earn college credit while in high school, including Advanced Placement, Articulated, Dual Credit and Dual Enrollment courses.

ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement (AP) Program, sponsored by the College Board, offers motivated and capable high school students an opportunity to take college-level courses while in high school. This program is built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education.

AP courses can help students acquire the skills and habits they will need to be successful in college. Students in AP courses will improve their writing skills, sharpen their problem solving abilities, and develop time management skills, discipline, and study habits. In AP courses the focus of instruction is on engaging students in discussions, collaborative problem solving, and learning to write in a clear and persuasive manner.

AP courses have open enrollment and participation is based on the course prerequisites as indicated in the course catalog. LISD students enrolled in AP courses are expected to take the AP exam that accompanies the AP course in which the student is enrolled. Costs of these exams are paid by the student; however, limited financial assistance may be available. If the student takes the associated AP exam, Advanced Placement and/or college credit may be awarded upon college entrance.

Colleges and universities have policies regarding how much credit and/or advanced placement will be received for a given score on an AP exam. Before taking AP exams, students should check college websites about specific advanced placement credit policies. Talk with the school counselor for more information. Check www.collegeboard.org.

ARTICULATED CREDIT COURSES

Career and Technical Education articulation agreements with Austin Community College make it possible for students to earn college credit for courses successfully completed for high school credit. These courses are designed to prepare students for the future and cover both the high school curriculum and the college curriculum.

These credits are held in escrow until the student successfully completes the requirements of the articulating college. The credits held in escrow are then placed on the student's college transcript when they enter the institution of higher learning that offers the articulated credit.

In order to claim credit, Austin Community College requires the student to take at least one course at ACC to earn the articulated credits. To be considered for articulated credit students must earn a grade of 80 or higher in the class, a grade of 70 or higher on an ACC- created end-of-course exam, and meet all high school and college course requirements.

Some universities and colleges do not accept articulated credits depending on the student's major and the rules and regulations of the institution. It is always best to speak directly with an admissions representative at the college or university to learn of any transfer of credit restrictions.

DUAL CREDIT COURSES (AUSTIN COMMUNITY COLLEGE)

Lockhart ISD partners with ACC for most of its dual credit course offerings. Students who are deemed college ready may enroll in dual credit courses, as determined by TSIA scores. beginning their junior year with approval of their parents and principal.

Courses may be taken during the school day, at an ACC campus, and in the summer. Depending on the number of courses being taken, location of courses, or course type students may be charged tuition and/or fees, and are responsible for textbooks and any additional expenses such as parking permits at ACC facilities.

To count as dual credit, courses must cover the state standards for the associated high school course and be approved by Lockhart ISD. Students must submit their college transcript showing their grade in the dual credit course to their campus registrar for inclusion in their high school transcript, if taken outside of the school.

DUAL ENROLLMENT (UT OnRAMPS)

Lockhart ISD partners with The University of Texas at Austin to offer the OnRamps dual-enrollment program, which provides rigorous courses that are aligned with the standards and expectations of The University of Texas at Austin. These courses fit into a normal schedule and allow students to earn college credit while simultaneously earning high school graduation requirements and do not require a minimum TSIA score. Students who participate in the UT OnRamps courses gain early exposure to college expectations and are able to easily transition from high school to college. UT OnRamps may require tuition and fees.

To receive credit, the grade in the course must be a C or better and students must submit an official college transcript to the high school registrar. Dual enrollment credit is accepted by Texas public universities. Students who plan to attend a private or out-of-state college or university should check with schools regarding their policy of accepting dual or concurrent enrollment courses.

Prior to withdrawing from a college course, it is the student's responsibility to first discuss this matter with the school counselor to determine if space is available in the comparable high school course. Students who take a dual enrollment class that will be used to meet core course graduation requirements must also take the corresponding STAAR exam.

SCHEDULING PROCESS AND SCHEDULE CHANGES

This catalog contains a brief description of courses offered in the secondary schools of Lockhart ISD, as well as the grade level requirements for specific courses and any possible prerequisites. Please be aware that not all courses are offered at every campus. Elective courses are offered as a result of student interest. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and one of the alternates listed on the student's registration form will be used.

Master schedules and teacher hiring are based on student requests; therefore, only schedule change requests based upon the list below will be considered. The selection of courses by the student is a commitment to put forth effort to be successful.

Schedule changes will only be considered during the first 10 days of each semester for the following reasons:

A. The student is a senior and is not scheduled in a course needed for graduation.
B. The student has already earned credit for a course in which he/she is currently scheduled.
C. The student does not have the prerequisite(s) for a class listed on his/her schedule.
D. The student has been dismissed from a program where approval must be granted for placement.
E. The student does not have a full schedule.
F. A data entry error (no lunch, class listed twice, free period, etc.) has occurred.
G. The student needs intervention/remedial coursework for STAAR requirements.

Student schedules will not be changed to select different teachers or lunch periods or to drop a previously selected elective. For students with disabilities, special education courses are determined by the Admission, Review, and Dismissal (ARD) committee.

When a student enrolls in a course (such as a correspondence course) completed outside of the school day, the student must provide documentation of completion of the course no later than the first day of the semester in order to be eligible for a schedule adjustment.

COURSE LEVEL CHANGES

Course level changes will be considered only at the end of the first nine weeks grading period for each course that offers a different level of the same course. To be considered for a transfer from a PAP or AP course, the student must meet the following criteria:

A. Formal request made with counselor by parent and student.
B. Student must have zero zeroes in the course.
C. Student must have attended a minimum of six tutorials.
D. Face to Face Parent/Student/Teacher conference has been held.

If these conditions are met that student will be considered for a schedule change. Space availability in the receiving course will be a consideration for a course level change. Students who receive special permission to change a class schedule are subject to limitations.

When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course entered.

Level changes in core classes will not be considered after the first nine weeks of class but will be reviewed for the second semester.

PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION PROGRAMS

LOCKHART INDEPENDENT SCHOOL DISTRICT, CAREER AND TECHNICAL EDUCATION

Lockhart Independent School District offers career and technical education programs in Public Services, Business and Industry, and Science, Technology, Engineering, and Math (STEM). Admission to these programs is based on student interest.

It is the policy of Lockhart Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Lockhart Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Lockhart Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact:
Title IX Coordinator | kimberly.brents@lockhart.txed.net, (512) 398-0041
Section 504 Coordinator | melissa.corona@lockhart.txed.net, (512) 398-0270

NOTIFICACIÓN PUBLICA DE NO DISCRIMINACIÓN EN PROGRAMAS DE EDUCACIÓN TÉCNICA Y VOCACIONAL

DISTRITO ESCOLAR INDEPENDIENTE DE LOCKHART, EDUCACIÓN PROFESIONAL Y TÉCNICA

El distrito escolar de Lockhart ofrece programas de educación técnica y vocacional en Servicios públicos, Negocios e Industria, y la Ciencia, Tecnología, Engeniería y Matemáticas (STEM). La admisión a estos programas es basado en interés del estudiante.

Es norma del distrito de Lockhart no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma del distrito de Lockhart no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

El distrito escolar de Lockhart tomará medidas para garantizar que las habilidades del idioma inglés de un estudiante no interfieran con la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con:
El Coordinador del Título IX | kimberly.brents@lockhart.txed.net, (512) 398-0041
El Coordinador de la Sección 504 | melissa.corona@lockhart.txed.net, (512) 398-0270

COURSE DESCRIPTIONS

JUNIOR HIGH COURSES

ENGLISH, LANGUAGE ARTS AND READING

ENGLISH LANGUAGE ARTS AND READING (ELAR) 6

Credit: 1 Local JH **Grade: 6**
Type: Regular

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

ENGLISH LANGUAGE ARTS AND READING 6 HONORS

Credit: 1 Local JH **Grade: 6**
Type: Honors

The Honors sixth grade language arts program provides opportunities for students to interpret and to analyze literature including short stories, poetry, novels, and drama. This course encourages students to think independently, solve problems, master oral and written communication skills, and utilize correct grammar and punctuation on all written products. Students will utilize the writing process to produce multi-paragraph products and master the skills required for description, narration, and persuasion. Demonstrating proficiency of concepts at a self-motivated and accelerated pace that consists of increased workload for classroom activity. Mastery and cumulative learning within a variety of activities ranging from concrete/specific to random/abstract offers a challenge for students within a course. This course will require additional time, effort, and a higher level of cognitive ability. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.
Recommended: Met or Mastered 5th grade Reading STAAR

SHELTERED ENGLISH LANGUAGE ARTS AND READING 6

Credit: 1 Local JH **Grade: 6**

Sheltered English Language Arts/Reading is designed to scaffold language arts objectives for English learners according to their language proficiency levels. Listening, speaking, reading, writing, and thinking are interconnected strands that focus on academic oracy, authentic reading, and reflective writing. Sheltered ELAR courses are designed to scaffold grade-level objectives for beginning through intermediate level students, including newcomers. Students will be required to take the 6th grade STAAR Reading assessment for this course.
Prerequisites: LPAC recommendation

ENGLISH LANGUAGE ARTS AND READING 7

Credit: 1 Local JH **Grade: 7**
Type: Regular

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

ENGLISH LANGUAGE ARTS AND READING 7 HONORS

Credit: 1 Local JH **Grade: 7**
Type: Honors

The Honors seventh grade Language Arts program provides opportunities for students to interpret and to analyze literature including short stories, poetry, novels, and drama. This course encourages students to think independently, solve problems, master oral and written communication skills, and utilize correct grammar and punctuation on all written products. Students will utilize the writing process to produce multi-paragraph products and master the skills required

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for description, narration, and persuasion. Demonstrating proficiency of concepts at a self-motivated and accelerated pace that consists of increased workload for classroom activity. Mastery and cumulative learning within a variety of activities ranging from concrete/specific to random/abstract offers a challenge for students within a course. This course will require additional time, effort, and a higher level of cognitive ability. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.
Recommended: 6th grade ELAR Honors

ENGLISH LANGUAGE ARTS AND READING 8
Credit: 1 Local JH **Grade: 8**
Type: Regular

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

ENGLISH LANGUAGE ARTS AND READING 8 HONORS
Credit: 1 Local JH **Grade: 8**
Type: Honors

The Pre-Advanced Placement eighth grade Language Arts program provides opportunities for students to interpret and to analyze literature including short stories, poetry, novels, and drama. This course encourages students to think independently, solve problems, master oral and written communication skills, and utilize correct grammar and punctuation on all written products. Students will utilize the writing process to produce multi-paragraph products and master the skills required for description, narration, and persuasion. Demonstrating proficiency of concepts at a self-motivated and accelerated pace that consists of increased workload for classroom activity. Mastery and cumulative learning within a variety of activities ranging from concrete/specific to random/abstract offers a challenge for students within a course. This course will require additional time, effort, and a higher level of cognitive ability. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students will engage in reading, writing, and oral language activities at an advanced degree of depth and complexity.
Prerequisites: 7th grade ELAR Honors or admin approval

ENGLISH AS A SECOND LANGUAGE (ESL)/ENGLISH LANGUAGE DEVELOPMENT (ELD) 6, 7, 8
Credit: 1 Local JH **Grade: 6-8**

ESL/ELD classes prepare students for academic success in all content areas. Students learn English in a highly structured way in order to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through oral and written expression.
Prerequisites: LPAC recommendation

MATHEMATICS

MATH 6
Credit: 1 Local JH **Grade: 6**
Type: Regular

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures

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from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

MATH 6 HONORS (MATH 7)

Credit: 1 Local JH **Grade: 6**
Type: Honors

Grade 6 Honors Mathematics is the beginning of an advanced mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Statistics. This course will cover a majority of the Grade 6 mathematics standards and the all of the Grade 7 mathematics standards. Students may choose to be enrolled in this course or will be auto-enrolled based on previous assessment data. Students in this course will be taking the 7th grade STAAR math assessment.

Suggested: Met or Mastered 5th grade Math STAAR or admin approval

ACCELERATED MATH 6 HONORS (MATH 8)

Credit: 1 Local JH **Grade: 6**

Accelerated Math 6 is the start of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 7. This pathway is designed for students who want to receive a STEM or Multidisciplinary endorsement and want to pursue Advanced Placement (AP), dual-credit, or advanced courses in mathematics. The course will cover all of the Grade 8 mathematics TEKS. Students in this course will be taking the 8th grade STAAR math assessment.

Prerequisites: Summer Bridge Math Program, 5th grade Math STAAR scores at Mastered, or admin approval

SHELTERED MATH 6

Credit: 1 Local JH **Grade: 6**

Sheltered math courses are designed to scaffold grade-level math standards for beginning through intermediate (English proficiency) level students, including newcomers. Students in this course will be taking the 6th grade STAAR math assessment.

Prerequisites: LPAC recommendation

MATH 7

Credit: 1 Local JH **Grade: 7**
Type: Regular

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

SHELTERED MATH 7

Credit: 1 Local JH **Grade: 7**

Sheltered math courses are designed to scaffold grade-level math standards for beginning through intermediate (English proficiency) level students, including newcomers. Students in this course will be taking the 7th grade STAAR math assessment.

Prerequisites: LPAC recommendation

MATH 7 HONORS (MATH 8)

Credit: 1 Local JH **Grade: 7**
Type: Honors

Math 7 Honors is the continuation of an advanced mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Advanced Placement Statistics. This pathway is designed for students who want to receive a STEM or Multidisciplinary endorsement and want to pursue Advanced Placement (AP), dual-credit, or advanced courses in mathematics. The course will cover all of the Grade 8 mathematics TEKS. Students in this course will be taking the 8th grade STAAR math assessment.

Prerequisites: 6th grade Math or admin approval

ALGEBRA 1 HONORS

Credit: 1 (High School Credit) **Grade: 7-8**
Type: Honors

In Algebra I Honors, students will build on the knowledge and skills for mathematics in Grade 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. 8th grade Algebra students will take the STAAR Algebra End of Course test instead of the 8th grade math STAAR test.
Prerequisites: Math 8 or its equivalent

MATH 8

Credit: 1 Local JH **Grade: 8**
Type: Regular

The primary focal areas in Grade 8 are proportionality, expressions, equations, relationships, functions, measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

SHELTERED MATH 8

Credit: 1 Local JH **Grade: 8**

Sheltered Pre-Algebra courses are designed to scaffold grade-level math standards for beginning through intermediate (English proficiency) level students, including newcomers. Students in this course will be taking the 8th grade STAAR math assessment.
Prerequisites: LPAC recommendation

GEOMETRY HONORS

Credit: 1 (High School Credit) **Grade: 8**
Type: Honors

The content of this course deals with measurement, properties and relationships of points, lines, angles, surfaces and solids. Students will also be challenged to make conjectures and prove theorems. Honors students are preparing for the Advanced Placement test in Mathematics. Students who are placed in this course are in the accelerated mathematics pathway.
Prerequisites: Algebra I

SCIENCE

SCIENCE 6

Credit: 1 Local JH **Grade: 6**
Type: Regular

Much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes, and the solar system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.

SCIENCE 6 HONORS

Credit: 1 Local JH **Grade: 6**
Type: Honors

Honors Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes, and the solar system. Recurring

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themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.
Suggested: Met or Mastered 5th grade Science STAAR

SCIENCE 7
Credit: 1 Local JH **Grade: 7**
Type: Regular

The study of science in grade 7 includes conducting field and laboratory investigations using the scientific method. The students will be doing critical thinking and problem solving in physical, chemical, earth, and life sciences. Students will use scientific and technological tools to collect and analyze data.

SCIENCE 7 HONORS
Credit: 1 Local JH **Grade: 7**
Type: Honors

This course requires the students to perform field and laboratory investigations at a more advanced level using the scientific method. The students will be doing critical thinking and problem solving in physical, chemical, earth, and life sciences. Students enrolled in this course should expect extensive outside-of-class preparation.
Prerequisites: 6th grade Honors Science or admin approval

SCIENCE 8
Credit: 1 Local JH **Grade: 8**
Type: Regular

In grade 8, the study of science includes planning and conducting field and laboratory investigations using the scientific method, critical thinking and problem-solving skills to collect and analyze information in the areas of physical, life and earth science concepts. Forty percent of the curriculum is devoted to using scientific and technological tools to collect and analyze data.

SCIENCE 8 HONORS
Credit: 1 Local JH **Grade: 8**
Type: Honors

In Science 8 Honors, students are introduced to the Advanced Placement science courses that are offered at the high school level. Science 8 Honors includes more advanced planning and conducting field and laboratory investigations using the scientific method, critical thinking and problem-solving skills to collect and analyze information about physical, life and earth science, incorporating chemistry and physics concepts. Forty percent of the curriculum is devoted to using scientific and technological tools to collect and analyze data. Participation in outside-of-class scientific research projects is required. Students enrolled in this course should expect extensive outside-of-class preparation.

SHELTERED SCIENCE 8
Credit: 1 Local JH **Grade: 8**

Sheltered science courses are designed to scaffold grade-level science standards for beginning through intermediate (English proficiency) level students, including newcomers. Students in this course will be taking the 8th grade STAAR science assessment.
Prerequisites: LPAC recommendation

SOCIAL STUDIES

SOCIAL STUDIES 6 (WORLD CULTURES)
Credit: 1 Local JH **Grade: 6**
Type: Regular

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

SOCIAL STUDIES 6 HONORS (WORLD CULTURES)
Credit: 1 Local JH **Grade: 6**
Type: Honors

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from

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the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. This course will require additional time, effort, and a higher level of cognitive ability. Assignments,projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought.

Suggested: Met or Mastered 5th grade Reading STAAR

SOCIAL STUDIES 7 (TEXAS HISTORY)

Credit: 1 Local JH **Grade: 7**
Type: Regular

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

SOCIAL STUDIES 7 HONORS (TEXAS HISTORY)

Credit: 1 Local JH **Grade: 7**
Type: Honors

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas. This course will require additional time, effort, and a higher level of cognitive ability. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought.

Suggested: 6th grade Honors Social Studies

SOCIAL STUDIES 8 (AMERICAN HISTORY)

Credit: 1 Local JH **Grade: 8**
Type: Regular

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion,

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sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

SOCIAL STUDIES 8 HONORS (AMERICAN HISTORY)

Credit: 1 Local JH **Grade: 8**
Type: Honors

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. This course will require additional time, effort, and a higher level of cognitive ability. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought.
Suggested: 7th grade Honors Social Studies or admin approval

SHELTERED SOCIAL STUDIES 8 (AMERICAN HISTORY)

Credit: 1 Local JH **Grade: 8**

Sheltered social studies courses are designed to scaffold grade-level social studies standards for beginning through intermediate (English proficiency) level students, including newcomers. Students in this course will be taking the 8th grade STAAR Social Studies assessment.
Prerequisites: LPAC recommendation

LANGUAGES OTHER THAN ENGLISH (LOTE)

SPANISH I

Credit: 1 (High School Credit) **Grade: 7-8**
Type: Regular

This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.

SPANISH II

Credit: 1 (High School Credit) **Grade: 7-8**
Type: Regular

This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.
Prerequisites: Spanish I or Spanish I Credit-by-Exam

(continued)

NATIVE SPEAKERS' SPANISH I/II HONORS

Credit: 2 (High School Credits) **Grade: 7-8**
Type: Honors

Students with excellent Spanish communication skills take this course and receive credit for Spanish I and II. The main objective of this course is to enrich the students' total language experience by building on the language proficiency they already possess. The focus is on increasing students' ability to use Spanish for both formal and informal situations and on developing their literacy skills. Students must take an entrance exam assessing their Spanish listening, speaking, reading, and writing skills and must receive a "proficient" rating in order to take this course.
Prerequisites: Spanish language proficiency

CAREER AND TECHNICAL EDUCATION (CTE)

CAREER AND TECHNOLOGY EDUCATION (CTE)

Credit: 1 Local JH **Grade: 6**
Type: Regular

This course emphasizes the knowledge and skills associated with applying technology in real world settings. Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students will communicate information in different formats and to diverse audiences. This course will help prepare students for college and career readiness by developing skills in publications, databases, multimedia, web, collaborative technologies and beginning programming languages.

INVESTIGATING CAREERS

Credit: 1 Local JH **Grade: 7-8**
Type: Regular

This project-based class introduces students to sixteen career clusters ranging from Architecture and Business to Aviation and STEM. Students will design and create authentic products while investigating skill & education requirements, compensation, and projected growth for particular career fields. As students work on projects, they will develop transferable job skills in digital media, communication, problem solving, team-work, and project management. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

INVESTIGATING CAREERS IN STEM

Credit: 1 Local JH **Grade: 7-8**
Type: Regular

This course provides students with a foundation for success within the STEM career clusters in high school, future studies, and careers. Students will design and create authentic products while investigating skills & education requirements, compensation, and projected growth within the various STEM fields. This project based course will prepare students as they develop transferable job skills in digital media, communication, problem solving, team-work, and project management. Students will explore skills used in engineering, IT and biosciences that include the engineering design process, emerging technologies, robotics, programming, biotechnology, and related fields. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES

Credit: 1 (High School Credit) **Grade: 8**
Type: Regular

This hands-on interactive introductory course provides students with opportunities to learn basic knowledge and skills in many facets of the Texas Agriculture Industry: plant production, swine, cattle, sheep, goats, poultry and Agriculture Mechanics. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Principles of Agriculture,

(continued)

Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

PRINCIPLES OF HOSPITALITY AND TOURISM

Credit: 1 (High School Credit) **Grade: 8**
Type: Regular

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership organizations.

GENERAL ELECTIVES

YEARBOOK

Credit: 1 Local JH **Grade: 8**
Type: Regular

Students must fill out an application. Yearbook sponsor has final approval. The objective of this class is to design the yearbook. Students will be involved in all aspects of creating the yearbook including photography, computer graphics, and layout, as well as sales and bookkeeping procedures.

LIBRARY AIDE

Credit: 1 Local JH **Grade: 8**
Type: Regular

Library helpers are students who have high expectations for grades, reading, organization, responsibility, following directions, listening and assisting others.
Prerequisites: Students must fill out an application

OFFICE AIDE/TEACHER AIDE

Credit: 1 Local JH **Grade: 8**
Type: Regular

Students will have the opportunity to assist faculty and staff with basic daily tasks and operations.
Prerequisites: Students must fill out an application; required grade level principal approval

FINE ARTS

BEGINNING ART
Credit: 1 Local JH **Grade: 6**
Type: Regular

Students are exposed to a wide variety of ways to look at and create art. Drawing, painting, sculpture and ceramics are just a few of the subjects studied. Students study and create art from different cultures and time periods, including the influence of technology on the art of today.

ART I
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Students are exposed to a wide variety of ways to look at and create art. Drawing, painting, sculpture, and ceramics are just a few of the subjects studied. Students study and create art from different cultures and time periods, including the influence of technology on the art of today. Projects may vary from year to year, but the basic areas of study remain the same.

BEGINNING BAND
Credit: 1 Local JH **Grade: 6**
Type: Regular

The first part of the year begins with instruction in music fundamentals such as rhythm, counting, pitch perception, etc. The students then begin learning a musical instrument and incorporating the above musical concepts. Student will have the opportunity to perform at concerts and other events. Any student enrolled in band is expected to progress his/her instrument through daily practice and drills. Parents must provide transportation to and from events such as evening concerts. Band student are required to either rent or buy an instrument. Students interested in band will be tested on the instruments and will be assigned an instrument the directors feel they will be most successful with. Sixth grade is the only grade a student may enter into the band program.

CONCERT BAND
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Students must have participated in band in the 6th grade to be eligible for band in the 7th grade. Band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students' grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.
Prerequisites: Band participation in 6th grade

SYMPHONIC BAND
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Symphonic band is an academic class with some extra-curricular activities attached, and is subject to the no-pass/no-play laws. Band students' grades will reflect achievement in both curricular and extra-curricular areas, including all performances. Parents must provide transportation. Students are expected to practice at home on a daily basis, year round. Band students are required to either buy or rent an instrument.
Prerequisites: Band participation in 6th grade and band director approval/recommendation

BEGINNING STRING ORCHESTRA
Credit: 1 Local JH **Grade: 6-8**
Type: Regular

The Basic instruction will be offered on violin, viola, cello, and bass. Fundamentals of technique and tone production will be stressed, as well as ensemble skills and music literacy. Beginning string orchestra class will prepare students for success in subsequent orchestra ensemble classes at junior high and high school levels.

BEGINNING CHOIR
Credit: 1 Local JH **Grade: 6**
Type: Regular

In choir, the emphasis is placed on creative self-expression and individual voice training. The choir learns many songs and performs at numerous exciting event. Choir is an extracurricular activity and is subject to the no pass/no play laws. Choir may require time spent outside of school for practices and special events. Students will receive grades for performances.

INTERMEDIATE CHOIR
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

In choir, the emphasis is placed on creative self-expression and individual voice training. The choir learns many songs and performs at numerous exciting events. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances.

ADVANCED CHOIR
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. Choir is an extra-curricular activity and is subject to no-pass/no-play laws and may require time spent outside of school for practices and special events. Students receive grades for performances. Choir trips are also part of the LJHS choral experience. This choir is for students with advanced vocal experience and ability.
Prerequisites: Choir director approval/recommendation based on audition, vocal technique, sight-reading skills and attitude

BEGINNING THEATRE ARTS
Credit: 1 Local JH **Grade: 6**
Type: Regular

This course is designed as an introductory class to teach the basics of Theatre and why it is important to society. Creativity, movement and vocalization, as well as acting strategies through scene work and improvisation. In addition, students will engage in team building, creative writing and production.

THEATRE ARTS I
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

This course is an introductory class to the very basics of theater from both the "acting" and "behind the scenes" perspectives. It also provides students with tools to better understand themselves and communicate effectively with others in their daily lives. Students will learn to "act" by controlling their voice and body, and telling a story with-in various styles of theatrical performance: pantomime, lip syncs, commercials, etc. Students will also learn the roles available in technical theater, and have an opportunity to design their own technical theater masterpiece. Finally, students will have a chance to participate in a full theatrical production at the end of the spring semester.

THEATRE ARTS II
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Students will participate as actors and/or technicians in two full theatrical productions: Fall Show and UIL One Act Play. Students will also participate in a variety of smaller productions, such as sketch comedy, talent shows, improv, flash mobs, and talent shows. This course is designed to prepare those students who wish to continue on in theater in HS and beyond. Students are given a large amount of freedom and control in what goes on in this course, and in return are expected to put forward their VERY BEST effort at all times.
Prerequisites: Theater teacher's approval/recommendation is required

TECHNICAL THEATRE I
Credit: 1 Local JH **Grade: 6-8**
Type: Regular

This is an introductory course that exposes students to the backstage aspects of the Theatre. Topics include: Theatrical facilities, tools, scenery construction, stage rigging, lighting, principles of design, production evaluation and technical Theatre career opportunities. Workplace safety is emphasised. Classroom knowledge is enhanced through hands-on experience. Students are provided an opportunity to participate in after-hours production work.

TECHNICAL THEATRE II
Credit: 1 Local JH **Grade: 7-8**
Type: Regular

This course expands on the concepts taught in Technical Theatre I. Students are provided with opportunities to apply skills in live productions. Class focus is on sound, lighting, stagecraft, advanced rigging and stage management. Note - In this class students are expected to periodically work outside the school day.
Prerequisite: Technical Theater I

HEALTH, PHYSICAL EDUCATION (PE), AND ATHLETICS

PRE-ATHLETICS
Credit: 1 Local JH **Grade: 6**
Type: Regular

Introduction to UIL sports including tennis, football, volleyball, basketball, track, soccer, and cross-country. In this course, Students will learn the fundamentals and terminology of the sports they will be playing in 7th/8th grade as well as our terminology in the high school programs.

PHYSICAL EDUCATION (PE)
Credit: 1 Local JH **Grade: 7**
Type: Regular

This class is designed to acquaint students with both team and life sports. Seventh grade students are required to take either PE or Athletics.

ATHLETICS

Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Students are required to participate in at least two sports to receive credit for the class. Students may choose from football, volleyball, basketball, cross country, track, soccer, golf, and tennis. Golf and tennis are after school sports. If a student only wants to participate in these specific sports, he/she does not have to sign up for the athletics class. All students must have a medical physical on file by August 1 to participate in any sport. Athletics is an extra-curricular activity and is subject to no-pass/no-play laws. Extra time at school for practice and for games is required, and parents are responsible for this transportation. Students must abide by the Athletics Code of Conduct.

DANCE

Credit: 1 Local JH **Grade: 6-8**
Type: Regular

This is an introductory course that covers the different types of dance such as modern, jazz, hip hop, ballet, and tap. Students will learn performance skills and dance stunts. Stretching and conditioning techniques will be taught to help students increase flexibility and strength. Students are expected to dress out and participate daily. Students must provide their own clothes.

COLOR GUARD I-II

Credit: 1 Local JH **Grade: 7-8**
Type: Regular

Color Guard is a performance-based class that utilizes dance choreography, flags, props, and other equipment to perform to music. The class focuses on rhythm and movement skills, as well as team building, fitness, and work ethic. The class offers opportunities for public performance including football games and color guard contests.

HIGH SCHOOL COURSES

This section of the course planning guide contains descriptions of all courses offered in 9th through 12th grades within Lockhart ISD. Descriptions are divided into content areas and include information about course content, grade placement, prerequisites, and credits. Unless otherwise indicated for the specific course description, credit is awarded or denied at the end of each semester. Please note: not all courses are offered at both high schools. To assist students, a recommended path has been provided for each department.

ENGLISH

Below is a four-year guide to help students map out their English courses. Students should select one course per year, noting any prerequisite requirements for each course.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Debate 1	Debate 1	Debate I	British Literature I Dual Credit
English 1	Debate II	Debate II	British Literature II Dual Credit
English I Pre-Ap	English II	Debate III	Creative Writing**
ESOL I (concurrent with ELDA)	English II Pre-AP	English III	Debate I
Reading I** (not with ESOL I or ELDA)	ESOL II** (concurrent with Reading II)	English III AP	Debate II
Research and Technical Writing**	Practical Writing Skills**	English III OnRamps	Debate III
	Reading II**	English 1301 Dual Credit	English 1301 Dual Credit
		English 1302 Dual Credit	English 1302 Dual Credit
		Reading III	English IV
			English IV AP
			English IV OnRamps
			Humanities
			Independent Study: English

***These courses cannot be selected. They are assigned.*

ENGLISH

ENGLISH I

Credit: 1 **Grade: 9**
Type: Regular

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres (to include works from America, British, and world texts); author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

ENGLISH I HONORS

Credit: 1 **Grade: 9**
Type: Honors

Honors English 1 focuses on the close reading, analytical writing, and language skills that have immediate relevance for students and that will be most essential for their future coursework. Texts take center stage in the Honors English 1 classroom, where students engage in close, critical reading of a wide range of literary and nonfiction works taken from America, British, and world texts. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly. *Students may be assessed on a summer project.*

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL I)

Credit: 1 **Grade: 9**

ESOL I meets the state requirements for English I. English I for Speakers of Other Languages covers all the TEKS for English I, but uses ESOL strategies to assist the student in mastering the objectives. ESOL I is designed for linguistically diverse students who require English language instruction. Students enrolled in ESOL I are provided structured instruction in the acquisition of the English language with specific emphasis on listening, speaking, reading, and writing skills. Students enrolled in ESOL I continue to increase and refine their communication skills and critical analysis of texts across genres. In Reading, students are expected to read, understand, and analyze a wide variety of literary and informational texts and contribute ideas to class discussions. In Writing, high school students are expected to plan, draft, and revise a variety of written compositions demonstrating mastery of the written conventions of the English language. An emphasis is placed on composing for a variety of purposes with a clear controlling idea, coherent organization, and sufficient details. In Research, students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students will be required to take the STAAR English I Reading and Writing End-of-Course assessment for this course.
Prerequisites: LPAC recommendation

READING I/ENGLISH AS A SECOND LANGUAGE (ESL)

Credit: 1 **Grade: 9-12**

This course is designed to assist students still at beginning or intermediate TELPAS reading levels. This course will assist students in developing academic reading skills and is for linguistically diverse students who require English reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. This course will work on building fluency in listening, speaking, reading, and writing. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. All of these strategies are applied in instructional-level texts that cross the content areas.
Prerequisites: LPAC recommendation; this class is NOT for students enrolled in ESOL I

ENGLISH II

Credit: 1 **Grade: 10**
Type: Regular

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres (to include works from world texts); author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
Prerequisites: English I

ENGLISH II HONORS

Credit: 1 **Grade: 10**
Type: Honors

English 2 spotlights the recursive moves that matter in preparing students for the rigors of college-level reading and writing. While English 1 introduces the foundational routines of close observation, critical analysis, and appreciation of author's craft, English 2 requires students to apply those same practices to a new host of complex texts—the types of texts they will soon encounter in AP English courses, college classes, and on the SAT (to include works from world texts). As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. *Students may be assessed on a summer project.*
Prerequisites: English I

ESOL II

Credit: 1 **Grade: 10**

ESOL II meets the state requirements for English II. English II for Speakers of Other Languages covers all the TEKS for English II, but uses ESOL strategies to assist the student in mastering objectives. Students enrolled in English II for Speakers of Other Languages continue to increase and refine their communication skills and critical analysis of texts across genres. In Reading, students are expected to read, understand, and analyze a wide variety of literary and informational texts and contribute ideas to class discussions. In Writing, high school students are expected to plan, draft, and revise a variety of written compositions demonstrating mastery of the written conventions of the English language. An emphasis is placed on composing for a variety of purposes with a clear controlling idea, coherent organization, and sufficient details. In Research, students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students will be required to take STAAR English II Reading and Writing End-of-Course assessment.
Prerequisites: LPAC recommendation; ESOL I

READING II/III ESL

Credit: 1 **Grade: 9-12**

For students enrolled in ESOL II or students still at beginning or intermediate TELPAS reading levels. Reading II/III is designed to assist students in developing academic reading skills and is for linguistically diverse students who require English reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. This course offers an advanced introduction to reading, incorporating communication skills such as listening, speaking, reading, and writing. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. All of these strategies are applied in instructional-level texts that cross content areas.
Prerequisites: LPAC recommendation

ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA)

Credit: 1 **Grade: 9-12**

This course is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs. This course will validate a student's native language and culture as a valuable resource and as foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains.
Prerequisites: LPAC recommendation; this course must be taken concurrently with a co-requisite English course (ESOL I or II)

ENGLISH III

Credit: 1 **Grade: 11**
Type: Regular

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres (to include works from America texts); author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
Prerequisites: English II

ENGLISH III AP ENGLISH LANGUAGE AND COMPOSITION

Credit: 1 **Grade: 11**
Type: Advanced Placement

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts — including images as forms of text — from a range of disciplines and historical periods. Students enrolled in this course are encouraged to take the Advanced Placement Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. *Students may be assessed on a summer project.*
Prerequisites: English II; course fees may apply

ENGLISH 1301 ACC DUAL CREDIT (FALL)

Credit: 0.5 **Grade: 11-12**
Type: Dual Credit

This course is a study of the principles of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.
Prerequisites: Meet ACC admission requirements; course fees may apply; students must also take LA305B
Departmental Exam: All eligible students must take the departmental exam. The instructor will provide more detailed instructions about the exam, which will be evaluated "PASS" "FAIL & RETEST" OR "FAIL" only. Students who do not pass on the first try may retest once. In order to continue on to ENGL 1302, student must pass the ENGL 1301 Departmental Exam.

ENGLISH 1302 ACC DUAL CREDIT (SPRING)

Credit: 0.5 **Grade: 11-12**
Type: Dual Credit

This course is a continuation of English 1301 with emphasis on analysis of readings in prose fiction.
Prerequisites: Meet ACC admission requirements; course fees may apply; students must also take LA305A
Departmental Exam: All eligible students must take the departmental exam. The instructor will provide more detailed instructions about the exam, which will be evaluated "PASS" "FAIL & RETEST" OR "FAIL" only. Students who do not pass on the first try may retest once. In order to continue on to ENGL 1302, student must pass the ENGL 1301 Departmental Exam.

ENGLISH III ONRAMPS - INTRODUCTION TO RHETORIC: READING, WRITING, AND RESEARCH

Credit: 1 **Grade: 11**
Type: Dual Enrollment

UT Equivalent RHE 306/Core Equivalent ENGL 1301. This is a college course offered on the LHS campus and taught by a LISD trained UT OnRamps faculty member. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. Students must complete the admissions process for UT OnRamps. Students may be assessed on a summer project
Prerequisites: English I, II, and teacher recommendation; course fees may apply

ENGLISH IV

Credit: 1 **Grade: 12**
Type: Regular

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres (to include works from British texts); author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

ENGLISH IV AP ENGLISH LITERATURE AND COMPOSITION

Credit: 1 **Grade: 11**
Type: Advanced Placement

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in this course are encouraged to take the Advanced Placement ENGLISH III AP English Language and Composition Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. *Students may be assessed on a summer project.*
Prerequisites: English III; course fees may apply

BRITISH LITERATURE I ACC DUAL CREDIT (FALL)

Credit: 0.5 **Grade: 12**
Type: Dual Credit

This course is a survey of English literature from Anglo-Saxon times through the 18th Century.
Prerequisites: LA 305A and LA305B, or equivalent course; course fees may apply; students must also take LA405B

BRITISH LITERATURE II ACC DUAL CREDIT (SPRING)

Credit: 0.5 **Grade: 12**
Type: Dual Credit

This course is a survey of English literature from the late 18th Century to the present.
Prerequisites: LA305A, LA305B, and LA405A, or equivalent courses; course fees may apply; students must also take LA405A

ENGLISH IV ONRAMPS - READING AND WRITING: THE RHETORIC OF AMERICAN IDENTITY

Credit: 1 **Grade: 11**
Type: Dual Enrollment

UT Course Equivalent RHE 309K/Texas Core Equivalent ENGL 1302. This is a college course offered on the LHS campus and taught by a LISD trained UT OnRamps faculty member. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students must complete the admissions process for UT OnRamps and purchase the books required by the instructor. *Students may be assessed on a summer project.*
Prerequisites: English I, II, teacher recommendation; course fees may apply

CREATIVE WRITING

Credit: 1 **Grade: 12**
Type: Regular

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. This course may take the place of English IV.

RESEARCH AND TECHNICAL WRITING

Credit: 1 **Grade: 9**
Type: Regular

The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

PRACTICAL WRITING SKILLS

Credit: 1 **Grade: 10**
Type: Regular

The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

INDEPENDENT STUDY IN ENGLISH

Credit: 1 **Grade: 12**
Type: Regular

Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

HUMANITIES

Credit: 1 **Grade: 12**
Type: Regular

The Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various

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aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

DEBATE I–III

Credit: 1 **Grade: 9-12**
Type: Regular

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

MATHEMATICS

Below is a four-year guide to help students map out their math courses. Students should select one course per year, noting any prerequisite requirements for each course.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Algebra I	Geometry	Advanced Quantitative Reasoning	Advanced Quantitative Reasoning
Honors Algebra I	Honors Geometry	Algebra II	Algebra II
Algebraic Reasoning	Math Models	Honors Algebra II	Honors Algebra II
Geometry	Honors Algebra II	Math Models	AP Calculus (AB)
Honors Geometry	Algebra II	Pre-Calculus	AP Calculus (BC)
	Digital Electronics	Pre-Calculus OnRamps	Discrete Mathematics for Problem Solving
	Mathematical Applications in Agriculture, Food and Natural Resources	Statistics	Independent Study: Math
		AP Statistics	Pre-Calculus
		Mathematical Applications in Agriculture, Food and Natural Resources	Pre-Calculus OnRamps
			Probability and Statistics
			AP Statistics
			Mathematical Applications in Agriculture, Food and Natural Resources

MATHEMATICS

ALGEBRA I

Credit: 1 **Grade: 9**
Type: Regular

Students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. *Honors Algebra I is a similar course; students will not receive credit for taking both.*

HONORS ALGEBRA I

Credit: 1 **Grade: 9**
Type: Honors

The Honors Algebra 1 course focuses deeply on mastery of linear relationships. Linear functions and linear equations are the basic building blocks of many advanced topics in mathematics. Therefore, Honors Algebra 1 is streamlined to give students the time and space to thoroughly develop both procedural fluency and deep conceptual understanding of these concepts and skills. This instructional focus fuels students' growth and confidence in mathematics. This course will prepare students to take advanced math courses. *Algebra I is a similar course; students will not receive credit for taking both.*

SHELTERED ALGEBRA I

Credit: 1 **Grade: 9-12**

Sheltered Algebra I courses are designed to scaffold Algebra I standards for beginning through intermediate (English proficiency) level students, including newcomers Students in this course will be required to take the STAAR Algebra I End-of-Course assessment.
Prerequisites: LPAC recommendation; this class is recommended for 9th grade ELs, but ELs classified as 10th-12th-graders may also enroll in this class with LPAC recommendation

ALGEBRAIC REASONING

Credit: 1 **Grade: 9**
Type: Regular

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will study functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.
Prerequisites: Algebra I

GEOMETRY

Credit: 1 **Grade: 9-11**
Type: Regular

Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. *Honors Geometry is a similar course; students will not receive credit for taking both.*
Prerequisites: Algebra I or Honors Algebra I

HONORS GEOMETRY

Credit: 1 **Grade: 9-10**
Type: Honors

Honors Geometry has a central focus on measurement that provides students with a holistic and comprehensive view of geometry as the study of shape and space. This course leverages transformations to deepen students' knowledge of similarity and congruence. Since transformations are functions, they afford students a rich opportunity to connect algebra and geometry meaningfully, leading to a more sophisticated understanding of functions specifically and mathematics more broadly. Honors students are preparing for the AP Math test. *Geometry is a similar course; students will not receive credit for taking both.*
Prerequisites: Algebra I or Honors Algebra I

ALGEBRA II

Credit: 1 **Grade: 10-12**
Type: Regular

Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. *Honors Algebra II is a similar course; students will not receive credit for taking both.*
Prerequisites: Alegbra I or Honors Algebra I

HONORS ALGEBRA II

Credit: 1 **Grade: 10-12**
Type: Honors

Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Students will work at an accelerated pace. Honors students will exceed the expectations of Algebra II in preparation for the AP Math test. *Algebra II is a similar course; students will not receive credit for taking both.*
Prerequisites: Alegbra I or Honors Algebra I

MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD AND NATURAL RESOURCES

Credit: 1 **Grade: 10-12**
Type: Regular

In Mathematical Applications in Agriculture, Food, and Natural Resources, students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources.
Prerequisites: Algebra I or Honors Algebra I

MATHEMATICAL MODELS WITH APPLICATIONS

Credit: 1 **Grade: 11-12**
Type: Regular

This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.
Prerequisites: Algebra I

PRE-CALCULUS

Credit: 1 **Grade: 11-12**
Type: Regular

Pre-calculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of pre-calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.
Prerequisites: Algebra I, Geometry, and Algebra II

PRE-CALCULUS ONRAMPS

Credit: 1 **Grade: 11-12**
Type: Dual Enrollment

This accelerated course includes a thorough study of trigonometry during the first term and an analysis of different functions (polynomial, rational, exponential, logarithmic, and logistic), including sequences/series, conics, vectors, and parametric and polar equations during the second term. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses. Students must complete the admissions process for UT OnRamps. This is a college course offered on the LHS campus. Students must purchase the books required by the instructor. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. This course is taught by a LISD-trained UT OnRamps faculty member.
Prerequisites: Algebra I, Algebra II, Geometry, and teacher recommendation

ADVANCED QUANTITATIVE REASONING

Credit: 1 **Grade: 11-12**
Type: Regular

In Advanced Quantitative Reasoning, students will develop and apply the skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, and trigonometry.
Prerequisites: Algebra I, Geometry, and Algebra II. AQR is not for students with credits in Pre-Calculus, Honors Pre-Calculus, or AP Statistics.

STATISTICS

Credit: 1 **Grade: 11-12**
Type: Regular

The Probability and Statistics acquaints students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events, includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.
Prerequisites: Algebra I

AP STATISTICS

Credit: 1 **Grade: 12**
Type: Advanced Placement

AP Statistics will allow students to build interdisciplinary connections with other subjects and with their world outside of school. It prepares the college bound student for possible advanced credit in statistics through the AP test. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns; (2) Sampling and Experimentation: Planning and conducting a study; (3) Anticipating Patterns: Exploring random phenomena using probability and simulation; and (4) Statistical Inferences: Estimating population parameters and testing hypotheses.
Prerequisites: Algebra II PAP or Pre-Calculus PAP

AP CALCULUS (AB)

Credit: 1 **Grade: 12**
Type: Advanced Placement

This course is an investigation into differential and integral calculus and corresponds to a first semester college calculus course. It includes limits, derivatives, derivative applications, integrals, and integral applications. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses. It prepares the college-bound student for possible advanced standing credit in calculus through the AP test.
Prerequisites: Pre-Calculus

AP CALCULUS (BC)

Credit: 2 (1 State and 1 Local) **Grade: 12**
Type: Advanced Placement

This accelerated course is a thorough survey of differential and integral calculus, as well as series, vector, and polar calculus and corresponds to first and second semester college calculus courses. It includes derivatives, integrals, series, elementary differential equations, and polar and parametric calculus. The course is designed for the student who has displayed both exceptional mathematical talent and diligence in the study of all mathematical courses. It prepares the college-bound student for possible advanced standing credit in calculus through the AP test.
Prerequisites: Pre-Calculus PAP

DISCRETE MATHEMATICS FOR PROBLEM SOLVING

Credit: 1 **Grade: 12**
Type: Regular

In Discrete Mathematics for Problem Solving, students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision making, fair division, game theory, and theory of moves can be applied to management and decision making. Students will research mathematicians of the past whose work is relevant to these topics today and read articles about current mathematicians who either teach and conduct research at major universities or work in business and industry solving real-world logistical problems. Through the study of the applications of mathematics to society's problems today, students will become better prepared for and gain an appreciation for the value of a career in mathematics.
Prerequisites: Algebra I, Geometry, and Algebra II

DIGITAL ELECTRONICS

Credit: 1 **Grade: 10-12**
Type: Regular

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where a continuously varying voltage represents information, two discreet voltages or logic levels represent digital signals. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. This course satisfies a high school mathematics graduation requirement. Students shall be awarded one credit for successful completion of this course.
Prerequisites: Algebra I and Geometry

INDEPENDENT STUDY IN MATH

Credit: 1 **Grade: 12**
Type: Regular

Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas.
Prerequisites: Algebra I, Geometry, Algebra II, and student has not taken or passed the TSI Math test

SCIENCE

Below is a four-year guide to help students map out their science courses. Students should select one course per year, noting any prerequisite requirements for each course.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Biology	Anatomy and Physiology	Anatomy and Physiology	Anatomy and Physiology
Honors Biology	Integrated Physics and Chemistry (IPC)	Chemistry	Aquatic Science
	Chemistry	AP Chemistry II	AP Biology II
	Honors Chemistry	AP Physics	AP Chemistry II
	Physics	Physics	Earthy and Space Science
	AP Biology II	AP Environmental Science	AP Environmental Science
	AP Environmental Science	Medical Microbiology	Forensic Science
		Pathophysiology	Medical Microbiology
		Physics	Pathophysiology
		AP Physics	Physics
		Physics OnRamps	AP Physics
			Astronomy

SCIENCE

BIOLOGY
Credit: 1 **Grade: 9**
Type: Regular

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

HONORS BIOLOGY I
Credit: 1 **Grade: 9**
Type: Honors

Honors Biology sparks student motivation and critical thinking about our living world as they engage in real-world data analysis and problem solving. Through the Areas of Focus, students engage deeply with science practices to construct and refine their biological knowledge and strengthen their cross-disciplinary reading, writing, and mathematical skills as they analyze data. Honors Biology fosters student growth as they make meaningful connections among the structures, processes, and interactions that exist within and across living systems – from cells to ecological communities. Honors Biology motivates students to be active participants in analyzing real-world phenomena and to collaborate productively with their peers in dialogue, investigations, and problem solving.
Prerequisites: 8th grade Algebra I

SHELTERED BIOLOGY
Credit: 1 **Grade: 9-12**

Sheltered Biology courses are designed to scaffold Biology standards for beginning through intermediate (English proficiency) level students, including newcomers. Students will be required to take the STAAR Biology End-of-Course assessment for this course.
Prerequisites: LPAC recommendation; this class is recommended for 9th grade ELs, but ELs classified as 10th-12th-graders may also enroll in this class with LPAC recommendation

ANATOMY AND PHYSIOLOGY
Credit: 1 **Grade: 10-12**
Type: Regular

In Anatomy and Physiology, students conduct laboratory and/ or field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Students are also given the opportunity to develop leadership skills through the HOSA organization.
Prerequisites: Successful completion of required sciences for grade level

INTEGRATED PHYSICS AND CHEMISTRY (IPC)
Credit: 1 **Grade: 10-12**
Type: Regular

The study of basic Chemistry and Physics presenting material on the Scientific Method, introduction to the basic atomic structure, the periodic table, and the basics of naming ionic and covalent compounds. Students will acquire lab-oriented skills while getting an introduction to the fundamental laws of Physics and Chemistry. Major Physics fields of study are mechanics, energy and heat, electricity, waves, and light.

CHEMISTRY
Credit: 1 **Grade: 10-12**
Type: Regular

In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.
Prerequisites: Algebra I and Biology

HONORS CHEMISTRY
Credit: 1 **Grade: 10-12**
Type: Honors

Honors Chemistry focuses on students developing a deep conceptual understanding of matter and energy at the molecular level by asking students to explain their macroscopic

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observations using particulate-level reasoning. Students will begin their exploration of matter by observing and measuring macroscopic properties of everyday materials and progress throughout the course to explore deeper and more detailed perspectives of the particle nature of matter. Honors Chemistry motivates students to be active participants in applying critical thinking and mathematical skills as they engage in context driven mathematics, data analysis, modeling, and productive collaboration with their peers.
Prerequisites: Biology, Algebra II, or concurrent enrollment

PHYSICS

Credit: 1 **Grade: 10-12**
Type: Regular

In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.
Prerequisites: Algebra I

AP BIOLOGY II

Credit: 1 **Grade: 10-12**
Type: Advanced Placement

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course which aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students will study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena.
Prerequisites: Biology and Chemistry

AP ENVIRONMENTAL SCIENCE (APES)

Credit: 1 **Grade: 10-11**
Type: Advanced Placement

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.
Prerequisites: Algebra I and two years of laboratory science, including one year of life science and one year of physical science

AP CHEMISTRY II

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

Learn about the fundamental concepts of chemistry including structure and states of matter, intermolecular forces, and reactions. You'll do hands-on lab investigations and use chemical calculations to solve problems. This course uses a college-based curriculum and is taught at the college freshman level for inorganic chemistry. This is a lecture/lab course designed to prepare the student for the AP Exam in Chemistry, which may be accepted by universities as college credit. This is an excellent course to prepare students who plan to major in most science fields.
Prerequisites: Chemistry and Algebra II

AP PHYSICS

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

This course is a college based curriculum of the basic laws and principles of physics and includes the topics of mechanics, heat, waves, electricity and magnetism, light, fluids, and nuclear physics. AP students are preparing for the Advanced Placement test in physics.
Prerequisites: Algebra I, Geometry; recommended co-requisite: Algebra II, Pre-Calculus, Advanced Quantitative Reasoning, Statistics

PHYSICS ONRAMPS

Credit: 1 **Grade: 11-12**
Type: Dual Enrollment

This course is an integration of the theoretical (mathematical) and empirical (observational) aspects of physics. Students will acquire lab-oriented skills while being introduced to the fundamental laws of physics. Major fields of study are mechanics, energy and heat, electricity, waves, light, and nuclear physics. Students must complete the admissions process for UT OnRamps. This is a college course offered on the LHS campus. Students must purchase the books required by the instructor. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. This course is taught by a LISD trained UT OnRamps faculty member.
Prerequisites: Algebra I, Algebra II, and Geometry

MEDICAL MICROBIOLOGY

Credit: 1 **Grade: 11-12**
Type: Regular

Students in Medical Microbiology explore science systems and models, science and social ethics, the nature of science and topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.
Prerequisites: Three science credits or concurrent enrollment; ability to meet the 40% laboratory and fieldwork requirement in this class

PATHOPHYSIOLOGY

Credit: 1 **Grade: 11-12**
Type: Regular

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. It is designed to make difficult pathophysiology concepts easier to understand and is an ideal resource on basic diseases for anyone going into the medical profession.
Prerequisites: Anatomy and Physiology

ENVIRONMENTAL SYSTEMS

Credit: 1 **Grade: 11-12**
Type: Regular

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.
Prerequisites: One unit of high school life science

FORENSIC SCIENCE

Credit: 1 **Grade: 12**
Type: Regular

Forensic Science is a laboratory-based science class designed for students who are interested in forensic science. The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques.
Prerequisites: Biology and two additional sciences

AQUATIC SCIENCE

Credit: 1 **Grade: 12**
Type: Regular

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.
Prerequisites: Biology and two additional sciences

EARTH SPACE AND SCIENCE

Credit: 1 **Grade: 12**
Type: Regular

Earth and Space Science is the study of Earth, Earth Systems, meteorology, the solar system, space travel and the Universe. Topics covered will include Energy Resources, Climate, Weather, space travel, composition and formation of Earth, and theories pertaining to the formation of the solar system, stars and the Universe.

ASTRONOMY

Credit: 1 **Grade: 12**
Type: Regular

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.
Prerequisites: Three units of high school science

SOCIAL STUDIES

Below is a four-year guide to help students map out their social studies courses. Students should select one course per year, noting any prerequisite requirements for each course.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
World Geography	US History	World History	Economics
Honors World Geography	AP US History	AP World History	AP Microeconomics
AP Human Geography	US History OnRamps	AP European History	Economics DC
		Psychology	US Government
		AP Psychology	AP US Government
		Psychology DC	US Government DC
			Personal Finance
			Special Topics in Social Studies

SOCIAL STUDIES

WORLD GEOGRAPHY

Credit: 1 **Grade: 9**
Type: Regular

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

HONORS WORLD GEOGRAPHY

Credit: 1 **Grade: 9**
Type: Honors

Honors World Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants.

AP HUMAN GEOGRAPHY

Credit: 1 **Grade: 9**
Type: Advanced Placement

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Course fees may apply.

UNITED STATES HISTORY

Credit: 1 **Grade: 10**
Type: Regular

United States History traces the emergence and growth of the United States. The course is organized chronologically, yet it focuses on themes, issues, and questions that have challenged people throughout the century and will continue to be relevant in the future. Students first reexamine new frontiers, new industrial strengths, and new resources of the post-Civil War and Reconstruction period. The course then examines current events during the 20th century. This course is designed to prepare students for the US History STAAR EOC. It covers US History since 1877.

AP UNITED STATES HISTORY

Credit: 1 **Grade: 10**
Type: Advanced Placement

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues and events in American history. Students will learn to analyze and interpret a variety of historical resources and develop the ability to use documentary materials, maps, pictorial, and graphic evidence of historical events. Students should be able to express themselves with clarity and precision. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. Students enrolled in this course are encouraged to take the Advanced Placement United States History Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. Course fees may apply.

SHELTERED UNITED STATES HISTORY

Credit: 1 **Grade: 10-12**

Sheltered United States History courses are designed to scaffold U.S. History standards for beginning through intermediate (English proficiency) level students, including newcomers. Students will be required to take the STAAR U.S. History End-of-Course assessment for this course.
Prerequisites: LPAC recommendation; this class is recommended for 10th grade ELs, but ELs classified as 11th-12th-graders may also enroll in this class with LPAC recommendation

US HISTORY ONRAMPS: THE HISTORY OF THE UNITED STATES, 1492–1865

Credit: 1 **Grade: 10**
Type: Dual Enrollment

This is a college course offered on the LHS campus and taught by a LISD trained UT OnRamps faculty member. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students must complete the admissions process for UT OnRamps. Course fees may apply.
Prerequisites: Completion or concurrent enrollment of English II

WORLD HISTORY

Credit: 1 **Grade: 11**
Type: Regular

World History Studies is a survey of the history of humankind. The scope of this course focuses on "essential" concepts and skills that can be applied to various eras, events, and people. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP WORLD HISTORY: MODERN

Credit: 1 **Grade: 11**
Type: Advanced Placement

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students enrolled in this course are encouraged to take the Advanced Placement World History Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. Course fees may apply.

AP EUROPEAN HISTORY

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Course fees may apply.

PSYCHOLOGY

Credit: 0.5 **Grade: 11-12**
Type: Regular

This course is a general overview of the nature of Psychology and a study of the physiological basis of behavior and psychological processes. It is an introduction to personality development, perception, emotion, and mental health.
Prerequisites: English I and English II

PSYCHOLOGY ACC DUAL CREDIT

Credit: 0.5 **Grade: 11-12**
Type: Dual Credit

This course is a survey of introductory topics such as learning, memory, sensation and perception, personality, lifespan development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. Course fees may apply.

AP PSYCHOLOGY

Credit: 0.5 **Grade: 11-12**
Type: Advanced Placement

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their practice. Students enrolled in this course are encouraged to take the Advanced Placement Psychology Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. Course fees may apply.

UNITED STATES GOVERNMENT

Credit: 0.5 **Grade: 12**
Type: Regular

United States Government is the culmination of the civic literacy strand, which prepares students to vote, to apply the responsibilities of citizenship, and to participate in community civic affairs. Students use prior knowledge as a basis to delve deeper into the complexities of American governmental institutions. The Constitution and the Bill of Rights provide the framework for the major themes: popular sovereignty, limited government, separation of powers, Checks and Balances, Judicial Review and Federalism.

UNITED STATES GOVERNMENT ACC DUAL CREDIT

Credit: 0.5 **Grade: 12**
Type: Dual Credit

This course is an introduction to United States national government. The course includes a framework for understanding United States government and politics and the constitutional basis for the processes, the institutions, and the policies of United States government and politics. The government department strongly recommends that students complete ENGL 1301 or the equivalent with a grade of C or higher prior to enrolling in GOVT 2305. Course fees may apply.
Prerequisites: Must meet ACC admission requirements

ECONOMICS

Credit: 0.5 **Grade: 12**
Type: Regular

Economics focuses on the persuasive impact of economics on the lives of people. The course is designed so students can master the basic macroeconomic concepts, tools of analysis, and the language of the discipline. Acquiring competencies and knowledge of practical economic concepts is stressed so students can learn to make informed, rational, and effective economic decisions as participants in a capitalist economy. Examining how the various components and sectors of the economy interact in the real world is studied as students analyze economic decision making by consumers, producers and government.
Prerequisites:

AP MICROECONOMICS

Credit: 0.5 **Grade: 12**
Type: Advanced Placement

The purpose of this course is to provide a thorough understanding of the principles of economics that apply to both consumers and producers as decision makers within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factory markets. Furthermore, the role of government in promoting greater efficiency and equity in the economy is investigated. Advanced Placement courses are taught and graded at the college level and require a high degree of student commitment. AP students are preparing for the AP Microeconomics test. Students must check with colleges to determine transferability of AP test scores. Students enrolled in this course are encouraged to take the AP Microeconomics Exam in May for possible college credit. Students must check with colleges to determine transferability of AP test scores. Course fees may apply.

PERSONAL FINANCIAL LITERACY

Credit: 0.5 **Grade: 12**
Type: Regular

Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and postsecondary education and training.

SPECIAL TOPICS IN SOCIAL STUDIES

Credit: 0.5 **Grade: 12**
Type: Regular

In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

LANGUAGES OTHER THAN ENGLISH (LOTE)

LOTE

GERMAN I
Credit: 1 **Grade: 9-12**
Type: Regular

This course serves as an introduction to the study of the German language and culture. Students will utilize the language communication via skits, task-based projects and simple text analysis. By the end of the course, students will have a basic command of functional German language.

GERMAN II
Credit: 1 **Grade: 9-12**
Type: Regular

This course expands and builds on knowledge and skills learned in German I. Students will increase their vocabulary as they are introduced to more complex structures. Students will encounter more difficult reading texts, and writing tasks. At the end of this course, students will have a novice to intermediate command of the German language. Students will continue learning via skits and task-based projects.
Prerequisites: German I

GERMAN III HONORS
Credit: 1 **Grade: 10-12**
Type: Honors

German III Honors concentrates on advanced reading and writing skills. Students will analyze and respond to authentic texts. By the end of this course, students will have an intermediate to advanced command of the German language.
Prerequisites: German I

SPANISH I
Credit: 1 **Grade: 9-12**
Type: Regular

This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.

SPANISH I (NATIVE SPEAKER)
Credit: 1 **Grade: 9-12**
Type: Regular

This course is an introduction to the study of standard Spanish and Hispanic culture through conversation, grammar, reading, and writing. Focus is on basic communication skills, pronunciation, writing, and reading comprehension.
Prerequisites:

SPANISH II
Credit: 1 **Grade: 9-12**
Type: Regular

This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.
Prerequisites: Spanish I

SPANISH II (NATIVE SPEAKER)
Credit: 1 **Grade: 9-12**
Type: Regular

This course expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues.
Prerequisites: Spanish I

SPANISH II HONORS
Credit: 1 **Grade: 9-12**
Type: Honors

Expands and builds on knowledge acquired in Spanish I. Students will communicate using a wider range of time frames. The study of the culture and history of Hispanic countries continues. The course will be taught primarily in Spanish with emphasis on preparation for advanced study of Spanish through AP or university level Spanish classes.
Prerequisites: Spanish I

SPANISH III

Credit: 1 **Grade: 10-12**
Type: Regular

This class emphasizes reading, writing, and speaking the Spanish language. This course is for the student who does not plan to take the Spanish AP test. Students are expected to have mastered basic vocabulary and grammar from Spanish I and II.
Prerequisites: Spanish II or Spanish II PAP

SPANISH III HONORS

Credit: 1 **Grade: 10-12**
Type: Honors

This class is taught primarily in Spanish and emphasizes reading, writing, and speaking the Spanish language. There will be much practice of skills needed for the AP Spanish exam and for continued university study of the language.
Prerequisites: Spanish II PAP

SPANISH IV AP

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

This course will be taught at a university level and is geared to those students who will take the AP exam in Spanish. There is an emphasis on critical thinking in the target language. Students will be expected to have a working knowledge of the Spanish language and will write essays and converse in Spanish. Listening to and reading short stories are a critical aspect of the structure of this course. AP students will be preparing for the AP test in Spanish. Students must check with colleges to determine transferability of AP test scores.
Prerequisites: Spanish III PAP

SPANISH V AP

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

This course will be taught at a university level and is geared to those students who will take the AP exam in Spanish. There is an emphasis on critical thinking in the target language. Students will be expected to have a working knowledge of the Spanish language and be able to read and analyze literature written in Spanish. Reading and the ability to analyze literature through written critical response are a critical aspect of the structure of this course. AP students will be preparing for the AP test in Spanish. Students must check with colleges to determine transferability of AP test scores.
Prerequisites: Spanish IV AP

AMERICAN SIGN LANGUAGE (ASL) I

Credit: 1 **Grade: 9-12**
Type: Regular

The first year introduces students to American Sign Language and Deaf culture. Grammatical principles of the language are introduced. Visual-gestural communication techniques are used to develop basic signing skills. The course emphasis will be on receptive skills and developing expressive skills. The student will be able to communicate basic language functions such as introducing oneself, asking for and giving information, asking for directions, making requests, and talking about activities.

AMERICAN SIGN LANGUAGE II

Credit: 1 **Grade: 9-12**
Type: Regular

The continuation of ASL1 skill developed focusing with greater emphasis on expressive signing proficiency and comprehension of signed narratives. Students participate in various language functions such as talking about life events, nationalities and family history and describing objects. The activities take place in small group discussion, role-play, short stories and dialogues. Videotaped activities of a variety of signers are practiced for improved receptive skills. Cultural and language behaviors are studied. Sign language expressions are developed.
Prerequisites: ASL I

CAREER & TECHNICAL EDUCATION (CTE)

This section includes a suggested course sequence for each CTE cluster. Students should note any prerequisite and/or corequesite course requirements.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
CYBERSECURITY	Principles of Information Technology	Computer Programming I	Practicum in Information Technology	Practicum in Information Technology
ENGINEERING	Introduction to Engineering and Design (PTLW)	Manufacturing Engineering Technology	Scientific Research and Design	Engineering Design and Problem Solving

Career and Student Organization (CTSO): Robotics
Students who are enrolled in STEM courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF INFORMATION TECHNOLOGY
Credit: 1 **Level: 1**

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

INTRODUCTION TO ENGINEERING DESIGN (PLTW)
Credit: 1 **Level: 1**

Students study the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. Utilizing PLTW's project-based teaching and learning strategies students' progress from structured activities to complex projects that require detailed planning, documentation, and communication. The course's rigorous pace requires students to develop an engineering mindset.

COMPUTER PROGRAMMING I
Credit: 1 **Level: 2**

In Computer Programming 1, students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will apply technical skills to address business applications of emerging technologies.
Prerequisites: Algebra I

MANUFACTURING ENGINEERING TECHNOLOGY
Credit: 1 **Level: 2**

In Manufacturing Engineering Technology I, students will 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 engineering will allow 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.
Prerequisites: Introduction to Engineering and Design

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SCIENTIFIC RESEARCH AND DESIGN

Credit: 1 **Level: 3**

Scientific Research and Design is a broad-based course that has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.
Prerequisites: Biology; Chemistry; and Integrated Physics and Chemistry (IPC) or Physics

PRACTICUM OF INFORMATION TECHNOLOGY

Credit: 2 **Level: 3-4**

In Practicum of Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation and assessment of software applications. Students will create applications for mobile devices and learn terms and concepts related to mobile app development. Students will be prepared to work independently in this rapidly growing industry.
Prerequisites: A minimum of two high school Information Technology (IT) courses

ENGINEERING DESIGN AND PROBLEM SOLVING

Credit: 2 **Level: 4**

The Engineering Design and Problem Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.
Prerequisites: Algebra I, Geometry, Principles of Applied Engineering, and Engineering Design and Presentation

AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ANIMAL SCIENCE	Principles of Agriculture Food and Natural Resources	Small Animal Equine	Livestock	Practicum in Agriculture, Food, and Natural Resources
APPLIED AGRICULTURE ENGINEERING	Principles of Agriculture Food and Natural Resources	Agricultural Mechanics and Metal	Agricultural Structures	Practicum in Agriculture, Food, and Natural Resources

Career and Student Organization (CTSO): FFA

Students who are enrolled in an Agriculture, Food, and Natural Resources course are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Credit: 1 **Level: 1**

This course allows students to develop knowledge and skills regarding career opportunities related to the agriculture industry, personal development, globalization, industry standards, practices, and expectations.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

Credit: 1 **Level: 2**

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal-working techniques.
Prerequisites: Principles of Agriculture, Food, and Natural Resources

SMALL ANIMAL MANAGEMENT

Credit: 0.5 **Level: 2**

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry to prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites: Principles of Agriculture, Food, and Natural Resources
Corequisite: Equine Science

EQUINE SCIENCE

Credit: 0.5 **Level: 2**

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.
Prerequisites: Principles of Agriculture, Food, and Natural Resources
Corequisite: Small Animal Management

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION

Credit: 1 **Level: 3**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations to prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.
Prerequisites: Agricultural Mechanics and Metal Technologies

ADVANCED ANIMAL SCIENCE

Credit: 1 **Level: 3**

Students will apply knowledge of anatomy and physiology to produce and/or manage in a domesticated or natural environment. Students will gain knowledge in species specific operations, genetics, livestock operation, processing and reproduction. Students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production.
Prerequisites: Biology; Chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; Livestock Production or Veterinary Medicine

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

Credit: 2 **Level: 4**

The practicum course is a paid or unpaid capstone experience to develop work-readiness for students participating in a coherent sequence of career and technical education courses in Agriculture, Food, and Natural Resources Career Cluster.
Prerequisites: Veterinary Medicine or Agricultural Structures Design and Fabrication

ARTS AND AUDIO VISUAL CLUSTER

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
DIGITAL COMMUNICATION	Principles of Arts, Audio Visual, and Communications: AV Production	Audio Visual Production I	Audio Visual Production II	Practicum in AV
DESIGN AND MULTIMEDIA ARTS: YEARBOOK	Principles of Arts, Audio Visual, and Communications: AV Production	Graphic Design and Illustration I: Yearbook	Graphic Design and Illustration II: Yearbook	Practicum in Graphic Design and Illustration
BILINGUAL DESIGN AND MULTIMEDIA ARTS: JOURNALISM	Principles of Arts, Audio Visual, and Communications: Journalism			

Career and Student Organization (CTSO): SkillsUSA

Students who are enrolled in an Arts, Audio Visual, and Communications course are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS: AV PRODUCTION

Credit: 1 **Level: 1**

Students will be expected to develop an understanding of the careers available in the industry with a focus on pre-production, production, and post-production cycle.

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS: JOURNALISM

Credit: 1 **Level: 1**

This course offers students an introduction to journalism and bilingual communication strategies. Students will be expected to develop an understanding of the industry with a focus on print and digital media.

Prerequisites:

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS: JOURNALISM

Credit: 1 **Level: 1**

This course offers students an introduction to journalism and bilingual communication strategies. Students will be expected to develop an understanding of the industry with a focus on print and digital media.

Prerequisites: Pride High School only

AUDIO VIDEO PRODUCTION I

Credit: 2 (1 class period) **Level: 2**

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

Prerequisites: Principles of Arts, Audio Video, and Communications

GRAPHIC DESIGN AND ILLUSTRATION I: YEARBOOK

Credit: 2 (1 class period) **Level: 2**

This course focuses on Graphic Design strategies applied to Yearbook. Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Prerequisites: Principles of Arts, Audio Video, and Communications

AUDIO VIDEO PRODUCTION II
Credit: 2 **Level: 3**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.
Prerequisites: Audio Video Production I

GRAPHIC DESIGN AND ILLUSTRATION II: YEARBOOK
Credit: 2 **Level: 3**

This course focuses on Graphic Design strategies applied to Yearbook. Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Prerequisites: Graphic Design and Illustration I with Lab

PRACTICUM IN AUDIO/VIDEO PRODUCTION
Credit: 2 **Level: 4**

Careers in audio/video production span all aspects of the audio/video communications industry. Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment.
Prerequisites: Audio Video Production II with Lab

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION: YEARBOOK
Credit: 2 **Level: 4**

This course focuses on Graphic Design strategies applied to Yearbook. Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Students will be expected to develop a technical understanding of the industry with a focus on skill proficiency.
Prerequisites: Graphic Design and Illustration II

BUSINESS, MARKETING, AND FINANCE CLUSTER

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BUSINESS MANAGEMENT	Principles of Business, Marketing, and Finance	Money Matters	Business Information Management I or II	Practicum in Business Management
MARKETING AND SALES	Principles of Business, Marketing, and Finance			

Career and Student Organization (CTSO): DECA
Students who are enrolled in a Business, Marketing, & Finance course are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Credit: 1 **Level: 1**

Principles of Business, Marketing, & Finance is an introduction course where 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. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing and finance.

MONEY MATTERS
Credit: 1 **Level: 2**

In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals, as well as investing, tax planning, asset allocation, risk management, retirement planning, and estate planning.

BUSINESS INFORMATION MANAGEMENT I

Credit: 2 (1 class period) **Level: 3**

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

BUSINESS INFORMATION MANAGEMENT II

Credit: 2 **Level: 3**

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

Prerequisites: Business Information Management I

PRACTICUM IN BUSINESS MANAGEMENT

Credit: 2 **Level: 4**

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Prerequisites: Successful completion of three credits in the Business Management cluster

HOSPITALITY AND TOURISM

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
CULINARY ARTS	Introduction to Culinary Arts	Culinary Arts I	Culinary Arts II	Practicum in Culinary Arts

Career and Student Organization (CTSO): FCCLA

Students who are enrolled in Culinary Arts courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

INTRODUCTION TO CULINARY ARTS

Credit: 1 **Level: 1**

This course will emphasize obtaining Servsafe certification by the National Restaurant Association. The course will concentrate on skills and attributes needed to fill entry level culinary and food service positions. Instruction includes training in the fundamentals of basic food production, nutrition, sanitation, and management services. As a part of the instruction, reinforcement of basic skills in communication, listening, following directions, and math skills. These students will learn every aspect of the food service industry from preparation, storage, presentation, service, and the business side.

Prerequisites: Investigating Careers in Hospitality: HOT SPOT

CULINARY ARTS I

Credit: 2 **Level: 2**

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 certification.

Prerequisites: Principles of Hospitality and Tourism

CULINARY ARTS II

Credit: 2 **Level: 3**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes

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management and production skills and techniques. Students can pursue a national sanitation certification, or other appropriate industry certification.
Prerequisites: Principles of Hospitality and Tourism; Introduction to Culinary Arts

PRACTICUM IN CULINARY: FUNDAMENTALS OF COOKING
Credit: 2 **Level: 4**

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences.
Prerequisites: Culinary Arts I and II

PRACTICUM IN CULINARY: FUNDAMENTALS OF BAKING
Credit: 2 **Level: 4**

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences.
Prerequisites: Culinary Arts I and II

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
AUTOMOTIVE	Automotive Basics	Small Engine Technology I	Automotive Technology II	Practicum in Transportation Systems: Auto Services
PAINTING & REFURBISHING	Basic Collision Repair	Collision and Repair	Paint and Refinish	Practicum in Transportation Systems: Collision Repair and Refinishing

Career and Student Organization (CTSO): SkillsUSA
Students who are enrolled in Automotive courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

AUTOMOTIVE BASICS
Credit: 1 **Level: 1**

In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

BASIC COLLISION REPAIR AND REFINISHING
Credit: 1 **Level: 1**

Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

SMALL ENGINE TECHNOLOGY I
Credit: 1 **Level: 2**

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course

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is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems.

COLLISION AND REPAIR

Credit: 2 **Level: 2**

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
Prerequisites: Basic Collision Repair

AUTOMOTIVE TECHNOLOGY II

Credit: 2 **Level: 3**

Automotive Technology II includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
Prerequisites: Small Engine Technology I

PAINT AND REFINISHING

Credit: 2 **Level: 3**

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.
Prerequisites: Collision and Repair

PRACTICUM IN TRANSPORTATION SYSTEMS: AUTOMOTIVE SERVICES

Credit: 2 **Level: 4**

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

PRACTICUM IN TRANSPORTATION SYSTEMS: REFINISH AND REPAIR

Credit: 2 **Level: 4**

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

EDUCATION AND TRAINING

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
BILINGUAL EARLY LEARNING	Principles of Education and Training in the Bilingual Classroom	Child Development	Child Guidance	Practicum in Education with OPTIONAL Extended Lab
BILINGUAL TEACHING AND TRAINING	Principles of Education and Training in the Bilingual Classroom	Child Development	Instructional Practices	Practicum in Education with OPTIONAL Extended Lab

Career and Student Organization (CTSO): TAFE
Students who are enrolled in Education and Training courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF EDUCATION AND TRAINING IN THE BILINGUAL CLASSROOM

Credit: 1 **Level: 1**

This program of study focuses on the strategies and best practices that support special populations in education today. Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

CHILD DEVELOPMENT

Credit: 1 **Level: 2**

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

Prerequisites: Principles of Education and Training or Principles of Human Services

CHILD GUIDANCE

Credit: 1 **Level: 3**

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

Prerequisites: Child Development

INSTRUCTIONAL PRACTICE IN EDUCATION AND TRAINING

Credit: 2 **Level: 3**

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of education and exemplary educators or trainers in direct instructional roles with middle school and high school-aged students.

Prerequisites: Child Development

PRACTICUM IN EDUCATION AND TRAINING WITH OPTIONAL EXTENDED LAB

Credit: 2-3 **Level: 4**

This course is a continuation of the teacher education program. Practicum in Education and Training is a field- based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of education and exemplary educators in direct instructional roles with middle school and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Prerequisites: Instructional Practices in Education and Training or Practicum in Human Services

HEALTH SCIENCE

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
HEALTHCARE DIAGNOSTICS	Principles of Health Science	Health Science Theory	Anatomy and Physiology and Medical Terminology	Pathophysiology and Medical Microbiology or Forensic Science
HEALTHCARE THERAPEUTICS	Principles of Health Science	Health Science Theory	Anatomy and Physiology and Medical Terminology	Practicum in Health Science

Career and Student Organization (CTSO): HOSA
Students who are enrolled in Health Science courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF HEALTH SCIENCE
Credit: 1 **Level: 1**

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. Students are also given the opportunity to develop leadership skills through the HOSA organization.

HEALTH SCIENCE THEORY
Credit: 1 **Level: 2**

Health Science is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers and to prepare students for the transition to clinical or work based experiences in health care. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Students will have hands-on experiences for continued knowledge and skill development including Heartsaver First Aid and CPR training/ certification.
Prerequisites: Principles of Health Science and Biology

ANATOMY AND PHYSIOLOGY
Credit: 1 **Level: 3**

In Anatomy and Physiology, students conduct laboratory and/ or field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Prerequisites: Biology and a second science credit
Corequisites: Medical Terminology

MEDICAL TERMINOLOGY
Credit: 1 **Level: 3**

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.
Corequisites: Anatomy and Physiology (unless already completed)

MEDICAL MICROBIOLOGY
Credit: 1 **Level: 4**

Students in Medical Microbiology explore science systems and models, science and social ethics, the nature of science and topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug- resistant organisms, as well as emerging and infectious diseases.
Prerequisites: Biology and Chemistry; ability to meet the 40% laboratory and fieldwork requirement in this class
Corequisites: Pathophysiology

PATHOPHYSIOLOGY
Credit: 1 **Level: 4**

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how

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humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. It is designed to make difficult pathophysiology concepts easier to understand and is an ideal resource on basic diseases for anyone going into the medical profession.
Prerequisites: Biology and Chemistry
Corequisites: Medical Microbiology or Forensic Science

FORENSIC SCIENCE
Credit: 1 **Level: 4**

The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists and crime scene investigators, and to develop an understanding of the scientific concepts which serve as the basis for these techniques.
Prerequisites: Biology and two additional sciences
Corequisite: Pathophysiology

PRACTICUM IN HEALTH SCIENCE: CERTIFIED NURSING AIDE
Credit: 2 **Level: 4**

PHS-CNA is designed to give students practical application of previously studied knowledge and skills. Practicum experiences will occur in a variety of settings including but not limited to the classroom and a Texas Department of Aging and Disability Services (DADS) approved Long Term Care facility. Students will have the opportunity to develop their skills and competencies through clinical experiences and earn their certification as a certified Nursing Aide (CNA). Students will need to purchase scrubs (assistance is available).
Prerequisites: Grade 12; a clear criminal background check, drug, and alcohol test; TB test

PRACTICUM IN HEALTH SCIENCE: PHARMACY TECHNICIAN
Credit: 2 **Level: 4**

This course will provide an overview of the pharmacokinetics and pharmacodynamics of prescription and nonprescription medications. Course content will emphasize drug classifications, drug action, drug administration, ethical and legal issues, and safety. Students will develop an understanding of pharmaceutics and its impact on the healthcare industry. Students will need to purchase scrubs (assistance is available).
Prerequisites: Grade 12; a clear criminal background check, drug, and alcohol test; TB test

PRACTICUM IN HEALTH SCIENCE I: EMERGENCY MEDICAL TECHNICIAN
Credit: 2 **Level: 4**

This class prepares the student for certification as an Emergency Medical Technician, overseen by DSHS (Texas Department of State Health Services). EMT Basic classes are fun, active, challenging, fast-paced courses designed for the adult learner. Students are expected to spend a large amount of time outside of class studying, practicing skills, and applying the material that is presented in class. 4 Saturdays are required for ride-alongs as part of this training requirement. Students will need to purchase uniforms (*assistance is available).
Prerequisites: Grade 12

LAW AND PUBLIC SERVICES

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
EMERGENCY SERVICES	Principles of Law and Public Safety	Disaster Response		
LAW ENFORCEMENT	Principles of Law and Public Safety	Law Enforcement I		

Career and Student Organization (CTSO): TPSA
Students who are enrolled in Law and Public Safety courses are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations associated with the Cluster for their advancement of leadership, citizenship, personal growth, and academic and technological skills.

PRINCIPLES OF LAW AND PUBLIC SAFETY

Credit: 1 **Level: 1**

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

DISASTER RESPONSE

Credit: 1 **Level: 2**

Disaster Response includes basic disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds.

Prerequisites: Principles of Law and Public Safety

LAW ENFORCEMENT I

Credit: 1 **Level: 2**

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

Prerequisites: Principles of Law and Public Safety

FINE ARTS

ART

ART I
Credit: 1 **Grade: 9-12**
Type: Regular

This course is designed for the beginning art student. The course will familiarize the student with the process of creating art through advanced studies to implement and prepare a body of work and portfolio. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature. (not copy work but observational studies) Students will prepare work consisting of a series of drawings, and thematic study.

ART II
Credit: 1 **Grade: 10-12**
Type: Regular

Students will explore elements of drawing and design on an intimate level via sketchbook and teacher driven assignments. Students will articulate the elements and principles of art to explore and utilized as a source of creating quality artwork and analyze the art of other artists. Students are expected to draw every day. The instructor's intent in designing the course will focus on the exploring of creative, individualistic, and imaginative, thoughtful and unique responses of connection to ones work through their ability to create art. Students will develop their ability to see as a key factor the importance of art production. The students will submit a portfolio of selected materials from the work they have completed (quality work) during the course for evaluation at the end of the year to build and develop for an AP Studio Art Drawing exam the following year in Art III.
Prerequisites: Teacher approval or 80 or better in Art I

ART II: DRAWING I
Credit: 1 **Grade: 10-12**
Type: Regular

Drawing I is a second year art class focusing on creative expression while exploring different drawing media and techniques. Student will express ideas through original artworks using a variety of drawing media. They will be able to apply design skills using practical applications. The students will study historical periods as well as critique art work. Students must provide a list of supplies.
Prerequisites: Art I

ART II: PAINTING I
Credit: 1 **Grade: 10-12**
Type: Regular

This class is designed for the second year visual art student who wants to focus on painting techniques. Students will explore traditional painting materials such as watercolor, acrylic, and oil paints. Students will learn how to stretch a canvas and paint on both traditional and non-traditional materials. Students must provide a list of supplies.
Prerequisites: Art I

ART II: SCULPTURE I
Credit: 1 **Grade: 10-12**
Type: Regular

This class is designed for the second year visual art student who wants to focus on the 3D aspects of Visual Arts. Students will explore additive and subtractive processes using a variety of techniques and materials such as wire, plaster, clay, wood, and other media. Students will study various 3D artworks from art history, and sketch, design, and build their own sculptures. Students will use conventional and unconventional materials, methods, and tools to create artworks. Students must provide a list of supplies.
Prerequisites: Art I

ART II; PHOTOGRAPHY I
Credit: 1 **Grade: 10-12**
Type: Regular

This is a second year course for students who wish to demonstrate the Elements of Art and Principles of Design through the lens of a digital camera. Students will study the work of photographers and videographers throughout history. This course is designed to give students the photographic fundamentals needed to begin an area of concentration in the visual arts. Students must provide a digital camera and a list of supplies.
Prerequisites: Art I

ART III HONORS

Credit: 1 **Grade: 11-12**
Type: Honors

Art III is a course designed for the advanced art student. Tools, techniques, and mediums of art making will be explored as well as producing artistic responses to the media in useful and creative ways. This course is student driven towards student's area of interest in a concentrated idea. During the course the students will be expected to master a visual vocabulary, primarily the elements and principles of art. The students will be expected to create art pieces that are inherently creative in nature (not copy work from pictures from Google or the internet but observational studies). Students will prepare work consisting of a series of drawings, and thematic study. The students will address three major concerns in their work: quality, concentration, and breadth. The course will familiarize students with the process of creating art through advanced studies to implement and prepare a body of work and portfolio for the AP Studio Art Drawing exam.
Prerequisites: Teacher approval or 80 or better in Art I and II

ART III: DRAWING II

Credit: 1 **Grade: 11-12**
Type: Honors

Drawing II is a more advanced continuation of Drawing II and is designed for the serious art student. The course continues the upward spiral of the visual art curriculum. Students will problem-solve while experiencing new drawing media and techniques. The course will assist students with the beginning construction of a portfolio for AP Art courses or university-level studies. Students must provide a list of supplies.
Prerequisites: Art II: Drawing I

ART III: PAINTING II

Credit: 1 **Grade: 11-12**
Type: Honors

Painting II is a more advanced continuation of Painting I and is designed for the serious art student. The course continues the upward spiral of the visual art curriculum. Students will problem-solve while experiencing new painting media and techniques. The course will assist students with the beginning construction of a portfolio for AP Art courses or university-level studies. Students must provide a list of supplies.
Prerequisites: Art II: Painting I

ART III: SCULPTURE II

Credit: 1 **Grade: 11-12**
Type: Honors

Sculpture II is a more highly advanced continuation of Sculpture I and is designed for the serious art student wishing to pursue a career in the visual arts through design while preparing a strong portfolio.. Students will study various 3-D artworks from past to present, plus sketch, design, and build their own sculptures. Students will use conventional and unconventional materials, methods, and tools to create artworks. The course will assist students with the beginning ideas for an AP Art portfolio or university- level studies. Students must provide a list of supplies.
Prerequisites: Art II: Sculpture I

ART III: PHOTOGRAPHY II

Credit: 1 **Grade: 11-12**
Type: Honors

Photography II is an advanced continuation of Photography I and is designed for the serious art student wishing to pursue a career in the visual arts by preparing a strong portfolio. Students will study various 3-D artworks from past to present, plus sketch, design, and build their own sculptures. Students will use conventional and unconventional materials, methods, and tools to create artworks. The course will assist students with the beginning construction of a portfolio for AP Art courses or university- level studies. Students must provide a list of supplies.
Prerequisites: Art II: Photography I

AP STUDIO ART: DRAWING

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

Students who intend to study art beyond high school will develop and photograph a portfolio suitable for the college AP exam in this one-year studio course for students who wish to further develop their art skills introduced in previous Art classes. The AP Art curriculum is planned to encourage individual exploration of a variety of concepts and media. This studio course is designed to develop and encourage the students to submit a portfolio for the AP Studio Art Drawing exam. Students must therefore be actively engaged in the art making process and be committed to creating artwork daily and sometimes outside of class. The work in this section should show evidence of conceptual, perceptual and expressive development, as well as technical skill; thus, the student's work should demonstrate a variety of drawing skills and approaches. Students will develop a concentration 12 of related works that demonstrate a student's commitment to the thoughtful investigation of a specific visual interest or problem which is student driven. Students will develop a breadth section of 12 related works that demonstrate understanding of a wide range of drawing concerns, such as drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface manipulation, composition, various spatial systems and expressive mark-making. Five quality pieces of the students' best work will be sent to the college board for the AP Studio art exam final submission in May.
Prerequisites: 2 Art credits and teacher approval

AP STUDIO ART: 2-D DESIGN

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

The AP Studio Art Portfolios are designed for students who are seriously interested in the mastery of various 2-D design techniques including, but not limited to: graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, and printmaking. The 2D design portfolio involves purposeful decision-making about how to use the elements and principles of design in visual compositions. The student creates a portfolio of work demonstrating the artistic skills and ideas they have developed, refined, and applied over the course of the year and submits the portfolio for evaluation by the College Board at the end of the year.Students are expected to provide basic supplies for this course and pay all fees associated with obtaining design materials. Student is responsible for photographing the submitted artworks.
Prerequisites: 2 Art credits and teacher recommendation

AP STUDIO ART: 3-D DESIGN

Credit: 1 **Grade: 11-12**
Type: Advanced Placement

The AP Studio Art Portfolios are designed for students who are seriously interested in the practical experience of art. The 3D portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These might include: traditional sculpture, architectural models, apparel, ceramics, jewelry, metalwork, and other 3D media. The student creates a portfolio of work demonstrating the artistic skills and ideas they have developed, refined, and applied over the course of the year and submits the portfolio for evaluation by the College Board at the end of the year. Students are expected to provide basic supplies for this course and pay all fees associated with obtaining design materials. Student is responsible for photographing the submitted artworks.
Prerequisites: 2 Art credits and teacher recommendation

MUSIC

SYMPHONIC BAND I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students' playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals. *Wind Ensemble I is a similar course; students will not receive credit for taking both.*
Prerequisites: Band tryout required

WIND ENSEMBLE I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

The first part of the year is devoted to developing the marching band. Students acquire the ability to march and to perform to memorized music. Students are expected to purchase additional supplies, and are expected to be in attendance for all performances of the marching band: football games, rehearsals, and sectionals that occur outside of school hours, pep rallies, and performances. Students also have the opportunity for individual advancement by trying out for the All-State Band organizations. The second part of the year is dedicated to developing students' playing abilities through concert music, solos, and small ensembles. Students are expected to be in attendance for all performances, rehearsals and sectionals that occur outside of school hours. There are required summer rehearsals. *Symphonic Band I is a similar course; students will not receive credit for taking both.*
Prerequisites: Band tryout required

JAZZ BAND

Credit: 1 **Grade: 9-12**
Type: Regular

This course is an in-depth study of advanced instrumental techniques as they relate to instrumental and contemporary jazz literature. The major topics are literature of contemporary and traditional jazz and pop styles.

PIANO PERFORMANCE I

Credit: 1 **Grade: 9-12**
Type: Regular

Designed for students who want to learn to play piano at the beginning level. No musical knowledge or previous experience is required. This course will cover basic music theory and apply

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it to beginning piano repertoire with increasing difficulty. Music history will be taught as it applies to the music or genre being studied. Student progress will be assessed through written work and in-class performances. This course includes a mandatory Fall and Spring Recital.
Prerequisites: $30 course fee and required attendance at two summer workshops

PIANO PERFORMANCE II
Credit: 1 **Grade: 10-12**
Type: Regular

Designed for students who have completed Piano Performance I/Piano Performance 1-Advanced. This course will cover basic music theory and apply it to beginning piano repertoire with increasing difficulty. Music history will be taught as it applies to the music or genre being studied. Student progress will be assessed through written work and in-class performances. Performance at Fall and Spring Recitals is required.
Prerequisites: Piano Performance I; audition required; $30 course fee

PIANO PERFORMANCE III
Credit: 1 **Grade: 10-12**
Type: Regular

The Designed for students who have completed Piano 1/Piano 1-Advanced/Piano 2. This course will cover basic music theory and apply it to beginning piano repertoire with increasing difficulty. Music history will be taught as it applies to the music or genre being studied. Student progress will be assessed through written work and in-class performances. Performance at Fall and Spring Recitals is required.
Prerequisites: Piano Performance I and II; audition required; $30 course fee

AP MUSIC HISTORY
Credit: 1 **Grade: 9-12**
Type: Advanced Placement

This course introduces the student to musicianship, theory, musical materials, and procedure. Musicianship skills such as dictation and other listening skills, sight-signing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental. It is also strongly recommended that the student have acquired at least basic performance skills in voice or an instrument.
Prerequisites: Band tryout required

COLOR GUARD I–IV
Credit: 1 **Grade: 9-12**
Type: Regular

Color Guard is part of the Band program, and is a competitive group who learns lance, movement, flag, and other equipment. This group performs with the band at all football games and is a part of the competitive marching season. During the spring semester, the Winter Guard moves indoors to compete on the local, state, and national levels. There are required summer rehearsals for this group.
Prerequisites: Band tryout required

CHOIR

TREBLE CHOIR I–IV
Credit: 1 **Grade: 9-12**
Type: Regular

This choir is designed for students with beginning vocal experience and ability. No audition required; participation in the All-State Choir audition process and UIL Solo and Ensemble is optional, but highly encouraged. Participation in all concerts is required; however, contests may be by audition only. Choir trip and special events are also part of the choral experience.
Prerequisites: $30 course fee

CONCERT CHOIR I–IV
Credit: 1 **Grade: 9-12**
Type: Regular

Choir students perform at many exciting concerts and contests. In addition to working and performing as a large group, there is a focus on improving individual voice quality. This choir is for students with beginning to intermediate vocal experience and ability. Students are expected to participate in either All-State Choir audition process OR UIL Solo and Ensemble. Participation in all concerts and contests is required. Choir trips and special events are also part of the choral experience.
Prerequisites: Audition required to assess vocal technique, sight-reading skills, and attitude; $30 course fee

MEN'S CHOIR I–IV / VOCAL ENSEMBLE I–IV
Credit: 1 **Grade: 9-12**
Type: Regular

This choir is designed for male students with beginning to advanced vocal experience and ability. No prerequisites, participation in the All-State Choir audition process and UIL Solo and Ensemble is optional. Participation in contests may be by audition only. Choir trips and special events are also part of the LHS choral experience.
Prerequisites: $30 course fee

VARSITY CHOIR / CHORALE I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

Choir designed for students with advanced vocal experience and ability. Participation in the All-State Choir audition process and UIL Solo and Ensemble is expected. Participation in all contests and concerts is required. Members are also required to perform the National Anthem once per semester. Choir trips and special events are also part of the LHS choral experience.
Prerequisites: Audition required to assess vocal technique, sight-reading skills, and attitude; $50 course fee

THEATRE

THEATRE ARTS

Credit: 1 **Grade: 9-12**
Type: Regular

This course is an introduction to the elements of theater, including basic acting techniques such as stage movement, mime, voice, diction, improvisation, and scene interpretation; exploration of technical theater and interpretation of dramatic literature. Students will study the history of the theater and will perform in a variety of theatrical modes, which may include classical and contemporary theater, dance, drama, mime, children's theater, and musical theater.

THEATRE PRODUCTION II–IV

Credit: 1 **Grade: 10-12**
Type: Regular

This course is designed as a performance based experience. Students will develop skills in all aspects of theater production. Students will produce 4 to 6 productions during the course and will be required to participate in each of the following areas: acting/performance, technical/crew, and managerial/publicity. Advanced students may also be provided opportunities to develop directing and playwriting techniques.
Prerequisites: Theatre Arts

TECHNICAL THEATRE I

Credit: 1 **Grade: 9-12**
Type: Regular

Introductory course exploring the various backstage aspects of the Theatre. The course consists of classroom learning and "hands-on" experiences in theatrical production. Topics include: Theatrical facilities, tools, set construction, stage rigging, lighting, basics of design, production evaluation and technical Theatre career opportunities. Workplace safety is stressed. There are a number of projects that supplement daily lessons. Students are provided an opportunity to participate in after-hours production work.

TECHNICAL THEATRE II

Credit: 1 **Grade: 10-12**
Type: Regular

This course expands on the concepts taught in Technical Theatre I, and begins to apply technologies used in live productions. The class focuses on sound, lighting, stagecraft, advanced rigging and stage management. After-school involvement in productions and other after school events is required.
Prerequisites: Technical Theater I and instructor approval

TECHNICAL THEATRE III-IV

Credit: 1 **Grade: 11-12**
Type: Honors

Building on students' understanding of concepts taught in Technical Theatre 2, this course asks students to make informed choices in the process of creating live productions. This course requires a great deal of motivation as classroom discussions and projects are often student-led. This class explores advanced concepts of sound, lighting, stagecraft, rigging, design, and production management. Students are expected to synthesize and adapt knowledge to solve problems of production, and demonstrate increased responsibility for production leadership. Extensive after-school involvement in productions and other after school events is required.
Prerequisites: Technical Theater II and instructor approval

GENERAL

APPLIED PERFORMANCE I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

Applied Performance is designed for students who want an advanced course on performance study. The class emphasizes the improvement of musicianship through the preparation of advanced repertoire. Participation in weekly recitals is mandatory and provides students opportunities to prepare various repertoire to perform for peer and director feedback. Students will learn how to constructively critique performances and gain experience defining an ideal aural and visual image. Members of the class are expected to audition for TMEA and compete at UIL solo and ensemble contests. Concurrent enrollment in an advanced-level choir, band, or theater course is required.

Prerequisites: Concurrent enrollment in band, choir, or theater; $40 course fee

DANCE/DRILL TEAM

DANCE I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

Students will learn the following dance units: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. Students will also learn how to correctly warm-up, stretch and condition. Basic choreography and combinations are taught. Dance II, III, and IV are continuations of the concepts and activities described in Dance I. This class is open to any student both male and female who wishes to fulfill a Fine Arts requirement.

DRILL TEAM I–IV

Credit: 1 **Grade: 9-12**
Type: Regular

Students will acquire advanced skills in the following: jazz, hip hop, contemporary, lyrical, kick, pom and novelty. They will be given the opportunity to express self-confidence through auditioning, rehearsing and performing in public appearances. Students will learn to appreciate dance as an art form and to utilize their kinesthetic awareness. This is the class for Dance Team. This class satisfies a requirement for Fine Arts.

Prerequisites: Drill Team tryouts required

HEALTH, PE, AND ATHLETICS

Below is a four-year guide to help students map out their athletics courses. Tryouts may be required to participate in some courses.

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Baseball I	Baseball II	Baseball III	Baseball IV
Boys Basketball I	Boys Basketball II	Boys Basketball III	Boys Basketball IV
Boys Cross Country I	Boys Cross Country II	Boys Cross Country III	Boys Cross Country IV
Boys Soccer I	Boys Soccer II	Boys Soccer III	Boys Soccer IV
Cheerleading I	Cheerleading II	Cheerleading III	Cheerleading IV
Football I	Football II	Football III	Football IV
Girls Basketball I	Girls Basketball II	Girls Basketball III	Girls Basketball IV
Girls Cross Country I	Girls Cross Country II	Girls Cross Country III	Girls Cross Country IV
Girls Soccer I	Girls Soccer II	Girls Soccer III	Girls Soccer IV
Softball I	Softball II	Softball III	Softball IV
Tennis I	Tennis II	Tennis III	Tennis IV
Volleyball I	Volleyball II	Volleyball III	Volleyball IV

GENERAL ELECTIVES

AFJROTC AEROSPACE SCIENCE I AND LEADERSHIP EDUCATION I

Credit: 1 **Grade: 9-12**
Type: Regular

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership Education I introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure, uniform wear, customs, courtesies, and other military traditions, health and wellness, fitness, individual self-control, and citizenship.
Prerequisites: Ability to participate in physical training, grade appropriate reading level

AFJROTC AEROSPACE SCIENCE II AND LEADERSHIP EDUCATION II

Credit: 1 **Grade: 10-12**
Type: Regular

This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, and principles of aircraft flight and aircraft navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussion includes the forces of lift, drag, thrust, and weight. Students also learn the basic navigation including map reading, course plotting, and the effects of wind. The portion on human requirements of flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration and protective equipment. This course is a prerequisite for AS-500 Aviation Honors Ground School. Leadership Education II stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches complement the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.
Prerequisites: Aerospace Science I, physical training, grade appropriate reading level

AFJROTC AEROSPACE SCIENCE III AND LEADERSHIP EDUCATION III

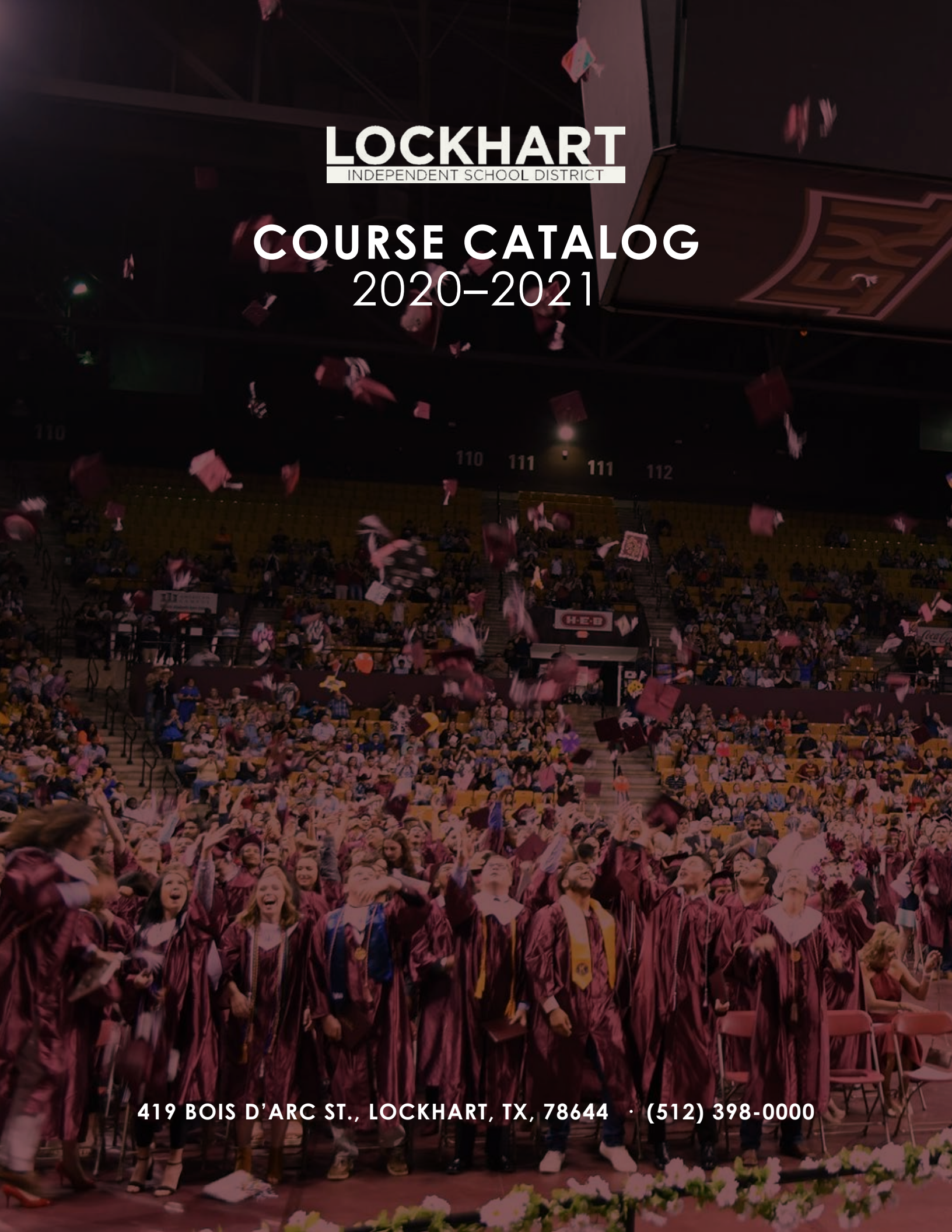
Credit: 1 **Grade: 11-12**
Type: Regular

The third year of AFJROTC introduces a science course that examines our solar system, along with the latest advancements in space technology and the challenges that space presents. The leadership element of this course shows cadets the importance of a college degree and financial planning, along with necessary skills that will help cadets apply for jobs in the future. Leadership Education III students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates.
Prerequisites: Aerospace Science II, physical training, grade appropriate reading level

AFJROTC AEROSPACE SCIENCE IV AND LEADERSHIP EDUCATION IV

Credit: 1 **Grade: 12**
Type: Regular

The final year of JROTC is available to cadets who have completed all previous years and are invited to take a fourth. These cadets manage the entire corps, which allows the cadets to use the skills taught the previous years. This management experience will prove very useful for future years in college and in the job field. Leadership Education IV course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students to practice what they learn by getting involved in discussions and expressing their opinions.
Prerequisites: Completion of Aerospace Science III, physical training, grade appropriate reading level



LOCKHART
INDEPENDENT SCHOOL DISTRICT

COURSE CATALOG
2020–2021

419 BOIS D'ARC ST., LOCKHART, TX, 78644 · (512) 398-0000