LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

Secondary Course Catalog

2021-2022

Innovation and Imagination

SENIOR HIGH SCHOOL * JUNIOR HIGH SCHOOL * MIDDLE SCHOOL

FOR MOST CURRENT INFORMATION VISIT:
LCISD.org or Students & Parents: Secondary Handbook & Policies or HB5 Banner

Lamar Consolidated Independent School District
3911 Avenue I, Rosenberg, Texas 77471 832-223-0000

This publication includes course selections for all Lamar CISD students in grades six through twelve.

This format is designed to show the "big picture" of LCISD's course offerings throughout the secondary grades to students and parents. Effective course planning is no longer a one-year-at-a-time process. Students are encouraged to work with their parents and counselor to develop a six-year plan to ensure that they earn the credits necessary for high school graduation. For your convenience in finding information, a table of contents is provided.

To help you understand exactly what you will need to graduate, your counselor will provide you with special information in addition to this guide. Questions about planning the high school schedule should be referred to the counselor. The State Board of Education may make revisions in the law, which will result in changes to this guide.

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HIGH SCHOOL OVERVIEW

Your High School Years

This guide is designed to help you select courses that you will take in high school. All programs have been developed with the philosophy that excellence in education is equally important for all students. The programs are designed to allow each student, regardless of interest or ability, to pursue a course of study that is appropriate to meet present and future needs.

Your high school education, whether you are preparing for work or college, is influenced by your selection of courses and by the application of your abilities. A major part of your school work consists of fundamentals that you will need all of your life. Gaining admission to college or any post-secondary educational institution, including business school, technical institute, or proprietary school is competitive. Although colleges vary greatly in their specific entrance requirements, admission is based on the applicant's rank in class, the types of courses taken, test scores, participation in activities and recommendations from teachers and counselors. In order to do effective work in college, it is essential that all students have the following competencies: reading, writing, speaking and listening, mathematics, reasoning and study skills, as well as skills in interacting with others in teams or groups.

Students who are planning to enter the work force immediately after graduation should realize that today's job market is very competitive. In order to gain employment and remain employed, all students need academic competencies in reading, writing, speaking and listening, mathematics, reasoning and study skills, as well as technical skills, mechanical skills and interacting appropriately with others in the work force.

Please use this catalog as a source of information and as an aid in preparing your school program. Your counselor and college/career facilitator will answer any questions that you may have about a particular area or help you gather information that is not currently available in this guide.

PLANNING YOUR SCHEDULE

Students in grades 9–12 in LCISD are provided a comprehensive set of course offerings that cover the essential knowledge and skills mandated by the Texas Education Agency. Courses are offered as Academic/On-Grade Level (not labeled in catalog), Pre-Advanced Placement (PAP), Advanced Placement (AP), Dual Credit (D), Special Education or Local Credit (L).

Academic/On-Grade Level courses are developed from the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. These courses, while being presented at a concrete level, address critical thinking, interact with concept-based subject matter and develop and improve oral and written communication skills in a variety of formats. Emphasis is placed on developing communication skills for students to be successful in post-high school education or employment training or employment situations. Please see Class Rank/Weighted Grades for specific grade weights.

Pre-Advanced Pathway (PAP) courses are more complex and abstract. The courses emphasize the academic study and performance skills to help prepare or continue the advanced learner to successfully complete the Advanced Placement (AP) classes in that subject area. LCISD students who attended Middle and/or Junior High School in this district will continue the higher-level skill building that they previously experienced in the four core subject areas. Please see Class Rank/Weighted Grades for specific grade weights. PAP courses may require summer reading. See campus website for details.

Pre-Advanced Placement (College Board Pre-AP) Pre-AP Program courses, offered to schools by College Board, provide grade-level appropriate instruction through focused course frameworks, instructional resources, and learning checkpoints. They are designed to support all students across varying levels of abilities through focus. The Program grants educators and their students the space and time for deep engagement with content through close observation and analysis, evidence-based writing, higher-order questioning, and academic conversation. Please see Class Rank/Weighted Grades for specific grade weights. Pre-AP courses may require summer reading. See campus website for details.

Advanced Placement (AP) classes cover the breadth of information, skills, and assignments found in corresponding college courses and meet peer- review standards set by top educators in conjunction with the College Board. AP classes prepare students to take College Board Advanced Placement tests that may make them eligible to receive college credit. Please see Class Rank/Weighted Grades for specific grade weights. AP courses may require summer reading. See campus website for details. **All students enrolled in Advanced Placement are expected to take the AP exams.**

Special Education courses are provided. The essential knowledge and skills for each course are modified by Admissions, Review and Dismissal (ARD) committee action to address the needs of students.

Local Credit (L) courses are developed to meet unique district needs and are approved by the Lamar CISD Board of Trustees. These courses cannot be applied toward the state-mandated number of credit requirements for graduation.

Dual College Courses

Dual credit offers LCISD high school students the opportunity to receive credit for both high school and college courses. No high school 1/2 credit will be awarded for full year Dual credit courses without campus committee approval. See the school counselor for course offerings, applications, requirements, fees and deadlines to enroll in a dual or concurrent course offered through LCISD. Beginning the 2018-2019 school year entering Freshmen who take a Dual Credit course will receive the same grade weight as an AP (Advanced Placement) course. Please see Class Rank/Weighted Grades for specific grade weights.

Post-secondary institutions offering Dual credit to LCISD students are:

- **WCJC**
- **TSTC**
- **On RAMPS**
  The University of Texas. Students meeting the "college ready" standards of the course after the first semester will have the opportunity to earn both high school and college credit during the spring semester.
- **Lone Star College**
  - Lone Star College requires a minimum grade of a 70 as a semester average to remain enrolled in LSC Dual Credit courses.
  - If a student earns a 70 or above the Fall semester in a Lone Star College Dual Credit course, and earns a grade below a 70 in the Spring semester of that same course LCISD will grade average the two semesters for high school credit ONLY if applicable.
  - Grade averaging does NOT apply to the college credit earned through Lone Star College.

Lamar CISD and Lone Star College have entered into an agreement allowing students who meet specified criteria to earn both high school credit and college credit for specific high school courses. Please see your counselor for dual credit eligibility requirements and course availability. **Not all Dual Credit courses are offered at all campuses.**

Note:

- Tuition is waived by Lone Star College.
- Students are responsible for all required fees.
- Students are responsible for purchasing associated college textbooks and/or course materials.

A high school student may earn dual credit toward high school graduation and college credit through successful completion of approved college courses. A student who may take college-only courses will be awarded credit toward graduation only if he/she obtains prior approval from the appropriate district and/or campus personnel.

A student who meets the following criteria is eligible to apply for the opportunity to earn high school credit through college courses:

- Students must have successfully completed pre-requisite courses as identified by district guidelines.
- The student must have acceptable scores on college placement exams or alternative assessments. The Dual Credit Campus Counselors, College & Career Facilitators, and the Director of Advanced Studies will have this information as well as an updated list of dual credit courses.
- The student must have completed a Lone Star College admissions application and received prior approval from a member of the campus dual credit team.
- The student must have received approval for college admission through the exceptional admissions process completing all enrollment paperwork required by the college.
- Specific requirements and procedures are available in the campus Counseling Office or from campus College & Career Facilitator.

LONE STAR/ LCISD DUAL CREDIT

Not all Dual Credit courses are offered at every LCISD campus

ENGLISH		
Dual Credit Course	**Grade Level**	**High School Credit**
ENGL 1301 /1302	11-12	English III (1 credit) Or English IV (1 credit)
ENGL 2322/2323	12	English IV (1 credit)

MATH		
Dual Credit Course	**Grade Level**	**High School Credit**
Statistics- MATH 1342	11-12	Statistics (full year)
Trigonometry- MATH 1316	11-12	Pre-Calculus – Fall Semester (.5) credit)
College Algebra- MATH 1314	11-12	Independent Study in Math (College Algebra) (full year)
Pre-Calculus- MATH 2412	11-12	Pre-Calculus – Spring Semester (.5 credit)
Calculus I- MATH 2413	11-12	Calculus AB – 1 credit
Calculus I- MATH 2413 Calculus II- MATH 2414	11-12	Calculus BC A – Fall Semester .5 credit Calculus BC B– Spring Semester .5 credit

SCIENCE		
Dual Credit Course	**Grade Level**	**High School Credit**
Biology- BIOL 1406/1407	11-12	Biology (1 credit)
Environmental Science ENVR 1401/1402	11-12	Environmental Science (1 credit)
Chemistry I- CHEM 1411	11-12	Chemistry (1 credit)
Physics- PHYS 1401	11-12	Physics I (1 credit)
Physics- PHYS 1402	12	Physics II (1 credit)

SOCIAL STUDIES		
Dual Credit Course	**Grade Level**	**High School Credit**
US History- HIST 1301/1302	11-12	United States History (1 credit)
Government- GOVT 2305	12	Government (.5 credit)
Economics- ECON 2301	12	Economics (.5 credit)
Psychology- PSYC 2301	11-12	Psychology (.5 credit)
Sociology-- SOCI	11-12	Sociology (.5 credit)

***Courses will also be noted under each Core Content area within the Course Catalog, along with course prerequisites.**

Concurrent Courses

Concurrent Courses provide credit for college only and do not affect high school credit or GPA in any way. A student will not be allowed to go off campus during the school day for a college course that is offered by LCISD. If a student chooses to take a course off campus that is not offered by LCISD, the student will be allowed off campus only the periods necessary to attend a class.

CREDIT BY EXAMINATION

Under specific criteria, a student may take an examination to obtain credit for a course. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (Local)].

NCAA ATHLETICS

Students who are interested in participating in an athletic scholarship in a National Collegiate Athletic Association (NCAA) Division I or Division II college must complete a specified core curriculum in addition to other requirements.
See www.eligibilitycenter.org for more information.

THREE YEAR PLAN

(Early High School Graduation)
Students may choose to complete graduation requirements in less than four years. Students must contact their school counselor and complete the required documentation by the conclusion of their second year in high school to be eligible. In addition, students graduating in three years must complete the 26-credit requirement to include earning an Endorsement.

4.0 GRADE WEIGHTS FOR STUDENTS ENTERING HS PRIOR TO 2018-2019

For the purposes of college and scholarship applications high schools will calculate GPA using the 4.0 weighted scale below.

All High School Credit Courses: Weighted 4.0 GPA SCALE

	100-90	89-80	79-70
AP Courses	5	4	3
Dual/ Articulated	4.75	3.75	2.75
PAP	4.50	3.50	2.50
Academic	4.25	3.25	2.25
Leveled Academic	4	3	2

Example:

Course	Grade	Points Earned
AP Biology	88	4
US History Dual	88	3.75
Algebra II PAP	88	3.50
English IV	88	3.25

Total points earned divided by (4) classes = GPA
14.50 divided by (4) = 3.62 GPA

NUMERICAL GRADE WEIGHTS

For the purposes of Class Rank a numerical multiplier will be applied as follows below to calculate a student's GPA. Calculation of students' official class rank is governed by Policy EIC (Local).

AP Courses	1.3 Multiplier
Dual/ PAP/Articulated	1.2 Multiplier
Academic	1.1 Multiplier
Leveled Academic	1.0 Multiplier

Example:

Course	Grade X Multiplier = Points Earned				
AP Biology	88	x	1.3	=	114.4
US History Dual	88	x	1.2	=	105.6
Algebra II PAP	88	x	1.2	=	105.6
English IV	88	x	1.1	=	96.8

Total points earned divided by (4) classes = GPA
422.40 divided by (4) = 105.60 Wgt. Numerical GPA

Weighted numerical GPA will determine class rank.

4.0 GRADE WEIGHTS FOR STUDENTS ENTERING HS 2018-2019 & BEYOND

For the purposes of college and scholarship applications high schools will calculate GPA using the 4.0 weighted scale below.

All High School Credit Courses: Weighted 4.0 GPA SCALE

	100-90	89-80	79-70
AP Courses/Dual	5	4	3
PAP	4.50	3.50	2.50
Academic	4.25	3.25	2.25
Leveled Academic	4	3	2

Example:

Course	Grade	Pts.
AP Biology OR Dual Physics	88	4
Algebra II PAP	88	3.50
English IV	88	3.25

Total points earned divided by (3) classes = GPA
10.75 divided by (3) = 3.58 GPA

NUMERICAL GRADE WEIGHTS

For the purposes of Class Rank a numerical multiplier will be applied as follows below to calculate a student's GPA. Calculation of students' official class rank is governed by Policy EIC (Local).

AP Courses/Dual	1.3 Multiplier
PAP	1.2 Multiplier
Academic	1.1Multiplier
Leveled Academic	1.0 Multiplier

Example:

Course	Grade X Multiplier = Points Earned
AP Biology OR Dual Physics	88 x 1.3 = 114.4
Algebra II PAP	88 x 1.2 = 105.6
English IV	88 x 1.1 = 96.8

Total points earned divided by (3) classes = GPA
316.80 divided by (3) = 105.60 Wgt. Numerical GPA

Weighted numerical GPA will determine class rank.

SCHOLASTIC AWARDS POLICY FG LOCAL

Scholastic awards that may be given in the secondary schools include:

Valedictorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this time period earning a minimum of 2.5 credits each semester. A student who fails to meet the criteria is not eligible to be valedictorian. The student with the highest weighted numerical average at the end of the fifth six-week period of the spring semester in which he or she is eligible to graduate shall be declared the valedictorian. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC (Local) on class ranking] No other consideration shall be given in determining this award except in the case of a tie, when students may be declared co-valedictorians.

Salutatorian – To be eligible for this award, a student shall have completed the last three semesters in the same high school within the District prior to the semester he or she plans to graduate. A student shall also be initially and continuously enrolled as a full-time student during this time period earning a minimum of 2.5 credits each semester. A student who fails to meet the criteria is not eligible to be salutatorian. The student with the second highest weighted numerical average shall be declared the salutatorian. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the second grading period of the spring semester. [See EIC (Local) on class ranking] No other consideration shall be given in determining this award except in the case of a tie, when students may be declared co-salutatorians.

Honor Graduates – The top ten percent of the graduating class, as determined by a weighted numerical average, shall receive an appropriate award denoting their academic excellence and designating them as honor graduates. In order to be included in the class rank calculation, all grades earned from any source outside of the District must be received by the last day of the fifth six weeks. [See EIC (Local) on class ranking]. In the event of a tie, all students involved in the tie shall be designated as honor graduates.

SIX YEAR PLAN

Students will begin developing their six-year plan in sixth grade. Exploring the 16 Career Clusters, students gain the tools for informed decisions regarding future course selection. A student's course of study may include courses or selections from more than one level.

CLASSIFICATION OF STUDENTS

A student is classified according to the number of high school credits successfully completed. Student's classification is determined by the number of credits on file at the beginning of each school year. Refer to the following chart to determine classification:

Freshman	0-5.0
Sophomore	5.5-11.5 & 2nd year in high school
Junior	12.0-18.5 & 3rd year in high school
Senior	19 and above

GRADING SYSTEM

Student performance is reported using numerical grades:

A	90 -100
B	80 - 89
C	70-79
F	69 and below
I	Incomplete
#	No credit due to excessive absences

The student will earn .5 credit for a semester course with a semester grade of 70 or above. The student will earn 1 credit for a yearlong class with a yearly average of 70 or above.

SEMESTER GRADE DETERMINATION

A semester grade consists of three six weeks grades and the semester exam. The three six week's grades average together for 80% of the semester grade and the semester exam counts as 20% of the semester grade.

STATE ASSESSMENT REQUIREMENTS

State of Texas Assessment of Academic Readiness – End of Course (STAAR – EOC):

All students must take and pass the STAAR End of Course (EOC) assessments in order to graduate from high school. Collectively these tests are designed to place greater emphasis on college and career readiness.

The STAAR – EOCs include:

- English I (Reading and Writing)
- English II (Reading and Writing)
- Algebra I **
- Biology
- U.S. History

**Students who take Algebra I in the 8th grade will be required to take and meet the passing standard for the STAAR End of Course Exam.

SUBSTITUTE STATE ASSESSMENT

For alternative assessment options to the STAAR-EOC exams please refer to the Substitute Assessment Standards Chart and/or Figure: 19 TAC §101.4002(b).

Please Note: Starting with the 2019-2020 school year, a student may only use a substitute assessment for graduation purposes after taking the subject level End of Course test.

Figure: 19 TAC §101.4002(b)

Substitute Assessments Standards

	STAAR Algebra I		*STAAR Biology*		*STAAR English I*		*STAAR English II*		*STAAR U.S. History*	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
ACT^* — June 2015 and Before	Mathematics	22			Reading Combined English/Writing	21 18	Reading Combined English/Writing	21 18		
ACT^ — September 2015 and After	Mathematics	22	Science	23	Reading English	22 18	Reading English	22 18		
Aspire 9	Mathematics	428								
Aspire 10	Mathematics	432								
PLAN	Mathematics	19								

^ Satisfactory scores on ACT Reading and English or Reading and Combined English/Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

* To use the ACT, a student must have taken and received a satisfactory score on both sections of the ACT English language arts assessment.

SAT Substitute Assessments

	STAAR Algebra I		*STAAR Biology*		*STAAR English I*		*STAAR English II*		*STAAR U.S. History*	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
PSAT 8/9 or PSAT/NMSQT in 9th Grade — October 2015 and After	Mathematics	450			Evidence-Based Reading and Writing	410				
PSAT 10 or PSAT/NMSQT in 10th Grade — October 2015 and After	Mathematics	480			Evidence-Based Reading and Writing	430				
PSAT/NMSQT in 11th Grade — October 2015 and After	Mathematics	510			Evidence-Based Reading and Writing	460				
PSAT — 2014 and Before	Mathematics	47								
SAT^ — Administered March 2016 and After	Mathematics	530			Evidence-Based Reading and Writing	480	Evidence-Based Reading and Writing	480		
SAT^* — Administered January 2016 and Before	Mathematics	500			Critical Reading Writing	500 500	Critical Reading Writing	500 500		
SAT Subject Tests	Math Level 1 or Level 2	600	Biology-E or Biology-M	500					U.S. History	500

^ Satisfactory scores on SAT Evidence-Based Reading and Writing or Critical Reading and Writing assessments may be used in place of either the STAAR English I EOC or the STAAR English II EOC, but not both.

* To use the SAT administered in January 2016 or earlier, a student must have taken and received a satisfactory score on both the SAT Critical Reading and Writing assessments.

AP, IB, and TSI Substitute Assessments

	STAAR Algebra I		*STAAR Biology*		*STAAR English I*		*STAAR English II*		*STAAR U.S. History*	
Substitute Assessment	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score	Assessment	Passing Score
AP			Biology	3	English Language and Composition	3	English Language and Composition	3	U.S. History	3
IB*			Biology	4	Language A: Language and Literature	4	Language A: Language and Literature	4	History of the Americas	4
TSI**	Mathematics	350			Reading Objective Writing/Sentence Skills Writing	351 340 4	Reading Objective Writing/Sentence Skills Writing	351 340 4		

* The set passing score for the IB substitute assessments applies to both Standard Level and Higher-Levelexaminations.

** The TSI English language arts assessment is the only substitute assessment that may be used to simultaneously fulfill two EOC requirements. Satisfactory sc ores on the TSI English language arts assessment (Reading, Objective Writing/Sentence Skills, and Writing) may be used in place of both the STAAR English I EOC and the STAAR English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, a satisfactory score on an approved substi tute assessment may be used in place of only one specific STAAR EOC assessment.

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Foundation High School Plan

English Language Arts	Four Credits: • English I, II, III English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • Additional English credit from: o English IV o Creative Writing o Humanities o Literary Genres o Research & Technical Writing o College Preparatory English o Business English o Oral Interpretation III o Debate III o Independent Study in Speech o Independent Study in Journalism o Advanced Broadcast Journalism III o Advanced Journalism: Newspaper III o Advanced Journalism: Yearbook III o AP English Literature & Composition o Communication Applications
Math	Three Credits • Algebra • Geometry • Additional Mathematics credit from: o Mathematical Models with Applications o Digital Electronics o Algebra II o Precalculus o Advanced Quantitative Reasoning o Independent Study in Math o AP Statistics o AP Calculus AB o AP Calculus BC o AP Computer Science A o Engineering Mathematics o Statistics and Business Decision Making o Accounting II
Science	Three Credits • Biology • One Additional Science credit from: o Integrated Physics and Chemistry (IPC) o Chemistry o AP Chemistry o Physics o Principles of Technology o AP Physics-C o AP Physics I • Additional Science Credit o Chemistry o Physics o Aquatic Science o Astronomy

	○ Earth and Space Science ○ Environmental Systems ○ AP Biology ○ AP Chemistry ○ AP Physics C ○ AP Physics I ○ AP Environmental Science ○ Advanced Animal Science ○ Anatomy and Physiology ○ Medical Microbiology ○ Food Science ○ Forensic Science ○ Principles of Technology ○ Scientific Research and Design ○ Engineering Design & Problem Solving ○ Engineering Science ○ Advanced Plant & Soil Science
Social Studies	**Three Credits** • World Geography or World History • US History • US Government (1/2 credit) • Economics (1/2 credit)
Physical Education	**One Credit**
L.O.T.E.	**Two Credits** (In the same language)
Fine Arts	**One Credit**
Electives	**Five Credits**
Total	**22 credits**

FOUNDATION HIGH SCHOOL PLAN + ENDORSEMENT
Requires Foundation High School Program Plan plus 4 additional credits
(one additional math including Algebra II, one additional science, and two additional electives)
Total 26 credits

- Additional **math credit** selected from:
  - Algebra II (required if not taken previously)
  - Precalculus
  - Advanced Quantitative Reasoning
  - Independent Study in Math
  - AP Statistics
  - AP Calculus AB
  - AP Calculus BC
  - AP Computer Science A
  - Engineering Mathematics
  - Statistics and Business Decision Making
  - College Preparatory Math
  - Accounting II
- Additional science **credit** selected from:
  - Chemistry
  - Physics
  - Aquatic Science
  - Astronomy
  - Earth and Space Science
  - Environmental Systems
  - Medical Microbiology
  - Food Science
  - Forensic Science
  - Principles of Technology
  - Scientific Research and Design
  - Engineering Design and Problem Solving
  - Engineering Science
  - AP Biology
  - AP Chemistry
  - AP Physics C
  - AP Physics I
  - AP Environmental Science
  - Advanced Animal Science
  - Anatomy and Physiology
  - Advanced Plant & Soil Science
- Two additional **elective credits**

Distinguished Level of Achievement Plan

In LCISD this plan has the same requirements as the Foundation High School Plan Plus Endorsement.

A student must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Performance Acknowledgments

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

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

2) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows:

   a) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
      1) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
      2) satisfying one of the following:
         (a) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
         (b) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
         (c) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
         (d) demonstrated proficiency in one or more languages other than English through one of the following methods:
            (i) a score of 3 or higher on a College Board Advanced Placement
            (ii) examination for a language other than English; or
            (iii) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

   b) In addition to meeting the requirements of paragraph (a) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
      1) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
      2) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

3) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning a score of 3 or above on a College Board Advanced Placement examination.

4) Student may earn a performance acknowledgment on the student's transcript for outstanding performance on the PSAT®, the ACT Aspire™, the SAT®, or the ACT® by:

a) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
b) achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination;
c) earning scores of at least 1310 SAT® or
d) earning a composite score on the ACT® examination of 28 (excluding the writing sub score).

5) A student may earn a performance acknowledgment on the student's transcript for earning a nationally or internationally recognized business or industry certification or license as follows:

a) A student may earn a performance acknowledgment with:
    1) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
    2) performance on an examination sufficient to obtain a government-required credential to practice a profession.
b) Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
    1) a national or international business, industry, or professional organization;
    2) a state agency or other government entity; or
    3) a state-based industry association.
c) Certifications or licensures for performance acknowledgements shall:
    1) be age appropriate for high school students;
    2) represent a student's substantial course of study and/or end-of-program knowledge and skills;
    3) include an industry recognized examination or series of examinations, an recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
    4) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

The District shall ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the State Board for the Foundation High School Plan, Foundation High School Plan Plus Endorsements or Distinguished Level of Achievement Plan. See Education Code 74.71.

A student may graduate under the Foundation HSP without earning an endorsement if, after the student's sophomore year:

1) The student and the student's parent are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements: and 2) The student's parent files written permission allowing the student to graduate under the Foundation HSP without earning an endorsement.

Know About Careers

In planning your high school program, you will need to consider courses that seem interesting to you and support your future career choices. You will need to know about education required for careers that are of interest to you. Lamar CISD is committed to providing all students with the foundation to be successful in any career choice. With the rapid changes in information and technology, many of the careers our students will be employed in have not yet been developed. Select your courses wisely to help prepare yourself for the challenges of the 21st century jobs.

TRANSITIONING TO HIGH SCHOOL & CAREER PLANNING

Planning for high school course selection will be an important step for students. You will be meeting new students, teachers, principals and other faculty members. Most likely, you will have to learn about the rules of a new school, find your way around a larger building, and have more independence and more choices for activities. You will find that you will be expected to take more responsibility for your decisions, schoolwork, and actions.

An important part of your responsibilities in high school will be to choose and take courses that prepare you for post-secondary educational opportunities and/or career choices. Remember, your high school program and your success in it will affect what you may do after you graduate.

THINK ABOUT YOUR FUTURE

Perhaps you have already begun to think about what to do after high school. You may be considering going to college, or attending another type of school or training/technical school. You may be considering preparation for a job or military service. You have many opportunities to consider; not everyone is at the same point in their decision-making process.

MANY CAREERS REQUIRE EDUCATION AFTER HIGH SCHOOL

You do not have to make a final decision now about your plans after high school. You are still growing and changing. You may need time to explore many possibilities before deciding what you will do. You will, however, have to choose a high school program of studies. In choosing your program, it is important to remember that many careers require a college education or further technical training after high school.

WHO CAN HELP YOU CHOOSE YOUR PROGRAM OF STUDIES?

Your parents may be your best advisers in choosing a high school program of studies. They understand your personality and abilities. They know your interests, likes, dislikes and strengths. They can also share things they have learned from their own education and work which can help you in making decisions. After you and your parents have read this Course Planning Guide, discuss with them your thoughts and concerns about high school and your future.

Your school counselor and College & Career Facilitator can assist you to better understand your goals, high school programs and careers. You are encouraged to utilize the college, career, and military planning tools available beginning in 6th grade. In 6th grade LCISD students will begin to use the SchooLinks platform and participate in college and career exploration activities and interest inventories in preparation for choosing your junior high and high school plan of study. These resources are web-based and available for both students and guardians. In junior high you will work with your counselor, utilizing the SchooLinks program, as well, to help determine what Endorsement is the best fit and mapping out your 6 Year Plan. In high school you meet with your Counselor and College & Career Facilitator every year to continue career exploration, assistance with applying to colleges or technical schools, volunteer hour recording, transcript requests, scholarships, financial aid, or the next planning steps for post-secondary endeavors.

You may obtain ideas from your teachers, relatives and friends. There may be some careers that seem interesting to you; if there are, talk with people in those careers to get information for planning your program of study.

Endorsement Requirements

STEM

Science, Technology, Engineering & Math
A STEM Endorsement
requires completion of the FHSP
Plus Endorsement including Algebra II,
Chemistry, Physics or Principles of Technology and one of the following:

- A coherent sequence of 4 CTE credits, including:
  at least 2 courses in the same career cluster, ***and***
  at least 1 advanced CTE course that is the 3rd course or higher in a sequence related to STEM

OR

- A coherent sequence of 4 credits in Computer Science

OR

- Successful completion of 2 additional math courses for which Algebra II is a prerequisite

OR

- Successful completion of 2 additional science credits beyond Biology, Chemistry and Physics or Principles of Technology

OR

- A cross-disciplinary study of science and math, including 3 credits from a combination of courses chosen from *no more than two* of the categories bulleted above.

Business & Industry

A Business & Industry Endorsement
requires completion of the FHSP Plus
Endorsement and one of the following:

- A coherent sequence of 4 CTE credits, including:
  at least 2 courses in the same career cluster, ***and***
  at least 1 advanced CTE course that is the 3rd course or higher in a sequence in *one* of the following career clusters:
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, AV Technology & Communications
  - Business, Marketing & Finance
  - Hospitality & Tourism
  - Information Technology
  - Manufacturing
  - Transportation, Distribution & Logistics

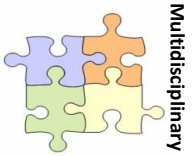
OR

- Four (4) English Language Arts elective credits, including 3 levels in one of the following areas:
  - Broadcast Journalism
  - Newspaper
  - Yearbook
  - Debate

OR

- A coherent sequence of four credits from the above outlined clusters or ELA as listed.

MULTIDISCIPLINARY STUDIES



A Multidisciplinary Studies Endorsement
requires completion of the FHSP Plus
Endorsement and one of the following:

- Four (4) additional advanced courses, from within one endorsement area or from various endorsement areas, that prepare the student to either successfully enter post-secondary education without the need for remediation or successfully enter the workforce
- Four (4) credits in each of the four foundation subject areas of English Language Arts, Math, Science and Social Studies, including traditional English IV option (Academic, AP or Dual Credit) and Chemistry and/or Physics
- Four (4) credits in AP or Dual Credit selected from the English Language Arts, Math, Science, Social Studies, Language Other Than English, or Fine Arts.

ARTS & HUMANITIES

Arts & Humanities Endorsement requires completion of the FHSP Plus Endorsement and one of the following:

- Five (5) Social Studies Credits
- Four (4) levels/credits of the same language in a language other than English (LOTE)
- Two (2) levels/credits of one language other than English and 2 levels/credits of a different language other than English
- A coherent sequence of 4 credits in Fine Arts from one or two Fine Arts disciplines of Art, Dance, Music or Theatre
- Four English elective credits, selected from English IV, Independent Study English, Literary Genres, Creative Writing, Research & Technical Writing, Humanities, and AP English Literature & Composition.

PUBLIC SERVICE

PUBLIC SERVICES

A Public Service Endorsement requires completion of the FHSP Plus, Endorsement and one of the following:

- A coherent sequence of 4 CTE credits including:
  at least 2 courses in the same career cluster, ***and***
  at least 1 advanced CTE course that is the 3rd course or higher in a sequence in one of the following career clusters:
  - Health Science
  - Education & Training
  - Law & Public Service
- JROTC (Junior Reserve Officer Training Corps)

LCISD Endorsement Flow Charts identifying the course sequence for each Endorsement may be viewed at lcisd.org under the HB 5 button.

Endorsement Career Paths

STEM

- Computer Science
- Mathematics
- Science
- Project Lead the Way (PLTW): Engineering
- Programming and Software Development
- Combination

MULTIDISCIPLINARY STUDIES

- Advanced Courses
- All Foundation subject areas
- Advanced Placement and Dual Credit

Business & Industry

- English- 4 English electives credits including 3 levels in one of the following: Advanced Broadcast Journalism, Advanced Journalism Newspaper, Advanced Yearbook or Debate
- Agriculture, Food & Natural Resources: Animal Science
- Agriculture, Food & Natural Resources: Applied Agricultural Engineering
- Agriculture, Food & Natural Resources: Plant Science
- Architecture & Construction: Carpentry
- Architecture & Construction: HVAC
- Arts, Audio/Video Technology & Communications
- Business Marketing & Finance: Business Management
- Business Marketing & Finance: Marketing & Sales
- Hospitality & Tourism: Culinary Arts
- Information Technology: Computer Technology
- Information Technology: Cybersecurity (Dual)
- Manufacturing: Welding
- Manufacturing: Manufacturing Technology
- Transportation, Distribution & Logistics: Automotive Technology
- Transportation, Distribution & Logistics: Diesel Equipment Technology
- Combination

PUBLIC SERVICE

- Education and Training: Teaching & Training
- Education and Training: Early Learning
- Air Force Junior ROTC
- Health Science: General
- Health Science: EMT
- Health Science: Medical Billing & Coding
- Health Science: Certified Nursing Assistant
- Health Science: Pharmacology
- Law & Public Service: Law Enforcement

PUBLIC SERVICES

ARTS & HUMANITIES

- 4 Credits in the SAME Language
- 2 Credits in 2 Different Language Sequences
- 4 Credits in the SAME Fine Art Subject Area Sequence
- 4 Credits in 1 or 2 Subject Areas in Fine Arts Sequence
- 5 Credits in Social Studies
- English-1 advanced English credit plus 3 additional English credits

LCISD Endorsement Flow Charts identifying the course sequence for each Endorsement may be viewed at lcisd.org under the HB 5 button.

LCISD Career Technical Education (CTE) Programs of Study

Agriculture, Food and Natural Resources

- Principles of Agriculture, Food & Natural Resources
- Small Animal Management
- Livestock Production
- Equine Science
- Veterinary Medical Applications
- Floral Design
- Horticultural Science
- Landscape Design and Management
- Turf Grass Management
- Advanced Plant and Soil Science
- Agribusiness Management & Marketing
- Agricultural Mechanics & Metal Technologies
- Agricultural Structures Design & Fabrication
- Practicum in Agriculture, Food & Natural Resources: Veterinary Medical Applications
- Practicum in Agriculture, Food & Natural Resources: Applied Agricultural Engineering
- Advanced Animal Science

Arts, Audio Visual Technology, and Communications

- Principles of Arts, Audio/Video Technology & Communications
- Digital Media
- Digital Design and Media Production
- Audio/Video Production I
- Audio/Video Production II Lab
- Practicum in Audio/Video Production
- Graphic Design & Illustration I
- Graphic Design & Illustration II Lab
- Practicum in Graphic Design & Illustration
- Professional Communications

Education & Training and Early Learning

- Principles of Education & Training
- Human Growth & Development
- Instructional Practices
- Practicum in Education & Training
- Child Development Associates Foundations
- Child Guidance
- Career Preparation

Architecture & Construction

- Principles of Architecture
- Principles of Construction
- Interior Design I
- Interior Design II
- Practicum in Interior Design
- Construction Technology I
- Construction Technology II
- Practicum in Construction Technology
- Heating, Ventilation, Air Conditioning & Refrigeration Technology I (Dual)
- Heating, Ventilation, Air Conditioning & Refrigeration Technology II (Dual)

Business, Marketing & Finance

- Principles of Business Marketing & Finance
- Business Law
- Business Information Management I
- Business Information Management II
- Practicum in Business Management
- Business English
- Money Matters
- Accounting I
- Accounting II
- Securities and Investments
- Statistics & Business Decision Making
- Sports & Entertainment Marketing
- Advertising
- Entrepreneurship
- Advanced Marketing
- Practicum in Marketing

LCISD Endorsement Flow Charts identifying the course sequence for each Endorsement may be viewed at lcisd.org under the HB 5 button.

LCISD Career Technical Education (CTE) Programs of Study

Health Science

- Principles of Health Science
- Health Science Theory
- Health Science Clinical
- Medical Terminology
- Medical Microbiology
- Anatomy & Physiology
- Medical Billing & Coding
- Pharmacology
- Practicum in Health Science: EMT/AEMT (Dual)
- Practicum in Health Science: Certified Nursing Assistant
- Practicum in Health Science: General

Hospitality & Tourism

- Principles of Hospitality & Tourism
- Introduction to Culinary Arts
- Culinary Arts
- Advanced Culinary Arts
- Practicum in Culinary Arts
- Food Science

Human Services

- Principles of Human Services
- Child Guidance
- Lifetime Nutrition & Wellness
- Practicum in Human Services

Information Technology

- Principles of Information Technology
- Computer Maintenance Lab
- Computer Technician Practicum
- Practicum in Information Technology (Dual)

Law & Public Service

- Law Enforcement I
- Law Enforcement II
- Court Systems & Practices
- Forensic Science
- Correctional Services
- Practicum in Law, Public Safety, Correction and Security

LCISD Endorsement Flow Charts identifying the course sequence for each Endorsement may be viewed at lcisd.org under the HB 5 button.

LCISD Career Technical Education (CTE) Programs of Study

Manufacturing

- Welding I
- Welding I (Dual)
- Welding II
- Welding II (Dual)
- Precision Metal Manufacturing I (Dual)
- Precision Metal Manufacturing II (Dual)
- Introduction to Process Technology
- Petrochemical Safety, Health, and Environment

STEM

- Computer Science
- Mathematics
- PLTW: Engineering
- Programming and Software Development
- Science
- STEM: Combination

Transportation, Distribution & Logistics

- Automotive Basics
- Automotive Technology I: Maintenance & Light Repair
- Automotive Technology I: Maintenance & Light Repair (Dual)
- Automotive Technology II: Automotive Service
- Automotive Technology II: Automotive Service (Dual)
- Practicum in Transportation Systems
- Diesel Equipment Technology I (Dual)
- Diesel Equipment Technology II (Dual)

LCISD Endorsement Flow Charts identifying the course sequence for each Endorsement may be viewed at lcisd.org under the HB 5 button.

LCISD CTE CERTIFICATION OPPORTUNITIES

Lamar CISD CTE offers several opportunities for students to earn industry related certifications in various career clusters. These certifications are designed to give students an early advantage in the workplace. Information about exams and when they are offered is provided by the teacher.

LCISD Industry Certification Programs

AGRICULTURE, FOOD, AND NATURAL RESOURCES
AWS Welding
Certified Veterinary Assistant Level I
Texas State Floral Association - Level One Floral Design Certification
OSHA Career Safe
Wastewater Collection, Class 1 and Water Operations Class D Certifications
ARTS, AUDIO VIDEO TECHNOLOGY & COMMUNICATIONS
Adobe Certified Associate: Premiere Pro
Adobe Certified Associate: Photoshop and Illustrator
ARCHITECTURE & CONSTRUCTION
Autodesk Certified User in Revit Architecture
HVAC Technician Certificate I *(thru dual credit with Texas State Technical College)*
NCCER Core
BUSINESS, MARKETING & FINANCE
CareerSafe
Entrepreneurship & Small Business Certification
Microsoft Office Specialist or Expert Excel
Microsoft Office Specialist or Expert Word
Intuit QuickBooks Certified User
HEALTH SCIENCE
CPR/First Aid
Certified Medical Assistant
Certified Nurse Aide/Assistant
Certified EKG/ECG Technician
Certified Medical Billing and Coding Specialist
OSHA Career Safe
Certified Pharmacy Technician
HUMAN SERVICES
Child Development Associate
HOSPITALITY AND TOURISM
ServSafe Food Handler
ServSafe Manager
INFORMATION TECHNOLOGY
Adobe Certified Associate: Photoshop
CompTIA
LAW AND PUBLIC SERVICES
Basic Correctional Officer Certification
Emergency Telecommunicator Certification
Emergency Medical Technician *(thru Dual Credit with Wharton County Junior College)*
TRANSPORTATION, DISTRIBUTION, & LOGISTICS
ASE Entry-Level Automotive Maintenance and Light Repair (MR)
ASE Entry-Level Automotive Steering & Suspension (SS)
ASE Entry-Level Brakes (BR)
ASE Refrigerant Recovery and Recycling Certification
S/P2 Safety

SCHEDULE CHANGES

Students select courses in the spring to prepare for the next school year by utilizing the information learned in the course selection process and after discussions with counselors, teachers and parents. Careful and thoughtful decisions must be made during this process. Verification of schedules are provided to students in the spring so each student can confirm that the correct choices are in the database.

Master schedules and staffing are based on student requests; therefore, few schedule changes are approved once course selections are confirmed. Students who receive special permission to change a class schedule are subject to limitations. If a student moves from one level to another level, the actual grade earned in the previous class transfers to the new class, regardless of the level. The student assumes responsibility for all requirements in the course entered.

Schedule change requests will be considered during the first 4 days of each semester for the following reasons only:

A. Student is a senior not scheduled in a course needed for graduation
B. Student has already earned credit for a course in which he/she is currently scheduled
C. Student does not have prerequisite(s) for a class on his/her schedule
D. Student has previously failed a course with the same teacher
E. Student has been dismissed from a program where approval must be granted for placement
F. Student does not have a complete schedule
G. Data error (no lunch, class listed twice, free period, etc.,)

Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering. Should a student request a course that is not available, a change to the most appropriate course may be necessary in order to meet graduation requirements.

High School Courses taken in Junior High: A student may drop a HS credit course in JH up through the first progress report of the semester, and **all course requests must be submitted and completed by the end of the 4th week of school each semester**. If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a NON-HS credit course as a replacement.

Advanced 3rd and 4th year Math and Science Course Changes: Course change requests must be made by the end of the 2nd week of the first six-weeks.

Dual Credit Drop information: A student must meet with their High School dual credit counselor to complete a course drop, or swap. To completely drop/withdraw from a dual credit course, the student must bring a signed Dual Credit Course Drop Form to their High School dual credit counselor, The Dual Credit Counselor will then submit the drop form, on behalf of the student, to Lone Star College. After the LSC official day of record (see Dual Credit Counselor for yearly dates and information), a student will receive a "W" (withdraw) on their college transcript. All drops made during the first 15 calendar days of the semester will be at 70% refund. Drops made the 16th-20th calendar days will be at 25%. No refund after the 20th calendar day.

Course Level Changes: To be considered for a level change from an Academic, Pre-AP, PAP or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing his/her work and conferencing with his/her teacher. A parent conference with the teacher is recommended before a level change. Course level changes will be considered through the first grading (six weeks) period plus one week for each course that offers a different level of the same course. No course level changes are made during the last 10 school days of each six-weeks.

UIL- A student **may not** drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without it being considered a failing grade for eligibility purposes. Dropping a non- exempted No Pass, No Play class with a grade lower than 70 at the end of a grading period causes a student to lose eligibility until seven calendar days after the end of the third school week evaluation period. Dropping a non-exempted No Pass, No Play class after the fourth week into the course with a grade lower than 70 causes the student to lose eligibility at the end of the grading period for the next three school week evaluation period. Dropping a class which is exempted for No Pass No Play does not cause loss of eligibility at any time unless full-time status is affected. No course level changes are made during the last 10 school days of each six-weeks.

HIGH SCHOOL COURSE OFFERINGS

Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering.

ENGLISH/LANGUAGE ARTS

1553 English for Speakers of Other Languages (ESOL) I

Credit: 1
Prerequisite: LPAC approval
This course focuses on fundamental English language skills in an effort to build a strong literacy foundation. Students develop language proficiency in listening, speaking, reading, writing in conjunction with foundational literacy skills such as comprehension, response to text, understanding genres, analyzing author's purpose and craft, written composition, and inquiry/research. Students develop academic oracy, authentic reading, and authentic writing. Instruction in such skills is accommodated to meet the varying English language acquisition needs of students through the implementation of the grade level TEKS/ELPS and utilization of sheltered instruction methodologies. This course may substitute for English I credit for identified EL students.

1653 English for Speakers of Other Languages (ESOL) II

Credit: 1
Prerequisite: ESOL I, LPAC approval
This course focuses on fundamental English language skills in an effort to build a strong literacy foundation. Students develop language proficiency in listening, speaking, reading, writing in conjunction with foundational literacy skills such as comprehension, response to text, understanding genres, analyzing author's purpose and craft, written composition, and inquiry/research. Students develop academic oracy, authentic reading, and authentic writing. Instruction in such skills is accommodated to meet the varying English language acquisition needs of students through the implementation of the grade level TEKS/ELPS and utilization of sheltered instruction methodologies. ESOL II builds on the language development and foundational skills of students coming from ESOL I. This course may substitute for English II credit for identified EL students.

1053 Strategic Reading and Writing I (ESOL)
1853 Strategic Reading and Writing II (ESOL)

Credit: 1
Prerequisite: LPAC approval
This course is intended to offer EL students instruction in comprehension strategies, word recognition, vocabulary development, and fluency. Students are given the opportunity to read critically, support inferences, evaluate resources, respond to text in writing, and do research in a variety of genres. Writer's workshop works in conjunction with reader's workshop to advance the linguistic and academic progression of ELs. Reading strategies are applied to instructional-level and independent-level texts that cross the content areas. Students learn how various texts are organized and how authors choose language for effect. Sheltered instruction methodologies and the implementation of ELPs are interwoven into instruction to address the varying linguistic levels of English Learners.

1543 English I

Credit: 1
Prerequisite: None
Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex.

1573 English I – PAP

Credit: 1
Prerequisite: None
Students will increase and enhance their ability to explain and analyze a wide variety of genres while engaging in a high level of learning in both assigned and self-selected text. Opportunities to develop skills needed for future high school courses and post high school college or career readiness are given as students analyze the author's purpose, audience, and message in texts, and engage in activities intended to encourage evaluation of texts on a deeper level. Students in this course will respond to reading by describing personal connections, selecting valuable text evidence, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear

connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, consider issues from multiple angles, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule". PAP courses may require summer reading.

1643 English II

Credit: 1
Prerequisite: English I
Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience and message, and examining how the author influences reader perception in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex.

1673 English II – PAP

Credit: 1
Prerequisite: English I
Students will increase and enhance their ability to explain and analyze a wide variety of genres while engaging in a high level of learning in both assigned and self-selected text. Opportunities to develop skills needed for future high school courses and post high school college or career readiness are given as students analyze the author's purpose, audience and message in texts, and examine how the author influences reader perception in all genres, all while engaging in activities intended to encourage evaluation of texts on a deeper level. Students in this course will respond to reading by describing personal connections, selecting valuable text evidence, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, consider issues from multiple angles, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse as they navigate texts that become increasingly complex. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule". PAP courses may require summer reading.

1743 English III

Credit: 1
Prerequisite: English II
Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary to support an analytic response, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex.

1793 English III – AP

Credit: 1
Prerequisite: English II
This Advanced Placement English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. By both reading and writing critically, students will focus on analyzing and interpreting texts, collecting and consolidating information from a variety of sources, and composing essays for different purposes, such as to explain an idea or to develop an argument. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex. Students taking this course will be prepared for and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in in the "High School Overview" section of this catalog under "Planning Your Schedule". AP courses may require summer reading.

1783WD English III – Dual (Fall)
1783XD English III – Dual (Spring)
(Lone Star College ENGL 1301/1302)

Credit: 1
Prerequisite: English II, College/University requirements
An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical

rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Semester exam exemption will not be available for this course. *Not all Dual Credit courses are offered at all campuses.

1784 ONRAMPS English III – Rhetoric and Research

Credit: .5-1

English I and II, students must meet the College/University requirements for the Dual Credit option second semester.

1784XD ONRAMPS English III – Rhetoric and Research – Dual (2nd semester)

Credit: .5

Prerequisite: English I and II, students must meet the College/University requirements for the Dual Credit option second semester. An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communication, and critical analysis. Study of practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systemic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions as well as analysis of various positions held in any public debate and experiences advocating their own positions effectively. Semester exam exemption will not be available for this course. *Not all OnRamps Dual Credit courses are offered at all campuses.

1843 English IV

Credit: 1

Prerequisite: English III

Students will strengthen their ability to comprehend and analyze a wide variety of genres by close reading both assigned and self-selected text. An emphasis is placed on analyzing the author's purpose, intended audience, and message in all genres. Students in this course will respond to reading by describing personal connections, using text evidence and original commentary to support an analytic response, and comparing texts within and across genres. By selecting a genre, developing a structured draft that reflects depth of thought, and revising and editing, students will strengthen their writing skills and demonstrate a clear connection between reading and writing. Research skills will continue to be developed as students create and modify inquiry questions, critique their own research process, locate and evaluate sources, synthesize information, and share their results in a variety of ways. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating and critiquing the discourse of others as they navigate texts that become increasingly complex

1893 English IV – AP

Credit: 1

Prerequisite: English III

The Advanced Placement English Literature and Composition course engages students as they become critical and careful readers of literary works, and compose essays with clear claims, effective commentary, and carefully chosen textual evidence to support reasoning. By both reading and writing critically, students will focus on analyzing and interpreting characters, setting, text structure, narration, literary argumentation, and figurative language. Additionally, students will have frequent opportunities for meaningful discourse and for evaluating the discourse of others as they navigate texts that become increasingly complex. Students taking this course will be prepared for and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in in the "High School Overview" section of this catalog under "Planning Your Schedule". AP courses may require summer reading.

1883WD English IV – Dual (Fall)
1883XD English IV – Dual (Spring)
(Lone Star College ENGL 1301/1302)

Credit: 1

Prerequisite: English III College/University requirements

An intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

1983WD English IV British Literature – Dual (Fall)
1983XD English IV British Literature – Dual (Spring)
(Lone Star College ENGL 2322/2323)

Credit: 1

Prerequisite: English III/ College credit for LSC 1301/1302

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

*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7300D Professional Communications (Speech) – Dual (Lone Star College Speech 1311)

Credit: .5

Prerequisite: None. Grades 10-12.

This course is equivalent to high school Independent Study in Speech. Major focus is application of communication theory and practice to the public speaking context with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities.

*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

1773 College Preparatory English

Credit: 1

Prerequisite: English III

As required in HB 5, the purpose of this course is to provide an opportunity for students to demonstrate college readiness in ELA so they are able to begin taking college credit bearing courses their first year of college without remedial or developmental courses. Developed in partnership with WCJC, College Preparatory Integrated Reading and Writing integrates preparation in basic reading skills with basic skills in writing a variety of essays. Students must earn a final exam grade of 70% or above for the award of credit for the course. To ensure transferability of the course grade to WCJC, the student's grade for the course must be at 75 or higher Grades earned for this course will be used for UIL eligibility purposes. Semester exam exemption will not be available for this course.

1763 Humanities

Credit: 1

Prerequisite: English II

Humanities is an interdisciplinary course in which students explore major historical and cultural movements and their relationship to literature and other fine arts. Through independent and group studies, students will consider the connections and synthesize the ideas and concepts of the various movements. Students will have the opportunity to participate in classroom discussions and presentations that lead to an in-depth understanding, appreciation, and enjoyment of critical and creative achievements throughout history. This understanding may be demonstrated through a variety of ways using a variety of media.

1963 Creative Writing

Credit: 1

Prerequisite: English II

Creative Writing allows students to expand their skills in such forms of writing as fictional writing, short stories, poetry, and drama. Students will build a collection of their original writing while studying and mirroring various mentor text. 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.

1970 Literary Genres

Credit: 1

Prerequisite: English II

In this course, students will analyze fictional and poetic elements in order to compare and contrast themes, conflicts, and allusions. As students connect literature to historical contexts, current events, and personal experiences, they will also analyze plot and character development, irony, tone, mood, style, text structure, and author's purpose. The study of various mentor texts will guide students as they read critically to analyze published texts and as they write to connect information from a variety of sources.

1962 Research & Technical Writing

Credit: 1

Prerequisite: English II

Research & Technical Writing provides an opportunity for students to develop skills necessary for writing for a variety of purposes, including essays, scientific reports, proposals, and expository and persuasive texts. Students are expected to investigate both assigned and self-selected topics, and to organize and synthesize information from a variety of sources. In addition, students will follow the writing process by using prewriting strategies, utilizing technical vocabulary, revising and editing to improve drafts, and publishing their work for others to read and to evaluate.

1961 Business English

Credit: 1

Prerequisite: English III

Are you ready for working in the Business World? Learn how the written language is perceived in the media and business community. Use telecommunications with proper business ethics and etiquette. Create and present business reports and/or proposals in simulated business/workplace situations. Prepare business letters, newsletters, analytical essays, resumes, college applications, operational manuals, along with a professional electronic portfolio. Business English will enhance your communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. This course is a Career and Technical Education funded course.

1533 Reading I

Credit: 1 (elective)

Prerequisite: Recommendation of teacher based on student diagnostic scores and State Assessments results.

Reading I offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

1633 Reading II
Credit: 1 (elective)
Prerequisite: Reading I and Recommendation of teacher based on student diagnostic scores and State Assessments results.
Reading II offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

1733 Reading III
Credit: 1 (elective)
Prerequisite: Reading II and Recommendation of teacher based on student diagnostic scores and State Assessments results
Reading III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

0103 Journalism
Credit: 1
Prerequisite: None
Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their work for clarity, engaging language, and the correct use of the conventions and mechanics of written English and Associated Press style. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, writing, technology and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. Students who excel in this course may apply for positions on the magazine, broadcasting, or yearbook staff.

0113 Advanced Journalism: Yearbook I
0123 Advanced Journalism: Yearbook II
0133W Advanced Journalism: Yearbook III
Credit: 1
Prerequisite: Journalism and Teacher Recommendation;
Students must apply for a staff position and be interviewed by the teacher before registering for this course, which is designed to edit and produce the school yearbook. Students will learn industry-standard software, layout design, and how to create a fiscally responsible product.

0143 Advanced Journalism: Newspaper I
0153 Advanced Journalism: Newspaper II
0163W Advanced Journalism: Newspaper III
Credit: 1
Prerequisite: Journalism; and Teacher Recommendation;
Students must apply for a staff position. Students will be involved in electronic journalism, writing editorials, news, sports, and feature stories, as well as designing magazine pages and ads. Students will learn industry-standard software, layout design, and how to create a fiscally responsible product.

0173 Advanced Broadcast Journalism I
0183 Advanced Broadcast Journalism II
0203W Advanced Broadcast Journalism III
Credit: 1
Prerequisite: Journalism; and Teacher Recommendation;
Students enrolled in this course will learn how to write a script, direct a news segment and work as an anchor on the daily news announcements. Students will understand the laws and ethical considerations that affect broadcast journalism. They will learn the role and function of this type of journalism and how to critique and analyze the significance of visual representation through the creation of a broadcast journalism product. They will learn software involved in producing and creating a news program and a video.

0303 Photojournalism
Credit: .5
Prerequisite: None
Students will be introduced to basic camera operations, photo-composition, caption writing and Photoshop. Students work on individual projects and assignments to learn the basics of photography and journalism. Students must provide their own camera or camera card.

0403 Oral Interpretation I
0413 Oral Interpretation II
0423 Oral Interpretation III
0433W Independent Study in Speech: (Oral Interpretation IV)
Credit: 1 (elective)
Prerequisite: None for Level I.
Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation will select, research, analyze, adapt, interpret and perform literary texts to attempt to capture the entirety of the author's work. Individual and group performances of literature will be presented and evaluated.

0213 Debate I
0223 Debate II
0233 Debate III
0234W Independent Study in Speech (Debate IV)

Credit: 1
Prerequisite: None for level I and successful completion of prior level.
Major focus is competitive debate; however, all speech/reading/interpretative events are studied, practiced and performed in tournaments. Class is involved in University Interscholastic League, National Forensic League and Texas Forensic Association. Students are required to go to tournaments, some on weekends, and must be prepared to spend many hours in research and organization of materials.

0243W IS: Academic Decathlon (1st time taken)
0253W IS: Academic Decathlon (2nd time taken)
0263W IS: Academic Decathlon (3rd time taken)

Credit: 1 (elective)
Prerequisite: Teacher Recommendation
Prepares students for Academic Decathlon competition. This course promotes learning through teamwork in a variety of challenges, including reading, written responses, discussions, interviews, and speeches. The overall theme varies each year, and each area of study has components related to the assigned theme. The study of six subject areas is included: art, economics, literature, music, science, and social science. The course is inclusive for all students as teams are composed of students at various academic performance levels. Teams compete at the local, state, and national level.

MATHEMATICS

2543 Algebra I

Credit: 1
Prerequisite: Grade 8 Math or an equivalent
In Algebra I, 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. Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

2540 Algebra I – Pre-AP

Credit: 1
Prerequisite: Grade 8 Math or an equivalent
Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using College Board-approved curriculum and strategies. Carefully read the section describing Pre-AP/PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule. Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

2643 Geometry

Credit: 1
Prerequisite: Algebra I
In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. 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. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures.

2673 Geometry – PAP

Credit: 1
Prerequisite: Algebra I
Geometry PAP includes the same student objectives as Geometry. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

2043 Mathematical Models with Applications

Credit: 1
Prerequisite: Algebra 1
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.

2743 Algebra II
Credit: 1
Prerequisite: Algebra 1; and Geometry (recommended).
In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. 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.

2773 Algebra II – PAP
Credit: 1
Prerequisite: Algebra 1; and Geometry (recommended).
Algebra II PAP includes the same student objectives as Algebra II. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".

2843 Precalculus
Credit: 1
Prerequisite: Algebra I, Geometry & Algebra II
Precalculus 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 Precalculus 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.

2873 Precalculus – PAP
Credit: 1
Prerequisite: Algebra I, Geometry & Algebra II
Precalculus PAP includes the same student objectives as Precalculus with emphasis placed on greater depth and complexity of concepts. Additional topics include infinite series and introductory calculus topics. PAP courses prepare students who intend to continue their studies in AP. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

2883WD Precalculus – Dual (Fall)
2883XD Precalculus – Dual (Spring)
(Lone Str College MATH 1316 & 2412)
Credit: 1
Prerequisite: Algebra I, Geometry and Algebra ll, College/University requirements. Precalculus Dual Credit gives students high school credit for Precalculus and college credit for College Trigonometry and Precalculus. The course covers trigonometric functions and their applications, solutions of right and oblique triangles, trigonometric identities and equations, inverse trigonometric functions, graphs of the trigonometric functions, vectors and polar coordinates. The second semester covers an integrated treatment of the concepts necessary for calculus beginning with a review of algebraic and transcendental functions including trigonometric functions. Topics also include the binomial theorem, analytic geometry, vector algebra, polar and parametric equations, mathematical induction and sequences and series. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2884 ONRAMPS Precalculus
Credit: .5-1
Prerequisite: Algebra I, Geometry, and Algebra II. College / University requirements.

2884XD ONRAMPS Precalculus – Dual (2nd Semester)
Credit: .5
Prerequisite: Algebra I, Geometry and Algebra II; students must meet the College/University requirements for the Dual credit option 2nd semester.
In preparation for Calculus or as a student's final high school math, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses in order to successfully work with the concepts in a rigorous university-level Calculus course. The course is divided into seven units, each with an over-arching theme. (Functions, Rates, and Patterns, Algebra and Geometry, Exponential and Logarithmic Functions, Trigonometric Functions, Rates of Change of Functions and Limits, Coordinate Systems, Sequences and Series). Only Spring semester may be eligible for Dual credit. Refer to the section describing the Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. The second semester of this course is not eligible for semester exam exemptions.

2547 ONRAMPS – College Algebra
Credit: .5-1

2547XD ONRAMPS – College Algebra - Dual (2nd Semester)
Credit:.5-1
Prerequisite: Algebra I, recommended Geometry; students must meet the College/University requirements for the Dual credit option 2nd semester.
This course is an in-depth study and applications of polynomial, rational, radical, absolute value, piece wise defined, exponential and logarithm functions, equations,

inequalities, graphing skills and systems of equations using matrices. Additional topics such as sequences, series, probability, conics, and inverses may be included. *Not all OnRamps Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2546WD Independent Study in Math – Dual **(College Algebra) (Fall)**
2546XD Independent Study in Math – Dual **(College Algebra) (Spring)**
(Lone Star College MATH 1314)

Credit: 1
Prerequisite: Algebra I, Geometry, Algebra II, College/University requirements.
This course is an in-depth study and applications of polynomial, rational, radical, absolute value, piecewise-defined, exponential and logarithm functions, equations, inequalities, graphing skills and systems of equations using matrices. Additional topics such as sequences, series, probability, conics, and inverses may be included.
*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2893 Calculus AB – AP

Credit: 1
Prerequisite: Precalculus; Precalculus PAP recommended.
Calculus AB AP is a course designed for college bound students who have completed four years of secondary mathematics which includes the study of algebra, geometry, trigonometry, analytic geometry, and elementary functions. Calculus AB AP is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. Topics covered in the study of Calculus AB include derivatives in terms of a rate of change and local linear approximation, integrals as a limit of Riemann sums and as the net accumulation of change and the Fundamental Theorem of Calculus. Use of a graphing calculator is considered an integral part of the course and is used as an investigative tool in solving problems, interpreting results and supporting conclusions. Students taking this course will be prepared and are expected to take an AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".

2993 Calculus BC – AP

Credit: 1
Prerequisite: Precalculus PAP;
Calculus BC AP content requirements include all Calculus AB topics plus additional topics of parametric, polar and vector functions, Euler's method, L'Hospital's Rule, Taylor series, series of constants, applications of integrals and improper integrals and solving logistic differential equations. Calculus BC AP is roughly equivalent to both first and second semester college calculus courses. Use of a graphing calculator is considered an integral part of the course and is used as an investigative tool in solving problems, interpreting results and supporting conclusions. Students taking this course will be prepared and are expected to take an AP test upon completion. Students who take the AP Calculus BC Exam receive an AP Calculus AB sub score based on their performance on the portion of the exam devoted to Calculus AB topics. Carefully readthe section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule".

2083WD Independent Study (Calculus) –Dual **(Fall)**
2083XD Independent Study (Calculus) – Dual **(Spring)**
(Lone Star College MATH 2413)

Credit: 1
Prerequisite: Precalculus, College/University requirements
This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.
*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2084WD Independent Study (Calculus I/II) – Dual **(Fall)**
2084XD Independent Study (Calculus I/II) – Dual **(Spring)**
(Lone Star College MATH 2413/2414)

Credit: 1
Prerequisite: Precalculus, College/University requirements
First semester this course covers Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. Second semester continues with differentiation and integration of exponential and logarithmic functions, techniques of integration, applications of the definite integral, the calculus of transcendental functions, parametric equations, polar coordinates, indeterminate forms and L'Hopital's Rule, improper integrals, sequences and series. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2093 Statistics – AP

Credit: 1
Prerequisite: Algebra I, Geometry and Algebra II
Statistics AP is a course which introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will be exposed to four broad conceptual themes of 1) exploring data which includes describing patterns and departures from patterns, 2) sampling and experimentation which includes planning and conducting a study, 3) anticipating patterns which

includes exploring random phenomena using probability and 4) simulation and statistical inference which includes estimating population parameters and testing hypotheses. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

2094 ONRAMPS Statistics

Credit .5 - 1
Prerequisite: Algebra I, Geometry and Algebra II. College / University requirements. (Fall)

2094XD ONRAMPS Statistics – Dual (2nd Semester)

Students must meet the College/University requirements for the Dual credit option 2nd semester.
Prerequisite: Algebra, Geometry and Algebra II, students must meet the College/University requirements for the Dual credit option 2nd semester
This is a statistics data analysis course for high school juniors or seniors seeking to develop the quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. This course will target conceptual understanding and hone highly-relevant mathematical skills through scaffolded introduction to statistical methodologies, informal game play and strategic lab exercises that engage students in hands-on analysis of real data. Team-based problem-solving is highly valued, and assessments will guide students through self-reflective analyses of their own preparedness and depth of understanding. Only Spring semester may be eligible for Dual credit. Refer to the section describing the Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. The second semester of this course is not eligible for semester exam exemptions.

2095WD Statistics – Dual (Fall)
2095XD Statistics – Dual (Spring)

Prerequisite: Algebra, Geometry and Algebra II, students must meet the College/University requirements for the Dual credit, Grades 11-12.
This is a statistics data analysis course for high school juniors or seniors seeking to develop the quantitative reasoning skills and habits of mind necessary to succeed in the higher education environment. This course will focus on collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Students will explain the use of data collection and statistics as tools to reach reasonable conclusion, recognize, examine and interpret the basic principles of describing and presenting data, compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics, explain the role of probability in statistics, examine, analyze and compare various sampling distributions for both discrete and continuous random variables, describe and compute confidence intervals, solve linear regression and correlation problems, perform hypothesis testing using statistical methods, and apply the Central Limit Theorem to the sampling process.*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

2833 Advanced Quantitative Reasoning

Credit: 1
Prerequisite: Algebra I, Geometry and Algebra II
In Advanced Quantitative Reasoning, students will develop and apply 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, trigonometry, and discrete mathematics.

2783 College Preparatory Math

Credit: 1
Prerequisite: Three high school math credits, and student's "college ready" math status not confirmed by TSI or other "college ready" measures
As required in HB 5, the purpose of this course is to provide an opportunity for students to demonstrate college readiness in math so they are able to begin taking college credit bearing courses their first year of college without remedial or developmental courses. Developed in partnership with WCJC, first semester provides preparation in basic math skills required for the study of Intermediate Algebra at the college level and second semester prepares students for College Algebra. Students must earn a final exam grade of 70% or above for the award of credit for each semester. To ensure transferability of the course grade to WCJC, the student's grade for each semester must be 75 or higher. The first semester (fall) on the student transcript will correspond to Math 0308 and the second semester (spring) will correspond to Math 0312. Grades earned for this course will be used for UIL eligibility purposes. Semester exam exemption will not be available for this course.

7560 Statistics and Business Decision Making

Credit: 1
Prerequisite: Algebra I, Geometry and Algebra II
How can a business lessen the chances of someone becoming ill from using their products? What steps can be taken to assure all employees are safe in case of a fire? Managing these and other risks involves lessening the negative impacts and preventing financial loss and personal injuries. This course will help students start to understand what actions businesses must take to manage risk. Learn how successful businesses use statistics to forecast what may happen in the future and how to develop strategies to avoid the dangers. Also learn how to determine the appropriate methods used to collect data to ensure conclusions are valid. This course is a Career and Technical Education funded course.

8321C Digital Electronics (DE) – PLTW
Credit: 1
Prerequisite: A PLTW Engineering Specialization course
Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of this course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course can earn college credit based on Articulation agreements with Rochester Institute of Technology, which are subject to change. This course is a Career and Technical Education funded course.

2593 Computer Science A – AP (Math)
5007 Comp Science A – AP (LOTE)
Credit: 1 Math credit and 1 LOTE credit
Prerequisite: Computer Science Principles-AP
The course is an advanced computer science course that allows students to work on large-scale projects. Topics include: advanced data structures, searching/sorting algorithms, recursion, algorithm efficiency and Graphic User Interfaces. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." This course requires two class periods.

7539 Accounting II
Credit: 1
Prerequisite: Accounting I and Algebra I, Geometry
Would you like to make a lot of money, and become a highly paid Chief Financial Officer of a corporation? Continue and expand the technological skills learned in Accounting I, as you engage in various managerial and cost accounting activities. Formulate and interpret financial information applicable to the business environment that is used for management decision making. This course is a Career and Technical Education funded course.

SCIENCE

3043 Integrated Physics and Chemistry (IPC)
Credit: 1
Prerequisite: None
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. This course integrates chemistry and physics topics including motions, waves, energy transformations, properties and changes in matter, and solution chemistry.

3543 Biology
Credit: 1
Prerequisite: None
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Study will 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; ecosystems; and plants and the environment.

3573 Biology – PAP
Credit: 1
Prerequisite: Score of Approaches or higher on Grade 8 Science STAAR
Biology PAP will increase students' understanding of biological concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Study will 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; ecosystems; and plants and the environment. PAP courses prepare students who intend to continue their studies in the AP. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3593 Biology II – AP
Credit: 1
Prerequisite: Chemistry or concurrent enrollment
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3583WD Biology – Dual **(Fall)**
3583XD Biology – Dual **(Spring)**
(Lone Star College BIOL 1406/1407)
Credit: 1
Prerequisite: Chemistry or current enrollment
A contemporary course including applications of the scientific method, cellular and molecular biology, biochemistry, classical and human genetics, virology and mechanisms of evolution. The second semester is a continuation of introductory Biology * for majors. It includes a detailed survey of the major phylogenetic lineages. This includes a comparison of the systems of different organisms, Ecological roles and relationships, as well as behavior of organisms, will be integrated throughout. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

3943 Aquatic Science
Credit: 1
Prerequisite: Biology
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Students will study components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptation of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamic effects; and origin and use of water in a watershed.

3843 Environmental Systems
Credit: 1
Prerequisite: Biology and a physical science
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Students will study 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; relationships between carrying capacity and changes in populations and ecosystems; and changes in environments.

3643 Chemistry
Credit: 1
Prerequisite: Biology and Algebra I with a passing score on the Algebra I EOC
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Students will study characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions.

3673 Chemistry – PAP
Credit: 1
Prerequisite: Biology and Algebra I with a passing score on the Algebra I EOC
Chemistry PAP will increase students' understanding of chemistry concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Students will study characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. PAP courses prepare students who intend to continue their studies in the AP program. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3693 Chemistry II – AP
Credit: 1
Prerequisite: Chemistry and Algebra II or concurrent enrollment in Algebra II
The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3683WD Chemistry I – Dual (Fall)
3683XD Chemistry I – Dual (Spring)
(Lone Star College CHEM 1411)
Credit: 1
Prerequisite: Chemistry and Algebra II or Concurrent enrollment in Algebra II, College/University requirements.
Topics include a mathematical introduction (metric system, significant figures and scientific notation), discussion of atoms, molecules and ions, stoichiometry, electronic structure, periodic relationship, bonding, molecular geometries and properties o gases, liquids, solids and solutions. Appropriate lab experiments are included.
*Not all Dual Credit courses are offered at all campuses.
This course is not eligible for semester exam exemptions.

3684 ONRAMPS Chemistry
Credit .5-1
Prerequisite: Algebra 1, College/University Requirements.

3684XD ONRAMPS Chemistry – Dual (2nd Semester)
Prerequisite: Algebra 1, students must meet the College/University requirements for the Dual credit option 2nd semester.
Designed to engage students from a variety of backgrounds, ONRAMPS Chemistry addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course reviews descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Labs provide an introduction to the techniques of modern experimental chemistry and are designed to instill basic laboratory and analytical skills. Students will experience high- quality curriculum designed by the faculty at UT Austin. Students can earn four hours of UT credit with feedback and assessment provided by UT course staff. The second semester of this course is not eligible for semester exam exemptions.

7640W Anatomy and Physiology
Credit: 1
Prerequisite: Biology; a second science credit
Study the energy needs of the human body, how it maintains homeostasis, and its transport systems, electrical conduction processes, environmental factors affecting the body, and the process of reproduction, growth and development. Special projects, research studies, and creative assignments that reflect independent thinking are required. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.

3893 Environmental Science – AP
Credit: 1
Prerequisite: Algebra I, Physics or Chemistry
The goal of this course is 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. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3873WD Environmental Science-Dual (Fall)
3873XD Environmental Science-Dual (Spring) (Lone Star College ENVR 1401/1402)
Credit: 1
Prerequisite: Algebra I, Physics or Chemistry, college/University requirements.
An interdisciplinary study of both natural (biology, chemistry, geology) and social (Economics, politics, ethics) sciences as they apply to the environment. Focus is on the role of science in addressing global environmental concerns. Concepts include ethics, policy, matter, energy, species biodiversity, ecology, human populations, food and agriculture. Practical laboratory experience emphasizes the application of fundamental principles of biology and chemistry as well as critical thinking and analysis. Second semester Focus is on energy issues, global warming, ozone loss, land use, conservation and management of resources, deforestation, biodiversity, waste, and sustainable practices. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7650W Medical Microbiology
Credit: 1
Prerequisite: Biology and Chemistry
Study the role of microbes in infectious diseases and the relationship between microbes and health maintenance. This course requires a greater degree of student skill in math and laboratory proficiency. Field studies and research projects are required in this course. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

8360W Principles of Technology (Physics credit, student cannot earn credit for both Physics and Principles of Technology)
Credit: 1
Prerequisite: Biology and Algebra II or concurrent enrollment in Algebra II
If you are interested in the Dual Credit programs at TSTC or WCJC, then this is the course for you. This course is an extensive hands-on course designed to provide a study in force, work, rate, resistance, energy, power and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple technological devices and equipment. The course can be taken for physics graduation credit, is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

3743 Physics
Credit: 1
Prerequisite: Biology, Algebra I with a passing score on the Algebra I EOC and Algebra II or concurrent enrollment in Algebra II.
Students will use critical thinking and scientific problem solving to make informed decisions in field and laboratory investigations. Students will study laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics.

3784 ONRAMPS Physics: Mechanics, Heat, and Sound
Credit: .5-1
Prerequisite: Algebra I, Algebra II, Geometry, Trigonometry or Pre-Calculus recommended, College/University requirements

3784XD ONRAMPS Physics: Mechanics, Heat, and Sound – Dual (2nd semester)
Credit: .5
Prerequisite: Algebra I, Geometry, Algebra II, Trigonometry or Pre-Calculus recommended, students must meet the College/University requirements for the Dual credit option 2nd semester.
This is an algebra-based (non-calculus) course in mechanics, heat and sound. Students will practice problem-solving and analyzing physical situations involving motion, force, energy, rotations, heat, oscillations, waves, and sound. They will explore concepts in small groups, develop ideas, and explain them. The course lays the groundwork for college majors including engineering, physics, chemistry, or mathematics. Students will experience high-quality curriculum designed by the faculty at UT Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. The second semester of this course is not eligible for semester exam exemptions.

3785WD Physics I/II – Dual (Fall)
3785XD Physics I/II – Dual (Spring)
(Lone Star College PHYS 1401/1402)

Credit: 1
Prerequisite: Calculus or concurrent enrollment, College/University requirements
Fundamental principles of physics, using algebra and trigonometry, the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound physical systems, newton's Laws of Motion, and gravitation and other fundamental forces, with emphasis on problem solving. The second semester includes the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics, with emphasis on problem solving. Laboratory activities will reinforce fundamental principles of physics. This course is not for physical science and engineering majors but can serve as the physics requirement for the pre-professional medical programs. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

3791 Physics I - AP

Credit: 1
Prerequisite: Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course.
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Colleges may require students to present their laboratory materials from AP science courses before granting college credit for laboratory work, so students should be encouraged to retain their laboratory notebooks, reports, and other materials. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

3794 Physics C: Mechanics - AP

Credit: 1
Prerequisite: Physics and Calculus or concurrent enrollment
This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Topics covered include Kinematics; Newton's Laws of Motion; Work, Energy, and Power; Systems of Particles and Linear Momentum; Circular Motion and Rotation; and Oscillations and Gravitation. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

8370 Scientific Research and Design

Credit: 1
Prerequisite: Biology and Chemistry, IPC or Physics
Students conduct laboratory investigations and fieldwork, use critical thinking and scientific problem solving to make informed decisions, formulate hypotheses to guide experimentation and data collection, analyze published research, develop and implement investigative designs, collect, organize and evaluate qualitative and quantitative data obtained through experimentation, synthesize valid conclusions from qualitative and quantitative data, and communicate results. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

3933 Earth and Space Science

Credit: 1
Prerequisite: Three credits of math and science; one of which may be taken concurrently.
Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

3963 Astronomy

Credit: 1
Prerequisite: Two science credits
Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth.

7130W Advanced Animal Science

Credit: 1
Prerequisite: Biology, Chemistry or IPC, Geometry; and Small Animal Management or Livestock Production or Equine Science. Recommended: Veterinary Medical Applications
Take a deeper look into the animal industry by studying various livestock anatomy and physiology. Sample topics include diseases, reproduction, genetics and heredity. Hands-on activities and labs are an essential part of this course. This course is a Career and Technical Education funded course which requires 40% laboratory and field investigation.

7740 Food Science

Credit: 1
Prerequisite: Biology and Chemistry and a third science.
How do we know if our food is safe? This course will use scientific methods to analyze the role of acids and bases in food science, apply the principles of food safety, study the chemical properties of food, and learn the reasons for additives and leaven-agents in food. Also understand how food provides energy and how digestion and metabolism affect our bodies. This course is a Career and Technical

Education funded course, which requires 40% laboratory and field investigation.

8140W Forensic Science

Credit: 1
Prerequisite: Biology and Chemistry
Forensics is a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of the criminally insane. Learn basic terminology and investigative procedures related to crime scene, question building, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. You will have the opportunity to collect and analyze evidence through case studies and mock crime scenes. Lab activities will be based on crime scene scenarios and analyzing fingerprints, ballistics, and blood spatter. Learn about the history, legal aspects of forensics, and career options available in the forensic field. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

8329W Engineering Science - PLTW

Credit: 1
Prerequisite: A PLTW Engineering Specialization course
This survey course of engineering exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional engineering community. This course is a Career and Technical Education funded course.

8325W Engineering Design and Problem Solving – PLTW

Credit: 1
Prerequisite: Three PLTW credits, Algebra II, Chemistry & Physics.
This engineering research course allows students to work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in previous PLTW courses, present progress reports, submit a final written report and defend their solutions to reviewers. This course is a Career and Technical Education funded course.

3973W Advanced Plant and Soil Science

Credit: 1
Prerequisite: Horticultural Science; Recommended Biology; IPC, Chemistry or Physics.
Complete your pathway by digging deeper into the Plant and Soil Sciences Industry through laboratory and field investigations in the areas of habitats and ecosystems, soil formation/genesis as well as environmental systems and conservation. Additional areas of study include hydroponics, watersheds, crop production, plant form and function, and genetics. This course is a Career and Technical Education funded course, which requires 40% laboratory and field investigation.

SOCIAL STUDIES

4543 World Geography

Credit: 1
Prerequisite: None
(May NOT be used as an elective credit if Human Geography credit is earned)
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. 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.

4573 World Geography – PAP

Credit: 1
Prerequisite: None
(May NOT be used as an elective credit if Human Geography credit is earned)
World Geography PAP includes the same student objectives as World Geography. PAP courses prepare students who intend to continue their studies in AP. Courses may require summer reading. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

4593 Human Geography

Credit: 1 – AP
Prerequisite: None
(May NOT be used as an elective credit if World Geography credit is earned)
Are you interested in what is happening in your global community? Explore economic, social, political, and environmental issues through the lens of geography. By exploring human influences and patterns, you can better understand the world around you, make predictions, and propose solutions to current issues. In this course, you will investigate geographic perspectives and analyze historical and current patterns of migration, population, political organization of space, agriculture, food production, land use, industrialization, and economic development.
Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." AP courses may require summer reading. Human Geography meets the World Geography graduation requirement.

4643 World History
Credit: 1
Prerequisite: None
World History is a survey of the history of humankind. 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 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.

4673 World History– PAP
Credit: 1
Prerequisite: None
World History PAP includes the same student objectives as World History. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." PAP courses may require summer reading.

4693 World History – AP
Credit: 1
Prerequisite: None
Are you interested to know how humankind began or how societies have developed over time? In AP World History, students investigate significant events, individuals, developments, and processes from approximately 8000 B.C.E. to the present. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.
Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." AP courses may require summer reading.

4743 United States History
Credit: 1
Prerequisite: World Geography or Human Geography or World History
Students will study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

4793 United States History – AP
Credit: 1
Prerequisite: World Geography or Human Geography or World History
This course covers United States History from the first European explorations of the Americas to the present, including political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. This course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." AP courses may require summer reading.

4783WD United States History – Dual (Fall)
4783XD United States History – Dual (Spring) (Lone Star College HIST 1301/1302)
Credit: 1
Prerequisite: World Geography or Human Geography or World History and third year in high school College/University requirements.
First semester is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. Second semester covers U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. An additional purpose of this course is to introduce students to the skills and practices of history.
Semester exam exemption will not be available *Not all Dual Credit courses are offered at all campuses.

4784 ONRAMPS US History
Credit: .5-1
4784XD ONRAMPS US History – Dual (2nd semester)
Credit: .5
Prerequisite: World Geography or Human Geography or World History, concurrent enrollment or completed English II, and third year in high school; students must meet the College/University requirements for the Dual credit option 2nd semester.
First semester is a survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. Second semester covers U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. An additional purpose of this course is to introduce students to the skills and practices of history.
Semester exam exemption will not be available *Not all OnRamps Dual Credit courses are offered at all campuses

4840 United States Government
Credit: .5
Prerequisite: U.S. History
In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems.

4890 United States Government – AP
Credit: .5
Prerequisite: U.S. History
American politics has all the aspects of drama, but it has real meaning for people's everyday lives. What are the foundations of the U.S. political system? How do leading institutions such as the presidency and Congress operate? Where do public opinion, political parties, groups, and the media fit in? What explains America's economic, social and foreign policies? If exploring these questions interests you, then this is the course for you. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

4846WD United States Government – Dual (Fall)
4846XD United States Government – Dual (Spring)
(Lone Star College GOVT 2305)
Credit: .5
Prerequisite: U.S. History, College/University requirements, Grade 12 only.
This course covers origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

4040 Economics
Credit: .5
Prerequisite: U.S. History
The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. The course also incorporates instruction in personal financial literacy.

4090 Economics (Macroeconomics) – AP
Credit: .5
Prerequisite: U.S. History
Why do prices rise and fall? What is income and how is employment determined? An AP course in Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income, how prices are determined, and develops your familiarity with economic performance measures, economic growth, and international economics. The course also incorporates instruction in personal financial literacy. The course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

4080WD Economics – Dual (Fall)
4080XD Economics – Dual (Spring)
(Lone Star College ECON 2301)
Credit: .5
Prerequisite: U.S. History College/University requirements. Grade 12 only.
A study of macroeconomic principles. Analysis of the market economy; national income accounting' income determination; stabilization policies: monetary and fiscal policy; money and banking; demand and supply-side economics; monetarist vs. Keynesian view; inflation theories such as distinction between demand-pull and cost-push theories, Phillips-curve analysis; labor market and determination of unemployment rate. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

4993 European History – AP
Credit: 1
Prerequisite: None
The Age of Reason, the Renaissance, the Reformation, and the French Revolution are just a few of the topics in this interesting course. European History covers from 1450 A.D. to the present, including political, social, cultural, and economic developments that shape the world we live in today. Emphasis will be placed on the founding principles of Western Civilization and their impact on today's world. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule

4881 Ethnic Studies: Mexican American Studies
Credit: 1
Prerequisite: None
In Ethnic Studies: Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes

events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

4482 Ethnic Studies: African American Studies

Credit: 1
Prerequisite: None
In this course students examine the history and culture of the African-American experience from an interdisciplinary perspective. This course is designed to develop an understanding of the causes, character, and consequences of the African-American experience and its influence on the world, the U.S., and the African-American community. The course will address significant individuals and events that have shaped the African-American community and along with the rich literary and artistic contributions

4930 Sociology

Credit: .5
Prerequisite: None
Why do people do what they do? How much of our environment influences the way people behave and interact? Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Sociology teaches us to look at life in a scientific, systematic way. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions.

4920WD Sociology – Dual (Lone Star College SOCI 1301)

Credit: .5
Prerequisite: Grades 11-12
Dual Credit Sociology will be offered as a semester course and is equivalent to an accelerated Sociology course. It will survey the basic elements of society such as culture, groups, and institutions. Regardless of a student's field of study, sociology will encourage critical thinking skills and problem-solving skills which are attributes that employers seek. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

4940 Psychology

Credit: .5
Prerequisite: None
How does the mind work? Are we products of our environment? Psychology is the study of the behavior and mental processes. Psychology is a science that seeks to describe, predict, understand, and influence thoughts and behavior. Motivation, moods, memory, reactions, attitudes, perceptions, attraction, talent, what you enjoy – or despise – all of these things have their roots in your Psychology. This course focuses on individual behavior and why an individual think, feels, and reacts to certain stimuli. A student may not complete both Psychology and Psychology PAP.

4970 Psychology - PAP

Credit: .5
Prerequisite: None; Fall only
Psychology PAP includes the same student objectives as Psychology. PAP courses prepare students who intend to continue their studies in AP. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule. A student may not complete both Psychology and Psychology PAP.

4990 Psychology – AP

Credit: .5
Prerequisite: None
Everyone needs to know how to communicate and understand the people we interact with every day. How do people handle situations? What motivates them? This course will examine the methods approaches, and history of psychology; biological bases of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; personality; testing and individual differences; abnormal psychology; treatment of psychological disorders; and social psychology. The course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule." A student may not complete Psychology Dual and AP Psychology.

4980WD Psychology – Dual (Lone Star College PSYC 2301)

Credit: .5
Prerequisite: None, College/University requirements
This course is a survey of the essential subject areas, major theories and approaches to the scientific study of behavior and mental processes. A student may not complete Psychology Dual and AP Psychology. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

4999 Personal Financial Literacy

Credit: .5
Prerequisite: World Geography or Human Geography or World History
This 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 college and postsecondary education and training. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time. This course includes instruction in methods of paying for college

and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education.

LANGUAGES OTHER THAN ENGLISH

5833 American Sign Language I

Credit: 1
Prerequisite: None
Students in ASL I will increase awareness of cultural behavior of the deaf signing community and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Language learners in ASL I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE.

5843 American Sign Language II

Credit: 1
Prerequisite: American Sign Language I
Students in ASL II will increase awareness of cultural behavior of the deaf signing community, and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level II develops and refines expressive and receptive skills, with an emphasis on social interaction and storytelling. Language learners in ASL II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE.

5863W Advanced American Sign Language III

Credit: 1
Prerequisite: American Sign Language II
Students in ASL III will increase awareness of cultural behavior of the deaf signing community, and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level III continues expanding knowledge of ASL grammar and structures with more advanced vocabulary. Language learners in ASL III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE.

5874W Advanced American Sign Language IV

Credit 1
Perquisite: American Sign Language III
Students in ASL IV will increase awareness of cultural behavior of the deaf signing community, and participate in group discussions and role play practices. This course will also include a brief history of ASL, and an introduction to the deaf culture and the deaf community. Classes are conducted in the target language for 90% of the time (no voice), with great attention to comprehensible input which includes slower signing, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice and use of English only when necessary. Level IV continues expanding knowledge of ASL grammar and structures with more advanced vocabulary. Language learners in ASL IV are expected to reach Intermediate-Mid to Intermediate- High proficiency level upon completion of this course according to the TEKS for LOTE.

5933 Chinese I

Credit: 1
Prerequisite: None
Students are introduced to Mandarin Chinese through the development of listening and speaking skills. Approximately 100 characters are introduced in year one. Introduction to Chinese language and culture. Development of basic skills in listening comprehension, speaking, reading, writing, and cultural awareness. Course includes vocabulary building, conversation and grammar. This course focuses on the six AP themes. This course is appropriate for students with little or no knowledge of Chinese language. Language learners in Chinese I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE.
This class is conducted in Chinese a significant amount of time.

5943 Chinese II

Credit: 1
Prerequisite: Chinese I
This course continues development of listening, speaking, reading and writing. Approximately 200 additional characters are taught in Chinese II. Continued development of Chinese language and culture. Further development of skills in listening comprehension, speaking, reading, writing, and cultural awareness. Course includes vocabulary building, conversation and more complex forms of grammar. This course focuses on the six AP themes. Students will develop a more sophisticated understanding of the applications of the language by demonstrating “real world” scenarios and given opportunities to apply the skills learned in listening, speaking, reading, and writing. Language learners in Chinese II are expected to reach a Novice-High to Intermediate-Low proficiency level upon

completion of this course according to the TEKS for LOTE. **This class is conducted in Chinese a significant amount of time.**

5973 Chinese III – PAP

Credit: 1
Prerequisite: Chinese II
This PAP course prepares students intending to continue their studies in the AP Chinese program. Students will be able to converse at an intermediate level in Chinese. Students will be exposed to short stories, newscasts, and other authentic materials. Students will write compositions and read basic literature as they develop a more sophisticated understanding of the applications of the language and the cultures by demonstrating "real world" scenarios in listening, speaking, reading, and writing. This course focuses on the six AP themes. This course will require students to dedicate themselves to study required by rigorous college-level standards. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. Language learners in Chinese III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Chinese.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5993 Chinese IV– AP

Credit: 1
Prerequisite: Chinese III PAP
This course will provide opportunities for the student to listen, speak, read, and write using authentic sources at a higher level. Expanded course content will include poetry and specific literary genres. Students will write compositions and read literature with more depth and understanding. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion.
Language learners in Chinese IV are expected to reach Intermediate-Mid to Intermediate- High proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Chinese.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Spanish for Spanish Speakers I & II
5633 (Fall)
5643 (Spring)

Credit: 1 - 2
Prerequisite: Oral and written proficiency screening in Spanish with a minimum score of 80.
This course is designed for students who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing students' ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. **This course is conducted predominantly in Spanish.**

5673 Spanish for Spanish Speakers III – PAP

Credit: 1
Prerequisite: Spanish for Spanish Speakers I & II.
This PAP course will increase student's understanding and fluency in the Spanish language, extend knowledge of culture and enhance multi-language communication. PAP courses prepare students who intend to continue their studies in the AP program. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. **This course is conducted predominately in Spanish**. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5533 Spanish I

Credit: 1
Prerequisite: None
This course is an introduction to the Spanish language and culture. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products).
Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in Spanish a significant amount of time.**

5543 Spanish II

Credit: 1
Prerequisite: Spanish I
This course continues the development of listening, speaking, reading and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which

includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in Spanish a significant amount of time.**

5563 Spanish III

Credit: 1
Prerequisite: Spanish II
Students will increase their ability to communicate in Spanish orally and in writing. Reading skills will be strengthened by inclusion of poetry and other specific literary genres. Students will develop a more sophisticated understanding of the applications of the language and culture by participating in real world scenarios in listening, speaking, reading and writing. This course focuses on the six AP themes. Language learners in Spanish III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in Spanish.**

5573 Spanish III – PAP

Credit: 1
Prerequisite: Spanish II
Students in this level will continue developing various tenses in the indicative and subjunctive moods. A variety of technology/media tools will be used to help develop an intermediate proficiency level with grammatical structures, advanced vocabulary, and culture. PAP courses prepare students who intend to continue their studies in the AP program. This PAP course will require students to dedicate themselves to a study required by rigorous college-level standards. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. **This course is conducted predominately in Spanish.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5593 Spanish IV (Language) – AP

Credit: 1
Prerequisite: Spanish III
Students will develop strong language abilities in interpersonal, interpretive, and presentational modes of communication. Students will continue to develop language abilities and cultural knowledge through the use of authentic sources. Expressing ideas in sustained speech and in writing under timed conditions will be stressed. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. **This course is conducted predominately in Spanish.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5093 Spanish V (Literature) – AP

Credit: 1
Prerequisite: Spanish IV AP
Students will extend their knowledge of advanced grammar and vocabulary in this fast paced and rigorous AP course. Students in this course will read and discuss short stories, poetry and novels in the Spanish language. Culture, history and current events will be emphasized. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. **This course is conducted predominately in Spanish.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5733 French I

Credit: 1
Prerequisite: None
This course is an introduction to the French language and culture. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in French I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**

5743 French II

Credit: 1 Prerequisite:
French I
This course continues the development of listening, speaking, reading and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational

(rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**

5763 French III
Credit: 1
Prerequisite: French II
Students will increase their ability to communicate in French orally and in writing. Reading skills will be strengthened by inclusion of poetry and other specific literary genres. Students will develop a more sophisticated understanding of the applications of the language and culture by participating in real world scenarios in listening, speaking, reading and writing. This course focuses on the six AP themes. Language learners in French III are expected to reach Intermediate-Low to Intermediate-Mid proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted predominantly in French.**

5773 French III – PAP
Credit: 1
Prerequisite: French II
Students in this level will continue developing ~~of~~ various tenses and moods. A variety of technology/media tools will be used to help develop an intermediate proficiency level with grammatical structures, advanced vocabulary, and culture. PAP courses prepare students who intend to continue their studies in the program AP. A higher level of sophistication in the language will be demonstrated by creating scenarios using cognitive and creative thinking skills. This PAP course will require students to dedicate themselves to study required by rigorous college-level standards. **This class is conducted predominantly in French.** Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

5793 French IV (Language) – AP
Credit: 1
Prerequisite: French III
Students will develop strong language abilities in interpersonal, interpretive, and presentational modes of communications. Students will continue to develop language abilities and cultural knowledge through the use of authentic sources. Expressing ideas in sustained speech and in writing under timed conditions will be stressed. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. **This class is conducted predominantly in French.** Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

LOTE CREDIT FOR COURSES:

One LOTE credit may be awarded for the following Computer Science courses:

5004 Computer Science I
5005 Computer Science I PAP
5006 Computer Science Principles AP
5007 Computer Science A – AP
5008 Computer Science II

See course descriptions and prerequisites in Computer & Software Development.

FINE ARTS

In order to earn weighting for 4th year Fine Arts courses a student must complete 4 years in one fine arts discipline (Band, Choir, Theater or Dance). Weighting in the final level course will only be awarded once per discipline. These courses are identified with a "W" after the course number.

7500 Art & Media Communications
Credit: 1
Prerequisite: None
This course combines rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into contemporary practices across the visual and commercial arts fields. Students will learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change. This project will afford students an opportunity to learn and practice creative research skills, develop a narrative, engage an audience, and connect an online community to their project. This course meets the state requirement for one high school fine arts credit.

7503 Art I
Credit: 1
Prerequisite: None
Art I is a comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design.

7523 Art II Drawing
Credit: 1
Prerequisite: Art I
Art II Drawing extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be

placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's drawing and two-dimensional skills. Problem solving skills will be developed through experimentation with a variety of drawing media and subject matter. The history and the analysis of two-dimensional design will be emphasized. Outside assignments and a journal may be required for the course.

7533 Art II Painting

Credit: 1
Prerequisite: Art I
Art II Painting extends the student's artistic understanding and experiences as introduced in Art I. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills. Students will experiment with a variety of painting media, techniques, and subject matter to develop artwork that express the student's personal style and concept. Artistic periods and styles will be emphasized.

7534 Art II Sculpture

Credit: 1
Prerequisite: Art I
Art II Sculpture extends the student's artistic understanding and experiences as introduced in Art I.
This class explores various 3D materials used to create sculptures such as clay, wood, and found objects. Students will learn how to manipulate materials, problem solve, and analyze sculpture through hands on learning, readings and discussion.

7538 Art III Sculpture - PAP

Credit: 1
Prerequisite: Art II Sculpture
Art III Sculpture – PAP extends the student's artistic understanding and experiences as introduced in Art II - Sculpture. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in sculpture. This class is designed to strengthen the student's three-dimensional and spatial skills. Sculpture from ancient through contemporary times will be studied. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

7553 Art III Drawing

Credit: 1
Prerequisite: Art II Painting or Art II Drawing
Art III Drawing extends the student's artistic understanding and experiences as introduced in Art II Drawing or Art II Painting. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in drawing. This class is designed to develop the mastery of two-dimensional media. The study of art appreciation and history is incorporated within every technical skill. Emphasis will be placed on the development of problem-solving skills through experimentation with a variety of advanced drawing media and subject matter. The history and the analysis of drawing will be emphasized.

7563 Art III Drawing – PAP

Credit: 1
Prerequisite: Art II Drawing
Preparatory course for AP portfolio courses.
Art III Drawing (PAP) extends the student's artistic understanding and experiences as introduced in Art II. Emphasis will be placed on the development of compositional skills and imaginative use of the elements and principles of design. The class is designed to strengthen the student's painting and two-dimensional skills with an emphasis on drawing as applied to painting. Students will experiment with a variety of painting media, techniques, and subject matter. Artistic periods and styles will be investigated to inspire individual artwork. Outside assignments and journal may be required. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

7573W Art IV Drawing

Credit: 1
Prerequisite: Art III Drawing
Art IV Drawing extends the student's artistic understanding and experiences as introduced in Drawing III. Emphasis will be placed on the advanced development of compositional skills and imaginative use of the elements and principles of design in advanced drawing. This class is designed to develop the student's commitment to a self-determined area of special interest. Students will apply advanced drawing tools and techniques to develop a series of artwork based on a personal style and theme. Art appreciation, self-evaluation, and higher-level problem-solving skills are emphasized. The history and the analysis of drawing will be emphasized.

7583 Art IV Drawing Portfolio – AP

Credit: 1
Prerequisite: Art III Drawing; Art III Drawing-PAP recommended
Students may desire to purchase professional-grade materials at their own expense. This course prepares students for the College Board Advanced Placement Drawing Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio. The Advanced Placement Drawing Portfolio course enables highly motivated students to do college-level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art Studio course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of drawing issues. Such elements and concepts can be articulated through a variety of drawing processes. Approaches may include scraffito, gestural, contour, and value studies. A variety of drawing media will be used. Carefully read the section describing PAP and AP

in the “High School Overview” section of this catalog under “Planning Your Schedule.”

7574 Art IV-Sculpture – AP

Credit: 1

Prerequisite: Successful completion of Art III Sculpture III recommended.

Students may desire to purchase professional-grade materials at their own expense. This course prepares students for the College Board Advanced Placement Sculpture Portfolio Exam. Students are responsible for the examination fee and the cost of preparing slides included in the portfolio. The Advanced Placement Sculpture Portfolio course enables highly motivated students to do college-level work in drawing while still in high school. The course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art. As in each AP Art Studio course, the evaluation is based upon the completion and submission of a portfolio, not a written examination. This portfolio is intended to address a very broad interpretation of sculpture issues. Such elements and concepts can be articulated through a variety of sculpture processes. Carefully read the section describing PAP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule.”

7584 Art History – AP

Credit: 1

Prerequisite: None

Students develop an understanding of architecture, painting and other art forms within diverse historical and cultural contexts. Students will be engaged in visual and contextual analysis and critical thinking as they study art historical periods and movements. This course is a full year introductory college course in the history of art. The primary study focuses on Western art with some attention to the art of other cultures. The curriculum includes basic information about artists, schools and movements, chronological periods and specific dates and the subjects, styles, and techniques of particular works of art. Students will prepare for the Advanced Placement Exam through intensive work with essay writing, slide recognition, and group projects. Carefully read the section describing PAP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule.”

7586WD Art History – Dual (Fall)
7586XD Art History – Dual (Spring)
(Lone Star College Art History 1303/1304)

Prerequisite: None**.** Grades 11-12.

Students develop an understanding of architecture, painting and other art forms within diverse historical and cultural contexts. Students will be engaged in visual and contextual analysis and critical thinking as they study art historical periods and movements. This semester course is an introductory college course in the history of art. The primary study focuses on Western art with some attention to the art of other cultures. Art History 1303 provides analysis of prehistoric times to the 14th century. Art History 1304 provides analysis of the 14th century to the present. The curriculum includes basic information about artists, schools and movements, chronological periods and specific dates and the subjects, styles, and techniques of particular works of art. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7506 ONRAMPS Arts & Entertainment Technologies

Credit: .5-1

Prerequisite: None

7506XD ONRAMPS Arts & Entertainment Technologies – Dual (2nd semester)

Credit: .5

Prerequisite: Students must meet the College/University requirements for the Dual credit option 2nd semester

This course includes a history of the evolution of gaming from the console to the smartphone, origin of digital music and how we consume, enjoy, share and perceive music today, study of image enhancement to modern 3D character design, mobile media applications, user interface and user experience. This course presents a broad overview of digital media technologies, software, and applications along with the fundamental concepts of digital representation of images and signal. Students study an assortment of entertainment concepts and experiences, discover the underlying technology involve, and learn how this technology is delivered to the participant. Student also consider the cultural, philosophical, ethical and practical aspects of entertainment technology. *Students may not earn credit for 7506/7506BD OnRamps and 7500 Arts & Media Communications. *Not all Dual Credit courses are offered at all campuses. The second semester of this course is not eligible for semester exam exemptions.

7153 Floral Design

Credit: 1

Prerequisite: Principles of Agriculture, Food & Natural Resources

Do you want to learn to design a variety of floral arrangements including corsages, boutonnieres and centerpieces? This course involves elements of color theory, tools of the trade, handling and flower identification as well as the analysis of artistic floral styles. Learn more about the floral industry while earning your Fine Arts credit, and you may also look forward to becoming certified through the Texas State Floral Association. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

Theatre

Students involved in theatrical productions will be required to attend rehearsals or crew calls after school or in the evenings. The amount of time required will not exceed 8 hours per week from Monday through Thursday. Students may be expected to attend rehearsals or work days on Friday and Saturday. Specific rehearsal times will vary by school and the theatre arts teacher will provide a complete rehearsal schedule.

7602 Theatre & Media Communications I

Credit: 1
Prerequisite: None
This course is designed to address the needs of students not enrolled in the theater production or technical theater courses. Students will explore theater through media and media through theater. The student will learn basic theater and media techniques. Utilizing technology to facilitate the study of theater makes this an engaging and interactive experience.

7601WD Theatre & Media Communications I Dual **WCJC (Fall)**
7601XD Theatre & Media Communications I Dual **WCJC (Spring)**

Credit: .5
Prerequisite: none; can only be taken one time either Fall or Spring.
This course will combine the experience of live theatre performance and production with technology and media-based resources to capture, develop, and share personal stories and performances through the creation of multimedia projects. This course gives students high school credit for Theater and Media Communications and three hours college credit for Drama 1310. The course will help expand and enhance both a student's knowledge of the performing arts as well as critical technical skills required for 21st century communications. The course for which credit is awarded provides advanced academic instruction beyond, or in greater depth than the essential knowledge and skills for the equivalent high school course. Students are responsible for payment of college tuition, fees and books required for this course. Refer to the section describing the Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7604 Theatre & Media Communications II

Credit: 1
Prerequisite: Theater & Media Communications I
Students will further their knowledge of theater arts
Through various media forms, including but not limited to sound design, film production, screen acting, voice acting, and other media forms. This course meets the state requirement for one high school fine arts credit.

7603 Theatre I

Credit: 1
Prerequisite: None
This survey course provides for the expressive use of the body and voice, acting concepts and skills, theatre production concepts and skills and theatrical history. Students may be required to attend theatre events and analyze their experiences. After successful completion of this course, students may audition for advanced theater courses.

7613 Theatre II
7623 Theatre III
7633W Theatre IV

Credit: 1
Prerequisite: Successful completion of prior Theatre level
These courses are designed for the student who shows exceptional ability in drama and who wishes to take advanced courses in production. This course builds on the skills learned in Theater I including the use of body and voice, acting styles, technical theater jobs and theatrical history. Students may be required to attend theater events as part of their grade requirement for these courses.
Emphasis is on dramatic production in dramatic presentations.

7643 Theatre Production I
7653 Theatre Production II
7663 Theatre Production III
7673W Theatre Production IV

Credit: 1
Prerequisite: Teacher Recommendation or Audition Process
Theater Production classes are designed to provide advanced preparation for the actor and technician. The courses focus specifically on the production process of theater. Emphasis will be placed on producing performances for live audiences and further study of every facet of the production process, including but not limited to acting, movement, voice, theatrical design, lighting, sound, costume construction, set construction, makeup and more. Auditioning and participation in school theatrical productions is required of Production students. These productions will require time after school and on weekends for rehearsals and performances.

7683 Technical Theatre I

Credit: 1
Prerequisite: none
This survey course explores all aspects of technical theater. Students will study dramaturgy, set design, scenic design, set construction, costume creation, theatrical make-up, theater business, and stage management and costume design. The student applies design, directing, and theatre production concepts and skills.

7693 Technical Theatre II
7694 Technical Theatre III
7695W Technical Theatre IV
Credit: 1
Prerequisite: Successful completion of prior Technical Theatre level
Students will continue to explore set design, scenic design, set construction, costume creation and theatrical make-up, theater business, stage management and costume design but at a deeper level. Students will often work on school productions in a practicum type setting. Attendance and participation in campus productions may be required.

Band
Public performance is an integral part of the band experience. Requirements will include after-school/before-school rehearsals and performances as the development of fundamental performance skills is emphasized. Students in the marching band rehearse 6-8 hours per calendar week beginning the first week of school until the final marching contest of the season usually around the beginning of November. Summer marching rehearsals begin in late July or August 1 depending on the needs of the band program and the school calendar. Freshman marching training sessions are sometimes held in May/June. Marching band students attend all varsity football games including playoff games. Marching rehearsal requirements for playoff games are significantly reduced to 1 or 2 hours per week. Members of competition marching bands participate in 3-5 marching contests as well. Marching bands may advance to the UIL Area and State Marching Championships.

Note: Students may receive a physical education substitution credit for the fall semester of marching band not to exceed one full credit.

(6900 P.E. Substitution Band credit)
7703 Concert Band I
7713 Concert Band II
7723 Concert Band III
7733W Concert Band IV

7783 Symphonic Band I
7793 Symphonic Band II
7803 Symphonic Band III
7813W Symphonic Band IV

7855 Wind Ensemble I
7856 Wind Ensemble II
7857 Wind Ensemble III
7858W Wind Ensemble IV
Credit: 1
Prerequisite: Placement is by audition for the advanced instrumental student.
Wind Ensemble, Symphonic, and Concert Band – selection into any of these groups is by audition. These groups, at varying levels, will participate in the UIL Marching Contest, Solo and Ensemble Contest, and Concert and Sight-Reading Contest. Members in these groups will have one or more section rehearsal and may have an assigned hearing time outside of the school day for grading purposes. These groups will give a variety of performances. For UIL purposes, these groups will be listed as the Non-Varsity and Sub non-varsity bands.

7915 Symphony Band I
7916 Symphony Band II
7917 Symphony Band III
7918W Symphony Band IV
Credit: 1
Prerequisite: Placement is by audition for the advanced instrumental student. Selection into this group is by audition, director recommendation, and demonstration of academic proficiency.
Members in this ensemble will participate in the TMEA Region Band process, UIL Marching Contest, Solo and Ensemble, and Concert and Sight-reading Contest. Members of this group will have a one-hour section rehearsal and an assigned hearing time outside of the school day for grading purposes. The Symphony Band will give numerous performances both on and off campus. This group will be considered the "Varsity" band.

7823 Instrumental Ensemble I
7833 Instrumental Ensemble II
7843 Instrumental Ensemble III
7853W Instrumental Ensemble IV
Credit: 1
Prerequisite: Placement is by audition
Instrumental ensembles are select musical groups. Ensemble performance of the highest level is expected. Students will be involved in numerous performances/competitions.

7863 Jazz Band I
7873 Jazz Band II
7883 Jazz Band III
7893W Jazz Band IV
Credit: 1
Prerequisite: Selection into this group is by audition, director recommendation, and demonstration of academic proficiency. Members of the Jazz Ensemble may be concurrently enrolled in one of the parent musical organizations (choir or concert band) at the discretion of the director. The Jazz Ensemble will give numerous performances both on and off campus.

Orchestra
7814 Orchestra I
7815 Orchestra II
7816 Orchestra III
7817W Orchestra IV
Credit: 1
Prerequisite: Placement is by audition
The high school orchestra program provides classes during the school day. Instructional priorities include instrument technique, musicianship, critical listening, cultural growth, basic music theory, creative self-expression, rehearsal and

concert etiquette, self-discipline, responsible citizenship, effective communication, problem solving, and production of quality musical products. Orchestra students are given an opportunity to continue musical growth and experience quality music literature. Several performance opportunities are provided for students in performing orchestras. Students may also participate individually in a series of auditions related to the all-state process as well as UIL solo & ensemble contests. Orchestra membership requires a weekly section or full ensemble rehearsal. Additional rehearsals often occur leading up to major performances. Specific rehearsal and performance requirements for each orchestra are provided by the campus orchestra director.

7700 Music & Media Communications

Credit: 1
Prerequisite: None
This course is designed to provide access to rigorous and relevant instruction in music and media-based skills for those students entering high school who may not have an extensive background in music. The course is based on state skills and knowledge standards in music integrated with state standards for technology applications as well as College and Career Readiness and 21st Century skills. Students will use new technology and media-based resources for listening, recording, sharing, composing, and making music, working on authentic projects that build and expand their musical knowledge and technical skills. This course meets the state requirement for one high school fine arts credit. This course targets students not participating in traditional music classes and ensembles.

Choral Music

These choir classes emphasize singing, music theory, listening, and performance. Students will be placed in various classes according to achievement levels monitored by periodic auditions. The classes may be composed of all males or all females, or they may be mixed according to the number and distribution of voices available. These groups may participate in TMEA and UIL competitions. Public performance is an integral part of the choir experience. Requirements will include after-school/before-school rehearsals and performances as the development of fundamental performance skills is emphasized. Beginning Choir classes provide students who are new to music the opportunity to learn about the elements of music and their application in real life situations – no experience required. Intermediate and Advanced Choir classes provide experienced vocal students with the opportunity to further their singing, music reading, and listening skills while working on self-discipline, team-building, and leadership skills. In all classes there is a strong emphasis on music reading, vocal technique, positive attitudes, responsibility, and a strong work ethic. Students will perform in a variety of musical styles in large and small ensembles and ***opportunities to perform as soloists are available***. Performance opportunities include: Choir Concerts, UIL Choir Contests, UIL Solo Contests and state auditions. A variety of factors are used to determine choir placement. See your campus Choir Director for details regarding auditions and specific ensembles available.

7903 Men's Choir I
7913 Men's Choir II
7923 Men's Choir III
7933W Men's Choir IV

7943 Women's Choir I
7953 Women's Choir II
7963 Women's Choir III
7973W Women's Choir IV

Credit: 1
Prerequisite: No prerequisites for Level I Successful completion of prior Choir level.
Beginning Choir classes provide students who are new to music the opportunity to learn about the elements of music and their application in real life situations – no experience required. Intermediate Choir classes provide experienced vocal students with the opportunity to further their singing, music reading, and listening skills while working on self-discipline, team-building, and leadership skills. In all classes there is a strong emphasis on music reading, vocal technique, positive attitudes, responsibility, and a strong work ethic.
A variety of factors are used to determine choir placement. See your campus Choir Director for details regarding auditions and specific ensembles available.

7983 Chorale I
7993 Chorale II
7003 Chorale III
7013W Chorale IV

Credit: 1
Prerequisite: Placement is by audition
For the advanced vocal student who has demonstrated above-average performance in vocal technique, sight reading and audio perception. Students continue on a higher level of competency in voice, theory, sight reading, intervallic and rhythmic analysis, while performing music from the Renaissance to the present, including spirituals, Broadway, and jazz/pop. Students participate in many concerts each year and are expected to participate in UIL events.

7023 Vocal Ensemble I
7033 Vocal Ensemble II
7043 Vocal Ensemble III
7053W Vocal Ensemble IV

Credit: 1
Prerequisite: Placement is by audition
Vocal ensembles are select musical groups. Ensemble performances of the highest level of rigor are expected. Students will be involved in numerous performances/competitions.

7093 Music Theory – AP

Credit: 1
Prerequisite: One high school music course; two recommended
The student's ability to read and write musical notation is fundamental to this course. It is also strongly recommended

that the student will have acquired at least basic performance skills in voice or on an instrument. Musicianship skills such as dictation, listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. This AP course will require students to dedicate themselves to study required by rigorous college-level standards of study. Students taking this course are expected to take the AP test upon completion. Carefully read the section describing the PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

Dance

May receive a one-year substitution credit for physical education **(6553 PE Substitution Dance).**

6553 Principles of Dance/PE

Credit 1
Prerequisite: None
This course will satisfy the Physical Education graduation requirement. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.
Dance I is an introductory course that provides students with an exploration of the basic fundamentals of movement in the following genres of dance: ballet, social, jazz,tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will begin the building foundations of dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness

7103 Principles of Dance I
7113 Principles of Dance II
7123 Principles of Dance III
7133W Principles of Dance IV

Credit 1
Prerequisite: None for Level I; successful completion of prior Dance level
Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school. This course will satisfy the fine arts requirements for graduation.
Dance is a course that provides students with an exploration of movement in the following genres of dance: ballet, social, jazz, tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will build dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. As students' progress through the dance levels, they will be encouraged to develop and create movement that demonstrates their previous knowledge of different dance genres and dance skills. Students will also evaluate the expression of ideas and emotions through movement as well as demonstrate personal evaluation of dance compositions.

6554 Advanced Dance I/PE

Credit: 1
Prerequisite: Instructor approval and/or audition and must have made the dance team.
This course will satisfy the Physical Education graduation requirement. Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school.
Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students will continue to explore dance performance and technique through movement, vocabulary, kinesthetic awareness, and ongoing rehearsals. A wide variety of performance opportunities may be available outside of the school day at the instructor's discretion that will allow for students to increase their self-confidence, self-discipline, and dance appreciation. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness

7134 Advanced Dance I
7135 Advanced Dance II
7136 Advanced Dance III
7137W Advanced Dance IV

Credit: 1
Prerequisite: Instructor approval and/or audition, must have either made the dance team or been selected to be in dance team prep.
Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school. This course will satisfy the Fine Arts requirement for graduation. Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students will continue to explore dance performance and technique through movement, vocabulary, kinesthetic awareness, and ongoing rehearsals. A wide variety of performance opportunities may be available outside of the school day at the instructor's discretion that will allow for students to increase their self-confidence, self-discipline, and dance appreciation.

7155 Dance Composition/Improvisation I
7156 Dance Composition/Improvisation II
7157 Dance Composition/Improvisation III

Credit: 1
Prerequisite: Teacher approval & Dance I
Dance Composition is designed to prepare students who have been selected as officers on the Dance Team. Students are provided the opportunity to study, practice and develop group leadership and organizational skills, as well as their creativity in choreography and dance techniques.

These skills include, but are not limited to: decision making, problem solving, communication, leadership, human relations, and understanding the need for social intelligence and civic responsibility. Dance class uniform is required.

HEALTH, PHYSICAL EDUCATION AND AFJROTC

In order to earn weighting for 4th year Athletic courses a student must complete 4 years in athletics. Weighting in the final level course will only be awarded once per athletics. These courses are identified with a "W" after the course number.

6010 Foundations of Personal Fitness

Credit: 1
Prerequisite: None
Lifetime physical fitness that includes the following topics: stress management; sound nutritional practices; consumer issues; safety in fitness; lifestyles that affect fitness; attitudes that affect fitness.

6020 Physical Education Team or Individual Sports

Credit: 1
Prerequisite: None
Intramural and fitness activities that include the following topics: conditioning; skill development; safe practices; weight and aerobic training.

6025 Aerobic Activities

Credit: 1
Prerequisite: None
Students acquire the knowledge/skills for movement that provide the foundation for enjoyment, continued social development through physical activity and an understanding of the relationship between physical activity and health throughout one's life span. Students are exposed to a variety of activities that promote health-related fitness. A major expectation of the course is for students to design a personal fitness program that uses aerobic activities.

Athletics

Credit: .5 - 1
Prerequisite: Placement is based on tryouts. The following competitive athletic programs are designed for those who are highly motivated to participate in team and individual UIL athletics. Participants are expected to meet all UIL regulations and must maintain academic standards while devoting a great deal of time outside the school day toward these programs. Each sport listed requires approval by the coach of the sport involved.

Time(s) taken	1st	2nd	3rd	4th
Football	6110	6120	6130	6140W
Basketball	6210	6220	6230	6240W
Baseball	6410	6420	6430	6440W
Soccer	6310	6320	6330	6340W
Wrestling	6750	6760	6770	6780W
Track	6510	6520	6530	6540W
Cross Country	6610	6620	6630	6640W
Volleyball	6150	6160	6170	6180W
Golf	6710	6720	6730	6740W
Softball	6450	6460	6470	6480W
Tennis	6650	6660	6670	6680W
Swimming	6810	6820	6830	6840W
Trainer	6850	6860	6870	6880W
Cheerleading	6910	6920	6930	6940W
Off Campus PE*	6031	6032	6033	6034W

*Must have prior approval

Cheerleading

Credit: 1
Prerequisite: Placement based on a competitive tryout.
This course is designed for cheerleaders who are selected through competitive tryouts; course will provide opportunities for individuals to develop skills, techniques, and conditioning necessary to be a successful cheerleader.

6553 Principles of Dance/PE

Credit 1
Prerequisite: None
This course will satisfy the Physical Education graduation requirement. Information regarding required dance attire will be addressed by the instructor. Dance performances may be required in venues after school.
Dance I is an introductory course that provides students with an exploration of the basic fundamentals of movement in the following genres of dance: ballet, social, jazz,tap, hip hop, lyrical, contemporary, modern, choreography, and performance. Students will begin the building foundations of dance technique and vocabulary, movement, rhythmic structures, creativity, expression through music, and kinesthetic awareness. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness

6554 Advanced Dance I/PE

Credit: 1
Prerequisite: Instructor approval and/or audition and must have made the dance team.
This course will satisfy the Physical Education graduation requirement. Purchasing of all required dance attire will be addressed by the instructor. Dance performances will be required in venues after school.
Advanced Dance I-IV operates at an accelerated pace and explores the foundation of various dance forms, to include, but not limited to, ballet, jazz, lyrical, contemporary, modern, hip hop, performance, and choreography. Students will continue to explore dance performance and technique through movement, vocabulary, kinesthetic awareness, and ongoing rehearsals. A wide variety of

performance opportunities may be available outside of the school day at the instructor's discretion that will allow for students to increase their self-confidence, self-discipline, and dance appreciation. Students will demonstrate kinesthetic and spatial awareness and understand the importance of health and fitness and the effects of one's life span. Students are exposed to a variety of activities that promote health related fitness.

AFJROTC–Air Force Junior Reserve Officers Training Corps I – IV: 6051, 6060, 6070, 6080W (6050 P.E. substitution JROTC)

Prerequisite: Conference with JROTC instructor recommended prior to enrollment. Taught at Lamar Consolidated High School and Terry High School; available to all LCISD HS students. Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its students to become well-informed, helpful, and healthy citizens by using a military model to teach leadership, discipline, and organizational skills. The curriculum is composed of Aerospace Science (40%), Leadership Education (40%) and Health and Wellness Education (20%). This course stresses communication skills and cadet corps activities. Additionally, drill and ceremonies, and uniform wear will be incorporated into portions of the Leadership Education curriculum for all cadet year groups. Health and Wellness Education uses the Presidential Physical Fitness program to track physical improvement and an Air Force Junior ROTC-approved curriculum emphasizing a healthy lifestyle. To enhance classroom learning, students participate in extracurricular activities such as field trips, social functions, and specialized teams. Wear of the Air Force uniform at least once per week is required to complete the course; uniform items are provided. Cadets will also have to meet personal grooming standards specific to males and females, primarily with respect to hair and facial hair.

GENERAL ELECTIVE COURSES

6000 Health

Credit: .5 (elective)
Prerequisite: None
Concepts of physical fitness; sleep; nutrition and weight control; human reproduction; grooming; dental care; preventative diseases; alcohol, tobacco and drug abuse; first aid; accident prevention; the role of community health services and the influence of the family unit upon physical, social and emotional development.

4733 PAL I (Peer Assistance Leadership)

Credit: 1(elective)
Prerequisite: Enrollment through application process
Students learn listening, communication and problem-solving skills and help peers through tutoring and mentoring. PAL presents classes on various topics requested by feeder schools. PALs complete school and community service hours.

4833 PAL II (Peer Assistance Leadership)

Credit: 1 elective)
Prerequisite: Enrollment through application process and PAL I
Expand skills developed in PAL I.

4763 Teen Leadership

Credit: .5 (elective)
Prerequisite: None
Teen Leadership is a program in which students develop leadership, personal, professional, and business skills. Students learn to develop a healthy self-concept, healthy relationships and personal responsibility. Self-awareness, self-control, self-motivation, social skills and personal image are further developed through an understanding of emotional intelligence and public speaking and communication skills. Students develop skills in principle-based decision-making, problem solving and goal setting enabling them to become better individuals, family members and citizens.

4863 Student Leadership

Credit: 1 (elective)
Prerequisite: Application process
This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. Students enrolled apply these skills in dealing with peers, school administration and the community.

3903 Planet Earth

Credit: 1 (elective)
Prerequisite: Students in grades 10-12
Planet Earth focuses on the complex, dynamic relationship between the planet and its life, tracing it through the Earth's geologic history. Portions of the course include the emerging, integrative science now being referred to as Geobiology at the college level.

1943 Practical Writing

Credit: 1 (elective)
Prerequisite: English II
This course emphasizes the use of the writing process for both self-selected and assigned topics. Students will apply effective prewriting strategies, develop organized drafts, use appropriate vocabulary, sentence structure, and transitions, and revise and edits drafts as appropriate. Additionally, students will read and analyze informational mentor texts to determine the intended audience and author's purpose for writing. This will strengthen the students' understanding of the connection between reading and writing.

1452 English Language Development Acquisition (ELDA)

Credit Corequisite: This course must be taken concurrently with recommended language arts course: ESOL I and ESOL II, LPAC placement required. This course is designed to provide opportunities for secondary students who are recent-immigrants with little or no English proficiency. It is specifically designed for students who have scored at the negligible/very limited academic language level of the state-approved English oral language

proficiency tests. This course addresses cognitive, linguistic and affective needs and enables students to become increasingly more proficient in English in all four language domains. This course will validate each student's native language and culture as a valuable resource and as a foundation to attain the English language. It will help newly-arrived and preliterate students develop social language, survival vocabulary, and the basic building blocks of literacy. Through comprehensible input, students will have access to curriculum that accelerates second language acquisition. This course prepares students by effectively integrating second language acquisition with quality content area instruction. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

7063 Sports Medicine I

Credit: 1 (elective)
Prerequisite: Biology; Must complete an application process and have instructor approval.
This course bridges the gap between health class and clinical rotation for students interested in medical related careers. Students will study prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills.

7073 Sports Medicine II

Credit: 1 (elective)
Prerequisite: Sports Medicine I. Must complete an application process and have instructor approval.
This course is for students to further their studies in athletic training. It provides an in-depth study and application ofthe components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuriesto the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.

AP Non-Endorsement ELECTIVE COURSES

5803 AP Seminar

Credit: 1
Prerequisite: English II
AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule."

5804 AP Research

Credit: 1
Prerequisite: AP Seminar
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. The course will require students to dedicate themselves to study rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the High School Overview" section of this catalog under "Planning Your Schedule."

CAREER AND TECHNICAL EDUCATION (CTE)

The Lamar Consolidated Independent School District's Career and Technical Education Department created career pathways provide a firm academic and technological foundation to help build future career plans and career preparation opportunities. Our programs include:

- A relevant, coherent sequence of courses with college credit opportunities, including dual and articulated credit,
- Opportunities for industry-recognized certifications,
- Extended learning including curricular activities, work-based and service learning,
- And prepare students for the changes and challenges of the future so they can have productive, fulfilling careers

CTE courses can earn college credits through local agreements with area community colleges are negotiated annually. Related information can be found on LCISD's CTE webpage along with the steps to have these credits awarded by the applicable post-secondary institution. Course weights may change due to changes in agreements. These courses are identified with a "C" after the course number. In addition, some CTE courses provide advanced instruction with rigor and students can be awarded additional credit weight. These courses are identified with a "W" after the course number. While Lamar CISD makes a concerted effort to avail CTE programs to all students, all courses may not be available to every student in LCISD due to transportation, staff and/or facility demands.

AGRICULTURE, FOOD AND NATURAL RESOURCES PROGRAMS OF STUDY

CTE Programs of Study Guide Link

7105 Principles of Agriculture, Food & Natural Resources

Credit: 1
Prerequisite: None
Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and have the opportunity to raise an animal as a FFA member.

AGRIBUSINESS

7140 Agribusiness Management & Marketing

Credit: 1
Prerequisite: Agriculture Mechanics and Metal Technologies or Small Animal Management and Equine Science
Selling, analyzing costs and knowing business laws are all a part of being successful in any agriculture business. Learn how to manage your agribusiness while doing activities in areas such as supply and demand, budgeting, recording keeping, finance, risk management, business law, as well as how to market your business. Fine tune your welding skills, while preparing for an industry certification that will make you employable in the real world.

ANIMAL SCIENCE

7110 Livestock Production

Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
"True or false - Only bulls have horns." "Do you know how many stomachs a cow has?" If you have an interest in animals, this course is the next step in the livestock portion of Animal Science. Learn the skeletal, muscular, respiratory, reproductive, and circulatory systems of animals; how to evaluate vital signs and normal animal behavior; explore how the animal digestive system works, and what role nutrients, vitamins and classes of feed contribute to proper feeding practices; while conducting experiments to support known principles of genetics and feed efficiency.

7120 Small Animal Management

Credit: .5
Prerequisite: Principles of Agriculture, Food & Natural Resources
Why does a dog pant? What makes a cat purr? Find the answers to these questions and much more. This course focuses on the anatomy, management and care of small animals; not just dogs and cats. Learn breeds or types of each species; discuss the habitats, nutritional requirements and health maintenance, including the prevention and control of diseases/parasites; as well as, use available laboratory equipment to perform procedures such as fecal test, blood testing, and basic grooming procedures.

7121 Equine Science

Credit: .5
Prerequisite: Principles of Agriculture, Food & Natural Resources
This course is an introduction to the basics of horse care and management. During the semester, students will develop an understanding of the equine industry including selection, health and management, as well as horse handling and breeding. We will examine equine nutrition as it pertains to performance, as well as issues affecting the equine industry as a whole

7190 Veterinary Medical Applications

Credit: 1

Prerequisite: Livestock Production or Equine Science and Small Animal Management

Prepare for your future career in the field of animal science. Learn principles of veterinary medical ethics, and veterinary medical terminology. Identify/evaluate animal diseases and internal/external parasites, as well as behavioral problems for both large and small animal species. Work on skills needed to advance toward the Certified Veterinary Assistant Level 1 Certification.

Practicum in Agriculture, Food & Natural Resources: Veterinary Medical Applications 7195W (1st time taken) 7196 (2nd time taken)

Credit: 2

Prerequisite: Veterinary Medical Applications

Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.

This year-long course offers students the chance to participate in an industry internship related to veterinary science. You will work with the classroom teacher to complete tasks and hours needed towards the Certified Veterinary Assistant Level 1 Certification. Research animal behavior, diseases, and illnesses, plus study animals and how they affect the environment, diagnosis, and treatment of animal illnesses.

Practicum in Agriculture, Food & Natural Resources: Veterinary Medical Applications - Extended 7195EW (1st time taken) 7196E (2nd time taken)

Credit: 3

Prerequisite: Veterinary Medical Applications

Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours in a teacher-approved training station (paid or unpaid off site) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.

This course completes the coherent sequence in the field of Agriculture, Food & Natural Resources: Veterinary Medical Applications. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Agriculture, Food & Natural Resources: Veterinary Medical Application skills, safety, work ethics, and job-related study in the classroom. The instructor will provide industry standard training and industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7130W Advanced Animal Science

See Course description in Science section

APPLIED AGRICULTURAL ENGINEERING

7150 Agricultural Mechanics & Metal Technologies

Credit: 1

Prerequisite: Principles of Agriculture, Food & Natural Resources

Looking for hands-on innovative new ways to learn about welding? Then this is the class for you! In this class you will be introduced to various skills in metal fabrication including oxyacetylene, plasma arc cutting, arc, MIG, and TIG welding applications. Instructor will provide industry standard training.

7160 Agricultural Structures Design & Fabrication

Credit: 1

Prerequisite: Principles of Agriculture, Food & Natural Resources; Agricultural Mechanics & Metal Technologies recommended.

Fine tune your welding skills, while preparing for an industry certification that will make you employable in the real world. Instructor will provide industry standard training and students will work towards AWS certification.

Practicum in Agriculture, Food & Natural Resources: Applied Agricultural Engineering 7161W (1st time taken) 7162 (2nd time taken)

Credit: 2

Prerequisite: Agricultural Structures Design & Fabrication

Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.

This course completes the coherent sequence in the field of Applied Agricultural Engineering. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Applied Agricultural

Engineering skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7181 Welding I
See Course description in Manufacturing Career Cluster

7183W Welding II
See Course description in Manufacturing Career Cluster

PLANT SCIENCE

7148 Floral Design
Credit: 1
Prerequisite: Principles of Agriculture, Food & Natural Resources
Do you want to learn to design a variety of floral arrangements including corsages, boutonnieres and centerpieces? This course involves elements of color theory, tools of the trade, handling and flower identification as well as the analysis of artistic floral styles. Learn more about the floral industry while earning your Fine Arts credit, and you may also look forward to becoming certified through the Texas State Floral Association. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7149 Horticultural Science
Credit: 1
Prerequisite: Floral Design
Are you interested in plants and how they grow? Dive deeper into the world of plants by learning more about food and ornamental plant production. From pests and pesticide safety for fruit, nut and vegetable production, marketing and management to basic plant physiology and design, this class will lay the foundation for your budding plant studies and career opportunities.

7147W Landscape Design and Management
Credit: .5
Prerequisite: Horticultural Science
Do you want to learn to identify, install and care for landscape plants, tools and irrigation systems? This course involves understanding all of the landscape design and management techniques, safety practices, proper pruning, fertilization and pest management in the landscape. Business procedures will be taught including interviewing, cost estimates, scheduling and service contracts.

7151W Turf Grass Management
Credit: .5
Prerequisite: Horticultural Science
From your lawn to athletic fields, turf grass is an important aspect of our urban landscape. This course will focus on growth and maintenance of turf areas including: grass and related ground cover, soil texture for drainage and pH for nutrient requirements, plant propagation (transplant), water needs and storage of equipment. Identify prospective customers, analyze site, materials, labor and other key factors needed for a successful turf management business. Prepare cost estimate, contracts and maintenance schedules.

7152W Advanced Plant and Soil Science
See Course description in Science section

7153 Floral Design
See Course description in Fine Art section

ARCHITECTURE AND CONSTRUCTION PROGRAMS OF STUDY

CTE Programs of Study Guide Link

ARCHITECTURAL DESIGN

7209 Principles of Architecture
Credit: 1
Prerequisites: None
Are you interested in restoring or designing something to be new or improved? Discover the tasks that are performed within Architecture careers, as well as identify the license and certifications that can be obtained. Learn how to calculate the cost of supplies needed for a project; how to read technical manuals and drawings; and create a floor plan that complies with governmental safety regulations and codes which are used within these careers.

7210 Interior Design I
Credit: 1
Prerequisites: None
Explore creative color schemes, interior design principles, furniture arrangement, proper housing construction and much more! The course will introduce Autodesk Certified User in Revit Architecture software that is used in interior design.

7211 Interior Design II
Credit: 2
Prerequisite: Interior Design I
Feature your skills by learning techniques related to Interior spatial design, furniture redesign, plus working with clients, contractors and budgets. The student will work towards the Autodesk Certified User in Revit Architecture certification as a focus of this course.

Practicum in Interior Design
7212W (1st time taken)
7213 (2nd time taken)
Credit: 2
Prerequisite: Interior Design II, Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate a teacher-approved training station (onsite or offsite, paid or unpaid) or continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by

teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This year-long course offers students the chance to participate in an industry internship related to Interior Design. You will work with the classroom teacher to complete tasks and hours needed for the Autodesk Certified User in Revit Architecture certification.

Practicum in Interior Design - Extended
7212EW (1st time taken)
7213E (2nd time taken)
Credit: 3
Prerequisite: Interior Design II, Student must complete an interest form for enrollment and attend a meeting with the instructor.
Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. In Practicum of Interior Design, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. Instructor will provide an industry standard training and students will with the classroom teacher to complete tasks and hours needed for the Autodesk Certified User in Revit Architecture.

CARPENTRY

7219 Principles of Construction
Credit: 1
Prerequisite: None
Are you interested in restoring or designing something to be new or improved? Discover the tasks that are performed within Construction careers, as well as identify the license and certifications that can be obtained. Learn how to calculate the cost of supplies needed for a project; how to read technical manuals and drawings; and create a floor plan that complies with governmental Safety regulations and codes which are used within these careers. Students will work toward NCCER Core certification.

7220 Construction Technology I
Credit: 2
Prerequisite: Principles of Construction or Principles of Architecture. Student must complete an interest form for enrollment and attend a meeting with instructor.
Do you like to use your hands? This is a year-long construction carpentry course which includes knowledge of and the ability to apply the construction process of house foundation, framing, roofing, and exterior and interior finishing. Begin with raw materials and produce a finished project, using a variety of hand and power tools. Instructor will provide industry standard training. Course taught at THS only, but available to students at all LCISD high schools. Enrollment is limited. Students will work toward NCCER Core certification.

7230 Construction Technology II
Credit: 2
Prerequisite: Construction Technology I; Student must complete an interest form for enrollment and attend a meeting with instructor.
This year-long course is a continuation of Construction Technology I. Efforts will be directed toward the residential construction process of foundation, framing, roofing, exterior and interior finishing. Students will develop advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians, supervisors or prepare for a postsecondary degree in Construction Management, Architecture or Engineering. Instructor will provide industry standard training. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited. Students will work toward NCCER Core certification.

7240W Practicum in Construction Technology
Credit: 2
Prerequisite: Construction Technology II Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
In Practicum of Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.

7240EW Practicum in Construction Technology - Extended
Credit: 3
Prerequisite: Construction Technology II; Student must complete an interest form for enrollment and attend a meeting with instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.

This course completes the coherent sequence in the field of Construction Technology. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. This occupationally specific course is designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Instructor will provide an industry standard training and students will work toward NCCER Core certification. Course taught at THS only, but available to students at all LCISD high schools (transportation provided). Enrollment is limited.

7209 Principles of Architecture
See Course description in Architectural Design

Heating, Ventilation, Air Conditioning (HVAC) & Refrigeration Technology I – Dual with TSTC
7250WD (Fall)
7250XD (Spring)
Credit: 1
Prerequisite: Construction Technology I; Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of TSTC dual credit pathway for HVAC Technology. Successful completion will result in TSTC credit. HVAC Technician Certificate Level I is offered to all students meeting testing requirement see teacher for details. Course will take place at the TSTC campus. Transportation provided. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

Heating, Ventilation, Air Conditioning (HVAC) & Refrigeration Technology II – Dual with TSTC
7260WD (Fall)
7260XD (Spring)
Credit: 2
Prerequisite: Heating, Ventilation, Air Conditioning and Refrigeration I – Dual; Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of TSTC dual credit pathway for HVAC Technology. Successful completion will result in TSTC credit. HVAC Technician Certificate Level I is offered to all students meeting testing requirement see teacher for details. Course will take place at the TSTC campus. Transportation provided. *Not all Dual Credit courses are offered at all campuses. Course is not eligible for semester final exemptions.

7219 Principles of Construction
See Course description in Carpentry

7240W Practicum in Construction Technology
See Course description in Carpentry

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS PROGRAMS OF STUDY

CTE Programs of Study Guide Link

8025 Principles of Arts, Audio/Video Technology & Communications
Credit: 1
Prerequisite: None
Are you creative, enjoy speaking in front of crowds and have a background in technology? Then this is the career for you. Learn how to utilize your creativity, while strengthening your academics, oral and written communication skills. Explore the various avenues that are included in this career cluster.

7950 Digital Media
Credit: 1
Prerequisite: None
In this course, you will create and manipulate text, graphics, audio, video, and animation with editing software. With the use of interactive media, you will be able to identify appropriate software needed to solve customer needs and resolve real world problems. Industry certification testing in Adobe Certified Associates: Photoshop is offered to all students meeting testing requirement; see teacher for details.

2063 Digital Design & Media Production
Credit: 1
Prerequisite: None
Through the study of digital design and media production, students will demonstrate creative thinking to develop innovative strategies and to use communication tools in order to work effectively with others as well as independently. Students will gather information electronically which will allow for problem solving and making informed decisions regarding media projects. Through this course, students will become better digital citizens and demonstrate a thorough understanding of digital design principles transferable to other disciplines.

DESIGN and MULTIMEDIA ARTS

8055 Graphic Design & Illustration I
Credit: 1
Prerequisite: Principles of Arts, Audio/Video Technology & Communication
Graphic Design & Illustration I spans all aspects of the advertising and visual communication industries. In addition to developing knowledge and skills needed for success in Arts, Audio/Video Technology and Communications career

clusters, you will focus on fundamental elements and principles of visual art and design through a hands-on approach.

8056L Graphic Design & Illustration II Lab

Credit: 2
Prerequisite: Graphic Design & Illustration I
Student must complete an interest form for enrollment and attend a meeting with the instructor. In Graphic Design & Illustration Lab II you will create logos, branding, infographics, product prototypes and packaging, poster design and large format graphics, as well as using specialized photographic techniques. Industry certification testing will be available for Adobe Certified Associate: Photoshop or Illustrator to all students meeting testing criteria; see teacher for these details.

8058W Practicum in Graphic Design & Illustration

Credit: 2
Prerequisite: Graphic Design & Illustration Lab; Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
The Practicum in Graphic Design & Illustration course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to become proficient in the Graphic Design area. The coursework will focus on customer service, building on design principles, specialized photographic techniques and technology. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

8058EW Practicum Graphic Design & Illustration - Extended

Credit: 3
Prerequisite: Graphic Design & Illustration Lab; Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Graphic Design & Illustration. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Graphic Design & Illustration skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

DIGITIAL COMMUNICATIONS

8029 Audio/Video Production I

Credit: 1
Prerequisite: Principles of Arts, Audio/Video Technology and Communications
Careers in audio and video technology and film production span across all aspects of the audio/video communication industry. You will focus on pre-production, production, and post-production while creating audio and video activities.

8035L Audio/Video Production II Lab

Credit: 2
Prerequisite: Audio/Video Production I
Student must complete an interest form for enrollment and attend a meeting with the instructor. In Audio/Video Production Lab II you will learn how to operate the different types of cameras, and audio techniques, along with digital editing and film production. Industry certification testing will be available for Adobe Certified Associate: Premiere Proto all students meeting testing criteria; see teacher for these details.

8036W Practicum in Audio/Video Production

Credit: 2
Prerequisite: Audio/Video Production II Lab; Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. The practicum in Audio/Video Production course, students will build upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. They will 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. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

8036EW Practicum in Audio/Video Production - Extended

Credit: 3
Prerequisite: Audio/video Production II Lab
Student must complete an Interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of

16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Audio/Video Production. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Audio/Video Production skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7300 Professional Communications

Credit: .5
Prerequisite: None
Careers in today's economy requires one to be creative, a strong background in computer and technology-based applications, a strong and solid academic foundation and communicate effectively in both oral and written formats. Students in this class will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics and conduct Internet research.

BUSINESS, MARKETING, and FINANCE PROGRAMS OF STUDY

CTE Programs of Study Guide Link

BUSINESS MANAGEMENT

7310 Business Information Management I

Credit: 1
Prerequisite: None; Money Matters for Business Management & Administration declared Endorsement option
Do you have what it takes to get a good paying job? Do you have computer skills to help you get ahead in school and the workforce? Take this class to move you forward in today's society. You will develop skills in Microsoft Excel, Access, Word, and PowerPoint that will strengthen your individual performance in the workplace and in society to make a successful transition to the workforce and post- secondary education! Industry certification testing will be available for Microsoft Office Specialist (MOS) to all students meeting testing criteria; see teacher for these details.

7320 Business Information Management II

Credit: 1
Prerequisite: Business Information Management I
Take it to the next level! Learn how to address business applications of emerging technologies, manage an electronic portfolio, create complex documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. If you want to get ahead in business, this is where you need to be! Additional Industry certification testing will be available for Microsoft Office Specialist (MOS) to all students meeting testing criteria; see teacher for these details.

7330W Business Law

Credit: 1
Prerequisite: Business Information Management II
Is that legal? Is it ethical? Is it right? Answer these questions by exploring the ins and outs of business organizations, employment, contracts, and lawsuits. Bring it to life by analyzing current events in today's economy. Learn how the business world relates to you!

7333W Practicum in Business Management

Credit: 2
Prerequisite: Business Information Management II; Student must complete interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Implement personal and interpersonal skills. Apply technical skills to address business applications of emerging technologies. Develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Apply reading, writing, computing, communication, and reasoning skills to the business environment based on knowledge from legal, managerial, marketing, financial, ethical, and international dimension of business. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7333EW Practicum in Business Management - Extended

Credit: 3
Prerequisite: Business Information Management II
Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6

weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Business Management. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Business Management skills, safety, work ethics, and job-related study in the classroom Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

1961 Business English
See Course description in Language Arts

7560 Statistics & Business Decision Making
See course description in Math section

7515 Money Matters
See Course description in Finance section

MARKETING & SALES

8225 Advertising
Credit: .5
Prerequisite: None
Do you have what it takes to create the next big Super Bowl ad? This semester course introduces students to consumer behavior and advertising techniques; as well as explore print, broadcast, and online media sales promotion.

8230 Sports & Entertainment Marketing
Credit: .5
Prerequisite: None
Why do athletes and entertainers make so much money from endorsements? This semester-long course provides students with basic marketing strategies, advertising, sponsorship, and customer service in the sports and entertainment fields, to include sporting events, movies, TV, amusement parks, travel & tourism, theater, stadium design, event planning, and recording contracts. The business, financial, and legal aspects of the industry are discussed.

8210 Entrepreneurship
Credit: 1
Prerequisite: Advertising and Sports & Entertainment Marketing
Want to be your own boss? This year-long course provides you with the skills necessary to start and operate your own business. Analyze various forms of business ownership, marketing strategies to promote the business, and financial planning tools in order to be profitable. Learn how to create and write a business plan. Industry certification testing will be available for all students meeting testing criteria; see teacher for these details.

8240 Advanced Marketing
Credit: 2
Prerequisite: One credit from the Marketing Cluster, recommended Practicum in Marketing or Entrepreneurship for Business & Industry Marketing declared Endorsement pathway.
Marketing is a component of most careers. This course will cover marketing concepts including customer service, branding & extended products, finance (quotas and sales records), international factors, laws & regulations, management of selling, purchasing process & buying plans. Projects will include creating a public relations promotion for a business, investigating possible solutions to marketing issues; and researching and analyzing demands while forecasting sales. Students will illustrate appropriate management and research skills to solve problems related to marketing, with the use of technology, communication, and customer-service skills.

Practicum in Marketing
8250 For students who have not completed (3) or more credits in the Marketing cluster.
8250W (1st time taken as the third class in the Marketing Career Cluster sequence for Marketing declared Endorsement students)
8251 (2nd time taken)
Credit: 2
Prerequisite: none; Advertising, Sports & Entertainment, and Entrepreneurship for Marketing endorsement students; Student must complete interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course requires employment to allow students to become proficient in a marketing area. The coursework will focus on customer service, market research, and technology. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

Practicum in Marketing - Extended
8250E For students who have not completed (3) or more credits in the Marketing cluster**.**
8250EW (1st time taken as the third class in the Marketing Career Cluster sequence for Marketing declared Endorsement students)
8251E (2nd time taken)
Credit: 3
Prerequisite: none; Advertising, Sports & Entertainment, and Entrepreneurship for Marketing endorsement students. Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site)

for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Marketing. This occupationally specific course is designed to provide classroom technical instruction and on- the-job training experiences. Students will work on fine tuning their Marketing skills, safety, work ethics, and job- related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7560 Statistics & Business Decision Making

See course description in Math section

ACCOUNTING & FINANCIAL SERVICES

7515 Money Matters

Credit: 1
Prerequisite: None
What does it take to run a business? This course helps students to prepare for Accounting courses along with planning for future financial goals, both personally and business success. Special emphasis is placed on bank record management, use of credit, investing, insurance and budgets. You are introduced to financial market and securities analysis. Current economic events dictate that it is never too early for students to gain an awareness of factors that will impact their short-term and long-term financial plans.

7530 Accounting I

Credit: 1
Prerequisites: Money Matters
Learn the skills to keep track of where your money goes and the reason for keeping financial records. You will record, classify, summarize, analyze and communicate the accounting process. Become acquainted with industry standards as well as economic, financial, technological, international, social, legal and ethical factors. QuickBooks software is introduced in this course.

7540 Accounting II

Credit: 1
Prerequisite: Accounting I
Would you like to make a lot of money, become a highly paid Chief Financial Officer of a corporation? Continue and expand the technological skills learned in Accounting I, as you engage in various managerial and cost accounting activities. Formulate and interpret financial information applicable to the business environment that is used for management decision making. QuickBooks software is continued in this course. Industry certification testing will be available for QuickBooks to all students meeting testing criteria; see teacher for these details.

7520W Securities and Investments

Credit: 1
Prerequisite: Accounting II
In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry. Students will investigate personal and business operations and transactions and explore security and investment licensing and certification programs.

7310 Business Information Management I

See course description in Business section

7333W Practicum in Business Management

See course description in Business section

7539 Accounting II

See Course description in Math section

7560 Statistics & Business Decision Making

See course description in Math section

EDUCATION AND TRAINING PROGRAMS OF STUDY

CTE Programs of Study Guide Link

TEACHING and TRAINING

7409 Principles of Education & Training

Credit: 1
Prerequisite: None
Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are: teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.

7410 Human Growth & Development

Credit: 1
Prerequisite: None: Principles of Education & Training for Education & Training Endorsement
What does learning to walk have to do with brain development? Why are social interactions so important for late adults to help them maintain a healthy self-esteem? These topics and many more are explored in the study of human development across the life span from pre-natal to late adulthood. Areas of study include developmental milestones, current trends in research, theories and human relationships. You will also explore careers related to

human development, which leads into further studies at the post-secondary level.

7420 Instructional Practices

Credit: 2
Prerequisite: Human Growth & Development; Student must complete an interest form for enrollment and attend a meeting with instructor.
Do you remember that teacher who had such an impact on your life? Have you considered entering the education field but are unsure where in that field you would fit? This year-long course is for students interested in exploring the field of teaching through observation, discovery, lecture, cooperative learning, speakers, analysis of current issues, and utilization of technology. Learn about education areas of early childhood, elementary and secondary instruction as well as special populations. Practice a variety of hands-on activities using instructional strategies and research-based decision-making techniques. Each student will work as a teacher assistant in various areas and levels to explore various career options. Transportation to and from internship is provided by the district. Training station evaluation will count as 30% of the student's grade

7430W Practicum in Education & Training

Credit: 2
Prerequisite: Instructional Practices
Student must complete an interest form for enrollment, complete a Background Check through the District and attend a meeting with instructor. Students in this course will participate in a work-based learning training station (unpaid) and must be a minimum age of 16.
Want some actual hands-on experiences working with children? Is teaching right for you? This year-long course offers students the chance to actually shadow and assist teachers in an unpaid internship setting. Work with classroom teachers at the elementary and/or secondary level to understand effective instructional techniques for all learners; internships are developed by the high school instructor of the course. Transportation to and from the internship is provided by the district. Training station evaluation will count as 30% of the student's grade.

EARLY LEARNING

7409 Principles of Education & Training

Credit:1
Prerequisite: None
Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are: teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.

7411 Child Development Associate Foundations

Credit: 1
Prerequisite: Principles of Education & Training
The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces students to tasks necessary for planning, directing, and coordinating activities for young children. Planning safe and healthy learning environments. Advancing children's physical and intellectual development. Understanding family systems and development. Observing and recording children's behavior. As well as understanding principles of child development and learning. Hours spent as Teacher Assistant may apply toward completion of Child Development Associate certification. Transportation to and from Preschool is provided by the District.

7840 Child Guidance

Credit: 2
Prerequisite: Child Development Associate Foundations; Student must complete an interest form for enrollment and attend a meeting with the instructor.
Learn what is related to the child's growth and guidance that assists them in developing positive relationships, creating effective caregiver skills, promoting the well-being and the healthy development of children. Units that will be covered are: professionalism, child care management; safety, nutrition, health & wellness; child growth & development; guidance, career and success at work. Each student will work as a Teacher Assistant in various areas and levels to explore various career options. Hours spent as Teacher Assistant may apply toward completion of Child Development Associate certification. Transportation to and from Preschool is provided by the District.

7005W Early Learning - Career Preparation

Credit: 2
Prerequisite: Child Guidance
Student must complete an Interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
Use the skills you have learned in the previous Early Learning courses to make an impact on children's lives. This course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to work in the Early Learning arena and utilize the skills they have

learned. Work hours may apply toward completion of Child Development Associate certification.

7410 Human Growth & Development

See course description in Teaching & Training Career Cluster section.

HEALTH SCIENCE PROGRAMS OF STUDY

CTE Programs of Study Guide Link

HEALTHCARE DIAGNOSTICS, THERAPEUTICS and NURSING

7619 Principles of Health Science

Credit: 1

Prerequisite: None

Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.

7620 Medical Terminology

Credit: 1

Prerequisite: Biology (may be taken concurrently); Principles of Health Science.

Develop a working knowledge of the language used by health care workers. Learn how to identify medical terminology as it relates to the body systems, as it is used in the medical environment. Learn the study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties and diagnostic procedures.

7621 Health Science Theory

Credit: 1

Prerequisite: Principles of Health Science and Medical Terminology. Anatomy & Physiology (concurrent enrollment recommended)

This course will introduce students to a variety of medical professions. Health care professionals need knowledge and skills to communicate using medical terms, chart patient care, and provide First Aid training. Learn how to read an X-Ray, calculate dosage, or grow and monitor live cultures are just a few of the hands-on activities you will explore in the Health Theory course.

7622L Health Science Clinical

Credit: 2

Prerequisite: Principles of Health Science; Medical Terminology and Junior year. Anatomy & Physiology (concurrent enrollment recommended); Student must complete an interest form for enrollment and attend a meeting with the instructor.

This course consists of Health Science Theory and Health Science Clinical. Students will receive a thorough understanding of the healthcare industry through classroom and rotational experiences. Rotations will include shadowing medical personnel in a variety of departments which may include physical therapy, radiology, nursing care, pharmacy, emergency room, surgery, ICU, and medical records. Industry certification testing will be available for CPR and EKG to all students meeting testing criteria, see teacher for these details. Students will be screened to determine eligibility and access to medical facilities. Enrollment is limited due to medical facility guidelines. Additional fees may apply. Mandatory medical facility requirements may apply including, but not limited to, a criminal background check, fingerprinting, drug screening, proof of personal medical insurance and age limitations. Transportation provided.

7625W Pharmacology

Credit: 1

Prerequisite: Principles of Health Science, Medical Terminology, Health Science Theory or Health Science Clinical for a Health Science Endorsement; Recommended Anatomy & Physiology (may be taken concurrently).

Become certified or licensed as a Pharmacy Technician. Complete an intense study of the basic terms and definitions while learning the ethical issues involved in the profession. Industry certification testing is offered to all students meeting testing requirement; see teacher for details.

7626W Practicum in Health Science: Certified Nursing Assistant (CNA)

Credit: 2

Prerequisite: Principles of Health Science, Medical Terminology, Health Science Theory or Health Science Clinical; Anatomy & Physiology or Medical Microbiology (may be taken concurrently). CNA is to be taken final year of high school. Student must complete an interest form for enrollment and attend a meeting with instructor.

This course provides the knowledge and skills for certification and employment as a Certified Nurse Aide (CNA). The course will be taught in both the classroom and an offsite facility. Course includes hands-on labs, communication and interpersonal skills, medical terminology, and career development. Students will also be required to complete at least 40 hours of clinical training (which includes care of nursing home residents) in order to sit for the state Certified Nurse Aide/Assistant certification exam. Students will be expected to assist in taking vital signs, bathing, dressing, making beds, assisting with meals, and other direct resident care. Student enrollment is limited due to medical facility guidelines. Mandatory medical facility requirements may apply including, but not limited to, a criminal background check, fingerprinting and drug screening. Additional costs may include, but are not limited to, scrubs, required personal laboratory tools, immunizations, TB testing and required certification fees. Course is taught at THS only and enrollment is limited. Transportation provided.

7627W Practicum in Health Science: General
Credit: 2
Prerequisite: Principles of Health Science, Medical Terminology, Health Science Theory or Health Science Clinical and taken final year of high school.
Student must complete an Interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to become proficient in a Health Science area. The coursework will focus on customer service, patient care, and technology. Industry certification testing will be available for Certified Medical Assistant to all students meeting testing criteria; see teacher for these details.

7627EW Practicum in Health Science: General - Extended
Credit: 3
Prerequisite: Principles of Health Science, Medical Terminology, Health Science Theory or Health Science Clinical and taken final year of high school;
Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Health Science. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Health Science skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing for Certified Medical Assistant is offered to all students meeting testing requirement; see teacher for details.

7550W Medical Billing & Coding
Credit: 1
Prerequisite: Biology, Principles of Health Science, Health Science Theory or Health Science Clinical
The MBC program is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field by offering problem-solving exercises by utilizing real-world scenarios. This program places a strong emphasis on ethics, accountability, professionalism, and the individuals' commitment to the pursuit of lifelong personal, educational and professional development, as it relates to the medical insurance billing and coding field. The Medical Billing & Coding Program prepares and qualifies students to sit for the national certification exam for Certified Billing and Coding Specialist.

7640W Anatomy & Physiology
See course description in Science section

7650W Medical Microbiology
See course description in Science section

EMERGENCY SERVICES

Practicum in Health Science: Emergency Medical Technician (EMT) – Dual with WCJC
7629AD (Fall)
7629CD (Fall)
Credit: 3
Prerequisite: Biology; Health Science Theory for EMT Endorsement; College/University requirements; this course is offered at WCJC Richmond campus; additional qualifications as per course handout. Students must be CPR certified prior to the start of the course series. WCJC Course number: EMSP 1501 (course taught at FBTC); and EMSP 1160 (Course meeting times TBD at clinical sites)
These courses can lead to Emergency Medical Technician (EMT) certification and include all the skills necessary to provide emergency medical care at a basic life support level with an ambulance service or other specialized services. The student will display a working knowledge of clinical information and related topics relevant to the practice of pre-hospital emergency medical care of the EMT level. Clinical experiences are unpaid external learning experiences and students need to complete 72 hours of clinical time. Uniforms must be worn to class and must be purchased by the student. Tuition, fees and student admission procedures will be outlined for the student; students are responsible for payment of college tuition, fees and books required for this course along with their own transportation to and from the campus. Students must submit a WCJC EMT program application prior to enrolling. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

Practicum in Health Science II: Advanced Emergency Medical Technician (AEMT) – Dual with WCJC
7631BD (Spring; Completion of 7629 required)
Credit: 3
Prerequisite: Practicum in Health Science EMT; College/University requirements; this course is offered at WCJC Wharton campus; additional qualifications as per course handout. Students must have completed EMSP 1501, EMSP1160 and taken/passed their EMT certification

exam before eligible to take this next dual credit course. WCJC Course number: EMSP1291.
This series of courses can lead to the Advanced Emergency Medical Technician (EMT) certification and continues to instruct students in trauma management, patient assessment and airway management, cardiology and clinical experiences. Clinical experiences are unpaid external learning experiences and students need to complete 196 hours of clinical time during this next series of courses. Uniforms must be worn to class and must be purchased by the student. Tuition, fees and student admission procedures for this course will be the outlined to the student; students are responsible for payment of college tuition, fees and books required for this course along with their own transportation to and from the campus. Students must submit a WCJC EMT program application prior to enrolling. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

HOSPITALITY AND TOURISM PROGRAMS OF STUDY

CTE Programs of Study Guide Link

CULINARY ARTS

7715 Introduction to Culinary Arts
Credit: 1
Prerequisite: None
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide safety and sanitation, insight to food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

7720 Culinary Arts
Credit: 2
Prerequisite: Introduction to Culinary Arts
Learn the culinary skills and techniques associated with working on a luxury cruise ship or in a five-diamond kitchen or hotel. This is a year-long course that provides opportunities for real business and career experiences that occur in a culinary environment. Gain experience with various food service concepts and styles of service. Knife skills, safety and sanitation, essential cooking techniques, menu planning, and how to use standardized recipes are some of the key concepts of this course. Come aboard and begin your voyage into one of the most challenging careers in the hospitality industry! Industry certification testing will be available for Food Handlers to all students meeting testing criteria; see teacher for these details.

7730 Advanced Culinary Arts
Credit: 2
Prerequisites: Culinary Arts
Want to work your way to become a Top Chef? If so, this Practicum class is your road map to getting there. Continue safety and sanitization concepts learned in Culinary Arts. Advanced Culinary Arts will provide opportunities for real business and career experiences. Let your creativity shine as you develop menus, test recipes, practice cost control and customer service. Industry certification testing will be available for Food Handlers and ServSafe Managers to all students meeting testing criteria; see teacher for these details. This course can earn college credit based on Articulation agreements with Art Institute of Houston and the Culinary Institute Le Norte; which are subject to change.

7735W Practicum in Culinary Arts
Credit: 2
Prerequisite: Advanced Culinary Arts
Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course, must be a minimum age of 16 and hold a valid` work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
If you are certain that becoming a certified chef, restaurant owner or operator is in your future, then Practicum in Culinary Arts will definitely put you on the right path. Gain experience managing an on-site café catering service or working in an off-site culinary training station. In this year-long course you will continue to learn culinary skills, gain additional management experience, study global cuisines, participate in culinary competitions, and create a professional career portfolio. Certification in ServSafe is available to all students meeting testing criteria; see teacher for these details. This course can earn college credit based on Articulation agreements with the Art Institute of Houston and the Culinary Institute Le Norte, which are subject to change.

7735EW Practicum in Culinary Arts - Extended
Credit: 3
Prerequisite: Advanced Culinary Arts
Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Culinary Arts. This occupationally specific course is

designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Culinary Arts skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. This course can earn college credit based on Articulation agreements with the Art Institute of Houston and the Culinary Institute Le Norte, which are subject to change.

7740 Food Science

See course description in Science section

HUMAN SERVICES PROGRAMS OF STUDY

CTE Programs of Study Guide Link

FAMILY & COMMUNITY SERVICES

7300 Professional Communications

Credit: .5
Prerequisite: None
Careers in today's economy requires one to be creative, a strong background in computer and technology-based applications, a strong and solid academic foundation and communicate effectively in both oral and written formats. Students in this class will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics and conduct Internet research.

7820 Lifetime Nutrition & Wellness

Credit: .5
Prerequisite: None
We have all heard the saying 'you are what you eat'. Develop knowledge and skills related to making informed choices regarding how our eating habits affect our way of life. Information on eating disorders, exercise options and other factors relating to nutrition and wellness will be discussed. The food labs will focus on healthy eating habits, safety and sanitation and management principles.

7410 Human Growth & Development

Credit: 1
Prerequisite: None:
What does learning to walk have to do with brain development? Why are social interactions so important for late adults to help them maintain a healthy self-esteem? These topics and many more are explored in the study of human development across the life span from pre-natal to late adulthood. Areas of study include developmental milestones, current trends in research, theories and human relationships. You will also explore careers related to human development, which leads into further studies at the post-secondary level.

7840 Child Guidance

Credit: 2
Prerequisite: Human Growth & Development
Student must complete an interest form for enrollment and attend a meeting with the instructor.
Learn what is related to the child's growth and guidance that assists them in developing positive relationships, creating effective caregiver skills, promoting the well-being and the healthy development of children. Units that will be covered are: professionalism, child care management; safety, nutrition, health & wellness; child growth & development; guidance, career and success at work. Each student will work as a Teacher Assistant in various areas and levels to explore various career options. Hours spent as Teacher Assistant may apply toward completion of Child Development Associate certification. Transportation to and from Preschool is provided by the District.

7850W Practicum in Human Services

Credit: 2
Prerequisite: Child Guidance; Student must complete an Interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) for continuation in this course; must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
Practicum in Human Services provides on-the-job training which focus in one or more of the following areas: consumer services, early childhood development and services, counseling and mental health services, and/or family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Hours spent as Teacher Assistant may apply toward completion of Child Development Associate certification.

7850EW Practicum in Human Services - Extended

Credit: 3
Prerequisite: Child Guidance; Student must complete an Interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. Practicum in

Human Services provides on-the-job training which focus in one or more of the following areas: consumer services, early childhood development and services, counseling and mental health services, and/or family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship. Hours spent as Teacher Assistant may apply toward completion of Child Development Associate certification.

INFORMATION TECHNOLOGY PROGRAMS OF STUDY

CTE Programs of Study Guide Link

INFORMATION TECHNOLOGY & SUPPORT SERVICES

7910 Principles of Information Technology

Credit: 1
Prerequisite: None
This course will begin to prepare students for a career as a computer technician. PC hardware and software will be introduced. Learn the art of troubleshooting PC problems. You will be exposed to both operating system software, including an introduction to the Microsoft Office Suite. Networking, computer security, and webpage creation will also be introduced.

7921L Computer Maintenance Lab

Credit: 2
Prerequisite: Principles of Information Technology; Students must complete an Interest form for enrollment and attend a meeting with instructor.
This course continues the study of PC hardware and software using LabSim, with a strong focus on preparation for the Industry certification, as well as emphasis on creating well-rounded technicians, who are capable of providing both support and preventative maintenance to all types of customers. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Course taught at THS only, but available to students at all LCISD high schools. Transportation provided. Enrollment is limited.

Computer Technician Practicum
7939W (1st time taken)
7940 (2nd time taken)

Credit: 2
Prerequisite: Computer Maintenance Lab; Recommended Industry Certification. Students must complete an Interest form for enrollment and attend a meeting with the instructor. Students in this course will participate in a teacher-approved training station (unpaid) for continuation in this course and must be a minimum age of 16.
This course completes the study of PC hardware, software, and networking. You will conduct a more in-depth study of the aspects of the previous courses with a focus on passing CompTIA Certification. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Course taught at THS only, but available to students at all LCISD high schools. Transportation provided. Enrollment is limited.

Computer Technician Practicum – Extended
7939EW (1st time taken)
7940E (2nd time taken)

Credit: 3
Prerequisite: Computer Maintenance Lab; Recommended Industry Certification; Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Information Technology. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Information Technology skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Course taught at THS only, but available to students at all LCISD high schools. Transportation provided. Enrollment is limited.

Practicum in Information Technology – Dual with TSTC
7946WD Fall (1st time taken)
7946XD Spring (1st time taken)

Credit: 2
Prerequisite: Computer Maintenance Lab or Computer Science I or Computer Science PAP. Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of TSTC dual credit pathway for Cybersecurity Technology through the Information Services or Programming and Software Development pathways. Successful completion will result in TSTC credit. Course will take place at the TSTC campus and possibly online. Transportation provided. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

Practicum in Information Technology – Dual with TSTC
7948WD (Fall) (2nd time taken)
7948XD (Spring) (2nd time taken)
Credit: 2
Prerequisite: Computer Maintenance Lab or Computer Science I or Computer Science PAP. Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of TSTC dual credit pathway for Cybersecurity Technology through the Information Services or Programming and Software Development pathways. Successful completion will result in TSTC credit. Course will take place at the TSTC campus and possibly online. Transportation provided. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

LAW and PUBLIC SERVICES PROGRAMS OF STUDY

CTE Programs of Study Guide Link

LAW ENFORCEMENT

8110 Law Enforcement I
Credit: 1
Prerequisite: None
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. You will analyze law related to victims and witnesses.

8120 Law Enforcement II
Credit: 1
Prerequisite: Law Enforcement I
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. The student achieves the academic knowledge and skills required to prepare for post-secondary education and a career in law. Explore civil law enforcement procedures for serving writs, warrants, and summons enforcement. Present testimony in legal proceedings in accordance with courtroom procedures. Explore new and emerging technologies in law enforcement

8130 Courts Systems & Practices
Credit: 1
Prerequisite: Law Enforcement II
This is an overview of the federal and state court systems, that identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation

8131Correctional Services
Credit: 1
Prerequisite: Law Enforcement II
This course will prepare you for certification required for employment as a correctional officer. Learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. The Basic Correctional Officer Certification and the Emergency Telecommunicator Certification testing will be available to all students meeting testing criteria; see teacher for these details.

8153W Practicum in Law, Public Safety, Correction and Security
Credit: 2
Prerequisite: Correctional Services
Student must complete interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher-approved training station (onsite or offsite, paid or unpaid) of 16 and hold a valid work documentation to enroll in a paid practicum experience working at least 10 hours per week. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade. The Practicum in Law, Public Safety, Correction and Security course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course requires employment to allow students to become proficient in a Law, Public Safety, Correction and Security area. The coursework is designed to give students supervised practical real-world application of previously studied knowledge and skills in Law, Public, Safety Correction and Security. Instructor will provide industry standard training as well as Industry certifications opportunities.

8153EW Practicum in Law, Public Safety, Correction and Security - Extended
Credit: 3
Prerequisite: Correctional Services
Student must complete an interest form for enrollment and attend a meeting with instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Law, Public Safety, Corrections, and Security. This

occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Law, Public Safety, Corrections, and Security skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training as well as Industry certifications opportunities.

8140W Forensic Science

See course description in Science section.

MANUFACTURING PROGRAMS OF STUDY

CTE Programs of Study Guide Link

WELDING

7181 Welding I

Credit: 2
Prerequisite: Agricultural Mechanics & Metal Technologies.
Here's your next step in your welding pathway. This course is designed to continue to advance your welding skills. Instructor will provide industry standard training and students will work toward AWS certification.

Welding I – Dual with TSTC Welding Pathway 7181WD (Fall) 7181XD (Spring)

Credit: 2
Prerequisite: Agricultural Mechanics & Metal Technologies.
Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Welding Technology. Successful completion will result in TSTC credit. Course will take place at the TSTC campus. Transportation provided.
*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7183W Welding II

Credit: 2
Prerequisite: Welding I
Rapid advances in welding technology and industry demands for skilled employees have created a high need for this career pathway. Learn the technical skills and academic integration to become a successful worker in this industry. Instructor will provide industry standard training and students will work toward AWS certification.

Welding II – Dual with TSTC Welding Pathway 7183WD (Fall) 7183XD (Spring)

Credit: 2
Prerequisite: Welding I (Dual).
Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Welding Technology. Successful completion will result in TSTC credit. Course will take place at the TSTC campus. Transportation provided.
*Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7108WD Introduction to Process Technology – Dual with WCJC – (Fall)

Credit: 1
Prerequisite: Principles of Agriculture, Food, & Natural Resources; Principles of Technology or concurrent enrollment
This course is an introductory overview of the various processing industries. Students will be introduced to chemical and plant refinery, plant operations, as well as the various career fields in the process technology industry. Topics include, process technician duties, responsibilities and expectations, plant process and utility systems, and the mental requirements to be a process technician. Learn about the advanced technology in the area of process operations at petrochemical, refining companies, and other industries. Student must complete WCJC online application; provide Permit to Register and transcripts. See WCJC for additional enrollment and orientation process requirements. Transportation available. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

7109XD Petrochemical Safety, Health, and Environment – Dual with WCJC- (Spring)

Credit: 1
Prerequisite: Introduction to Process Technology
This course is an overview of safety, health, and environmental issues in the performance of all job tasks in petrochemical environments. Learn to identify safe and environmentally sound work habits in the performance of all job tasks and regulatory compliance issues. Student must complete WCJC online application; provide Permit to Register and transcripts. See WCJC for additional enrollment and orientation process requirements. Transportation available. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

MANUFACTURING TECHNOLOGY

Precision Metal Manufacturing I – Dual with TSTC Precision Machining Pathway
7184WD (Fall)
7184XD (Spring)
Credit: 2
Prerequisite: Agricultural Mechanics & MetalTechnologies. Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Precision Machining Technology. Successful completion will result in TSTC credit. Course will take place at the TSTC campus. Transportation provided. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

Precision Metal Manufacturing II – Dual with TSTC Precision Machining Pathway
7186WD (Fall)
7186XD (Spring)
Credit: 2
Prerequisite: Precision Metal Manufacturing I (Dual). Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Precision Machining Technology. Successful completion will result in TSTC credit. Course will take place at the TSTC campus. Transportation provided. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS PROGRAMS OF STUDY

CTE Programs of Study Guide Link

ENGINEERING

8340 Introduction to Engineering Design (IED) - PLTW
Credit: 1
Prerequisite: None
If you can imagine it, you can design and engineer it in the Introduction to Engineering Design class. Students who want to use software and other technology to solve problems through designing and translating the design into a real product will enjoy this hands-on approach to exploring engineering as a career. This course can earn college credit based on Articulation agreements with the Rochester Institute of Technology, which are subject to change.

PLTW Engineering Specialization Courses
Credit: 1
Prerequisite: Introduction to Engineering Design
What would it feel like to have the expertise to build a school that could withstand an earthquake, help design the space vehicles that take people to Mars, develop systems to use computers that help humans and robots to efficiently interact, or develop artificial lenses that restore sight to blind people? The Engineering Specialization allows students to apply what they have learned in STEM courses to a more specific area of engineering. *Campus specific course.

8331 Aerospace Engineering LCHS, THS
Students will explore the physics of flight and bring what they're learning to life through hands-on projects such as designing a glider and creating a program for an autonomous space rover.

8332 Civil Engineering & Architecture THS, LCHS, GRHS
Students will learn important aspects of building and site design and development, and then they will apply what they know to design a commercial building. This course can earn college credit based on Articulation agreements with the Rochester Institute of Technology, which are subject to change.

8333 Computer Integrated Manufacturing FHS, CFHS, LCHS.
Students will discover and explore manufacturing processes, product design, robotics, and automation, and then they will apply what they have learned to design solutions for real-world manufacturing problems. This course can earn college credit based on Articulation agreements with the Rochester Institute of Technology, which are subject to change.

8334 Environmental Sustainability GRHS, FHS, CFHS
In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, student's research and design potential solutions to these true-to-life challenges.

8330W Engineering Science - PLTW
See Science section for Science credit
Credit: 1
Prerequisite: A PLTW Engineering Specialization course
This survey course of engineering exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the

professional engineering community. This course can earn college credit based on Articulation agreements with the Rochester Institute of Technology, which are subject to change.

8320 Digital Electronics (DE) – PLTW

See Math section for Math credit
Credit: 1
Prerequisite: A PLTW Engineering Specialization course
Digital Electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of this course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course can earn college credit based on Articulation agreements with the Rochester Institute of Technology, which are subject to change.

8326W Engineering Design & Problem Solving: PLTW

See Science section for Science credit
Credit: 1
Prerequisite: Three PLTW credits, Algebra II, Chemistry & Physics
This engineering research course allows students to work in teams to research, design, and construct a solution to an open-ended engineering problem. Students apply principles developed in previous PLTW courses and must present progress reports, submit a final written report and defend their solutions to reviewers.

8360W Principles of Technology

See course description in Science section

PROGRAMMING & SOFTWARE DEVELOPMENT

CTE Programs of Study Guide Link

2533 Computer Science I

Credit: 1
Prerequisite: Algebra I
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate using various electronic communities to solve the problems through data analysis. Students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts

2573 Computer Science I - PAP

Credit: 1
Prerequisite: Algebra I
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate using various electronic communities to solve the problems through data analysis. Students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

2592 Computer Science Principles – AP

Credit: 1
Prerequisite: Algebra I, Computer Science I or Computer Science - PAP.
Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow. AP Computer Science Principles has the goal of creating leaders in computer science fields and attracting providing students with essential computing tools and multidisciplinary opportunities. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule."

2593 Computer Science A – AP (Math)
5007 Computer Science A – AP (LOTE)

Credit: 2 (1 Math credit and 1 LOTE credit)
Prerequisite: Computer Science Principles AP
The course is an advanced computer science course that allows students to work on large-scale projects. Topics include: advanced data structures, searching/sorting algorithms, recursion, algorithm efficiency and Graphic User Interfaces. This AP course will require students to dedicate themselves to study required by rigorous college-level standards. Students taking this course will be prepared and are expected to take the AP test upon completion. Carefully read the section describing PAP and AP in the "High School Overview" section of this catalog under "Planning Your Schedule." This course requires two class periods and students must be enrolled in both course numbers.

2574 Advanced Computer Science II

Credit: .5 - 1
Prerequisite: Computer Science I or Computer Science I PAP
Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a

variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course.

2583W IS: Technology Applications

Credit: 1
Prerequisite: Advanced Computer Science II or Computer Science A-AP
This course is an advanced computer science course that allows students to work on large scale projects. Topics include: databases, networking, managing sounds, graphics, collision detection and threads.

TRANSPORTATION, DISTRIBUTION, & LOGISTICS PROGRAMS OF STUDY

CTE Programs of Study Guide Link

TRANSPORTATION TECHNOLOGY

8419 Automotive Basics

Credit: 1
Prerequisite: None
Are you interested in exploring a career in the high-paying automotive industry? If so, begin your journey with this course that provides a basic understanding of safety, automotive careers, automotive systems and the Automotive Service Excellence (ASE) technician's certification process. Students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

8420 Automotive Technology I: Maintenance & Light Repair

Credit: 2
Prerequisite: Energy and Power of Transportation Systems, Automotive Basics for 2020-21 cohort Student must complete an interest form for enrollment and attend information meeting with instructor. This is the second course in the sequence and allows students the opportunity to practice safety, theory, diagnosis and repair in the areas of brakes, steering and suspension, electrical, and engine performance. The course is one step in preparing students for college and automotive manufacturer's training and automotive industry certification that is taught by an ASE certified instructor. Job shadowing may be included. Be prepared to and possibly participate in the Automotive Service Excellence certification exam in Brakes, Suspension and Steering, Electrical/Electronic Systems and Engine Performance. If the student is involved in a job shadowing experience, transportation to and from the training site is the responsibility of the student. Course taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Transportation provided to and from class. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

Automotive Technology I: Maintenance & Light Repair – Dual
8420WD (Fall)
8420XD (Spring)

Credit: 2
Prerequisite: Energy and Power of Transportation Systems, Automotive Basics for 2020-21 cohort. See College for requirements. Course offered in conjunction with TSTC, see above for course description.
Course taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. Student must complete TSTC orientation process. Student must complete TSTC online application; provide Permit to Register, and transcripts. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of the TSTC dual credit pathway for Diesel Equipment Technology. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

8430 Automotive Technology II: Automotive Service

Credit: 2
Prerequisite: Automotive Technology I: Student must complete an interest form for enrollment and attend a meeting with the instructor.
This course is designed for students who are planning a career in the automotive industry. This course allows students the opportunities to practice advanced theory, diagnosis and repair in the areas of brakes, steering and suspension, electrical, and engine performance. Students will solve automotive problems and prepare for post-secondary training and/or automotive industry certification and is taught by an ASE certified instructor. Students will be prepared to and possibly participate in the Automotive Service Excellence-ASE certification exam in Brakes, Suspension and Steering, Electrical/Electronic Systems and Engine Performance. If the student is involved in a job shadowing experience, transportation to and from the training site is the responsibility of the student. Course taught at LCHS only, but available to students at all LCISD high schools. Transportation provided. Enrollment is limited. Completion of S/P2 safety certification is required during eh first grading period to participate and advance in this course.

Automotive Technology II: Automotive Service - Dual
8430WD (Fall)
8430XD (Spring)
Credit: 2
Prerequisite: Automotive Technology I: Maintenance & Light Repair Dual
See College for requirements. Course offered in conjunction with TSTC, see above for course description. Course taught at LCHS only, but available to students at all LCISD high schools. Enrollment is limited. Refer to the section describing Dual/Concurrent College Courses in the "High School Overview" page of this catalog. Student must complete TSTC orientation process. Student must complete TSTC online application; provide Permit to Register, and transcripts. See TSTC for additional enrollment and orientation process requirements. This course is taken as part of the TSTC dual credit pathway for Diesel Equipment Technology. *Not all Dual Credit courses are offered at all campuses. This course is not eligible for semester exam exemptions. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

Practicum in Transportation Systems
8440W (1st time taken)
8442 (2nd time taken)
Credit: 2
Prerequisite:
Automotive Technology I: Maintenance & Light Repair; or Automotive Technology II: Automotive Services; AYES process completed and approved. Student must complete an interest form for enrollment and attend a meeting with the instructor. Students will participate in a teacher- approved, previously determined AYES training station (onsite or offsite, paid or unpaid) for continuation in this course, must be a minimum age of 16, and hold a valid work documentation to enroll in this paid practicum experience working at least 10 hours per week. Transportation to and from the AYES/job training site is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
Advanced students who are seeking a career in the automotive industry, will have the opportunity to practice advanced diagnosis and repair in the areas of brakes, steering and suspension, electrical, and engine performance in this class taught by an ASE certified instructor. Students will be able to participate in on-the-job training allowing them to work with a mentor in an automotive dealership. Students will be prepared to and expected to complete an Automotive Service Excellence certification exam. Course taught at LCHS only, but available to students at all LCISD high schools. Transportation provided. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

Practicum in Transportation Systems – Extended
8440EW (1st time taken)
8442E (2nd time taken)
Credit: 3
Prerequisites: Automotive Technology I: Maintenance & Light Repair; or Automotive Technology II: Automotive Services AYES process completed and approved.
Student must complete an interest form for enrollment and attend a meeting with the instructor. Extended is for students who work a minimum of 15 hours a week in a teacher-approved training station (paid or unpaid off site) for continuation in this course, must be a minimum age of 16 and hold a valid work documentation to enroll in a paid practicum experience. Transportation to and from the training station is the responsibility of the student. Workplace visits required by teacher of record every 6 weeks. Training station evaluation will count as 30% of the student's grade.
This course completes the coherent sequence in the field of Transportation Systems. This occupationally specific course is designed to provide classroom technical instruction and on-the-job training experiences. Students will work on fine tuning their Transportation Systems skills, safety, work ethics, and job-related study in the classroom. Instructor will provide industry standard training. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Completion of S/P2 safety certification is required during the first grading period to participate and advance in this course.

DIESEL and HEAVY EQUIPMENT

Diesel Equipment Technology I - Dual with TSTC Diesel Equipment Technology Pathway
8450WD (Fall)
8450XD (Spring)
Credit: 2
Prerequisite: Automotive Technology I: Maintenance & Light Repair and College/University Requirements; Recommended: Automotive Technology II: Automotive Service.
Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Diesel Equipment Technology. Successful completion will result in TSTC credit. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Course will take place at the TSTC campus. Transportation provided. This course is not eligible for semester exam exemptions.

Diesel Equipment Technology II - Dual with TSTC Diesel Equipment Technology Pathway
8460WD (Fall)
8460XD (Spring)
Credit: 2
Prerequisite: Diesel Equipment Technician I-Dual , College/University Requirements;
Student must complete TSTC online application; provide Permit to Register, transcripts, shot record; and attend a meeting with TSTC Academic Advisor. See TSTC for additional enrollment and orientation process requirements. Student must comply with TSTC uniform policy regarding appropriate shop attire. This course is taken as part of TSTC dual credit pathway for Diesel Equipment Technology. Successful completion will result in TSTC credit. Industry certification testing is offered to all students meeting testing requirement; see teacher for details. Course will take place at the TSTC campus. Transportation provided. This course is not eligible for semester exam exemptions.

HIGH SCHOOL INSTRUCTIONAL PROGRAMS

GIFTED AND TALENTED

Program Design

The high school component of the program for gifted/talented develops students' abilities to research independently; to plan and make decisions; to think creatively, logically, divergently and critically; to engage in higher levels of thinking, thus helping students become self-directed learners. Based on the characteristics and needs of the gifted learner, the curriculum is differentiated by providing opportunities for students to interact with more complex and abstract content, processes and at a pace designed to maximize learning experiences for gifted students. Gifted/Talented learners work toward development of advanced level "products and performances of professional quality that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment as part of their program services." (Texas State Plan for the Education of Gifted/Talented Students, 1996)

Student Population

Students may enroll in advanced level courses in the four core areas of language arts, social studies, math, and science. These courses are taught by teachers trained to meet the needs of gifted/talented students in the following areas: nature and needs, assessment, curriculum differentiation, and teaching strategies. Teachers update their training each year. The high school's program for gifted students is comprised of advanced courses -- PAP, AP, and Dual Credit -- in the four core areas. A student identified for gifted services must enroll in at least one advanced level class in at least one of the core areas each year.

Management

The high school's program for gifted students is comprised of advanced courses in both PAP , AP, and Dual Credit in the four core areas. Each student identified as gifted is expected to enroll in at least one advanced course in one or more of the core areas (math, social studies, English/language arts, and science) each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the program (See procedures in LCISD GT Handbook).

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework with State Assessments and End of Course exams. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. Each campus has a reading interventionist who participates in screening and planning for students. The campus dyslexia instructional program falls under the Section 504 or Special Education.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies through the use of sheltered strategies. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

SPECIAL EDUCATION

Special education services are provided to students who are eligible for such services by an Admission, Review and Dismissal Committee (ARD). Eligibility is based on identified disabilities and specialized instruction and related services are offered to meet individual student needs. Depending on the student needs, academic services are provided through both regular and special education courses.

Specialized instruction is provided along the following continuum and reviewed at least annually:

- classes with accommodations;
- classes with inclusion support;
- classes with modified course objectives;
- classes with prerequisite skills.

A special education student is eligible to graduate when the student satisfactorily completes the appropriate academic credit requirements for graduation, including satisfactory performance on the State of Texas Assessments of Academic Readiness (STAAR). For specific graduation requirements, see graduation requirements section. A special education student who does not meet the above requirements may be graduated upon determination by the ARD Committee that the student has completed requirements specified in the IEP that have resulted in one of the following:

A. Full-time employment, based on the student's abilities and local employment opportunities, in addition sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district; or
B. Demonstrated mastery of specific employability skills and self-help skills that do not require direct on-going educational support of the local school district;
C. Access to services that are not within the legal responsibility of public education

NOTE: All special education students' schedules are the result of an Admission, Review, and Dismissal (ARD) decision.

SPECIAL EDUCATION COURSES

Applied English
1513 Applied English I
1613 Applied English II
1713 Applied English III
1813 Applied English IV

Credit: 1
Prerequisite: ARD Committee Decision
English I, II, III, and IV provides students with grade-level specific instruction in all the essential skills and strategies needed to master their IEP objectives. The basics of the writing process build a foundation for effective writing and communication skills that will last a lifetime.

9663 Reading I
9673 Reading II
9683 Reading III

Credit: 1
Prerequisite: ARD Committee Decision
This course covers basic word attack and comprehension skills. The student works in the group or level nearest his/her ability range with packets and drills designed to improve reading. Many high-interest, easy-reading materials are part of the course work.

2513 Applied Algebra I

Credit: 1
Prerequisite: ARD Committee Decision
Applied Algebra I is the practical study of functions to model problem situations and to analyze and interpret relationships. Students will be given grade-level specific instruction necessary to master IEP objectives.

2613 Applied Geometry

Credit: 1
Prerequisite: ARD Committee Decision
Applied Geometry is the practical study of geometric figures of zero, one, two, and three dimensions among them including size, shape, location, and orientation. Students will be given grade-level specific instruction necessary to master IEP objectives.

2013 Applied MMA

Credit: 1
Prerequisite: ARD Committee Decision
Applied MMA is the practical study of mathematics through its application in personal finance, science, engineering, fine arts, and social sciences. Students will be given grade-level specific instruction necessary to master IEP objectives.

2713 Applied Algebra II

Credit: 1
Prerequisite: ARD Committee Decision
Applied Algebra II is the practical study of mathematics through the study of systems of equations, absolute value, and rational functions in both mathematical solutions and real-world situations. Students will be given grade-level specific instruction necessary to master IEP objectives.

3013 Applied IPC

Credit: 1
Prerequisite: ARD Committee Decision
Applied IPC is the practical study of physics and chemistry topics such as motion, waives, properties and changes in matter, and energy transformations. Students will be given grade-level specific instruction necessary to master IEP objectives.

3513 Applied Biology

Credit: 1
Prerequisite: ARD Committee Decision
Applied Biology is the practical study of structures and functions of cells and viruses, growth and development or organisms, cells, tissues, organs, nucleic acids and

genetics. Students will be given grade-level specific instruction necessary to master IEP objectives.

3613 Applied Chemistry
Credit: 1
Prerequisite: ARD Committee Decision
Applied Chemistry is the practical study of the characteristics of matter, energy transformations, atomic structure, elements, and the behavior of gases. Students will be given grade-level specific instruction necessary to master IEP objectives.

3813 Applied Environmental Science
Credit: 1
Prerequisite: ARD Committee Decision
Applied Environmental Science is the practical study of habitats, ecosystems and biomes and their interrelations to sources of energy, populations, and environments. Students will be given grade-level specific instruction necessary to master IEP objectives.

3913 Applied Aquatic Science
Credit: 1
Prerequisite: ARD Committee Decision
Applied Aquatic Science is the practical study of the components of an aquatic ecosystem and the relationships among aquatic habitats and ecosystems. Students will be given grade-level specific instruction necessary to master IEP objectives.

4513 Applied World Geography
Credit: 1
Prerequisite: ARD Committee Decision
Applied World Geography is the examination of people, places, and environments at the local, regional, national and international levels. Students will be given grade-level specific instruction necessary to master IEP objectives.

4613 Applied World History
Credit: 1
Prerequisite: ARD Committee Decision
Applied World History is the study of significant people, events, and issues from the earliest times to the present. Students will be given grade-level specific instruction necessary to master IEP objectives.

4713 Applied U.S. History
Credit: 1
Prerequisite: ARD Committee Decision
Applied U.S. History is the study of the political, economic, and social events as they relate to the industrialization, urbanization, and the major wars that shaped the modern United States. Students will be given grade-level specific instruction necessary to master IEP objectives.

4810 Applied U.S. Government
Credit: .5
Prerequisite: ARD Committee Decision
Applied U.S. Government is the study of the beliefs upon which the United States was founded and the structure, functions, and powers of government at the national, state, and local levels. Students will be given grade-level specific instruction necessary to master IEP objectives.

4010 Applied Economics
Credit: .5
Prerequisite: ARD Committee Decision
Applied Economics is the study of the principals of production, consumption, and distribution of goods and services in a free enterprise economy. Students will be given grade-level specific instruction necessary to master IEP objectives.

9383 College & Career Path I
9393 College & Career Path II
9403 College & Career Path III
9413 College & Career Path IV
Credit: 1
Prerequisite: ARD Committee Decision
The courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Path courses focus on developing the habits and skills that are expected in college study and the workforce.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABIITIES
An individualized program is designedfor students who will earn credits leading to high school completion, through the provisions B and C as previously described in Special Education Graduation Requirements. To meet minimum requirements for graduation through IEP, a student must complete at least 22 units of credit. One credit is earned when the student masters the objectives specified in the IEP. Students may repeat course work until IEP objectives are mastered. Each student's course of study is designed by the ARD Committee, which specifies content objectives and mastery required within the student's IEP. Special education programs for students with significant cognitive disabilities and course objectives are developed to meet the unique needs and capabilities of each student.

Functional English Sequence
1503 Functional English I
1603 Functional English II
1703 Functional English III
1803 Functional English IV
Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic word function and literacy skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Math Sequence:
2503 Functional Algebra I
2603 Functional Geometry
2003 Functional MMA

2703 Functional Algebra II
Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic mathematical function skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Science Sequence:
3503 Functional Biology
3003 Functional IPC
3603 Functional Chemistry
3703 Functional Physics
Credit: 1
Prerequisite: ARD Committee Decision
In this course, students will develop basic scientific and life science function skills as determined by their IEP. Students are given prerequisite instruction required to be successful on IEP objectives.

Functional Social Studies Sequence:
4503 Functional W. Geography
4603 Functional W. History
4703 Functional U.S. History
4800 Functional Government
4000 Functional Economics
Credit: 1
Prerequisite: ARD Committee Decision
In this set of courses, students will develop basic civics and social studies skills. Students are given prerequisite instruction required to be successful on IEP objectives.

9983 Personal Health
Credit: .5
Prerequisite: ARD Committee Decision
Students are given exposure and training at various sites to improve independent functioning, knowledge of nutrition, wellness, ecology, human growth and development.

1909 Functional Communication Application
Credit: .5
Prerequisite: ARD Committee Decision
Students learn effective communication for life.

9923 Vocational Preparation
Credit: 1
Prerequisite: ARD Committee Decision
Students learn basic job skills in several occupational settings commensurate with the students' interest and ability.

9982 Functional Fitness
Credit: 1
Prerequisite: ARD Committee Decision
The course is designed to teach sustainable fitness through core strength and conditioning, regardless of fitness level, body composition or athletic ability.

9903 Functional Science Elective
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students learn skills necessary to increase independent functioning in health care, housekeeping, clothing care and meal preparation.

9963 Functional Social Studies Elective
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students are instructed through individual, cooperative, and community-based activities to constructively handle leisure time, learn social and interpersonal skills, and better understand family life, community and government functioning.

9463 Functional Math Elective
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students are instructed in practical applications of numeration, time, measurement, and money in functional settings.

9473 Functional Reading
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students will utilize environmental signs and functional words to develop communication skills to foster independence.

9185-9188: Occupational Preparation
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
In the classroom setting, this course is designed to help students in the Adult Transition Program and employer-employee relations. It will also teach acceptable work place etiquette as well as appropriate social interactions. The students will receive additional instruction through classroom modeling.

9189-9192: Work Based Learning (AM)
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students will go out into the community with a district employee in the AM and receive on the job training skills at community sites. This course will give them job skills to help prepare the student for employment after completing the program. Please note that the Adult Transition Program does not guarantee job placement.

9193-9196: Work Based Learning (PM)
Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
Students will go out into the community with a district employee in the PM and receive on the job training skills at community sites. This course will give them job skills to help prepare the student for employment after completing the program. Please note that the Adult Transition Program does not guarantee job placement.

9145-9152 Career Prep I-8

Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
This course provides students with hands on learning within career clusters to prepare them for occupational settings commensurate with the student's interests and abilities.

9153-9160: Functional Activities for Daily Living 1-8

Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
This course offers information and practical experience regarding personal health and hygiene, grooming, domestic, and social skills as it relates to independent living and/or employment.

9161-9168: Citizenship for Life 1-8

Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
This course provides students with hands-on learning to explore skills and information for independent living by navigating campus environments to generalize into real world experiences.

9169-9174: Work Based Learning 1-6

Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
This course refines skills acquired in prerequisite courses. Students will participate in off campus vocational training without financial gain.

9175-9180: Work Based Learning Lab 1-6

Credit: Local as determined by ARD Committee
Prerequisite: ARD Committee Decision
This course provides a hands-on training experience in a simulated campus based work environment designed to assess both job and independent living skills to guide them in the process of transition from school to the real world.

JUNIOR HIGH SCHOOL OVERVIEW

INTRODUCTION

This course selection catalog is designed to help you select courses that you will take during your seventh and eighth grade years. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability.
The role of the junior high school is a dual one:

- to refine the fundamental skills that you learned in earlier grades
- to introduce you to other areas that can be developed later in your educational career.

Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this guide.

JUNIOR HIGH CURRICULUM

Instruction in grades seven and eight covers the Texas Essential Knowledge and Skills mandated by the Texas Education Agency which includes creative/critical thinking skills, processing skills, research skills and concept-based subject matter. Technology applications are an important part of the curriculum for students and are integrated throughout English, science, history and math.

GRADING SYSTEM

Student performance is reported using numerical grades:
A 90 - 100
B 80 - 89
C 70-79
F 69 and below
I Incomplete
No credit due to excessive absences

CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit to advance a grade level. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (Local)].

HIGH SCHOOL CREDIT COURSES

Junior high school students may receive credit toward high school graduation requirements for high school-level courses satisfactorily completed in grades seven and eight. The student will earn .5 credit for the semester course with a semester grade of 70 or above. The student will earn 1 credit for a yearlong class with a yearly average of 70 or above.
High school-level courses taken in junior high are included in GPA computation to determine high school class rank.

Students enrolled in Algebra I are required to take and meet the passing standard for the STAAR End-of-Course Exam.

SEMESTER GRADE DETERMINATION FOR HIGH SCHOOL COURSES

A semester grade consists of three six weeks grades and the semester exam. The three six weeks grades average together for 80% of the semester grade and the semester exam counts as 20% of the semester grade

PROMOTION/RETENTION

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following four courses: language arts (the average of English and reading), mathematics, science, and social studies. In addition, the student must meet minimum expectations on the reading and mathematics sections on the state-mandated assessment STAAR. Failure to meet minimum expectations on any section of the STAAR will require students to receive accelerated instruction before promotion.

STUDENT SUCCESS INITIATIVE PROMOTION

According to the Student Success Initiative (SSI) students in grade 8 are held to specific standards. Eighth grade students will be required to pass STAAR reading and STAAR mathematics in order to be promoted. The requirements of passing eighth grade STAAR reading and STAAR mathematics are state law. In addition, all district eighth grade promotion requirements must be met.

UNIVERSITY INTERSCHOLASTIC LEAGUE (U.I.L.)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the competition in the spring semester.

SEVENTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses
English
Reading
Math
Science
Social Studies
Physical Education/ Major Sports/Dance
One Elective or Math Improvement or Reading Improvement

Electives
Art 7
Band
Beginning Orchestra
Intermediate Orchestra
Choir
Dance
Gateway to CTE
Introduction to Theatre
Intermediate Theater
Journalism
Yearbook
Technology Awareness
Spanish I
Spanish II
French I

EIGHTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses
English *
Math*
Science*
Social Studies*
Physical Education/Dance
2 Electives**

*Technology Application TEKS are integrated into the 8th grade foundation courses throughout the year.
** Reading Improvement and/or Math Improvement may be required of students whose performance on the STAAR test is less than proficient. The student many lose one or two electives.

Electives
HS Art I
Art 8
Band
Beginning Orchestra
Intermediate Orchestra
Choir
Dance
French I
French II
Gateway to CTE
Journalism
Yearbook
Principles of Agriculture, Food & Natural Resources
Principles of Applied Engineering
Principles of Business, Marketing and Finance
Principles of Hospitality & Tourism
Principles of Human Services
Spanish I
Spanish II
Spanish for Spanish Speakers I & II
Technology Awareness
Introduction to Theater
Intermediate Theatre
Theatre Production 8

JUNIOR HIGH SCHOOL INSTRUCTIONAL PROGRAMS

COURSE DESCRIPTION

Courses are taught according to the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on developing knowledge and skills needed for success in high school. Recognizing and using higher levels of cognitive skills, developing processing skills, recognizing and using critical and creative thinking skills will also be empathized. Interacting with concept-based subject matter and developing and improving oral and written communication skills in a variety of formats.

HIGH SCHOOL COURSE SCHEDULE CHANGES IN JUNIOR HIGH

A student may drop a HS credit course in JH up through the first progress report of the semester, and **all course requests must be submitted and completed by the end of the 4th week of school each semester**. If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a NON HS credit course as a replacement.

GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP/GT courses in one or more of the core subject areas each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All of the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD for the first time (grades 6-12) are identified as gifted in specific subject- area(s), which is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. GT courses are offered in each of the core curriculum areas: math, science, English/language arts, and social studies.

SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABIITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework which meet State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. Each campus has a reading interventionist who participates in screening and planning for students. The campus dyslexia instructional program falls under the Section 504.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies through the use of sheltered strategies. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

FINE ARTS

School districts must ensure that each student completes one Texas Essential Knowledge and Skills-based fine arts course in Grade 6, Grade 7, or Grade 8. TAC 74.3(a)(2). Fine arts courses offered in Lamar CISD junior high schools are art, band, choir, and theatre.

Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering.

JUNIOR HIGH SCHOOL COURSE OFFERINGS

REQUIRED COURSES

ENGLISH LANGUAGE ARTS
132 7 ELAR
138 7 ELAR PAP GT

This focuses on reading, writing, listening, speaking, and thinking within a variety of genres of increasing complexity. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply these genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others.

136 English Learners Language Arts (ELLA) 7

Prerequisite: LPAC recommendation

This course includes the four domains of language (reading, writing, listening, speaking) and thinking within a variety of genres of increasing complexity and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply these genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content

and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

142 8 ELAR
148 8 ELAR PAP GT

This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, examine, and synthesize relevant information from varied sources and will present results both independently and as part of a collaborative group.

146 English Learners Language Arts (ELLA) 8

Prerequisite: LPAC recommendation

This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, gather, and synthesize relevant information from varied sources and to plan agendas while participating collaboratively with others. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

031 Reading 7 Improvement
041 Reading 8 Improvement
231 Math 7 Improvement
241 Math 8 Improvement

These courses are designed to increase student knowledge and skills in mathematics or reading concepts. Instruction is focused on specific areas of need as identified by the state competency tests.

MATH

237 Math 7
238A Math 7 PAP GT* (1st semester)
238B Math 7 PAP GT* (2nd semester)

Mathematics Grade 7 focuses on using proportional relationships in a variety of problem solving situations. Students apply addition, subtraction, multiplication, and division of decimals, fractions, and integers. Patterns, relationships, and algebraic thinking are used to represent relationships numerically, geometrically, verbally, and symbolically. Topics include solving equations, geometry and spatial reasoning, measurement, and probability and statistics. Critical thinking and problem-solving skills are emphasized. *Mathematics Grade 7 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all of the Grade 8 Math TEKS. Students in Mathematics Grade 7 PAP GT will take the Grade 8 Math STAAR Assessment. This course meets the TEA requirement for an Algebra I prerequisite.

247 Math 8
249 Math 8 PAP GT

The primary focus on mathematics in Grade 8 is using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. Some of the topics students will study are patterns, relationships, and algebraic thinking, transformational geometry, measurement, and the Pythagorean Theorem. Emphasis will be placed on critical thinking and problem-solving skills.

2540 Algebra I Pre-AP – 8th

Credit: 1, Applies toward high school credit

Prerequisite: Completion of Math 7 PAP GT with a district recommendation of grade average of 90 or higher and advanced score on the 8th grade STAAR math assessment.

In Algebra I, 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. Algebra I Pre-AP includes the same student objectives as Algebra I. Algebra I Pre-AP courses prepares students who intend to continue their studies in Pre-AP/AP. This Pre-AP course will be taught at the Pre-AP level using Pre-AP strategies. Carefully read the section describing Pre-AP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule”. Students enrolled in Algebra I Pre-AP are required to take

the STAAR End of Course Exam. Grade points are earned toward high school GPA (Grade Point Average).

SCIENCE

334 Science 7
337 Science 7 PAP GT
Grade 7 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms and environments. While interdisciplinary in nature, there is a focus on life science. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.

344 Science 8
347 Science 8 PAP GT
Grade 8 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms and environments. While interdisciplinary in nature, there is a more in-depth focus on the physical and earth sciences. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.

SOCIAL STUDIES

434 Social Studies 7
437 Social Studies 7 PAP GT
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.

444 Social Studies 8
447 Social Studies 8 PAP GT
In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. 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.

PHYSICAL EDUCATION
Students may only take (1) physical education course each year.

634 Physical Education 7th
644 Physical Education 8th
This course introduces and develops skills in such lifetime activities as swimming, volleyball, softball, badminton, basketball, flag football, table tennis, touch football, tennis, soccer, folk dance, track/field and kickball. Students learn the importance of physical fitness, good sportsmanship and individual development.

636 Major Sports 7th
638 Major Sports 8th
Prerequisite: Physical examination is required prior to tryouts.
The following competitive athletic programs are designed for those who are highly motivated to participate in team and individual UIL athletics. Participants are expected to meet all UIL regulations, and must maintain academic standards while devoting a great deal of time outside the school day toward these programs. Tryouts and coach approval are required to participate in each sport listed below.

633 Dance 7th
643 Dance 8th
Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement.

Football, Basketball, Track, Volleyball, Tennis & Cross Country

ELECTIVE COURSES
Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

FINE ARTS

VISUAL ARTS
Lamar CISD's junior high school visual arts program offers a comprehensive art education that provides students enriched opportunities for creative expression. These courses are designed for students who wish to learn to draw, paint, design, sculpt, study the great masters of art, and develop confidence in their creative expression. Elements of art history, production, aesthetics, and criticism will be included. Varying levels of instruction are offered.

734 Art 7
744 Art 8
This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary. They will also develop the skills necessary for communicating ideas and emotions through art. The art studio is a creative environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses. Each student will maintain a portfolio.

7503 HS Art I

Credit: 1
Prerequisite: None
Art I is a comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design.

BAND

Lamar CISD's junior high school band program is a course of study which introduces and develops musical concepts and skills related to instrumental music. Students learn to play a woodwind, brass, or percussion instrument and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to learn music, experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the band director on each campus for each band. Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of band are offered on each campus. Placement is by performance criteria established by the band staff on each campus and may include an audition.

739 Beginning Band

No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, every effort is made to honor the instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts.

740 Concert Band

Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, Lamar CISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions are encouraged. Full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.

748 Symphonic Band

Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, Lamar CISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions may be expected. Weekly, 1-hour section rehearsals and additional full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.

749 Honors Band

This is the most advanced performing ensemble in the band program. Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts: Lamar CISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions may be expected. Weekly, 1-hour section rehearsals and additional full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.

CHOIR

Lamar CISD's junior high school choir program is a course of study which introduces and develops musical concepts and skills related to choral music. Students learn to sing and perform music. Participation in Beginning Choir is preferred, but no previous experience is required. Participation in a performing group offers the students the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills.

Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the choir director on each campus for each choir.

Calendars are distributed at the beginning of the school year and updated as needed. Three to four levels of choir are offered on each campus. Placement is by performance criteria established by the choir staff on each campus and may include an audition.

750 Boys Choir
751 Girls Choir

These performing groups give the student training and experience in being a member of a specialized group. Emphasis is placed on two- and three-part music and includes a variety of styles from the traditional contest literature to the lighter form of contemporary music unique to the male and female voice. A continuation of experiences in performing as a soloist and ensemble member is emphasized. In this course, students continue to develop basic ear training/listening skills, individual/ensemble skills, vocal production, music reading, and musicianship. Students will develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will participate in a variety of concerts throughout the year as well as solo and ensemble contest, All- Region choir auditions, community programs, and the UIL Concert and Sight Reading competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year. Prerequisite: Any student interested in choral music may enroll.

735 Mixed Choir

In this more advanced course, students extend their ear training/listening skills, individual/ensemble singing skills, vocal production, and music reading. The music taught spans the Renaissance Period to the popular music of today. A continuation of experiences in performing as a choir member, soloist, and ensemble member is emphasized. Students will further develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will study the historical and cultural significance of works performed and will do qualitative analysis of choral literature. Students in this course will participate in a variety of curricular and extracurricular concerts throughout the year as well as solo and ensemble contest, All-Region choir auditions, community programs, and UIL Concert and Sight Reading Competition. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.

ORCHESTRA

Lamar CISD's orchestra program is a new course of study which introduces and develops musical concepts and skills related to orchestra instruments. Students learn to play a violin, viola, cello, or double bass and perform music. No previous experience is required. Participation in a performing group offers the students the opportunity to learn music, experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. Attendance at outside-of-the-school-day rehearsals and performances is a requirement of many of these classes. Specific calendars of rehearsals and performances are available from the orchestra director on each campus. Calendars are distributed at the beginning of the school year and updated as needed. Placement is by performance criteria established by the music staff on each campus and may include an audition. A limited number of school-owned instruments are available. Parents of students with financial needs should contact the orchestra director at the school.

737 Beginning Orchestra

No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. Students playing violin, viola, and cello their own instrument and accessories. Student may purchase or rent an instrument through a wide range of music instrument dealers. The students perform 1-3 concerts per year. Some outside of-the-school day rehearsals are required to prepare for the concerts. This course fulfills the state requirement that all students must complete one year-long TEKS-based fine arts course in grades 6, 7, or 8.

738 Intermediate Orchestra

Students are placed in this group via audition with consideration to balanced instrumentation. Students in this orchestra continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, the Lamar CISD Pre-UIL Festival, UIL Concert and Sight Reading Contest, a spring festival, and other opportunities determined by the orchestra director. Participation in the LCISD Solo and Ensemble Contest, TMEA All Region Orchestra auditions are encouraged. Additional rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.

THEATRE

Lamar CISD's junior high school theatre programs offer a comprehensive theatrical education that provides creative outlets for students who wish to learn to act, direct, build sets, and develop confidence in creative and public speaking. Elements of theatre history, performance, reading and writing scripts, and evaluation will be included. Varying levels of instruction are offered. Theatre classes meet during regular school hours. Rehearsals and performances may be required before and after school, evenings, or weekends.

731 Introduction to Theatre

Grade: 7-8
Prerequisite: None
This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations

741 Intermediate Theatre
Grade: 7-8
Prerequisite: Introduction to Theatre or teacher approval
This course is a continuation and progression of the Introduction to Theatre course. Students will be given higher-level activities involving acting, oral interpretation, technical theatre and the elements of theatre production. This theatre arts course is designed for students who are planning on participating in all aspects of play production. Students may have the opportunity to audition for productions. These events will require additional preparation and involvement after school.

732 Theatre Production
Grade: 7-8
Prerequisite: Intermediate Theatre or teacher approval
This advanced course is for students who have a desire to be involved with play productions. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after-school rehearsals.

JOURNALISM
013 7th Journalism
023 7th Yearbook
033 8th Journalism
043 8th Yearbook
This course is designed for students who show an aptitude for writing. Students write articles for school publications and learn to do editing and layout work. A newspaper, yearbook and/or literary journal may be published.

LANGUAGES OTHER THAN ENGLISH (LOTE)

5733 French I
Grade: 7-8
Credit: 1; applies toward high school credit
Prerequisite: Recommended prior year Language Arts grade average of a 85 or higher
This is the same course as French I offered in grades 9 - 12.
The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in French a significant amount of time.**

5743 French II
Grade:8
Credit: 1; applies toward high school credit
Prerequisite: French I
This course continues the development of listening, speaking, reading and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in French a significant amount of time.**

5533 Spanish I
Grade: 7-8
Credit: 1, applies toward high school credit.
Prerequisite: Recommended prior year Language Arts grade average of a 85 or higher
This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). **This class is conducted in Spanish a significant amount of time.**

5543 Spanish II
Grade: 8
Credit: 1, applies toward high school credit.
Prerequisite:
This course continues the development of listening, speaking, reading and writing in the Spanish language. The

focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on the six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation in order to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. **This class is conducted in Spanish a significant amount of time.**

5633 Spanish for Spanish Speakers I (Fall)
5643 Spanish for Spanish Speakers II (Spring)

Grade: 7-8
Credit: 1 – 2, applies towards high school credit
Prerequisite: Oral and written proficiency screening in Spanish with a minimum score of 80.
This course is designed for student who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing student's ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course, depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. Grade points are earned toward high school GPA (Grade Point Average). **This course is conducted predominantly in Spanish.**

745 Technology Awareness – 7th
746 Technology Awareness – 8th

Technology Awareness, which is a locally developed course, includes four strands: foundations, information acquisition, problem solving and communication. This study will include technology related terms, concepts and data input strategies. Students will use technology to access, analyze and evaluate acquired information. In addition they will select technology appropriate for the task, create solutions and evaluate results. A variety of technologies will be used.

742 Technology Application

Grade: 8 integrated
This course is designed to assist students in making informed decisions by understanding and using current and emerging technologies, including appropriate digital tools and personal learning networks. Students will use creative and computational thinking to solve problems while developing career and college readiness skills.

743 Technology Application

Grade: 7 integrated
This course is designed to assist students in making informed decisions by understanding and using current and emerging technologies, including appropriate digital tools and personal learning networks. Students will use creative and computational thinking to solve problems while developing career and college readiness skills.

CAREER & TECHNICAL EDUCATION (CTE)

825 Gateway to Career and Technical Education (CTE) - 7th or 8th

Prerequisite: None
Wondering what CTE is all about? Wondering what career clusters and training is available at your school? Discover different career choices available in high skill, high demand job areas. Explore key concepts in each CTE Career Cluster along with learning leadership and computer skills, career/workplace etiquette, and career development. Career Clusters focus includes: Family Consumer Sciences, Agriculture, Construction & Transportation, STEM/Engineering and Business.
**This class is geared for 7th grade students as an introductory course to CTE and Endorsement Career Clusters available in LCISD. 8th graders may elect to take this course. Hands-on projects and cooperative learning will be utilized when available.*

The following CTE classes apply to high school credit; these courses are the introduction to various Endorsements. Please refer to the High School Overview" section of this catalog under "Planning Your Schedule."

7309 Principles of Business, Marketing & Finance – 8th

Credit: 1, applies toward high school credit
Prerequisite: None
Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).

7022 Principles of Human Services – 8th

Credit: 1, applies toward high school credit.
Prerequisite: None
Are you compassionate, wonder how the mind works, or are willing to help others when they are struggling with personal crisis? Discover how nutrition and dietary practices can assist in personal development. Help create a family's budget, as well as plan recreational and outreach

community programs for children, young adults, families and the elderly. Investigate additional careers under the Human Service umbrella: counseling and mental health, early childhood development, family and community, and personal care services. Grade points are earned toward high school GPA (Grade Point Average).

7105 Principles of Agriculture, Food & Natural Resources – 8th

Credit: 1, applies toward high school credit
Prerequisite: None
Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of all of our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and have the opportunity to raise an animal as a FFA member. Grade points are earned toward high school. GPA (Grade Point Average).
*****NOTE: 8th grade students intending to participate in FFA must take Principles of Agriculture, Food & Natural Resources**

8380 Principles of Applied Engineering – 8th

Credit: 1, applies toward high school credit
Prerequisite: None
Are you the kind of person that likes to build things? If you answered yes, this is the course for you. Learn how to program a robot, design your own home, or create special effects for a movie. Learn by using cutting-edge equipment/technology, cooperative hands-on activities and gain the skills necessary to be successful in the Engineering/Technology career path. Grade points are earned toward high school GPA (Grade Point Average).

7716 Principles of Hospitality & Tourism – 8th

Credit: 1, applies toward high school credit
Prerequisite: None
Hospitality and Tourism is the world's largest industry and growing annually. This industry encompasses lodging, travel and tourism, recreation, amusements, attractions, resorts, restaurant and food/beverage services. The course also includes personal success, time management, leadership, communication skills, customer service and technology use. Grade points are earned toward high school GPA (Grade Point Average).

MIDDLE SCHOOL OVERVIEW

INTRODUCTION

This middle school guide is designed to help you select courses that you will take during your sixth grade year. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability. The role of the middle school is one of transition from elementary school to junior high school. During this year, you will have the opportunity to refine skills learned in the elementary grades and develop some new skills to help you to be more successful in the future. Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this publication.

MIDDLE SCHOOL CURRICULUM

Students in sixth grade are instructed in curriculum that covers the Texas Essential Knowledge and Skills (TEKS) mandated by the Texas Education Agency and includes creative/critical thinking skills, processing skills, research skills and concept-based subject matter.

GRADING SYSTEM

Student performance is reported using numerical grades:

A	90 - 100
B	80 - 89
C	70-79
F	69 and below
I	Incomplete
#	No credit due to excessive absences

CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit for sixth grade and go on to seventh grade. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (Local)].

PROMOTION/RETENTION

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in each of the following four courses: language arts (the average of English and reading), mathematics, science, and social studies. In addition, the student must meet minimum expectations on the reading and mathematics sections on the state-mandated assessment STAAR.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the competition in the spring semester. The tournaments are governed by state rules and take place at regional levels. The regional tournaments usually require travel to another school district on a Saturday in the spring semester.

SIXTH GRADE REQUIRED AND ELECTIVE COURSES

Required Courses	Elective
English*	Art***
Reading*	Band***
Math*	Choir***
Science*	Theatre***
Social Studies*	
Physical Education/Health*	
Reading Improvement or Math Improvement or Elective**	

*Technology Application TEKS, are integrated into the foundation courses throughout the year.
**Reading Improvement or Math Improvement may be required of students whose performance on the STAAR test is less than proficient.
***School districts must ensure that each student completes one Texas essential knowledge and skills-based fine arts course in Grade 6, Grade 7, or Grade 8. TAC 74.3(a)(2). Fine arts courses in offered in Lamar CISD middle schools are art, band, choir, and theatre.

Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

MIDDLE SCHOOL INSTRUCTIONAL PROGRAMS

COURSE DESCRIPTION

Courses are taught according to the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on recognizing and using higher levels of cognitive skills, developing processing skills, recognizing and using critical and creative thinking skills, interacting with concept-based subject matter and developing and improving oral and written communication skills in a variety of formats.

GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP GT courses in one or more of the core subject areas for which they have been identified to receive GT services each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the GT program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All of the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD (grades 6-12) are identified as gifted in specific subject-area(s), which

is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. PAP GT courses are offered in each of the core curriculum areas: science, English/language arts, math, and social studies.

SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework with State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually and changes are made based on educational progress.

DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. The campus dyslexia instructional program falls under the Section 504 or Special Education.

PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABIITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs and course objectives for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are English Learners (EL) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and socials studies through the use of sheltered strategies. The ESL program addresses the affective, linguistic, and cognitive needs of EL students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. English Learners enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

CENTRALIZED PROGRAMS

Centralized programs may only be offered at some middle school campuses in the district.

Lamar CISD makes a concerted effort to avail all programs to students, however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering unless waived by the building principal.

MIDDLE SCHOOL COURSE OFFERINGS

REQUIRED COURSES

119 6 ELAR
118 6 ELAR PAP GT

This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions.

125 6 English ESL
165 6 Reading ESL

Prerequisite: LPAC recommendation

This course offers the opportunity to read, write, listen, speak, and think using increasingly challenging works within a variety of genres, including fiction, poetry, drama, informational and argumentative text. Students will then apply these genre characteristics and craft when planning, developing, revising, editing, and publishing multiple drafts including personal narrative, fiction, poetry, informational and argumentative texts. In addition, students will engage in recurrent inquiry processes and will develop oral language through organized presentations and student-led discussions. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.

Mathematics
227 Mathematics
230 Mathematics PAP GT

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 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. *Mathematics Grade 6 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all of the Grade 6 Math TEKS. Students in Mathematics Grade 6 PAP GT will take the Grade 6 Math STAAR Assessment.

Science
327 Science
328 Science PAP GT

Grade 6 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms and environments. While interdisciplinary in nature, there is a focus on the physical and earth sciences. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.

Social Studies 6
427 Social Studies
429 Social Studies PAP GT

This course is a study of the people and places of the contemporary world. Societies selected for study are ch from major cultural regions of the world. Concepts of hist 91 and geographical influence, economic and governmental systems, and social institutions are developed through comparisons within, between, and among cultures.

Physical Education/Health 601, 602

Sixth grade students participate in a full suit-out and shower physical education program that includes fitness and conditioning, individual activities, and team sports. Students also have an opportunity to learn long-lasting, healthy living concepts. Health in sixth grade heightens awareness about the links between health and personal choice and helps the student learn how to develop a healthy lifestyle.

ELECTIVE COURSES

Student choices in course selection may limit elective options. Staffing and class size may also limit elective choices.

721 Introduction to Art

Introduction to Art is a comprehensive course that provides students with introductory experiences by expressing themselves inventively and imaginatively through a variety of art, media, techniques and vocabulary. Emphasis is placed on art production incorporating the study of artists, artistic styles, and the elements of art and principles of design. The art studio is a creative environment, rich with experiences to personally develop every student. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.

723 Beginning Band

No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, effort is made to honor the student's instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Student may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school- owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the band director at the school. The students perform 1-3 concerts per year. Some outside of- the-school day rehearsals are required to prepare for the concerts. This course fulfills the state requirement that all students must complete one year-long TEKS-based fine arts course in grades 6, 7, or 8.

722 Beginning Choir

Choral Music is open to students interested in singing and learning the basics of singing. Students must enroll for the entire year. Students will learn and develop proper vocal technique and music reading skills in order to perform many difference types of music from popular to traditional styles. Performance opportunities may include public concerts throughout the year, a spring festival competition, and a pop show. Prior to each performance/competition, students may have rehearsals outside-of-the-school day. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.

737 Beginning Orchestra

No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. If possible, effort is made to honor the student's instrument request. However, each orchestra director works to place students on instruments that provide the best opportunity for the individual success of the

student and to balance the instrumentation of the orchestra program. Students playing violin, viola, and cello their own instrument and accessories. Student may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the orchestra director. A limited number of school-owned instruments are available. Parents of students with financial needs should contact the orchestra director at the school. The students perform 1-3 concerts per year. Some outside of-the-school day rehearsals are required to prepare for the concerts. This course fulfills the state requirement that all students must complete one year-long TEKS-based fine arts course in grades 6, 7, or 8.

724 Introduction to Theatre

This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including: scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations. This course fulfills the state requirement that all students must complete one-year long TEKS-based fine arts course in grades 6, 7, or 8.

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NOTES:

STATEWIDE Programs of STUDY

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, Audio Visual Technology, and Communications

Business, Marketing, and Finance

Education and Training

Energy

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law and Public Service

Manufacturing

Science, Technology, Engineering, and Mathematics

Transportation, Distribution, and Logistics