
HOOKS HIGH SCHOOL



9th Grade Course Descriptions

2020-2021

HOOKS HIGH SCHOOL

ASSURANCE OF NONDISCRIMINATION

The Hooks Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services. Mrs. Tracy Cook has been designated to coordinate compliance with the discrimination requirements of the Title IX and the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

INTRODUCTION

This course description guide provides a brief description of each course offered at Hooks High School for 9th Grade students. The guide lists prerequisites and special requirements, and includes credits required for graduation.

Since students will be making selections for the entire year, it is imperative that parents and students work together during this process. A thorough review of the graduation requirements, various transcript options, course prerequisites, and policies regarding schedule changes is essential. As always, the high school administration and staff will help students make the best possible choices.

GRADUATION REQUIREMENTS

Students entering high school the 2014 -2015school year and beyond are expected to complete a Foundation Diploma with an endorsement. Students may earn the Foundation Diploma without an endorsement only through committee recommendation. Please contact the Counseling Office at 903-547 2215 if more information is needed. The requirements for each graduation program can be found on the following pages.

Early Graduates

A student who intends to graduate early must declare that intention within the first three weeks of school at the end of the sophomore year. Students and parents must sign an early graduation letter of intent. Early graduates must meet HHS graduation requirements in 3 years and must pass all portions of EOC STAAR testing in order to be declared a graduate under the Foundation with an Endorsement or Distinguished Plan. English IV and Government and Economics, normally senior year courses, can be taken Credit by Exam, A+, or through correspondence course, as approved by the Principal/Counselor. Students must have been successful on the EOC tests and meet college readiness criteria. English III and Government and Economics must be completed during the summer before the Junior Year. They will be allowed to participate in senior activities whenever they are promoted to senior status. Careful consideration should be given that early graduates will be forfeiting their senior year. These students will be expediting the college entrance process and should therefore begin preparing for college by taking entrance exams and applying for financial aid by the fall of the junior year. For more information, students should see the counselor.

**Hooks High School
State Graduation Requirements
Foundation High School Program**

Discipline Area	Foundation Credits	+Endorsement(s) Credits	Distinguished Credits
English *English I, II, III, IV	4	4	4
Math *Algebra I and Geometry Mathematical Models, Robotics Programming and Design Algebra II, Precalculus DC, Advanced quantitative Reasoning, Calculus DC	3	4	4 (includes Algebra II)
Science *Biology IPC, Chemistry, Physics Advanced Animal Science, Chemistry DC, Biology DC	3	4	4
Social Studies *US History, US Government, Economics World History, World Geography	3	3	3
Foreign Language *Spanish I, II	2	2	2
Fine Arts Art I, II Theatre I, II, III, IV Music I, II, III, IV	1	1	1
Physical Education	1	1	1
**Electives	5	7	7
<p>*Required in the Discipline Area. **Can be selected from courses that do not satisfy a specific course requirement. ***Proficiency in Speech</p>			
Total Credits for Graduation:	22	26	26

Endorsements:

To earn an endorsement, the student must complete the foundation program plus an additional math, science, and two additional electives. For all CTE based endorsements, the coherent sequence should include four or more credits in CTE courses, at least two in the same cluster, one advanced course, and the final course should be from the cluster named in the endorsement area.

Science, technology, engineering, and mathematics (STEM). A student may earn a STEM endorsement by completing the requirements including Algebra II, chemistry, and physics.

STEM in CTE-the coherent sequence should include four or more credits in CTE courses, at least two in the same cluster, one advanced course, and the final course should be from the cluster named in the endorsement area.

STEM in Mathematics-three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite

STEM in Science – Four credits in science by successfully completing chemistry, physics and two additional science courses

STEM in Multiple Areas – In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from no more than two of the categories or disciplines represented from Computer Science, CTE, Mathematics and Science

Business and Industry

Business & Industry in CTE Agriculture, Food, and Natural Resources

Business & Industry in CTE Architecture and Construction

Business & Industry in CTE Business Management and Administration

Business & Industry in CTE Hospitality and Tourism

Business & Industry in CTE Marketing

Business and Industry in ELAR – to include three levels in one of the following areas: debate: advanced journalism: yearbook or newspaper

Business and Industry in Multiple Areas – a coherent sequence of four credits from the disciplines represented by the choices above

Arts and Humanities

Arts and Humanities in Social Studies -Five Social Studies courses

Arts and Humanities in Fine Arts – a coherent sequence of four credits by selecting courses from one or two categories or Disciplines in fine Arts

Public Services:

Public Services in CTE Human Services

Public Services in CTE Law, Public Safety, Corrections, and Security

Multidisciplinary

4 Credits in each of the four foundation subject areas to include English IV and chemistry and/or physics

Performance Acknowledgements:

- Dual Credit (Successfully competing at least 12 hours of college academic courses with a grade of 3.0 or higher on a scale of 4.0 OR Earning an associate degree while in high school)
- Performance on the PSAT, the ACT, or the SAT (Earning a score on the PSAT/ NMSQT that qualifies the student for recognition as a commended scholar or higher OR Earning a combined critical reading and math score of at least 1250 on the SAT OR Earning a composite score on the ACT of 28 (excluding the writing subscore))
- Outstanding Performance in Bilingualism and Biliteracy – (Must have participated in and met the exit criteria for a bilingual or ESL program and scored at the Advanced High level on the TELPAS) (1) Completed all English Language requirements and maintained a minimum GPA of 80 AND to satisfy one of the following:
 - § Complete at least 3 credits in the same LOTE course with a minimum GPA of 80 OR
 - § Demonstrate proficiency in the TEKs for Level IV or higher in a LOTE course with a minimum GPA of 80 OR
 - § Complete at least 3 credits in foundation subject area courses in a language other than English with a minimum GPA of 80 OR

§ Scoring a “3” or higher on an AP examination for a language other than English course OR

§ Performing on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

- Performance on an IB(4)/AP(3) Exam
- Business or Industry Certification

Distinguished Achievement:

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics to include Algebra II. Distinguished Achievement is required for top 10% automatic admission into a state university. (The top percentage may be less than 10% for the University of Texas at Austin (UT) and Texas A&M at College Station)

SPECIAL PROGRAMS

Advanced Placement Courses – It is the philosophy of HISD that all students are encouraged to have high expectations. An Advanced Placement (AP) course is a college-level course taught on a high school campus by a high school teacher for a high school grade. The purpose of a Pre-AP/AP course is ultimately to prepare the student for the AP Exam in that field of study. The Advanced Placement (AP) Program is sponsored by the College Board and administered by Educational Testing Service. Students can receive high school credit, college credit, or both by taking an AP EXAM. Students may take the AP class and not take the exam. Numerous colleges and universities participate in the AP program. Each college or university determines its own credit and placement policy. AP courses are offered on a year by year basis. We are currently in the process of adding AP classes in Government and World History.

Correspondence Courses—Students are allowed to earn credit through correspondence courses. Courses are designed around the required course curriculum outlined and approved by TEA. Graduating students enrolled in correspondence courses to earn credits for graduation shall complete the course and submit the grade for recording at least 30 days prior to graduation in order to be eligible for graduation in May. A maximum of two (2) courses may be earned through correspondence. Correspondence courses may be taken only through Texas Tech University. Prior approval of the counselor /principal must be obtained in order to receive credit through correspondence. The student or parent must pay the cost of each course. HISD does not fund the cost of these courses. Correspondence Courses will not earn grade points for ranking purposes.

Dual Enrollment Classes – Students are enrolled in a high school class, which may be taught by a college instructor or by a high school instructor employed by the college. The class is located on the high school campus and must meet and exceed the Texas Essential Knowledge and Skills (TEKS) of the State Board of Education (SBOE). The college also grants credit for having completed the course. Students and/or parents assume full financial responsibility for the cost of dual enrollment classes. This includes tuition, fees, books, materials, and any other related costs. Dual enrollment classes are open to sophomores, juniors and seniors. College classes not taken on the high school campus, or through our high school agreements will not be recorded on the high school transcript, and they will not be given credit in lieu of required course work, nor given grade points for ranking purposes.

Tech Prep – Articulated Courses—Students at HHS can include courses in their graduation plans that may apply toward academic and/or technical degrees at colleges and universities statewide. Courses in the Tech Prep earn banked credit (credit in escrow). High school courses taken for this purpose should help advance a student’s career goal and/or count toward a two-or four-year degree in the student’s area of interest.

The Statewide Articulation Program is an advanced placement program initiated during the 1999-2000 school year to provide a method for high school students who continue technical programs of study in college to receive credit for knowledge and skills without duplication of coursework. Students successfully demonstrating college-level competence in specific high school courses are eligible to receive credit by articulation for courses that are part of an Associate of Applied Science (AAS) degree plan offered by public two-year colleges. Some universities may also honor these courses, particularly those that offer BAAS degrees.

Local articulation options provide students’ options for articulated college credit for high school or college courses not covered by statewide articulation and a method to articulate programs with colleges not participating in the Statewide Articulation Program.

The student must earn a minimum grade of 80 (3.0 or higher) and achieve mastery of the content-enhanced high school course, or each course in a required sequence, and high school prerequisite courses listed in the crosswalk.

Chapter 74 graduation requirements specifically list Tech-Prep articulated courses as advanced measures for the Distinguished Achievement Program.

NCAA Academic Requirements – NCAA regulations stipulate that all academic “core” courses must be completed during high school for eligibility in Division I or Division II college athletics. Remedial and below-level courses do not qualify as “core” courses. Students attending all four years of high school at HHS will meet the “core” requirements when they graduate under the Foundation with an Endorsement or the Distinguished Achievement Program. NCAA Division I and Division II college eligibility requirements also include varying ACT/SAT and “core” course requirements. In order to meet NCAA requirements a student must have at least a 70 average each semester in core courses. Athletes need to register with the NCAA during their junior year. Students may register on-line at www.ncaaclearinghouse.com.

Page 10

NCAA approved core courses are listed below:

English

Debate

English I

English II

English III

English IV

Math

Algebra I

Algebra II

Geometry

Pre-Calculus

Calculus

Statistics

AQR

Social Studies

Economics

Psychology

US Government

US History

World Geography

World History

Natural/Physical Science

Anatomy & Physiology

Biology

Biology DC

Chemistry

Integrated Physics and Chemistry

Physics

Chemistry DC

Additional Core Courses

Spanish I, II, III,

****Special Education replacement courses may substitute for eligible students.**

Texas Grant Program – The purpose of the program is to provide grant of money to enable well-prepared eligible students to attend public and private non-profit institutions of higher education in Texas. All Awards are contingent upon funding from the state legislature. Awards will be made through the college financial office. A student is eligible to compete for the grant if the student:

- Is a Texas resident;
- Graduated from a public or accredited private high school in Texas no earlier than Fall 1998;
- Completed the Foundation with an Endorsement or Distinguished Achievement high school curriculum;
- Has financial need;
- Has applied for any available financial aid or assistance;
- Enrolls at least $\frac{3}{4}$ time in an undergraduate degree or certificate program and received his/her first TEXAS Grant within 16 months of high school graduation; and
- Has not been convicted of a felony or a crime involving a controlled substance.

Texas Scholar – This is a statewide program to recognize students who take more math and science classes than are required to meet the minimum graduation program requirements. This is NOT prescriptive as to the level of difficulty of the classes. There is no minimum grade requirement other than that the student must pass the required courses. Any senior who will graduate under either the Foundation with an Endorsement or the Distinguished Achievement graduation plan will be a Texas Scholar.

Testing Programs

ASVAB—Armed Services Aptitude Battery is given to juniors to assist them in career planning. The ASVAB is administered on the high school campus at no cost to the students.

Credit by Exam for Acceleration (No Formal Prior Instruction)—A student in any grade (9-12) may use examinations in lieu of course work for acceleration to advance one grade level or to earn credit in an academic subject. Credit by Examination for Acceleration is administered on the high school campus during the first three days of each semester. Registration must be completed 30 days prior to the test. Students may earn credit for a course in which they have not been enrolled by scoring a 90 or above on a CBE. There is no cost to the student for a Credit by Exam for Acceleration. Students interested in taking a CBE should see the counselor.

Credit-by-Exam (Prior Formal Instruction) – A student who has had prior instruction but has lost credit due to failing grades or excessive absences may re-gain credit for the course by passing a proficiency examination of the Texas Essential Knowledge and Skills (TEKS) for the course. However, the student may not use this examination to regain eligibility to participate in extracurricular activities. To receive credit, students shall score a grade of 70 or above on the exam. A fee of \$30 (or current fee amount charged by Texas Tech) will be charged for each semester exam. The student and/or parent is responsible for the fee.

PSAT – The PSAT (Preliminary SAT)/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures the critical reading, math problem solving, and writing skills that have been developed throughout the student's life. It does not measure things like creativity and motivation, and it does not recognize those special talents that may be important to colleges.

PSAT is administered to HHS students on a school day in October of each year. Junior students taking the test will be attempting to qualify for the National Merit Scholarships. Sophomores taking the test will be practicing for the junior year. There may be a fee for the test.

STAAR End-of-Course exam (EOC) – The EOC will be administered to students in grades 9-11. There are five tests that students will have to pass in order to graduate: English I and II, Algebra, Biology, and U S History end of course exams. COVID-19 waiver will apply.

CLASS RANK / TOP 10% / HIGHEST RANKING STUDENT

Class ranking of graduating seniors is most important, as admission to colleges or universities is very competitive. Many institutional admissions officers make use of two criteria to determine the acceptance or rejection of a particular student. These are the scores attained on

College entrance examinations and the class rank of the student.

Many agencies that award scholarships use class ranking as one of the qualifications in selecting the recipients. Therefore, since scholarships granted and admission to institutions of higher learning are influenced or determined by class ranking, the system used to determine such ranking must be fair and equitable to all concerned.

Ranking in class will be determined by a weighted system including all four years of high school enrollment. The point system will assign a weight value to all honors classes. Other classes included in the weighted system include Spanish III, Calculus, Pre Calculus, Chemistry, Anatomy and Physiology, Physics and academic courses counted for dual credit as well as AP or Pre AP courses and courses transferred in from IB programs. All courses for state credit are used in the ranking. Compensatory instruction, summer school, college courses that are not offered on campus as concurrent enrollment will not be counted.

To be eligible for valedictory or salutatory honors, the student shall have attended high school in the Hooks Independent School District continuously the last four semesters before graduation. The student must be enrolled and have successfully completed the states Distinguished or Foundation with an Endorsement high school program and must be a full-time student (as identified by T.E.A.). The student receiving the highest-ranking position under these guidelines will be declared the Valedictorian. The student receiving the second highest ranking under these guidelines will be declared the Salutatorian. Other Recognized students on the Cum Laude system are recognized as follows:

Summa Cum Laude – Weighted GPA of 5.25 or higher

Magna Cum Laude - Weighted GPA of 5.0 or higher

Cum Laude - Weighted GPA of 4.75 or higher

To graduate Cum Laude or higher, students must qualify with the Foundation with an Endorsement or Distinguished Achievement Level.

The Hooks Independent School District uses the fifth six weeks ranking process to average the last semester grade of the senior year for ranking purposes only. Transcripts will reflect the semester average of the entire semester.

Class Placement Criteria

Advanced, Honors, Pre-AP, AP & Dual Credit

- I. Required Grade Average
 - 93 Semester Average in Regular Prerequisite Class
 - 85 Semester Average in Weighted Prerequisite Class
- II. Test Assessment
 - Subject Area EOC Test Score must be equal to or 120% above the level required for passing
- III. Teacher Recommendation includes but not limited to:
 - Aptitude in Subject Area
 - Willingness to complete outside activities such as Summer Reading, Individual Projects
 - Extensive Research and Advance Writing Skills

NOTE: Failure to maintain an average above 84 each semester the weighted class program shall result in removal from the class at the discretion of the teacher.

GRADE POINTS

A weighted Grade Point Average (GPA) is used to determine class ranking and honor graduates. Grade points are earned for a particular grade in each semester of a course successfully completed and are only awarded at the end of each semester. The numerical grade earned will vary in grade points with the level of the course. Grade point conversion is as follows:

Numerical Grade	Basic	Regular	Pre-AP, DC (3cr), (4cr) AP, IP, Honors	Dual Credit
100	4.0	5.0	6.5	7.0
99	3.9	4.9	6.4	6.9
98	3.8	4.8	6.3	6.8
97	3.7	4.7	6.2	6.7
96	3.6	4.6	6.1	6.6
95	3.5	4.5	6.0	6.5
94	3.4	4.4	5.9	6.4
93	3.3	4.3	5.8	6.3
92	3.2	4.2	5.7	6.2
91	3.1	4.1	5.6	6.1
90	3.0	4.0	5.5	6.0
89	2.9	3.9	5.4	5.9
88	2.8	3.8	5.3	5.8
87	2.7	3.7	5.2	5.7
86	2.6	3.6	5.1	5.6
85	2.5	3.5	5.0	5.5
84	2.4	3.4	4.9	5.4

Page 16

83	2.3	3.3	4.8	5.3
82	2.2	3.2	4.7	5.2
81	2.1	3.1	4.6	5.1
80	2.0	3.0	4.5	5.0
79	1.9	2.9	4.4	4.9
78	1.8	2.8	4.3	4.8
77	1.7	2.7	4.2	4.7
76	1.6	2.6	4.1	4.6
75	1.5	2.5	4.0	4.5
74	1.4	2.4	3.9	4.4
73	1.3	2.3	3.8	4.3
72	1.2	2.2	3.7	4.2
71	1.1	2.1	3.6	4.1
70	1.0	2.0	3.5	4.0
“	“	“	“	“

Ranking in class will be determined by a weighted system including all four years of high school enrollment.

English I

Grade: 9

Credit: 1

This course emphasizes the study of composition and literature. (The skills of critical thinking, listening, reading, writing and speaking are developed through increased knowledge of literary genres with practical application in creating multi-paragraph essays.) A variety of literature selections are used for improvement and comprehension, as well as for models to develop writing skills. Students complete outside readings and projects.

English I Honors

Grade: 9

Credit: 1

This course is designed to guide students to an understanding of the varied meanings of language through a wide variety of texts including short stories, novels, audiotapes, films, poetry, plays, and the visual arts. The common thread that binds the fabric of this course is the search to recognize the underlying metaphoric implications that are inherent in all forms of written expression. (Students expand their understanding of these concepts throughout the year as they read, discuss, explore, and write.) The core of the curriculum is writing and reading. Outside readings are required.

Practical Writing Skills

Grade: 9-12

Credit ½-1

This course will emphasize skill in the use of the mechanics of written English. The students are expected to increase their understanding of the nature of the writing process and be able to analyze and evaluate their own writing. The skills emphasized in the course will help students with the EOC passage of English I.

MATHEMATICS

(STEM in Mathematics)

Algebra I

Grades: 9

Credit: 1

This is the initial high school mathematics course and the foundation for all subsequent mathematics courses. Emphasis will be placed upon the development of understandings of basic mathematical principles as well as upon mechanical manipulation with rules and special techniques. Students are taught to understand why an algebraic procedure works, as well as how it works.

Geometry I

Grades: 9-10

Credit: 1

Prerequisite: Successful completion of Algebra I

This course is the second course in the sequence of high school mathematics and includes the essentials of plane, solid and coordinate geometry. The emphasis will be on logical thinking and accepting premises and arriving at proper conclusions.

Geometry I Honors

Grades: 9-10

Credit: 1

Prerequisite: Successful completion of Algebra I

This course is the second course in the sequence of high school mathematics and includes the essentials of plane, solid and coordinate geometry. The emphasis is on logical thinking and accepting premises and arriving at proper conclusions.

Algebra Math Lab – Required of all students enrolled in Algebra I.

SCIENCE

(STEM in Science)

Integrated Physics and Chemistry

Grade: 9

Credit: 1

This is an integrated approach to the principles of basic chemistry and physics through lecture and lab. The course involves topics such as the structure and properties of matter, periodic law, atomic bonding, and chemical reactions. It also covers concepts in physics, such as the nature and cause of motion and composition of forces.

Biology

Grade: 9

Credit: 1

This is a survey biology course designed to prepare students to complete an end of year course exam.

Biology Honors

Grade: 9

Credit: 1

This course is an in-depth study of Biology I and designed for the advanced NINTH GRADE science student.

Science EOC Remediation

Local Credit: 1

This course is designed for students who have not passed the EOC Biology test, and for other students identified from Biology classes from their first semester progress.

SOCIAL STUDIES

(Arts & Humanities in Social Studies)

World Geography

Grade: 9

Credit: 1

This course is designed to provide students with factual knowledge of world geography and analytical skills to deal critically with the issues studied. Writing skills are also emphasized.

World History

Grades: 10

Credit: 1

This in-depth course is a study of man's development from prehistory to the twentieth century. This course, which stresses western heritage, emphasizes higher-level thinking and writing skills.

World History Honors

Grade: 9-12

Credit: 1

The Honors course in World History invites students to take a global view of historical processes and contacts between people in different societies—with emphasis on the period after 1000 CE. Emphasis on analytical and writing skills necessary for success in a college-level history course will be a major focus. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, a major research paper, and the development of a document-based question.

Concepts will be employed throughout the course, though the basic approach will be chronological. Students will pay particular attention to change and continuity over time, to the characteristic institutions and values of societies, and to the way such institutions and values are affected as a result of cultural contacts among peoples.

Our continuing question will be "What is the world historical significance of the experience which we are discussing?" This course examines the history of human experience from a global perspective from gathering-hunting groups and early agricultural societies into major civilizations. Other complex societies will be traced.

LANGUAGES OTHER THAN ENGLISH

Spanish I – II

Credit 1-2

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language (including grammar), knowledge of the culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. In levels I and II, students will demonstrate an understanding of simple, clearly spoken and written language. In levels III, the emphasis is on the use of Spanish for active communication. These courses seek to develop language skills that can be used in various reading, writing, listening, and speaking activities.

FINE ARTS

(Arts and Humanities in Fine Arts)

Art I -

Grades: 9-12

Credit: 1

The art course will include an overview of aesthetic awareness through a hands-on approach. Students work with basic drawing, color theory, art history, and procedures in simple media. The media will include such things as (but, not limited to) acrylics, watercolor, pastels, clay, charcoal, ink markers and found art media. **Students can expect to spend at least \$40 on art supplies.** Students will be encouraged to use the least expensive, highest quality materials available. Some quality material cannot be substituted. Qualified students may receive assistance with cost.

Theatre I

Grades: 9-12

Credit: 1

This course is an active/performance class involving warm-ups, pantomime, voice/mime, improvisation, acting techniques, theatre games, musical theatre and technical theatre. Students will learn how to handle stage performances and the technical aspects like sound, lighting, costuming, set building, publicity, makeup and management. All students will be required to participate in some after school activities: working the management side of the theater and will perform in some plays.

Theatre II- IV

Grades: 9-12

Credit: 1

By audition and teacher approval.

Prerequisite: Successful completion of Theatre Arts I

This is an active participation/performance/technical class that takes individual students skill to the next level of performance or technical theatre. All students will be required to attend contests, performances, and assist with activities in the theatre. After school rehearsal/participation is required. This class includes acting students and technical students.

Band I	1st Year	Grades: 9-12	Credit: 1
Band II	2nd Year		
Band III	3rd Year		
Band IV	4th Year		

The band performs at every HHS football game as well as at area Marching Contest and parades. Attendance at all rehearsals and performances is required of all members and is a major factor in the final grade. A uniform is issued to all members. At the end of football season, the band will shift to a concert band setting, preparing for and performing a Winter Concert. In addition, members will have the opportunity and are encouraged to participate in the All-Regional/All-State audition process.

The band performs several concerts during the second semester, as well as participating in the UIL Concert & Sight-reading Contest. Rehearsals are held primarily during the school day, but extra rehearsals may be scheduled as needed. Attendance at all rehearsals and performances is required and is a major factor in the final grade. In addition, students are encouraged to participate in the UIL Solo & Ensemble contest. A uniform will be provided.

Music Appreciation	Grades: 9-12	Credit: 1
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This course involves the study of music through an introduction of musical elements, forms and stylistic periods. Students will be taught perceptive listening skills and study composer's lives, individual styles, and representative musical works; in order to stimulate curiosity and enthusiasm for the love of music.

HEALTH AND PHYSICAL EDUCATION

Foundations of Personal Fitness

Grades: 9-12

Credit: ½

Foundations of Personal Fitness must be taken for ½ credit of Physical Education.

The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class.

Physical Ed IA **1st Semester**

Physical Ed IB **2nd Semester**

Physical Ed IIA **3rd Semester**

Physical Ed IIB **4th Semester**

PE will be expected to dress out daily. There will be deductions of points when students do not dress out. the purpose of this course is to teach students the importance of lifelong, physical fitness as well as teach basic skills in various team sports. Physical Education is designed to benefit both the male and female student while incorporating such sports, such as volleyball, basketball, soccer, football, etc. Students will be required to dress out and participate on a daily basis while taking this course. Upon completion of the class, the desired goal of the teacher is to help instill an appreciation for physical fitness and sports as well as the need for lifelong physical activity. A student may enroll in this class for only 2 credits.

Health

Grades: 9-12

Credit: ½

Health will focus on those concepts and skills that foster individual personal health and health safety, as well as those that involve interaction between individuals. Finally, studies will include concepts and skills that affect society in general, including environmental aspects.

Cheerleading

Grades: 9-12

Credit: ½

Prerequisite: Must go through tryout process. Applicable mandatory fees.

BUSINESS & INDUSTRY

BUSINESS & INDUSTRY

(Architecture and Construction)

Principles of Architecture, Construction, & Technology Grades: 9-12

Credit 1

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job related study in the classroom such as communications; problem solving and critical thinking; Information Technology Applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

BUSINESS AND INDUSTRY

(Agriculture, Food, & Natural Resources)

500200 Principles of Agriculture, Food, & Natural Resources Grades: 9-12 Credit: 1

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

BUSINESS & INDUSTRY

(Business & Industry in English Language Arts)

Yearbook 1

Grades: 10-12

Credit: 1

Prerequisite: Application required

This class is limited to the staff of the school's yearbook, the Hornet's Nest. **The yearbook sponsor selects the staff from applications submitted in the preceding spring.**

Newspaper I

Grades: 10-12

Credit: 1

Prerequisite: Application required

Newspaper I is a beginning course for students interested in newspaper journalism. Some of the topics range from fact-gathering and interviewing skills to writing news, feature, and sports stories and editorials. This course includes the study of the use of journalistic style, the First Amendment, press and media law, and the principles and ethics of journalism. This course is best for students who have at least a B average in English and whose writing skills are developed. Extra time will be required outside the

class for working on stories. Journalism I students are encouraged to participate in Journalism UIL. The staff of the school newspaper “Buzz” will be chosen from this class.

Debate I –II

Grades: 9 – 12

Credit: 1

Prerequisite: Teacher Approval

Controversial issues arise in aspects of personal, social, public and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Debate I and II are designed to give students the skills and expertise to develop sound critical thinking and sharpen communication skills. The student will learn how to analyze issues, know the difference between propositions of value and policy, develop logical thinking skill, utilize different research sources, construct arguments, and learn effective oral communication skills. This class is intended to prepare students to engage in extracurricular debate tournaments in the district, regional, and state debate tournaments. This course requires a student audition. Prior experience in public speaking is encouraged but not required. Emphasis will be in preparing for UIL Debate Tournaments in contest.

BUSINESS & INDUSTRY

Business & Management and Administration)

BIMS I

Grades: 9-12

Credit: 1

Business Information Management Systems I

Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, emerging technologies and intermediate-level skills. This course will qualify for college credit under Tech Prep guidelines only when both Keyboarding and BCIS are completed successfully. Tech-Prep credit may be awarded at Texarkana College if certain criteria are met. Course can count for one credit of Technology Applications.

Professional Communications

Grades: 9-12

Credit 1/2

This high school speech course is designed to provide opportunities for students to understand and develop effective interpersonal communication skills for the 21st Century. Professional Communications blends written, oral, and graphic communication in a career-based, business environment. Students will prepare, present, and evaluate a variety of multi-media presentations that are appropriate for the professional setting.

PUBLIC SERVICES

(Human Services)

503200 Principles of Human Services

Grade: 9-12

Credit: ½

Prerequisite: None

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

Science, Technology, Engineering, and Mathematics (STEM)

(CTE STEM)

Robotics and Automation

Grades 9 – 12

Credit: 1

Robotics and Automation 1 credit Students will work independently and in group settings to develop plans for working robotic devices to be used in industrial settings to improve efficiency, product movement, or other task. Principles of engineering will be followed to develop skills and understanding of knowledge needed to attain certifications, internships, and career opportunities. Completed projects will be inspected, tested, and demonstrated through potentially competitive events. (Lab supplies or fee may be required)

ELECTIVES

A Plus Credit Recovery Lab

Credit Recovery Lab

Grades: 9-12 Credit 1-6

This program is designed to allow students to regain credit by completing the requirements of core subject that the student has passed EOCs. Placement in this program will be made by the appropriate grade level counselor based on grades and/or attendance. A semester grade of "70" will be received when the student has successfully completed the necessary requirements to recover the credit. Class periods are available during the normal school day to allow students to work on subject(s) for credit recovery.



HOOKS HIGH SCHOOL

9th Grade Course Selection Sheet

Parents and students are urged to be familiar with the contents of the Course Guide and with course selections. Once courses have been selected and schedules have been made, student initiated changes will be made only during the designated times during the schedule pick up and the third day of school through the end of the fifth day of school.

CORE COURSES

English I _____	World Geography _____
English I Honors* _____	World History H* _____
Algebra I _____	Biology _____
Geometry H* _____	Biology H* _____
	I PC _____

***Honors criteria required to enroll.**

ELECTIVES

Spanish I _____ (Placed by STAAR scores)
 Spanish II _____ (Satisfactory completion of Spanish I)

(Physical Education electives)

Band _____ Boys Athletics _____ Cheerleading _____ (Tryouts)
 PE _____ Girls Athletics _____

(Place Fine Arts electives in numerical order of preference 1-3)

Theatre Arts _____ Art I _____

(Place Vocational/Academic electives in numerical order of preference 1-4)

Construction Technology _____ Principles of Ag Food & Natural Resources _____
 Principles of Human Services _____ Business Information Management _____
 Debate I _____ Professional Communications _____ Robotics _____

Name _____ Parent Signature _____

Phone _____ Address _____

COMMENTS _____
