

# **HOOKS HIGH SCHOOL**



## **COURSE GUIDE 2018-2019**

**(Spring Draft Copy)**

# **2018-2019 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, 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 -2015 school 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 beginning of the junior 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 Counselor. Students must have been successful on the EOC tests and meet college readiness criteria. 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 their counselor.

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

<b>Discipline Area</b>	<b>Foundation Credits</b>	<b>+Endorsements(s) Credits</b>	<b>Distinguished Credits</b>
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
*Required in the Discipline Area.			
**Can be selected from courses that do not satisfy a specific course requirement.			
***Proficiency in Speech			
<b>Total Credits for Graduation:</b>	<b>22</b>	<b>26</b>	<b>26</b>

## **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.

**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 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 juniors and seniors. College classes not taken on the high school campus, or through our high school agreements will 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 Recommended Program 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](http://www.ncaaclearinghouse.com).

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

**Social Studies**

Economics  
Psychology  
US Government  
US History  
World Geography  
World History

**Natural/Physical Science**

Anatomy & Physiology  
Biology  
Biology AP  
Chemistry  
Integrated Physics and Chemistry

Statistics  
AQR

Physics

### **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 a 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 Recommended 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 Recommended 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 (1-12) 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. 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 a 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 (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 9-12. 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.

## **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 Recommended 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 5.0 or higher  
Magna Cum Laude - Weighted GPA of 4.7 or higher  
Cum Laude - Weighted GPA of 4.5 or higher

To graduate Cum Laude or higher, students must qualify with the recommended or distinguished diploma seal.

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 above the 80% 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:

<b>Numerical Grade</b>	<b>Basic</b>	<b>Regular</b>	<b>Pre-AP, DC (3cr),</b>	<b>Dual Credit (4cr) AP, IP, Honors</b>
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
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.

# LANGUAGE ARTS

## **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 a multi-paragraph essay culminating in the research paper format.) A variety of literature selections is used for improvement and comprehension, as well as for models to develop writing skills. Students complete outside readings and projects. A research project is required.

## **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. A research paper is required, as are outside readings.

## **English II**

Grade: 10

Credit: 1

In this course critical analysis of literature is undertaken with the practical application of creating multi-paragraph essays responding to the literature. A variety of literary genres are utilized as models for composition, literary interpretations and appreciation. A research paper is required.

## **English II Honors**

Grade: 10

Credit: 1

Prerequisite: Successful completion of English I (preferably Honors)

This course is designed for students with a notably strong interest in literary study and writing and who have demonstrated that interest through commitment to intensive, accelerated work. The course introduces students to English as a scholarly discipline featuring critical analysis and careful attention to language. As readers and writers, students consider literary texts from a variety of perspectives while they develop their own writing technique. Students sharpen their information gathering skills and synthesize various opinions into an informed conclusion during a major research project that culminates in a word-processed paper. Outside readings are required.

## **English III**

Grades: 11

Credit: 1

Prerequisite: Successful completion of English II

Students encounter and consider American writing and literature through the study of short selections as well as noted literary works. Regular student writing for a variety of purposes augments and enhances the experience of assigned readings. Development of communication competencies involving listening, speaking, group work, vocabulary, and writing-on-demand are additional elements of the course. SAT preparation is included. A research paper is required.

**English III Honors**

Grade: 11

Credit: 1

Prerequisite: Successful completion of English II (preferably Honors)

The Honors English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

The intense concentration on language usage in this course should enhance the student's ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in his or her prose.

**English IV**

Grade: 12

Credit: 1

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the careful reading of selected texts, students can deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Writing is an integral part of English IV. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language, a study of the elements of style, and attention to precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity. A research paper is required.

**English IV Honors/Dual**

Grade: 12

Credit: 1

Prerequisite: Successful completion of English III (preferably Honors)

Meet all admission requirements to Texarkana Community College including THEA or THEA exemption. Tuition for six-semester hours must be paid to TC.

This course includes readings in all genres that record extremes of human emotion—from Ancient Greece to the African jungle. Typically, students read authors including fiction writers Conrad, Bronte, and Camus; playwrights Euripides, Shakespeare, Sophocles and Ibsen; and poets and essayists from the Romantic Age to the present day.

The course includes intensive study of representative works from various genres and periods,

concentrating on works of recognized literary merit. Students read works from several genres and periods – from the sixteenth to the twentieth century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work’s complexities, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary forms. In addition to considering a work’s literary artistry, students consider the social and historical values it reflects and embodies. Careful perspectives are brought to bear on the literary works studied.

**College Preparatory English**

Grade: 12

Credit ½

Prerequisite: Satisfactory completion of the STAAR English I and II EOC examinations.

College Preparatory English exists to remediate deficiencies in order that students may excel in their chosen careers. The recommendation to enroll in this course is made on the basis of diagnostic testing from college testing entrance exams. This course is designed to prepare students for college-level academic course work and to assure reasonable student success in the college curriculum. Students learn techniques for learning from texts, including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. In all cases, interpretations and understandings will be presented through varying forms including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of cross-curricular content texts in preparation for post secondary schooling. This course qualifies for high school elective credit.

**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 and English II.

Grade: 9-12

Credit ½-1

# **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 II**

Grades: 10-12

Credit: 1

Prerequisite: Successful completion of Algebra I and Geometry

This course is the third course in the sequence of high school mathematics and includes open sentences, functions, quadratic functions, conic sections, exponential and logarithmic functions, sequences and series, and probability.

## **Algebra II Honors**

Grades: 10-12

Credit: 1

Prerequisite: Successful completion of Algebra I and Geometry (preferably Pre-AP)

This course is the third course in the sequence of high school mathematics and includes open sentences, functions, quadratic functions, conic sections, exponential and logarithmic functions, sequences and series, and probability.

**Mathematical Modeling with Applications**

Grades: 10-12

Credit: 1

Prerequisite: Successful completion of Algebra I and Geometry

This course is not for those students who have completed Algebra II. This course requires students to use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from Algebra, Geometry, probability, and statistics to solve problems from a wide variety of advanced applications. Students use a variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts and to solve applied problems.

**Pre-Calculus ( Dual Credit)**

Grades: 11-12

Credit: 1

Prerequisite: Meet all admission requirements to Texarkana Community College including THEA or THEA exemption. Tuition for three-semester hours must be paid to TC.

This class will be a full year offering that will cover the fundamentals of Trigonometry and Elementary Analysis as well as prepare the student for Calculus. Students who are interested in a science or mathematics college curriculum should take this class.

Students finishing the course with a “B” or better may use this course as fulfillment of one Advanced Measure for the DAP Graduation Plan.

**Calculus (Dual Credit)**

Grade: 11-12

Credit: 1

Prerequisite: Successful completion of Pre-Calculus

This course is designed for the student who has displayed both exceptional ability and diligence in the study of all mathematical courses. The course is based on one treatment of calculus with analytic geometry - the analytic geometry being included, as it is needed. It will cover integrals, the derivative, the fundamental theorem, special functions, techniques of integration, vectors, partial derivatives, etc.

**Algebra Math Lab** – All students enrolled in Algebra 1 take the course.

**College Preparatory Mathematics**

Grade: 12

Credit ½-1

**Prerequisite:** Satisfactory completion of the STAAR Algebra I EOC examination.

College Preparatory Math exists to remediate deficiencies in order that students may excel in their chosen careers. The recommendation to enroll in this course is made on the basis of diagnostic testing from college testing entrance exams. This course is designed to prepare students for college-level academic course work and to assure reasonable student success in the college curriculum. This course qualifies for high school elective credit.



will address acid-based theory, kinetics, equilibrium, thermochemistry, electrochemistry, nuclear chemistry, qualitative analysis, colloids, and the structures of organic molecules.

**Anatomy and Physiology**

Grades: 11- 12

Credit 1

Prerequisite: Biology and Chemistry

This course is geared toward the student who plans to major in biological or health-oriented sciences, or is an intellectually curious non-science major. This course emphasizes the structure and function of the human body including support and movement, integration and control, maintenance, and reproduction. It involves both classroom and laboratory activities, including selected organ dissections. This course is necessary if pursuing a coherent sequence in Health Science Technology.

**Physics**

Grades: 11-12

Credit: 1

*Prerequisite: Successful completion of Chemistry and Geometry*

Physics includes the lecture and laboratory study of force and motion, thermal energy, wave phenomena, kinetic theory, light and optics, and electricity and magnetism.

**Earth and Space Science** A+ class

Grades: 11-12

Credit 1

Prerequisite: Completed 3 required science courses in high school or concurrent with 3<sup>rd</sup> course.

ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's systems in space and time. Students will spend time studying the geosphere (solid Earth) hydrosphere (water), and atmosphere systems. Students will focus on how these systems interact with each other and how they interact with the biosphere (life). In addition, students will investigate how the Earth is part of the much larger solar and stellar systems.

**Science EOC Remediation**

Local Credit: 1

This course is designed for students who have not passed the EOC Biology Test.

## ***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: 10

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.

### **United States History**

Grade: 11

Credit: 1

This course is a survey of the U.S. History from the Post-Reconstruction period following the Civil War to the present. Topics studied are Reconstruction, the West, the Industrial Revolution, the Agrarian Revolution, the Progressive Movement, Imperialism, World War I, the Twenties, the Great Depression, World War II, and major foreign and domestic problems of the 50's through the 80's.

### **U.S. History Dual Credit**

Grade: 11

Credit: 1

This course is a much more in-depth study of the U.S. History from the Exploration period to the present. Document based questions are addressed and outside reading is assigned. Student products and essays are vehicles for demonstrating mastery. Emphasis will be on preparing students to take the AP exam at the end of the course.

**U. S. Government**

Grade: 12

Credit: ½

This course will provide the student an unusual opportunity to interact with fellow students and state/local political leadership. The student will be expected to express orally and in writing, a broad comprehension of the history of politics and of the discipline of political science.

**U. S. Government Dual Credit**

Grade: 12

Credit: ½

US Government Dual Credit is a survey of the United States constitutional systems: executive, judicial, and legislative. Emphasis is on foreign and military policies, economic and financial developments, political parties and ideologies, bureaucracies, and the impact of public opinion, pressure groups, and mass media on elections. World affairs are stressed with respect to their impact on the United States.

Prerequisite: Meet all admission requirements to Texarkana Community College including THEA or THEA exemption. Tuition for three-semester hours must be paid to TC.

Students finishing the course with a “B” or better may use this course as fulfillment of one Advanced Measure for the DAP Graduation Plan.

**Economics**

Grade: 12

Credit: ½

This course will provide the student with an in-depth look at America’s economics system. Through various activities that emphasize both written and oral skills, the student will develop a broad comprehension of Microeconomics in today’s world.

**Economics Honors**

Grade: 12

Credit: 1/2

Economics Honors is an introduction to the study of general economic principles. Such topics as economic systems, demand and supply, business organizations, gross national product, unemployment, inflation, fiscal policy, monetary policy, interest rates, and business cycles are discussed. Macroeconomics and current economic topics are emphasized.

**Psychology Dual Credit**

Grade: 10-12

Credit: ½

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **LANGUAGES OTHER THAN ENGLISH**

### **Spanish I – III**

Credit 1-3

(Weighted credit on level III )

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 - II

Grades: 9-12

Credit: 1

Art II – is Teacher Approval

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: 10-12

Credit: 1

By Audition only

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**      **1<sup>st</sup> Year**  
**Band II**     **2<sup>nd</sup> Year**  
**Band III**    **3<sup>rd</sup> Year**  
**Band IV**     **4<sup>th</sup> Year**

Grades: 9-12

Credit: 1

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

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.

**Choir I-IV**

Grades: 9-12

Credit: 1-4 State  
**By Teacher Approval**

This choir is composed of students new to high school choir experience or at Level I or II of choir proficiency. Students will be required to participate in all offered choral activities which may involve after school rehearsals and performances. Performances will be at the discretion of the director. Emphasis is placed on music reading skills and vocal technique in preparation for moving into the Chorale at the earliest opportunity.

# 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.

<b>Physical Ed IA</b>	<b>1<sup>st</sup> Semester</b>
<b>Physical Ed IB</b>	<b>2<sup>nd</sup> Semester</b>
<b>Physical Ed IIA</b>	<b>3<sup>rd</sup> Semester</b>
<b>Physical Ed IIB</b>	<b>4<sup>th</sup> Semester</b>

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

State

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 per Semester

local

Prerequisite: Must go through tryout process.

# **BUSINESS & INDUSTRY**

## **BUSINESS & INDUSTRY** *(Architecture and Construction)*

### **Principles of Architecture, Construction, & Electrical 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.

### **Construction Technology** Grades: 10-12 Credit 1

In Construction Management, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management includes the knowledge of the design techniques and tools related to the management of architectural and engineering projects.

### **Architectural Design** Grade: 9-12 Credit: 1 *Prerequisite: None*

In this course, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

### **HVAC and Refrigeration Technology** Grade: 11-12 Credit: 2

In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain knowledge and skills specific to those needed to enter the industry as technicians in the

HVAC and refrigeration industry or building maintenance technician or supervisor or prepare for a postsecondary degree. Students acquire knowledge and skills in safety, principles of HVAC theory, tools, codes, and installation of HVAC and refrigeration equipment.

**Advanced HVAC and Refrigeration Technology** Grade: 11-12 Credit: 2

In Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain advanced knowledge and skills specific to those needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors or prepare for a postsecondary degree. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

**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.

**501401 Food Technology & Safety** Grades: 10-12 Credit: 1/2

To be prepared for careers in value-added and food processing systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course examines the food technology industry as it relates to food production, handling, and safety.

**503003 Livestock Production** Grades: 10-12 Credit 1/2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**500500 Equine Science** Grades: 10-12 Credit 1/2

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

**502300 Agricultural Facilities Design & Fabrication** Grades: 10-12 Credit 1

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore

career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**501500 Wildlife, Fisheries and Ecology Management** Grade: 9-12 Credit: ½

Prerequisite: Principles of Agriculture, Food and Natural Resources or concurrent enrollment in PAFNR.

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. Hunter safety certification is an option that requires a \$10.00 testing fee.

**502222 Horticulture Science** Grade: 10-12 Credit 1/2

Prerequisite: Principles of Agriculture, Food and Natural Resources

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

**501900 Landscape Design and Turf Grass Management** Grade: 10-12 Credit: ½

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of landscape and turf grass management techniques and practices.

**Veterinary Medical Applications** Grade: 11-12 Credit: 1

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and

transfer their knowledge and skills in a variety of settings. Topics covered in this course include, but are not limited to veterinary practices as they relate to both large and small animal species.

**502000 Agricultural Mechanics and Metal Technologies** Grade: 10-12 Credit: ½

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**500400 Agricultural Power Systems** Grade: 10-12 Credit: 1

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.

**500401 Small Animal Management** Grade: 10-12 Credit: 1/2

Prerequisite: Principles of Agriculture, Food and Natural Resources

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

**Small Engine Technology** Grades 10-12 Credit: 1

This course is designed to provide training for entry-level employment in the small engine technology industry. Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycle, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In



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

**Newspaper II-III**

Grades: 11-12

Credit: 1-2

**Prerequisite:** Successful completion of Journalism I and Application required

Newspaper II is an advanced class limited to the staff of the school newspaper, “The Buzz”. It is designed for students who have demonstrated competency in reporting, editing, design and production skills in Newspaper I. It is a laboratory course structured to permit students to make practical application of previously learned skills and to apply new skills by using desktop publishing to produce the school newspaper. This project-based course focuses on real-world audiences as customers. Students will learn to use a collection of software tools and design techniques to create a variety of formatted products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools. These students are encouraged to participate in Journalism UIL.

**Debate I- IV**

**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**

*(Finance)*

### **Accounting I**

Grades: 10–12

Credit: 1

This course introduces general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle; special journals and ledgers; work sheets; adjusting and closing entries; special problems in the purchase and sale of merchandise; notes and interest; depreciation; accruals and prepaid items; payroll records; and personal income taxes. This course may qualify for college credit under Tech Prep.

### **Money Matters**

Grades: 10–12

Credit: 1

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

### **Statistics & Risk Management**

Grades: 11-12

Credit: 1

Prerequisite: Successful completion of Pre-Calculus or concurrent enrollment in Pre-Calculus

This is a class designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making statistical inferences. Prerequisite: Algebra I, Geometry, and Algebra II. The course will include the study of graphs, functions and their inverses, polynomial and rational functions, roots of polynomial equations, exponential and logarithmic functions, linear and non-linear systems of equations and inequalities, determinants, matrices, binomial theorem, sequences and series, and permutations and combinations.

**BUSINESS & INDUSTRY**  
(*Information Technology*)

**Telecommunications and Networking**

Grades: 10-12

Credit: ½

Provides a basic introduction to the development and impact of network and telecommunications systems; explores the various types and uses of networks and on-line services; and develops skills necessary to become Network + certified.

**BUSINESS & INDUSTRY**  
(*Business & Management and Administration*)

**Business Law**

Grades: 10-12

Credit: ½ -1

This course is designed to give the student knowledge of the fundamentals of civil law, criminal law, consumer law, contract law, and tort law. The course provides practical information and problem-solving opportunities that help students develop the knowledge and skills necessary for survival in our society. The curriculum includes case studies, mock trials, role-plays, small group exercises, and visual analysis activities.

**BIMS I**

Grades: 10-12

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.

**BIMS II - DC**

Grades: 10-12

Credit: 1

**Business Information Management Systems II**

Prerequisite: Successful Completion of Business Management Information Systems I

An occupationally specific course, which introduces the advanced concepts and skills, related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software. This course is designed to provide the foundation for more advanced computer applications and advanced standing at the post-secondary level. This course may qualify for college credit under Tech Prep guidelines and Microsoft (MOS) certification upon successful completion of the required test. Tech-prep credit may be awarded at Texarkana College. 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. (This course satisfies the speech credit required for graduation for students entering high school prior to fall 2014.

**Practicum in Business Management I**

Grades 11-12

Credit 2

**Prerequisite:** At least one credit in Business Marketing, or Management, and or Finance cluster

This course allows students to apply business concepts and principles in the classroom and the workplace. In the classroom portion of the course, students will gain a working knowledge of office-related skills such as communication, ethics, office technology (Microsoft Office and Adobe applications), and resume writing. Practicum experiences occur in a paid or unpaid arrangements in a variety of locations appropriate to the nature and level of experience. Students implement personal skills to strengthen individual performance in the work place and in society and to make a successful transition to the workforce or postsecondary education.

**BUSINESS & INDUSTRY***(Business & Marketing Careers)***Marketing Education: Personal Leadership**

Grade: 10-12

Credit: ½

This course will address personal skills and leadership traits. Emphasis will be placed on the personal responsibility and decision making skills that affect leadership ability, such as organizational skills, problem-solving skills, communication skills, and citizenship roles. Students will explore leadership roles in a variety of contexts and learn how to develop and refine character traits that affect leadership effectiveness.

Prerequisite: None

**Principles of Business, Finance, & Marketing**

Grades: 10-12

Credit: ½

Student will learn to apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing and finance. Students will analyze the sales process and financial management principles while gaining knowledge and skills in economies and private enterprise systems, the impact of a global business, marketing goods and services, advertising and product pricing.

**Career Preparation I**

Grades: 11-12

Credit: 3

Prerequisite: Student must be at least 16 years of age by September 1

An occupationally specific course designed to focus on the study of marketing concepts and principles and their practical applications. Students will gain a working knowledge of the marketing concept and its application. This course provides preparation for careers in distribution, retailing, wholesaling, and service occupations. Training involves a combination of supervised work experience in approved business establishments in the community and related to classroom instruction. The classroom instruction introduces the basic concepts and skills for marketing careers with emphasis on marketing functions; human relations and personality development; business policies; management principles; inventory control; merchandising; and selling. Students must work a minimum of 15 hours per week. Students must have a job before entering into any work program. *Students must have own transportation.*

**Career Preparation II**

Grade: 12

Credit: 3

Prerequisite: Successful Completion of Marketing Dynamics & Application required/Student must be at least 16 years of age by September 1.

This is an advanced marketing course with an emphasis on developing decision-making skills. The development of a marketing research project is a recommended component. This course provides advanced training in retailing through a combination of supervised work experience in approved business establishments in the community and related classroom instruction. The classroom instruction introduces the basic concepts and skills for marketing careers with emphasis on marketing functions; human relations and principles; inventory control; merchandising; and selling. Students must work a minimum of 15 hours per week. Students must have a job before entering into any work program. *Students must have own transportation.*

# **PUBLIC SERVICES**

## **PUBLIC SERVICES**

*(Human Services)*

### **504700 Child Development**

Grades: 10-12

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Interpersonal Studies**

Grades: 10-12

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **503000 Food Science Credit: 1**

Grade: 10-12

Prerequisite: None

In this course, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

### **503200 Principles of Human Services Credit: ½**

Grade: 9-12

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.

**Dollars and Sense Credit: ½**

Grade: 9-12

Prerequisite: None

This course focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

**504900 Family and Community Services Credit: 1**

Grade: 9-12

Prerequisite: None

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

**Lifetime Nutrition and Wellness Credit: ½**

Grade: 9-12

Prerequisite: None

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

**Cosmetology I**

Grades: 11-12

Credit: 3

**Prerequisites:** Good attendance record/ Contract

This course begins preparation for the State Board operator licensure in the field of cosmetology. Instruction includes rules and regulations of the Texas Department of Licensing and Regulation handbook, haircutting, hairstyling, hair coloring, manicures, pedicures, artificial nails, permanent waving, chemical hair relaxing, facials, facial make-up, **massage, anatomy, and physiology**. This is a two year program with 500 obtainable hours the first year and the same for the second year with the total accumulative hours of 1,000. Students planning to enroll in this program must have a \$25.00 money order made out to the Texas Department of Licensing and Regulation for the required permit the day of orientation. Estimated expense: \$220.00 - \$250.00 required the first day of instruction. Students will not be allowed to work on clinic floor without required kit.

**Cosmetology II**

Grades: 12

Credit: 3

*Prerequisite: 500 hours and successful completion of Cosmetology I*

This course continues preparation for the State Board operator licensure exam. Students must pass the State Board exam to become a licensed cosmetologist in the state of Texas. Instruction includes rules and regulations of the Texas Department of Licensing and Regulation handbook, haircutting, hairstyling, hair coloring, manicures, pedicures, artificial nails, permanent waving, chemical hair relaxing, facials, facial make-up, massage, anatomy, physiology, salon management and product sales. Student's clientele consists of other students, family, friends, and the general public. To receive credit for this course, the student must have completed all practical applications and be scheduled to take the Texas Department of Licensing and Regulation exam for cosmetologist. Upon passing the state board exams, the student will be a professional licensed cosmetologist in the state of Texas. Estimated expense: \$150.00.

**PUBLIC SERVICES**

*(Law, Public Safety, Corrections, and Security)*

**Principles of Law, Public Safety, Corrections, & Security**      Grade 11-12      Credit 1

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

**Law Enforcement I**

Grade: 11-12

Credit 1

Prerequisite: Principles of Law, Public Safety, Corrections, & Security

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.

# **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)

## **Principles of Technology**

Grade: 11-12

Credit: 1

In this course, students will use a systems approach to investigate mechanical, fluid, electrical, and thermal systems. Students will solve problems, think critically, and make decisions related to technology while applying communication, science, and mathematics knowledge and skills to technological activities.

## **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. Certified classroom teachers provide tutoring. 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.

### **Grade: 12 Office Aide/Counselor Aide**

Credit: N/A

Student assistants work in various offices at the high school and assist individual teachers. In order to be eligible for office aide, a student must have passed all courses during the semester before placement and during their placement. Students must sign a contract and are subject to be removed or reassigned for discipline or having a nonconforming work ethic.

### **ACT Prep**

Grades: 10 -12

Credit: ½

This course is designed to help students raise their scores on college entrance exams.

### **Leadership Skills**

Grades: 10-12

Credit: 1 Local

The purpose of this class is to teach leadership skills and to offer realistic opportunities in which students can put these skills to work. The course includes theories of leadership, debate, problem solving, speech-making, forensics, committee work, inter- and intra-personal management, and citizenship development. Students will meet with leaders in the school and the community and will be involved in the decision-making process. The course is open to the presidents of clubs and/or organizations, all junior and senior class officers and for the executive Student Council officers.

