

High School
Course Description Guide

Grades 11 through 12



FOREWORD

Intended for the use of both parents and students, the following pages represent the school administration's continuing efforts to provide pertinent information about your high school and, specifically, a description of the courses offered. The booklet has been assembled by utilizing Texas Education Agency publications as they apply to the local district and by listing the courses that Mesquite ISD high schools generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

Hopefully, this publication will be helpful to students as they enter high school and continue their FutureQuest for college. Students are urged to study this booklet along with the Student Handbook as they plan their graduation programs. All information contained in this publication is the district's interpretation of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency clarify the requirements they will be posted on the Mesquite ISD website at www.mesquiteisd.org. Please check the MISD website often for updates and corrections.

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This publication lists the courses that high schools in Mesquite generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

Honors courses are applicable as such only during the regular school year. Grade points are not awarded for any summer school courses nor for courses taken outside the regular school day.

At publication time of this information, the requirements listed are district interpretations of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency change the requirements, those changes will be noted on the district website: www.mesquiteisd.org.

MISD GRADUATION PROGRAMS AND REQUIREMENTS

All students shall meet state and local requirements for graduation. Available graduation programs, credit requirements, and course requirements are based on the year students entered the ninth grade in the fall. **Students will be enrolled in courses to complete the Recommended High School Program or the Distinguished Achievement Program.** A third option, the **Minimum High School Program**, is only available to specific students. House Bill 5 passed in 2013 allows students to graduate under the new graduation plans. Plans are outlined on the district website.

Before a student is permitted to take courses under the Minimum High School Program, the student, the student's parent or guardian, and a school counselor or school administrator must agree that the student should be permitted to take courses under the minimum plan, and the student must meet at least one of the following conditions:

1. Be at least 16 years of age
2. Have completed two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code, §28.002(a)(1)
3. Have failed to be promoted to Grade 10 one or more times as determined by the school district

It is the student's academic achievement record, not the diploma, that is used to differentiate individual accomplishments, achievement, and graduation program completion. This is a record of performance in high school level courses including courses taken, final grades, credits earned, grade point averages, days absent, and standardized test scores. A standard high school diploma is awarded to all MISD students who have completed one of the district's graduation programs and have passed the exit level state assessment unless the ARD committee has determined the student to be exempt. Students receiving special education services who complete graduation requirements specified in their IEP and who gain the required number of credits will receive a standard high school diploma.

Students who entered 9th grade in 2010 or before and are scheduled to graduate must take the exit level TAKS test (Texas Assessment of Knowledge and Skills) at the re-testing opportunities in the fall, spring, and summer and must meet the standard on all four tests of the exit level TAKS prior to receiving a Texas high school diploma. The four TAKS tests are English language arts, mathematics, science, and social studies. The 11th grade exit level test will cover material in the following academic subjects:

- English language arts including at least English 3 and writing
- Mathematics including at least Algebra 1 and geometry
- Social Studies including early American history, United States history, world geography and world history
- Science including at least biology and integrated chemistry and physics

A student who has successfully completed the appropriate coursework and gained the required number of credits but has not met the standard on all sections of TAKS shall not receive a high school diploma; however, a student may continue to take the section(s) on which the standards have not been met as an out-of-school tester.

State legislation phased out the current high school Texas Assessment of Knowledge and Skills (TAKS) assessments (grade 9 through exit level) and replaced them with end-of-course (EOC) assessments beginning in the 2011-2012 school year. Students first enrolled in grade 9 or below in the 2011-2012 school year or after will be required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take high school TAKS. The chart below illustrates the plan for the phase-out of high school TAKS and the phase-in of STAAR EOC assessments.

Phase-Out TAKS and Phase-In STAAR EOC

	2014-2015	2015-2016
Grade 9	STAAR EOC	STAAR EOC
Grade 10	STAAR EOC	STAAR EOC
Grade 11	STAAR EOC	STAAR EOC
Grade 12	STAAR EOC or TAKS*	STAAR EOC

*Out-of-school testers and 12th grade re-testers.

Beginning with the 2013-2014 school year, the 83rd Legislature changed end-of-course graduation requirements. Students must now pass only five end-of-course tests to meet state assessment graduation requirements (Algebra I, Biology, U.S. History, English I and English II). Beginning with Spring 2014, reading and writing assessments for English I and English II will no longer be offered as two separate tests. English I reading and writing end-of-course tests will be combined into one English I test. English II reading and writing end-of-course tests will also be combined into one English II test.

OTHER INFORMATION STUDENTS AND PARENTS SHOULD KNOW

Grade 8 assessment performance is a good indicator of how well students will do on the exit level and end-of-course exams. Students who are weak in some areas may need to focus on improving those skills.

Released TAKS and STAAR tests are available along with the answer keys on the Texas Education Agency's web site: <http://tea.texas.gov/student.assessment/>. At this website, students and parents can find information about the student assessment program, the testing calendar, the released tests, statewide results, and technical information about the testing program.

Should students not meet the standard on any of the TAKS tests, a study guide can be downloaded from the TEA website at <http://tea.texas.gov/student.assessment/taks/>.

For students who receive special education services, the ARD committee determines whether the student will take STAAR EOC, STAAR EOC Accommodated, or STAAR EOC Alt. to measure academic progress. A special education student who successfully completes the minimum curriculum and credit requirements, and completes the requirements of his or her individual education plan (IEP) shall receive a high school diploma.

MISD Graduation Requirements Effective Fall 2011, 2012, 2013 Entering Ninth Graders

Students entering 9th grade must complete curriculum requirements for the Recommended Program or DAP plus additional local requirements. The Minimum Program is permitted only if the student meets state criteria and has written approval of the parent and the Graduation Placement Committee unless the student is exempt by ARD. [TEC 28.025(b)].

At publication time of this information, the requirements below are district interpretations of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency clarifies the requirements, parents and students will be notified of any changes.

Subject Area	Distinguished Achievement Program (DAP)	Recommended Program (RHSP)	Minimum Program (MHSP)
ENGLISH	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)
MATH	4 credits Must include Algebra 1, Geometry, Algebra 2 and 4th credit for which Algebra 2 is a pre-requisite	4 credits Must include Algebra 1, Geometry, and Algebra 2. Can also include either MMA if taken prior to Algebra 2 or a 4th math for which Algebra 2 is a pre-requisite	3 credits Must include Algebra 1 and Geometry
SCIENCE	4 credits Biology, Chemistry, Physics and any allowable 4th credit	4 credits Biology, IPC, Chemistry and Physics OR Biology, Chemistry, Physics or Principles of Technology and any allowable 4th credit	2 credits Biology and IPC, or Biology, Chemistry, Physics
SOCIAL STUDIES AND ECONOMICS	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)
LANGUAGES OTHER THAN ENGLISH	3 credits Levels 1, 2 and 3 of the same language	2 credits Levels 1 and 2 of the same language	N/A
PHYSICAL EDUCATION	1 credit	1 credit	1 credit
HEALTH	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement
TECHNOLOGY EDUCATION	1 credit One credit from the same course (See listing of courses)	1 credit One credit from the same course (See listing of courses)	1 credit One credit from the same course (See listing of courses)
FINE ARTS	1 credit One credit from the same course	1 credit One credit from the same course	1 credit One credit from the same course
SPEECH	.5 credits Communication Applications or CTE Professional Communications	.5 credits Communication Applications or CTE Professional Communications	.5 credits Communication Applications or CTE Professional Communications
ELECTIVES**	3 credits Selected from state approved courses: no local credits	4 credits Selected from state approved courses; no local credits	8 credits Selected from state approved courses with maximum of 4 local credits
TOTAL CREDITS	26 CREDITS (Plus 4 advanced measures)	26 CREDITS	25 CREDITS
STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR) MASTERY	End-of-Course-Exams *English I & II *Algebra 1 *Biology *US History *Only if course is taken	End-of-Course-Exams *English I & II *Algebra 1 *Biology *US History *Only if course is taken	End-of-Course-Exams *English I & II *Algebra 1 *Biology *US History *Only if course is taken

****Elective credits** may be selected from all state-approved courses including physical education. Elective course choices will reflect the student's individual needs, interests, and/or aptitudes. Students who are not passing EOC exams may be enrolled in designated state or local credit courses to support them in passing EOC at any grade level in place of an elective(s). **Students may not be eligible for early dismissal if they are not passing STAAR EOC.**

MISD Graduation Requirements Effective Fall 2010 Entering Ninth Graders

Students entering 9th grade must complete curriculum requirements for the Recommended Program or DAP plus additional local requirements. The Minimum Program is permitted only if the student meets state criteria and has written approval of the parent and the Graduation Placement Committee unless the student is exempt by ARD. [TEC 28.025(b)].

At publication time of this information, the requirements below are district interpretations of the State Board of Education adopted amendments to the graduation requirements. If the SBOE and the Texas Education Agency clarifies the requirements, parents and students will be notified of any changes.

Subject Area	Distinguished Achievement Program (DAP)	Recommended Program (RHSP)	Minimum Program (MHSP)
ENGLISH	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)	4 credits English 1,2,3,4 (ESOL 1 & 2 may be substituted for English 1 & 2.)
MATH	4 credits Must include Algebra 1, Geometry, Algebra 2 and 4th credit for which Algebra 2 is a pre-requisite	4 credits Must include Algebra 1, Geometry, and Algebra 2. Can also include <u>either</u> MMA if taken prior to Algebra 2 <u>or</u> a 4th math for which Algebra 2 is a pre-requisite	3 credits Must include Algebra 1 and Geometry
SCIENCE	4 credits Biology, Chemistry, Physics and any allowable 4th credit	4 credits Biology, IPC, Chemistry and Physics OR Biology, Chemistry, Physics and any allowable 4th credit	3 credits Biology, IPC, and 3rd Science; or Biology, Chemistry, Physics
SOCIAL STUDIES AND ECONOMICS	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)	4 credits World Geography, World History, U.S. History, U.S. Govt. (.5), Economics (.5)
LANGUAGES OTHER THAN ENGLISH	3 credits Levels 1, 2 and 3 of the same language	2 credits Levels 1 and 2 of the same language	N/A
PHYSICAL EDUCATION	1 credit	1 credit	1 credit
HEALTH	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement	.5 credit Principles of Health Science or Health Science Clinical Rotation 1 will also fulfill this requirement
TECHNOLOGY EDUCATION	1 credit One credit from the same course (See listing of courses)	1 credit One credit from the same course (See listing of courses)	1 credit One credit from the same course (See listing of courses)
FINE ARTS	1 credit One credit from the same course	1 credit One credit from the same course	1 credit One credit from the same course
SPEECH	.5 credits Communication Applications or CTE Professional Communications	.5 credits Communication Applications or CTE Professional Communications	.5 credits Communication Applications or CTE Professional Communications
ELECTIVES**	3 credits Selected from state approved courses: no local credits	4 credits Selected from state approved courses; no local credits	8 credits Selected from state approved courses with maximum of 4 local credits
TOTAL CREDITS	26 CREDITS (Plus 4 advanced measures)	26 CREDITS	26 CREDITS
TEXAS ASSESSMENT OF KNOWLEDGE & SKILLS (TAKS) MASTERY	Exit-Level TAKS (ELA, Math, Science, and Social Studies)	Exit-Level TAKS (ELA, Math, Science, and Social Studies)	Exit-Level TAKS (ELA, Math, Science, and Social Studies)

****Elective credits** may be selected from all state-approved courses including physical education. Elective course choices will reflect the student's individual needs, interests, and/or aptitudes. Students who are not passing TAKS may be enrolled in designated state or local credit courses to support them in passing TAKS at any grade level in place of an elective(s). **Students may not be eligible for early dismissal if they are not passing TAKS.**

DISTINGUISHED ACHIEVEMENT PROGRAM ADVANCED MEASURES

- Purpose:** The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to work done by college students or to work done by professionals in the arts, sciences, business, industry, or community service. In addition to successfully meeting specific academic course requirements, the student must also achieve any combination of four advanced measures.
- Standards:**
- The advanced measures must focus on demonstrated performance at the college or professional level.
 - Student performance on advanced measures must be assessed through an external review process.
- Advanced Measures:**
- 1. Original research/project that follows district procedures and is:**
 - a. judged by a panel of professionals in the field that is the focus of the project; or
 - b. conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - c. related to the required curriculum (relating to TEKS).
Original research/project may be proposed by the student but must be approved by and developed under the guidance of an MISD staff member.
(Limit of two measures)
 - 2. Test data where a student receives:**
 - a. a score of 3 or above on the College Board Advanced Placement Exam
(May have one to four measures from this category.);
 - b. a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the National Merit Scholarship Corporation; or as part of the National Achievement Scholarship Program of the College Board. The PSAT score may count as only *one advanced measure* regardless of the number of honors received by a student.
 - 3. College academic courses and specified Tech Prep articulated courses in which a student receives:**
 - a. a grade of 80 or higher on approved academic courses that count for a college credit. These courses must either be part of special programs recognized by MISD, approved college dual credit academic courses (see page 11), or specified Career Pathway (formerly Tech Prep) articulated courses (see page 14). All college courses must have prior approval from the principal for the student to take the course. *(May have one to four measures.)*

Students must earn at least four advanced measures and may do so in any combination. A student may not count two measures derived from a single activity. For example, a student who scores a 3 or higher on an AP U.S. History exam cannot also count a college credit course in U.S. History.
- Examples:**
- A student could earn a score of 3 or higher on four Advanced Placement exams.
 - A student could: (1) score on the PSAT as a Commended Scholar or higher, (2 & 3) earn a score of 3 or higher on two Advanced Placement exams, and (4) earn a grade of 3.0 (B) on an MISD approved academic college course including dual credit.
 - A student could: (1) complete a project in a mentorship course and report to an appropriate audience, (2) score 3 on one Advanced Placement exam, (3) take a college course approved by MISD for college credit and make a grade of 3.0 (B), and (4) score on the PSAT as a Commended Scholar or higher.
- Documentation:** The student is responsible for completing an application for advanced measures with the high school registrar prior to October 30 of the graduating year. The student is also responsible for documenting completion of each advanced measure with the registrar. All advanced measures must be completed and documented prior to graduation for recognition at graduation.

GENERAL INFORMATION

This general information has been provided to help clarify questions about your courses. For more detailed information, please read the [Student Handbook](#) or check with your school counselors. **Due to pending guidelines from TEA, some information may change after this guide has been printed.**

AWARD OF CREDIT

All students who enroll in a two-semester course will continue to earn full credit for the course if both semesters averaged together equal a full year grade of 70 or above for the final grade. The semesters of a full year course must be taken in the correct sequence.

A student may earn a half-credit (.5 credit) in a two-semester course if the student passes only one semester with a grade of 70 and the two semesters averaged together do not equal a final grade of 70.

Students who are awarded a half-credit (.5) for one semester of a two-semester course must re-take the failed semester and earn a grade of 70 to gain the other required half-credit. First semester of a two-semester course will not be offered second semester, and second semester of a two-semester course will not be offered first semester. The student must retake the failed semester either in summer school, through campus credit recovery programs, or during the following year to earn the additional half-credit (0.5 credit).

CLASSIFICATION OF STUDENTS

The classification of a student depends upon the number of units of credit earned and not upon the number of years spent in high school. Generally changes in classification are made at the beginning of the academic year. To be classified as a senior, a student must be scheduled to graduate at the end of the spring semester of the current school year. The minimum number of units required for classification is as follows:

Sophomore	(10th)	6 units
Junior	(11th)	12 units
Senior	(12th)	18 units

COLLEGE COURSES

Before considering enrollment in any college course, students should consult with their counselors for TSI (Texas Success Initiative) requirements. Students must also obtain prior written approval from the principal before enrolling in a college course.

Concurrent enrollment for college credit provides the opportunity for students to remain in high school and take courses for college credit in the evenings, on the weekend, or during the summer. Grade points are not awarded for these courses. All fees, tuition, or other costs are the responsibility of the student and his/her parents. These courses generally do not count for high school credit unless special circumstances exist; however, high school credit may also be earned for academic courses taken concurrently and passed only if these criteria are met:

- The courses are provided by institutions of higher education accredited by SACS (Southern Association of Colleges and Schools Commission on Accreditation) or other recognized regional accrediting associations that are part of the same national organization.
- The course is part of a special program recognized and approved by MISD.
- The college course should correlate to a Texas state approved course and provide advanced academic instruction beyond or in greater detail than the essential knowledge and skills for the MISD high school course.
- Each course syllabus has been submitted for review and approval by the Administrative Officer - Curriculum prior to student enrollment.
- The student must arrange for an official college transcript carrying the final grade to be sent from the college to the high school counselor for evaluation before credit can be awarded and before the course can be added to the student's academic achievement record. The transcript will be kept by the school.

Students may receive one credit toward the required courses for high school graduation; additional credits will be counted as elective credits. If MISD teaches the course, then the same amount of credit will be awarded but no grade points will be awarded, unless the course is offered on campus during the school day. Special programs may be added, but those approved at this time are:

- The Junior Statesmen Summer School/University of Texas at Austin, Yale, Stanford, Georgetown, and Northwestern Universities
- TAG Program, College Experience Southern Methodist University
- TIP Program/Duke University
- Texas Academy of Math and Science/University of North Texas

A student who earns a college grade of 3.0 or higher may count this academic course as an advanced measure of the Distinguished Achievement Program.

Dual credit courses are courses offered to 11th and 12th grade high school students through an official agreement between Dallas County Community College and MISD. These specific, pre-approved courses meet both district and college guidelines in order to provide credit for both high school and college when a grade of C or higher is earned. No grade points are awarded for these courses except when taken in MISD during the school day. There are specified enrollment procedures that must be followed.

- Students must be enrolled as full-time students in MISD and must obtain permission from the high school principal or designee prior to college enrollment.
- Students may not leave an assigned course early to take a dual credit course offered at the college.
- Students must provide their own transportation to the college.
- Students are responsible to take TSI assessment and meet other eligibility criteria as required by the college.
- Tuition will be waived from Dallas County Community College for approved, designated dual credit courses. Other expenses for college enrollment, for textbooks, and for course work are the responsibility of the student when the course is taken at the college.
- An approved academic dual credit course may count as a DAP measure when a grade of 3.0 (B) or higher is earned.
- Upon successful completion of the course, a student with a grade of C or higher will receive credit for the college course and may receive credit for the high school course by submitting his/her college transcript or the Community College Credit Report to his/her counselor. **A student is responsible for verifying transferability of course credit to the college/university of choice.** Dual credit courses considered for the current school year will be posted on the district website as the courses may vary from year to year. Minimum class size must be met for the class to be taught.

TEXAS VIRTUAL SCHOOL NETWORK

TxVSN provides courses to supplement the instructional programs of public school districts and open enrollment charter schools. Through regular review of student needs, schools may determine that TxVSN courses provide useful instructional options. A student then requests courses and the district-designated TxVSN Site Coordinator reviews and approves course selection. This system of checks and balances allows the public school district or open enrollment charter school to have an active role in the acquisition of the TxVSN courses. The district may deny paying for a student to take a course via the TxVSN if 1) The district offers a substantially similar course and 2) A student wants to take more than three year-long courses within a year at his or her own expense.

The Texas Virtual School Network (TxVSN) can provide additional opportunities and options for Texas students through online courses. TxVSN was authorized by the Texas Legislature in 2007 to provide online courses to students in Texas. Please contact your school counselor for more information.

CORRESPONDENCE AND/OR EVENING COURSES

Students are permitted to take correspondence course work with the principal's prior approval and through either the extension center through the University of Texas or through Texas Tech. (Both are approved by TEA.) Grade points are not awarded for correspondence courses. Generally, two credits may be earned. A counselor can provide other guidelines for correspondence courses. (Seniors enrolled in correspondence courses must complete the course and submit the grade at least 30 days prior to the date of graduation.)

Students may enroll in an accredited evening school only with the approval of the principal. A maximum of two units of credit may be earned in evening school. Grade points are not awarded for evening school work. This includes the MISD PLUS Program.

CREDIT BY EXAM FOR ACCELERATION

Qualifying students may choose to take acceleration exams to gain credit for courses in which they have had no formal prior instruction. The minimum score on the exam must be 80% to gain credit. The student must apply to take these exams during the designated times of the year these exams are offered. School counselors have applications and more detailed information. **These tests are offered on designated dates at no cost to the student; however, students who order tests and do not take them will be charged the cost of the test. Students may not retake a test for the same course. Grade points are not awarded for these exams.**

DROPPING COURSES

Students must be very careful when considering dropping classes. Students who drop a course while failing may become ineligible under TEA guidelines. Students who drop a course after the fourth week of school will receive a WD (Withdrawn) for the semester/final grade. The WD will be used in calculating a student's grade point average. Courses will not be dropped after the fourth week of any grading period. At this point, students must complete the six weeks and receive a grade.

GIFTED/TALENTED PROGRAM

To encourage intellectually/academically gifted students to develop to their potential, the Mesquite Independent School District provides a variety of courses to meet the needs of gifted students at the high school level. Students identified as gifted not only have the opportunity to experience in-depth curriculum in gifted/talented classes, but they also have the opportunity to engage in advanced curriculum through Honors and Advanced Placement classes.

The gifted/talented program for high school gifted students is designed to meet the needs of those students who would find an advanced, multidisciplinary curriculum challenging. Students in English and social studies especially will develop the understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Students participating in advanced mathematics and science courses will experience greater depth and an accelerated pace in the curriculum. A major goal of the gifted program is to encourage gifted students to become autonomous learners who have a social/ethical responsibility for making valuable contributions to society.

High school students identified as gifted in specific subject areas may select from applicable courses available in that subject area. Program identification is based upon specific subject aptitude and not general intellectual ability. A student must meet the subject criteria in order to be in an English or math or science or social studies gifted class.

English 2 G/T (H)
 English 3 G/T (H)
 English 4 AP G/T (H)
 Independent Study, Mentorship H, grade 12 or
 AP Literature & Composition

Geometry G/T (H), grade 9
 Algebra 2 G/T (H), grade 10
 Precalculus G/T (H), grade 11
 Calculus AP (H), grade 12

Biology G/T (H), grade 9
 Chemistry G/T (H), grade 10
 Physics G/T (H), grade 10-12
 Biology AP (H), grades 10-12
 Chemistry AP (H), grades 11-12
 Physics AP (H), grades 11-12

Human Geography AP G/T (H), grade 9
 World History AP GT (H), grade 10
 United States History AP (H), grades 11-12
 United States Government and Politics AP (H), grades 11-12
 Macroeconomics Advanced Placement (H), grades 11-12

Note: Additional Honors and AP courses are available to meet the varying needs of students.

GRADE POINTS AND LOCAL/STATE CREDIT

Grade points are awarded for courses successfully completed beginning in grade nine. Students who receive credit for high school courses taken while in middle school are not awarded grade points for these courses. Rank in class will be determined by accumulated grade points — the total number earned in a student's high school career — in all courses successfully completed by students with grades of 70 or higher. These courses include state approved courses, state approved substitutes and some locally approved courses. Due to pending guidelines from TEA, some information may change.

Students will receive grade points only for courses scheduled during the regular school day and during the regular school year (not summer school). Please note on the following chart which courses **do not** receive grade points.

<u>Course</u>	<u>Grade Points Earned</u> <u>Yes or No</u>	<u>Local/State</u> <u>Credit</u>
College Prep	Yes	Local
Correspondence Courses	No	State
Credit by Exam (Acceleration)	No	State
Credit Recovery	No	State
Dual Credit Courses outside school day	No	State
Individual Study/Applied Music	No	State
JROTC	Yes	State
Night/Evening School Courses (Including PLUS Program)	No	State
Office/Teacher Aide	No	Local
Peer Helpers (Year 1 & 2)	Yes	State
Private/Commercially Sponsored Physical Activity	No	State
Special Education Content Modified Courses	No	State
Special Programs/College Concurrent Courses	No	State
Summer School Courses	No	State
State Assessment Prep	Yes	Local

Local credit courses are approved by the Board of Trustees for local credit only and do not count toward state graduation requirements on the Recommended or DAP program.

TECHNOLOGY EDUCATION – 1 CREDIT LOCAL REQUIREMENT

Students on any of the graduation programs must earn one technology education credit in the same course as part of local graduation requirements. Listed below are various technology related MISD courses offered which count as credit for the technology education requirement. Note that courses may fall under different Career and Technical Education career clusters or under Technology Applications in the course description guide. Not all courses are offered on all campuses.

Although the majority of the students will earn the technology education credit through the Business Information Management 1 foundation course, other options for gaining this credit are included in the list below.

Architectural Design 1 or 2
 Basic Technology Application
 Business Information Management 1 or 2
 Computer Science 1 or Computer Science 2 (H)
 Concepts of Engineering and Technology
 Digital Arts and Animation
 Digital and Interactive Media
 Engineering Design and Presentation 1 or 2
 Graphic Design and Illustration 1 or 2
 Independent Study in Evolving/Emerging Technologies
 Principles of Information Technology 2 (offered in 8th grade only)
 Web Technologies

CAREER PATHWAY

A Career Pathway allows a student to get a jump start on college and a career while still in high school.

Career Pathway — Easy as 1-2-3-4

1. Talk to a school counselor to learn about the Career Pathway programs.
2. Complete the recommended classes in the chosen Career Pathway program with a B or better.
3. Enroll in a Dallas County Community College within 12 months after high school graduation.
4. Request credits from the college campus Career Pathway advisor by presenting a high school transcript.

Want More Information? <http://www.livebinders.com/play/play/28587>

COLLEGE ENTRANCE REQUIREMENTS

The student who hopes to attend college after high school graduation should begin early to plan a course of study to assure acceptance by the college or university of his/her choice. The high school counselors maintain a collection of college catalogues which list entrance requirements and other vital information for prospective students. The counselors stand ready to share the information and help to interpret it, but it is the responsibility of the student to seek that help. Once the student has made a definite choice of the school he or she plans to attend, it is advisable to keep in contact with that school's admissions office. By doing so, the student will know well in advance of any entrance requirement changes. It is strongly recommended that the student request his/her own current catalogue from the university or college and study it carefully.

TSI (Texas Success Initiative) — Students planning to attend Texas public colleges and universities must take the TSI assessments or a college designated alternate and receive scores before he/she can register for any college courses. This includes dual credit courses and concurrent enrollment courses taken while in high school. Exemptions may be gained with specified ACT, SAT, or state assessment scores. It is important that students check with the testing office or the advising office of their college for the exemption policies before registering for the TSI test. Counselors may provide more detailed information.

Advanced Placement (AP) Program

The College Board Advanced Placement Program gives students the opportunity to pursue college-level courses while still in high school. This program also challenges students, rewards their achievements, eases the transition to college, and may ease the financial burden of college. The College Board develops the scope and sequence of AP courses and provides training for AP teachers. College credit may be granted by a university based upon Advanced Placement examinations with a score of 3 or higher; therefore, **all students enrolled in an AP course are expected to take the AP exam for that course in May**. See your counselor or teacher for more information or visit www.apcentral.collegeboard.com for the testing schedule.

According to the College Board, students who complete AP courses are generally:

- better prepared academically
- more likely to complete more college courses in 4 years
- found to perform significantly better than peers who did not take AP courses
- twice as likely to go into advanced study (medicine, law)

Fine Arts	Languages	Science
AP Studio Art - Drawing AP Studio Art-Two Dimensional Design AP Studio Art - Three Dimensional Design AP Art History AP Music Theory	AP Spanish Language AP Spanish Literature AP French Language	AP Biology AP Chemistry AP Physics 1 AP Physics 2 AP Environmental Science
English	Math	Social Studies
AP English Language & Composition AP English Literature & Composition	AP Calculus AP Statistics	AP Human Geography AP World History AP Macroeconomics AP Psychology AP U. S. Government AP U. S. History

Pre-AP program courses prepare students for AP courses and are infused with strategies necessary for success in AP courses. At this level, advanced reading assignments and more in-depth studies are required. Students will be considered on the basis of teacher recommendations, prior grades, achievement test results, and parent approval.

NCAA Student-Athletes — Read the **Guide for the College-Bound Student-Athlete** each year. It can be found at www.eligibilitycenter.org. All prospective student athletes for Division I and II must register with the NCAA Initial Eligibility Clearinghouse on-line at www.eligibilitycenter.org. Eligible courses for the Clearinghouse must be within four years of high school and within the school day.

Division I

Students who enroll in a Division I College and want to participate in athletics or receive an athletic scholarship will need to present 16 core courses in the following academic areas:

- 4 years of English
- 3 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab science)
- 1 additional year of English, mathematics or science
- 2 years of social science
- 4 years of extra core courses (from any listed above, foreign language or non-doctrinal religion/philosophy)
- Graduate from high school
- Earn a minimum required grade-point average in your core courses
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average on the sliding scale (e.g., a 2.400 core-course grade-point average requires a minimum 860 combined SAT score) or a 71 ACT sum score.

Division II

Division II colleges in 2009 will require 16 core courses in the following areas

- 3 years of English
- 2 years of mathematics (Algebra or higher)
- 2 years of natural/physical science (1 year of lab science)
- 3 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)
- Graduate from high school
- Earn a minimum of 2.000 core-course grade-point average or better in your core courses
- Earn a combined SAT sum score of 820 or an ACT sum score of 68. For individuals enrolling at a college or university in Puerto Rico, earn a combined Prueba de Aptitud Académica score of 730.

A *Core Course* is an academic discipline (as opposed to a vocational or personal service course) that offers fundamental instruction in a specific area of study. Courses taught below a high school's regular academic instructional level (e.g. remedial or compensatory) cannot be considered core courses regardless of the content of the course. At least 75 percent of the instructional content of a course must be in one or more of the required areas and "statistics" must be advanced (algebra-based).

Courses for students with disabilities may be approved even if such courses are taught at a level below the high school's regular academic instructional level (e.g. special education classes) if the high school principal verifies (on the core-course forms) that the courses are substantially comparable, quantitatively and qualitatively, to similar approved core-course offerings in that academic discipline at the high school.

English

Core courses in English include instructional elements in grammar, vocabulary development, composition literature, analytical/critical reading or oral communication.

Math

Core courses in mathematics include instructional elements in algebra, geometry, trigonometry, statistics and calculus.

Social Science

Core courses in social science contain instructional elements in history, social science, economics, geography, psychology, sociology, government, political science or anthropology.

Natural or Physical Science

Core courses in natural or physical science include instructional elements in biology, chemistry, physics, environmental science, physical science or earth science.

Additional Academic Courses

Core courses in the additional academic area must be from courses in foreign language, philosophy or nondoctrinal religion courses.

SAT or ACT and NCAA Initial Eligibility

The eligibility center will combine the critical reading and mathematics sections of SAT for an overall score. All SAT and ACT scores must be reported directly to the NCAA Initial Eligibility Clearinghouse by the testing agency. When registering for the SAT or ACT, students should use the clearinghouse code of 9999.

SAT/ACT test scores that appear on high school transcripts will not be used for NCAA Initial Eligibility via the Clearinghouse!

For questions that cannot be answered by this guide or for information about sending transcripts or additional information to the eligibility center please use the following address:

NCAA Eligibility Center
Certification Processing
P.O. Box 7136
Indianapolis, Indiana 46207-7136

877.262.1492 (customer service 8 a.m. - 6 p.m. Eastern Time, Monday-Friday)
Additional information can be received via www.ncaa.org

ACT AND SAT INFORMATION

Most of the degree-granting colleges and universities require an admissions examination of some kind. These standardized college admissions tests make it possible for colleges to evaluate students who come from various sections of the country and many different kinds of schools. Registration packets are available in the Guidance/Counseling Center or students may register on line for the ACT at www.actstudent.org and/or the SAT at www.collegeboard.com. The ACT is a three-hour examination with an optional 30 minute writing test. This exam is similar to an achievement test in English usage, mathematics usage, reading comprehension, and natural science reasoning abilities. Students should check with their college to see if the ACT writing section will be required. The SAT Reasoning Test is a three and a half hour exam of primarily verbal and math reasoning abilities. The writing section of the SAT is not optional.

In order to make the best possible score on a college entrance examination, the following statements may be helpful for making course selections:

1. Students who are in the honors program in English and math will usually score high in both areas if they have been successful in the honors program (consistently receiving grades in the 80's or higher).
2. The student who takes science at least through chemistry tends to score significantly higher in math than the student who only goes through biology.
3. Students who take more academic courses (English, math, science, social studies, fine arts, and foreign language) tend to score higher on both the ACT and the SAT. Students should try to take a minimum of 18 credits from these courses. The remaining course work should be designed to match the student's intended major and/or college admission's requirement.
4. Preparation for college entrance exams can sometimes be enhanced with a test preparation course. The district offers this opportunity during the spring, outside of school hours, on a tuition basis to correspond with certain SAT and ACT test dates. Some high schools may offer a College Prep course for local credit during the school day. Students can also access test preparation programs free on the internet. See the counselor for details. However, it must be stated that neither these nor any other preparation course will be beneficial without the proper academic preparation.
5. Students will be most successful on the SAT and ACT if they follow the counselor's recommendation, the college preparation timeline, and the suggested academic courses listed in #1, 2, and 3 above.
6. Students who are on a college preparation academic program and who have completed at least English 3, Algebra 2, biology and chemistry should take the SAT and/or ACT at the end of their junior year. Students who have not completed these courses are advised against taking the SAT at that time. The ACT would be a better choice at that time for a college entrance examination.
7. Students who take the SAT or ACT late in their junior year (May or June) and want to raise their scores by taking the test again as seniors must remember that simply to retake the test with no more preparation will probably result in score decreases. In order to raise scores, students should continue with additional math courses and other academically demanding courses during the senior year. Please check with a counselor before taking or retaking any college entrance test.
8. Both tests are normally taken in May/June of the junior year and by seniors before the end of the fall semester of their senior year. A college will always take the best score if a student has tested more than once.

The PSAT/NMSQT is a preliminary test for the SAT, but it is also the test by which 11th grade students enter competition for the National Merit Scholarships. This test is given once on a national test date in October. Information regarding this test is available from the Guidance/Counseling Center.

ACT Test Dates	SAT Test Dates
September 12, 2015	October 3, 2015
October 24, 2015	November 7, 2015
December 12, 2015	December 5, 2015
February 6, 2016	January 23, 2016
April 9, 2016	March 5, 2016
June 11, 2016	May 7, 2016
	June 4, 2016

All ACT and SAT test dates are now administered locally at Mesquite High School. For additional information on ACT, visit www.actstudent.org. SAT, visit www.collegeboard.com.

TENTATIVE GRADUATION PLAN

Students are to enroll in courses for the Recommended Program.

Recommended
Program

Distinguished
Achievement Program

FRESHMAN YEAR

1. English 1 _____
2. Science - Biology _____
3. Social Studies - World Geography _____
4. Math - Algebra 1 (if not taken in 8th grade) _____
5. PE or equivalent/Health _____
6. Language Other than English - level 1 or 2 _____
7. _____

SOPHOMORE YEAR (Must have earned 6 credits to be a sophomore)

1. English 2 _____
2. Science - Integrated Physics & Chemistry or Chemistry _____
3. Social Studies - World History _____
4. Math - Geometry (if not already taken) _____
5. PE or equivalent/state elective course _____
6. Language Other than English - level 1 or 2 _____
7. Fine Arts or Technology Education elective (if not already taken) _____
8. _____

JUNIOR YEAR (Must have earned 12 credits to be a junior)

1. English 3 _____
2. Science - Physics or Chemistry _____
3. Social Studies - U. S. History _____
4. Math - Alg 2 (if not already taken), or Pre-Calculus _____
5. Language Other than English - level 1, 2, or 3 _____
6. Communication Applications/state elective course _____
7. Technology Education or Fine Arts elective (if not already taken) _____
8. _____

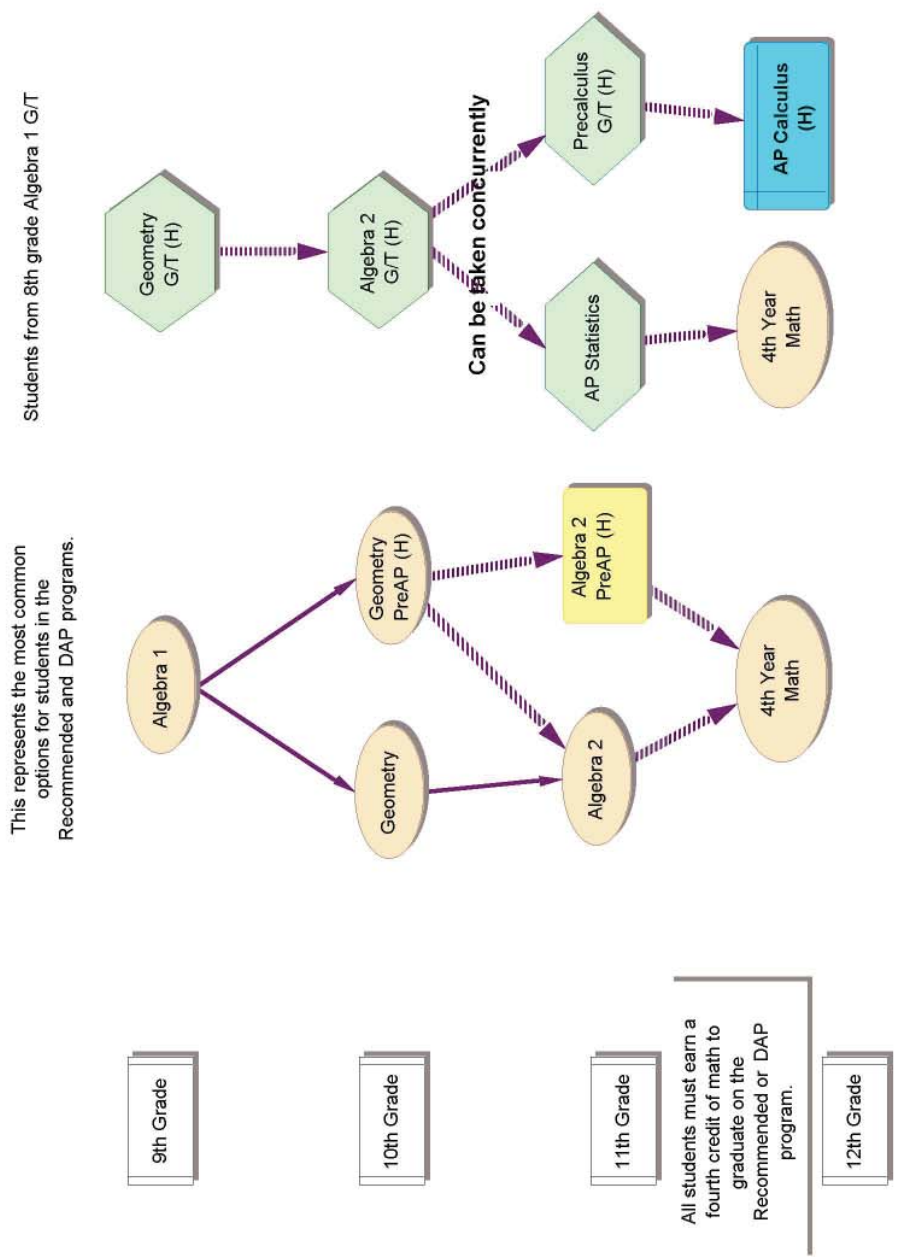
SENIOR YEAR (Must have earned 18 credits to be a senior)

1. English 4 _____
2. Social Studies - U. S. Government (.5) and Economics (.5) _____
3. Communication Applications (.5) (If not already taken) _____
4. Math - Advanced Quantitative Reasoning, Precalculus, Calculus, or Independent Study in Math _____
5. Science - allowable 4th science credit required _____
6. Fine Arts elective (if not already taken) _____
7. Language other than English - level 2 or 3 _____
8. _____

Student must schedule other required courses to meet 26 state credit requirements.

Math Course Sequence

This course sequence applies to ninth graders entering high school in the Fall of 2007 and thereafter.



Possible 4th Year Mathematics Courses

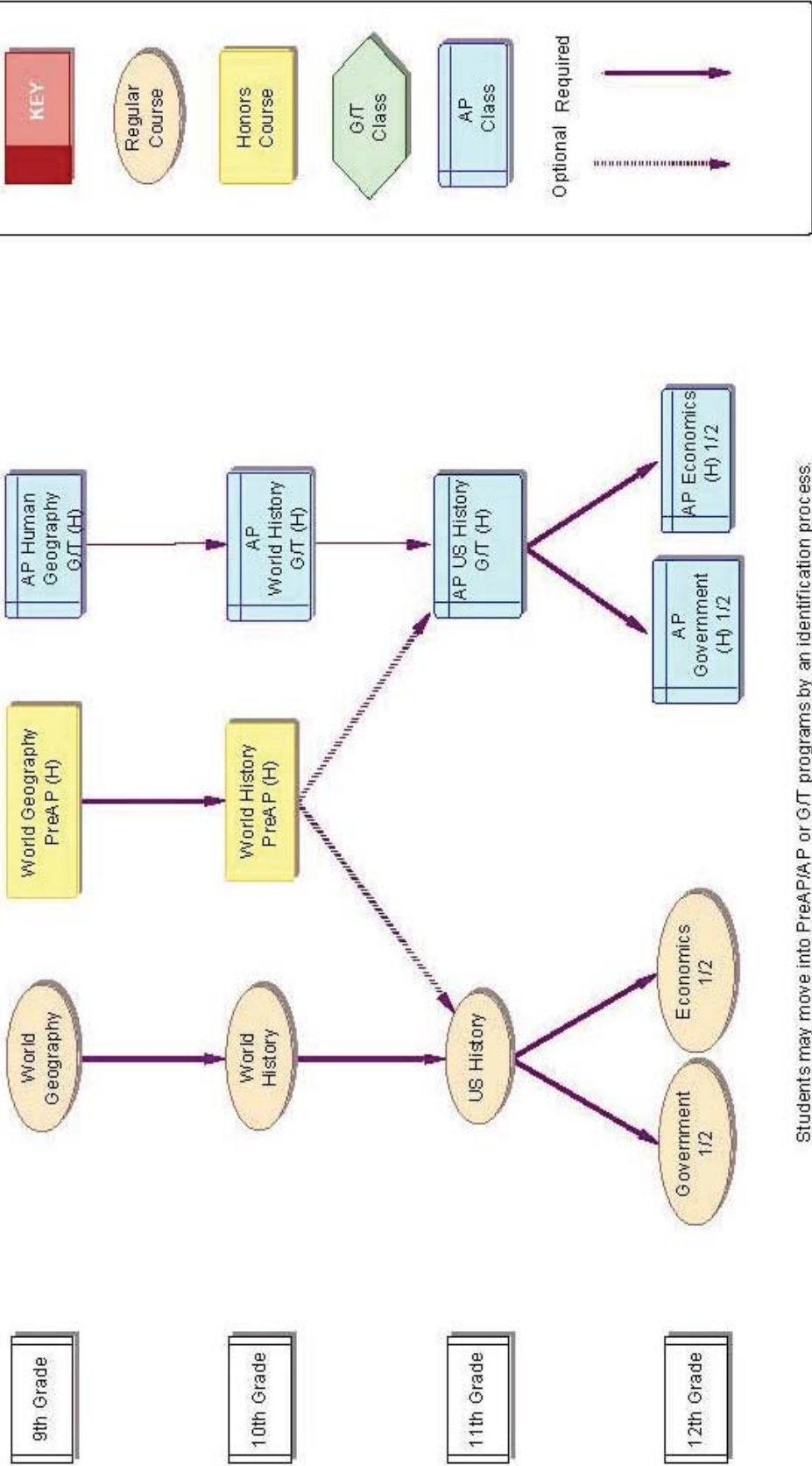
- Engineering Mathematics (Regular Course)
- Independent Study in Mathematics (Regular Course)
- Advanced Quantitative Reasoning (Regular Course)
- Precalculus (H) (Honors Course)
- AP Statistics (AP) (AP Class)

Students may move into PreAP/AP or G/T programs by an identification process.

Social Studies Course Sequence
 This course sequence applies to ninth graders entering high school in the Fall of 2007 and thereafter.

This represents the most common options for students in the Recommended and DAP programs.

Students from 8th grade G/T Social Studies



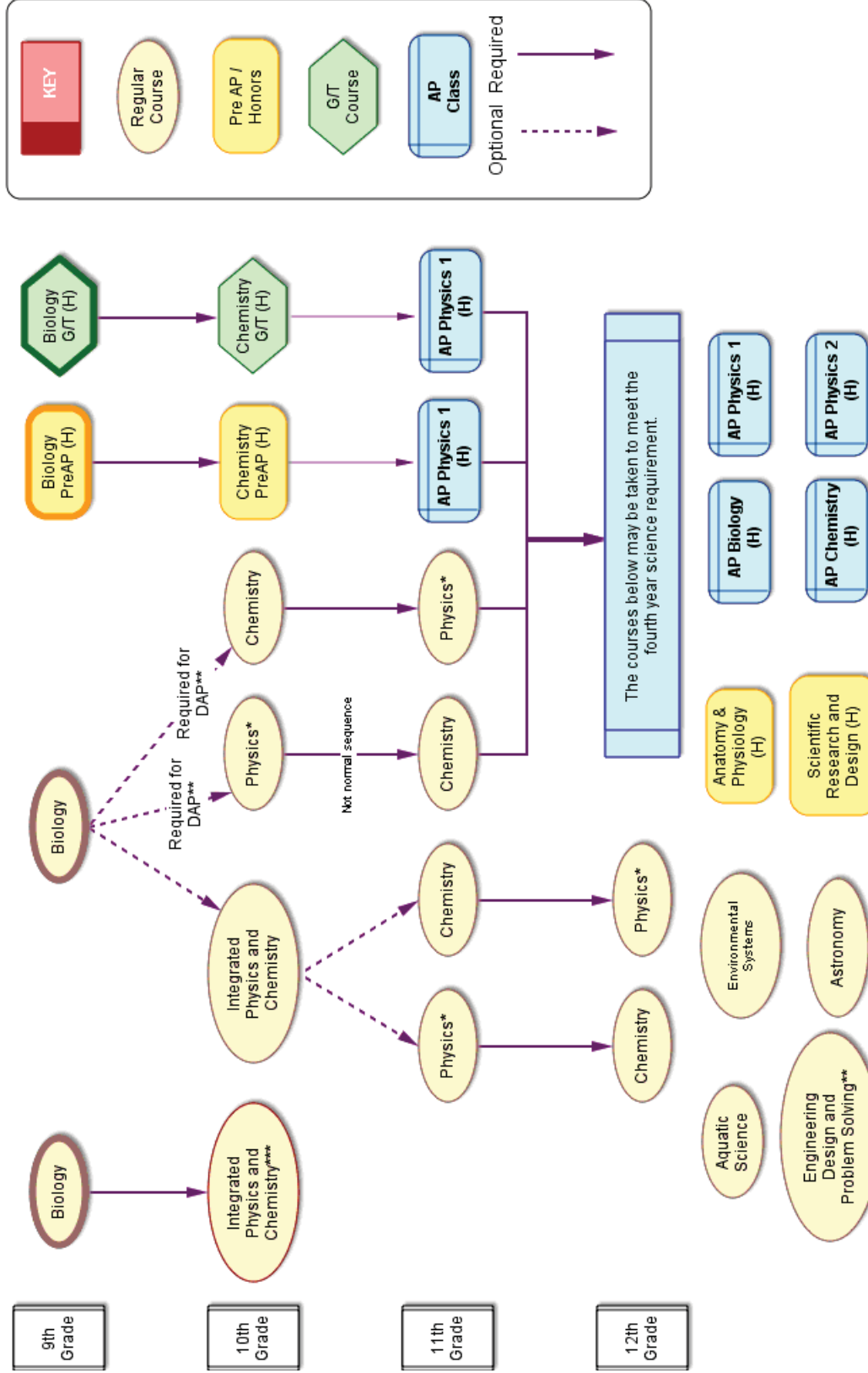
Students may move into PreAP/AP or G/T programs by an identification process.

Science Course Sequence
This course sequence applies to ninth graders entering high school in the Fall of 2013 and prior.

This represents the most common options for students on the minimum plan.

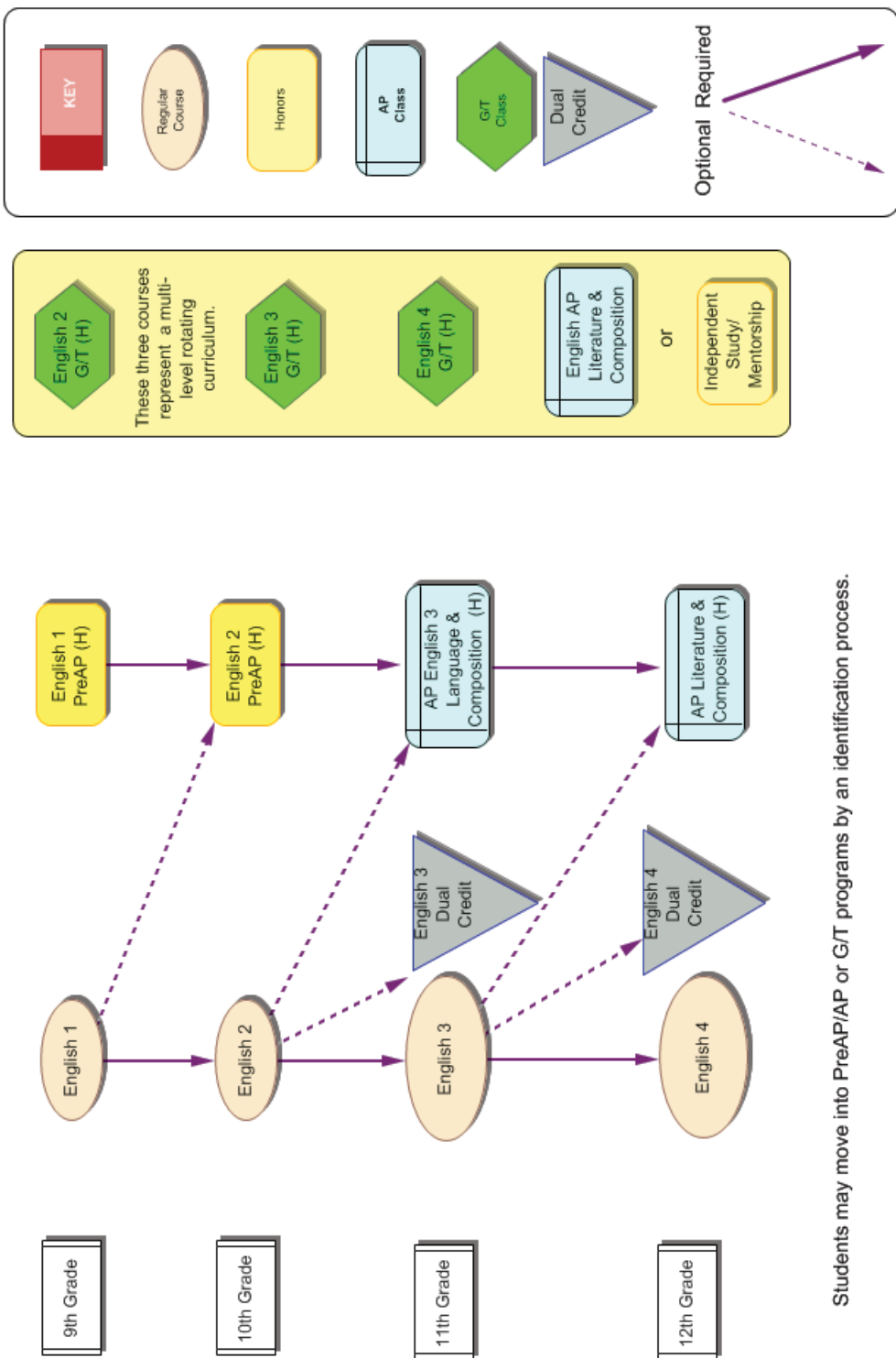
This represents the most common options for students in the Recommended programs.

Students may move into Honors or G/T programs by an identification process.



English Language Arts Course Sequence
This course sequence applies to ninth graders entering high school in the Fall of 2014 and thereafter.

This represents the most common options for students in the Foundation High School Program pursuing Endorsements



Students may move into PreAP/AP or G/T programs by an identification process.

**MESQUITE INDEPENDENT SCHOOL DISTRICT
HIGH SCHOOL COURSES
2015-2016**

	GRADE LEVEL	UNIT CREDIT	PAGE
<u>ENGLISH LANGUAGE ARTS</u>			
<u>English</u>			
English for Speakers of Other Languages 1,2	9-10	1	
English 1	9	1	
English 1 Pre-AP (H)	9	1	
English 2	10	1	
English 2 Pre-AP (H)	9-10	1	
English 2 G/T (H)	9-10	1	
English 3	11	1	
English 3 Language & Composition AP (H)	10-11	1	
English 3 G/T (H)	10-11	1	
English 3 Dual Credit	11	1	
English 4	12	1	
English 4 Literature & Composition AP (H)	11-12	1	
English Literature & Composition AP G/T (H)	11-12	1	
English 4 (H) - Dual Credit	12	1	
Independent Study/Mentorship (H)	12	1	
Independent Study/American Drama (H)	11-12	0.5	
Independent Study/British Drama (H)	11-12	0.5	
Creative Writing	11-12	0.5	
Literary Genres	11-12	0.5	
Practical Writing Skills	9-12	0.5	
College Transition in English Language Arts	12	0.5	
<u>Reading</u>			
Reading 1, 2, 3	9-12	1	32
Reading SOL 1, 2, 3	9-12	1	
College Readiness and Study Skills (H)	10-12	0.5	
<u>Speech</u>			
Communication Applications	9-12	0.5	33
Public Speaking	9-12	1	
Oral Interpretation 1, 2 (H), 3 (H)	10-12	1	
Debate 1, 2 (H), 3 (H)	10-12	1	
<u>Journalism</u>			
Journalism	9-12	1	34
Journalism - Independent Study	12	1	
Advanced Broadcast Journalism 1, 2	10-12	1	
Advanced Journalism: Newspaper 1, 2, 3 (H)	9-12	1	
Photojournalism	9-12	1	
Advanced Journalism: Yearbook 1, 2, 3 (H)	9-12	1	
<u>LANGUAGES OTHER THAN ENGLISH</u>			
Spanish 1	9-11	1	37
Spanish for Spanish Speakers 1	9-11	1	
Spanish 2	9-12	1	
Spanish for Spanish Speakers 2	9-12	1	
Spanish 3 (H)	11-12	1	
Spanish for Spanish Speakers 3 (H)	11-12	1	
Spanish Language Composition AP (H)	9-12	1	
Spanish Literature & Composition AP (H)	9-12	1	
French 1, 2, 3 (H)	9-12	1	
French Language & Composition AP (H)	12	1	
German 1, 2, 3 (H), 4 (H)	9-12	1	
American Sign Language 1, 2, 3 (H)	9-12	1	

	GRADE LEVEL	UNIT CREDIT	PAGE
<u>MATHEMATICS</u>			41
Assessment Preparation Mathematics	9-12	0.5	
Math Lab - Algebra 1	9	1	
Algebra 1	9	1	
Algebra 1 Pre-AP (H)	9	1	
Geometry	9-10	1	
Geometry Pre-AP (H)	9-10	1	
Geometry G/T (H)	9-10	1	
Mathematical Models with Applications	11	1	
Algebra 2	10-12	1	
Algebra 2 Pre-AP (H)	10-11	1	
Algebra 2 G/T (H)	10-11	1	
Advanced Quantitative Reasoning	11-12	1	
Independent Study in Math	11-12	1	
Precalculus (H)	11-12	1	
Precalculus G/T (H)	11-12	1	
Calculus AP (H)	12	1	
Statistics AP (H)	11-12	1	
College Transition in Math	12	1	
<u>SCIENCE</u>			44
Biology	9-10	1	
Biology Pre-AP (H)	9-10	1	
Biology G/T (H)	9-10	1	
Biology AP (H)	10-12	1	
Integrated Physics and Chemistry	9-11	1	
Environmental Systems	9-12	1	
Environmental Science AP (H)	11-12	1	
Chemistry	10-12	1	
Chemistry Pre-AP (H)	10-12	1	
Chemistry G/T (H)	10-12	1	
Chemistry AP (H)	11-12	1	
Physics	10-12	1	
Physics 1 AP (H)	11-12	1	
Physics 2 AP (H)	11-12	1	
Principles of Technology 1	10-12	1	
Aquatic Science	12	1	
Anatomy and Physiology (H)	11-12	1	
Astronomy	12	1	
Forensic Science	12	1	
Scientific Research and Design (H)	11-12	1	
<u>SOCIAL STUDIES</u>			48
World Geography Studies	9-10	1	
World Geography Studies Pre-AP (H)	9-10	1	
Human Geography AP G/T (H)	9	1	
Human Geography AP (H)	9, 11-12	1	
World History Studies	10-11	1	
World History Studies Pre-AP (H)	10	1	
World History Studies AP G/T (H)	10	1	
World History AP (H)	10, 11-12	1	
United States History Studies Since Reconstruction	10-12	1	
United States History AP (H)	11-12	1	
U. S. Government	11-12	0.5	
U.S. Government Dual Credit (H)	11-12	0.5	
U. S. Government and Politics AP (H)	11-12	0.5	
Economics with Emphasis on the Free Enterprise System and its Benefits (ECO/FES)	11-12	0.5	
Macroeconomics AP (H)	11-12	0.5	
Psychology	10-12	0.5	
Psychology AP (H)	11-12	0.5	

	GRADE LEVEL	UNIT CREDIT	PAGE
<i>Social Studies Continued</i>			48
Sociology	11-12	0.5	
Special Topics in the Social Studies: American Culture Studies	9-12	0.5	
Special Topics in the Social Studies: National Security Issues in American History (H)	11-12	0.5	
Social Studies Research Methods: World Studies (H)	10-12	0.5 - 2	
<u>HEALTH AND PHYSICAL EDUCATION</u>			53
Health	9-12	0.5	
Foundations of Personal Fitness	9-12	0.5	
Adventure/Outdoor Education	9-12	0.5	
Aerobic Activities	9-12	0.5	
Individual Sports	9-12	0.5	
Team Sports	9-12	0.5	
Athletics	9-12		
<u>FINE ARTS</u>			56
Art 1: Basic Design	9-12	1	
Drawing 2, 3, 4	9-12	1	
Sculpture 2	10-12	1	
Sculpture 3	10-12	1	
Ceramics 2	9-12	1	
Ceramics 3	10-12	1	
Painting 3, 4	9-12	1	
Graphic Design 2,3	10-12	1	
Electronic Media 2	11-12	1	
Advanced Placement Studio Art (H) 2 Dimensional Design Portfolio	11-12	1	
Advanced Placement Studio Art (H) Studio Drawing Portfolio	11-12	1	
Advanced Placement Studio Art (H) 3 Dimensional Design Portfolio	11-12	1	
Advanced Placement Art History (H)	11-12	1	
Dance 1, 2, 3, 4	9-12	1	
Theatre Arts 1, 2, 3, 4 (H)	9-12	1	
Technical Theatre 1, 2, 3	10-12	1	
Theatre Production 1, 2, 3, 4	9-12	0.5 - 1	
Music History & Literature	11-12	1	
Band 1, 2, 3, 4	9-12	1	
Band 4 (H)	12	1	
Instrumental Ensemble - Band 1, 2, 3, 4	9-12	1	
Jazz Band 1, 2, 3, 4	9-12	1	
Choral Music 1, 2, 3, 4	9-12	1	
Choral Music 4 (H)	12	1	
Vocal Ensembles 1, 2, 3, 4	9-12	1	
Music Theory 1	9-12	1	
Music Theory AP	10-12	1	
Orchestra 1, 2, 3, 4	9-12	1	
Orchestra 4 (H)	12	1	
Instrumental Ensemble - Orchestra 1, 2, 3, 4	9-12	1	
Applied Music - Individual Study	9-12	0.5	

	GRADE LEVEL	UNIT CREDIT	PAGE
<u>TECHNOLOGY APPLICATIONS</u>			64
Computer Science 1	11-12	1	
Computer Science 2 (H)	12	1	
Digital Arts and Animation	11-12	1	
Independent Study in Evolving/Emerging Technologies	11-12	1	
<u>CAREER AND TECHNICAL EDUCATION</u>			65
<u>Architecture & Construction</u>			67
Architectural Design 1	10-12	1	
Architectural Design 2	11-12	2	
Construction Management	11-12	1	
Construction Technology	9-12	1	
Interior Design	9-12	1	
Advanced Interior Design	11-12	2	
Mill & Cabinetmaking Technology	11-12	2	
Principles of Architecture & Construction	9-10	1	
<u>Arts, A/V Technology & Communications</u>			69
Audio Video Production	10-12	1	
Advanced Audio Video Production	11-12	2	
Fashion Design 1	10-12	1	
Advanced Fashion Design	11-12	2	
Graphic Design & Illustration 1	10-12	1	
Graphic Design & Illustration 2	11-12	2	
Professional Communications	9-12	.5	
<u>Business Management & Administration</u>			71
Business Information Management 1	9-12	1	
Business Information Management 2	10-12	1	
Business Law	11-12	0.5	
Business Management	11-12	1	
Principles of Business, Marketing & Finance	9-10	0.5	
<u>Education & Training</u>			72
Principles of Education & Training	9-12	1	
Ready, Set, Teach! 1	11-12	2	
Ready, Set, Teach! 2	12	2	
<u>Finance</u>			73
Accounting 1	10-12	1	
Accounting 2 (H)	11-12	1	
Banking and Financial Services	10-12	0.5	
<u>Health Science</u>			74
Anatomy and Physiology (H)	11-12	1	
Health Science Clinical Rotation 1	11-12	2	
Health Science Clinical Rotation 2 (H) - EMT	12	2	
Health Science Clinical Rotation 2 (H) - Pharmacology(H)	12	2	
Health Science Clinical Rotation 2 (H) Medical Laboratory/Phlebotomy	12	2	
Medical Terminology	9-12	0.5	
Principles of Health Science	9-12	0.5	
<u>Hospitality & Tourism</u>			76
Culinary Arts 1	10-12	1	
Practicum in Culinary Arts	11-12	2	
Practicum in Culinary Arts 2	12	2	
Hospitality Services 1	11-12	2	
Hospitality Services 2	12	2	
Travel & Tourism Management	10-12	0.5	

	GRADE LEVEL	UNIT CREDIT	PAGE
<u>Human Services</u>			78
Child Development	9-12	0.5	
Cosmetology 1	11	3	
Cosmetology 2	12	3	
Cosmetology-Manicurist Specialty	12	3	
Dollars & Sense	10-12	0.5	
Family & Community Services	11-12	0.5	
Interpersonal Studies	9-12	0.5	
Lifetime Nutrition and Wellness	9-12	0.5	
Parenting Education for School-Age Parents 1	9-12	0.5 - 1	
Parenting Education for School-Age Parents 2	9-12	0.5 - 1	
Practicum in Human Services 1	11-12	2	
Practicum in Human Services 2	12	2	
<u>Information Technology</u>			80
Digital and Interactive Media	10-12	1	
Problems and Solutions 1	11-12	1	
Problems and Solutions 2	12	1	
Web Technologies	10-12	1	
<u>Law, Public Safety, Corrections & Security</u>			81
Law Enforcement 1	11	2	
Law Enforcement 2	12	2	
Principles of Law, Public Safety, Corrections and Security	9-12	0.5	
Forensic Science	12	1	
<u>Manufacturing</u>			82
Flexible Manufacturing	10-12	1	
Principles of Manufacturing	9-12	1	
Welding 1	10-12	1	
Welding 2	11-12	2	
<u>Marketing</u>			83
Fashion Marketing	10-12	0.5	
Practicum in Marketing Dynamics 1	11-12	2	
Practicum in Marketing Dynamics 2	12	2	
Retailing & E-tailing	10-12	0.5	
Sports & Entertainment Marketing	10-12	0.5	
<u>Science, Technology, Engineering & Mathematics</u>			84
Concepts of Engineering and Technology	9-10	1	
Engineering Design and Presentation 1	10-12	1	
Engineering Design and Presentation 2	11-12	2	
Engineering Math	12	1	
Engineering Design and Problem Solving	12	1	
Principles of Technology	10-12	1	
Scientific Research and Design	12	1	
<u>Transportation, Distribution & Logistics</u>			86
Automotive Technology 1	11-12	2	
Automotive Technology 2	12	2	
Collision Repair and Refinishing 1	11-12	2	
Collision Repair and Refinishing 2	12	2	
Principles of Transportation, Distribution & Logistics	9-12	0.5	
<u>Career Development</u>			87
Practicum in Career Development 1	11-12	2	
Practicum in Career Development 2	12	2	

	GRADE LEVEL	UNIT CREDIT	PAGE
<u>MISCELLANEOUS</u>			88
Army JROTC 1, 2, 3, 4	9-12	1	
Army JROTC 4 (H)	12	1	
AVID 1, 2, 3, 4 (Advancement via Individual Determination)	9-12	1	
College Prep	11-12	0.5 (local credit)	
Credit by Examination for Acceleration	9-12	(Credit determined by state and local guidelines)	
Peer Helpers 1 & 2	11-12	1	
Sports Medicine Education	9-12	1	
Student Leadership 1	10-12	1	
Student Leadership 2	11-12	1 (local credit)	
Assessment Prep/Review	9-12	0.5 (local credit)	
<u>SPECIAL EDUCATION</u>			91
English	9-12		
Reading	9-12		
Math	9-12	(credit determined by educational program)	
Science	9-12		
Social Studies	9-12		
Technology Applications	9-12		
Vocational	9-12		
Speech	10-12		
Electives	9-12		
<u>STATE ASSESSMENT</u>			101

This publication lists the courses that high schools in Mesquite generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

Honors courses are applicable as such only during the regular school year. Grade points are not awarded for any summer school courses nor for courses taken outside the regular school day.

ENGLISH LANGUAGE ARTS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL 1 & 2)

Grade Level: 9-10
Prerequisite: LPAC recommendation
Credit: 1 unit

This course is for students in grades 9-10 whose primary language is a language other than English and have a language level of beginning or intermediate. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. ESOL students will read extensively in multiple genres from classic and contemporary literature and information text to learn and interpret literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis. Parent permission required.

ENGLISH 1

Grade Level: 9
Prerequisite: English 8
Credit: 1 unit

The English 1 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. English students read extensively in multiple genres from classic and contemporary literature and informational text to learn the literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH 1 PRE-ADVANCED PLACEMENT (H)

Grade Level: 9
Prerequisite: English 8 and Admission to the Honors Program
Credit: 1 unit

Designed for highly motivated students, this course serves as a continuation of the advanced program developed in the elementary and middle schools. As in English 1, a balance is maintained in reading, literature, composition, grammar, mechanics, and usage. However, the students are given the opportunity to begin their study of language and composition skills at their own advanced level and to develop them to a much greater degree. The writing of a documented research paper is included in this year's work. In literature, the students are encouraged to develop their skills in perception and analysis through a more advanced program involving in-depth analyses, individual study projects, and themes. Emphasis is also placed on the reading, study, and analysis of classical literature in preparation for success in advanced placement classes.

ENGLISH 2

Grade Level: 10
Prerequisite: English 1
Credit: 1 unit

The English 2 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. High school students read in multiple genres from world literature (classic, contemporary and informational texts). Students learn and interpret literary forms and terms associated with selections being read. Students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH 2 PRE-ADVANCED PLACEMENT (H)

Grade Level: 9-10
Prerequisite: English 1 and Admission to the Honors Program
Credit: 1 unit

English 2 (H) is designed as a sequential program to develop to a greater degree all of the skills studied in English 1 (H). The introduction of satire and the writing of a documented research paper are included in this year's work. Activities in written and oral communication stress organization, usage, creativity, and vocabulary. Students are also encouraged to further their appreciation and interpretation of good literature plus do individualized work in literary analysis. With a focus on higher order thinking, timed writings, and a better sequencing of information, students will be better prepared for advanced placement classes.

ENGLISH 2 G/T (H)**Grade Level:**

9-10

Prerequisite:

Admission to the Gifted Program

Credit:

1 unit

The humanities-focused course provides appropriately differentiated learning experiences and an advanced curriculum with emphasis on critical thinking, creative synthesis, and written/oral communication. G/T English 2 represents the second year of a multi-age, cross-grade course offered in a revolving three-year curriculum cycle. The class serves as a forum in which the study of literature is a springboard to examine, analyze, explore, argue, evaluate, and to formulate new insights and perspectives. Students will develop an understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Through independent and guided research, independent study, cooperative learning, and seminars, the student will ultimately acquire intellectual independence as well as a knowledge of literature and expression.

ENGLISH 3**Grade Level:**

11

Prerequisite:

English 2

Credit:

1 unit

The English 3 course is a cumulative and sequential program to increase and refine communication skills. Throughout the year a balance is maintained in reading, writing, listening/speaking, and viewing/representing skills. High school students read in multiple genres from American and other world literature. Students learn and interpret literary forms and terms associated with selections being read. Students will use the writing process to complete a variety of written compositions on a regular basis.

ENGLISH 3 LANGUAGE & COMPOSITION ADVANCED PLACEMENT (H)**Grade Level:**

10-11

Prerequisite:

English 2 and

Admission to the Honors Program

Credit:

1 unit

This course continues the sequential and cumulative goals in the honors division. It is designed for the junior English student who has demonstrated understanding and ability above the norm of expectation and achievement. Emphasis will be on a wider range of knowledge and a deeper perception of literature, a more thorough knowledge of the language tools, and a greater degree of proficiency in using these tools to communicate ideas and knowledge to others. Literary research will be an integral part of this study. Just as the course will train students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, so will it also give them the practice and helpful criticism necessary to make them flexible writers.

Upon completion of this course, students are expected to take the AP exam.

ENGLISH 3 G/T (H)**Grade Level:**

10-11

Prerequisite:

Admission to the Gifted Program

Credit:

1 unit

The humanities-focused course provides appropriately differentiated learning experiences and an advanced curriculum with emphasis on critical thinking, creative synthesis, and written/oral communication. G/T English 3 represents the third year of a multi-age, cross-grade course offered in a revolving three-year curriculum cycle. The class serves as a forum in which the study of literature is a springboard to examine, analyze, explore, argue, evaluate, and to formulate new insights and perspectives. Students will develop an understanding of the interrelationships of various disciplines, how these interrelationships have influenced past and present societies, and how these can influence the future. Through independent and guided research, independent study, cooperative learning, and seminars, the student will ultimately acquire intellectual independence as well as a knowledge of literature and expression.

ENGLISH 3 DUAL CREDIT (H)**Grade Level:****11****Prerequisite:****See note below****Credit:****1 unit**

This college level course focuses on developing a student's ability to build understanding of concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed materials. The course includes reading and analysis of significant works from British literature. College credit will be awarded for ENGL 1301 and 1302.

NOTE: Students must meet the following prerequisites:

- Complete an application to Eastfield College
- Meet eligibility criteria required by Eastfield College
- Earn a C or higher to receive high school credit

ENGLISH 4**Grade Level:****12****Prerequisite:****English 3****Credit:****1 unit**

English 4 is a continuation of the sequential program employed in English 3. This course offers a fused program of grammar, rhetoric, composition, and British literature. In continuing a study of Shakespeare, at least one major play will be studied. The emphasis on skill development—composition, vocabulary, literary, balanced with both oral and written expression—can provide the student with an adequate background for both college study and a chosen career.

ENGLISH 4 LITERATURE & COMPOSITION ADVANCED PLACEMENT (H)**Grade Level:****11-12****Prerequisite:****English 3 and
Admission to the Honors Program****Credit:****1 unit**

This course combines studies of language, rhetoric, and literature designed for students of high interest and motivation as well as strong intellect. The emphasis of reason and analysis in composition provides the student with extensive practice in explaining others' ideas as well as expressing his/her own. The emphasis in literature includes both classical and contemporary works plus philosophical views of great thinkers from the past and present. Some writers studied are: Sophocles, Shakespeare, Thoreau, Keats, Solzhenitsyn, and Faulkner.

Upon completion of this course, students are expected to take the AP exam.

ENGLISH LITERATURE & COMPOSITION ADVANCED PLACEMENT G/T (H)**Grade Level:****11-12****Prerequisite:****English 3 and
Admission to the Honors Program****Credit:****1 unit**

This course combines studies of language, rhetoric, and literature designed for students of high interest and motivation as well as strong intellect. The emphasis of reason and analysis in composition provides the student with extensive practice in explaining others' ideas as well as expressing his/her own. The emphasis in literature includes both classical and contemporary works plus philosophical views of great thinkers from the past and present. Some writers studied are: Sophocles, Shakespeare, Thoreau, Keats, Solzhenitsyn, and Faulkner.

Upon completion of this course, students are expected to take the AP exam.

ENGLISH 4 DUAL CREDIT (H)**Grade level:****12****Prerequisite:****See note below****Credit:****1 unit**

This college level course focuses on developing a student's ability to build understanding of clear, concise academic writing. Students will practice strategies and skills necessary to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Critical reading and thinking skills will enhance the student's ability to analyze and interpret a variety of printed materials. The course includes reading and analysis of significant works from British literature.

NOTE: Students must meet the following prerequisites:

- Complete an application to Eastfield College
- Meet eligibility criteria required by Eastfield College
- Earn a C or higher to receive high school credit

INDEPENDENT STUDY/MENTORSHIP (H)

Grade Level: 12
Prerequisite: Admission to the Gifted or Honors Program
Credit: 1 unit

Independent Study/Mentorship is a one-year course which focuses on leadership training and multi-career investigation for the first semester and specific career investigation under the guidance of a mentor for the second semester. Students plan, implement, and evaluate an advanced study based on a personal interest related to a curricular area. Major emphasis is placed upon the development and application of investigative methodology, opportunities for creative productivity, development of independent and self-directed learning skills, time management, and/or the use of advanced level and non-traditional reference and resource materials. Each mentorship must include a minimum of eighty hours of documented time spent in relationship to career investigation. Learners make periodic progress presentations during each grading period. The culminating products which result are intended for a real audience and are evaluated with appropriate criteria.

INDEPENDENT STUDY/AMERICAN DRAMA (H)

Grade Level: 11-12
Prerequisite: Theatre Arts 2 or currently enrolled in Pre-AP English 2, AP English 3 or AP English 4 or juniors and seniors maintaining an 85 or above semester average with advisor approval
Credit: 1/2 unit

This one semester course focuses on the historical development of theatre in the United States. Students will develop an understanding of the interrelationships of drama, how those interrelationships have influenced past and present societies, and how these relationships can influence the future. Through independent and guided research, independent study, cooperative learning, and performance-based assessments, students will acquire intellectual independence through development of a critical eye in order to become a discerning audience.

INDEPENDENT STUDY/BRITISH DRAMA (H)

Grade Level: 11-12
Prerequisite: Theatre Arts 2 or currently enrolled in Pre-AP English 2, AP English 3 or AP English 4 or juniors and seniors maintaining an 85 or above semester average with advisor approval
Credit: 1/2 unit

This one semester course focuses on the historical development of theatre in Great Britain. Students will develop an understanding of the relationship between history and drama. Through independent and guided research, independent study, cooperative learning, and performance-based assessments, students will acquire intellectual independence through development of a critical eye in order to become a discerning audience.

CREATIVE WRITING

Grade Level: 11-12
Prerequisite: (English 2 H considered)
 English 3 or may be taken concurrently
Credit: 1/2 unit

In this elective course, extensive effort is made to encourage the student in the free expression of his/her own ideas. Experimentation with various literary forms—the essay, the short story, and the poem, the one-act play—should lead the student to find the form best suited to his/her own needs for expression. The student should be motivated by a sincere desire to express personal creativity.

LITERARY GENRES

Grade Level: 11-12
Prerequisite: (English 2 H considered)
 English 3 or may be taken concurrently
Credit: 1/2 unit

Literary Genres is a one-semester course that exposes students to poetry, short stories, essays, dramatic literature, and other genres as relevant. Students develop general literary skills as well as those specific to each of the genres that the course covers. Emphasis is on reading, analyzing, and evaluating specific selections illustrating the history and development of each genre. Students deepen their knowledge of the writing process as they experiment with writing from various points of view.

PRACTICAL WRITING SKILLS

Grade Level: 9-12
Prerequisite: English 1 or may be taken concurrently
Credit: 1/2 unit

This elective course in practical writing skills will provide the student with activities which will demonstrate the practical aspects of grammar, rhetoric, and composition skills obtained from previous courses of English. There will be a focus on remediation of writing skills. Students unable to master the writing portion of the TAKS/EOC test will be scheduled into the Practical Writing Skills course in addition to their regularly scheduled English class. Technology will be integrated into the instructional program as appropriate for each campus, and instruction will be individualized to target specific areas of deficiency. Throughout the course, students will become more proficient in those basic skills needed for the school environment as well as the business world.

COLLEGE TRANSITION IN ENGLISH LANGUAGE ARTS

Grade Level: 12
Prerequisite: Performance on an end-of-course assessment instrument or a college entrance examination that does not meet college readiness standards
Credit: .5 unit

The focus of the course will be on the integration of critical thinking skills/strategies, analytical reading, and effective writing required for college level courses. The students will learn to apply critical thinking skills/strategies to a variety of texts. The students will learn to apply critical thinking skills/strategies as they learn to write effective, logical essays which utilize textual evidence to synthesize and to support a thesis from a variety of texts.

READING 1, 2, 3

Grade Level: 9-12
Prerequisite: See description
Credit: 1 unit per year - up to 3 total units

Reading is designed as a course for students who do not meet the standards for Reading TAKS/TAKS A/STAAREOC. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students opportunities to read with competence, confidence, and understanding. Strategies are applied in instructional-level and independent-level texts that cross content areas. The reading instructional goal is for students to successfully navigate academic demands as well as attain life-long literary skills.

READING SOL 1, 2, 3

Grade Level: 9-12
Prerequisite: See description
Credit: 1 unit per year - up to 3 total units

Reading SOL is a course designed for students who do not meet the standards for Reading TAKS/TAKS A/EOC 10 whose primary language is a language other than English and have a language level of beginning or intermediate. Specific instruction in word recognition, vocabulary, comprehension strategies, fluency and communication skills provides students with opportunities to read with competence, confidence, and understanding. Strategies are applied in instructional-level and independent level texts that cross content areas. The goal is for students to build academic language and successfully navigate academic demands as well as attain life-long literary skills. Parent permission required.

COLLEGE READINESS AND STUDY SKILLS (H)

Grade Level: 10-12
Prerequisite: See description
Credit: 1/2 unit

This elective course is designed to improve and refine reading skills in order to meet the demands of extensive reading requirements, especially at the college level. Due to limited class size and the complex course design, students are recommended by their English teachers.

The course emphasis is on the improvement of vocabulary, comprehension, and reading rate, as well as preparation for the college entrance examinations such as the SAT and ACT. Special attention is given to the critical reading skills, including analysis, synthesis, and evaluation. This course is offered to sophomores in honors English and to any junior or senior recommended by their English teacher.

COMMUNICATION APPLICATIONS

Grade Level: 9-12
Prerequisite: None
Credit: 1/2 unit

Communication Applications is designed primarily to help students develop effective communication skills for successful participation in professional and social life. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages. Students enrolled in this course will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. **A speech credit is required for graduation.**

The CTE Professional Communications will meet the speech graduation requirement. See Page 67.

PUBLIC SPEAKING

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

Public Speaking is a more in-depth study of public speaking, poetry and prose interpretation, group discussion, and parliamentary procedure with the addition of studies in the media, in debate, oratory, and extemporaneous speaking. There is emphasis on interpersonal skills, nonverbal communication, vocal production and enunciation, confidence, poise, use of language, organization skills, and delivery skills.

One of the highlights of the course is that the students are given opportunities to put their talents and skills to test by competing against other high school students in speech tournaments. Other activities include performance in programs, reader's theatre, student congress, as well as the refinement of media skills.

Although this course is designed for the student interested in pursuing a four-year study in communication and debate, it will also meet the needs of students who wish to receive a more extensive study in communication that will prepare them for college-level courses.

ORAL INTERPRETATION 1

Grade Level: 10-12
Prerequisite: Public Speaking or Teacher Recommendation
Credit: 1 unit

The Oral Interpretation 1 course is a performance class to develop the oral reading of literary text as a communication art. Students will select, research, analyze, adapt, interpret, and perform literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of texts. Individual and group performances of literature will be presented and evaluated.

The Oral Interpretation 1 student is encouraged to develop his/her skill to the utmost by participating in oral interpretation competition with other schools. Tournaments and contests are provided for enhancement.

ORAL INTERPRETATION 2 (H)

Grade Level: 10-12
Prerequisite: Oral Interpretation 1
Credit: 1 unit

The Oral Interpretation 2 course is a performance class to refine and advance the oral reading of literary text as a communication art. Students will select, research, analyze, adapt, interpret, and perform a variety of literary texts. Students will focus on the intellectual, emotional, sensory, and aesthetic levels of the texts. Multiple individual and group performances of literature will be presented and evaluated throughout the year.

The Oral Interpretation 2 student is encouraged to develop is/her skill to the utmost by participating in oral interpretations competition with other schools. Competitive tournaments and contests are required for the course.

ORAL INTERPRETATION 3 (H)

Grade Level: 12
Prerequisite: Oral Interpretation 2
Credit: 1 unit

This course is a continuation of previous oral interpretation coursework that will allow students to expand their skills in the areas of extemporaneous speaking, prose, poetry, original interpretation, duet acting, and/or duo interpretation, while earning honors credit. There is a continued emphasis on interscholastic competition at the local and state levels. Competitive tournaments and contests are required for this course.

DEBATE 1
Grade Level: 10-12
Prerequisite: Public Speaking or Teacher Recommendation
Credit: 1 unit

Debate 1 is a course which specializes in developing such skills as critical thinking, sound reasoning, effective persuasion, and in-depth research. It is a course for both the beginning and experienced debater. The novice debater is taught the histories of the various formats of debate, the elements of analysis and synthesis, organization skills, and the research of pertinent information. Students learn the methods of structure within the debates, debate terminology, and the relevance of debate in today's world.

The debate student is encouraged to develop his/her skill to the utmost by participating in debate competition with other schools. Tournaments and contests are provided for enhancement.

DEBATE 2 (H)
Grade Level: 11-12
Prerequisite: Debate 1
Credit: 1 unit

Debate 2, an honors level course, places further emphasis on the debate skills of critical thinking, rhetoric, critical listening, reasoning, research, and persuasion.

This course is designed for varsity debaters. It allows the varsity students further opportunities to improve their skills in debate by working with beginning debaters as mentors and by participating extensively in debate workshops and competitions.

Emphasis is placed on case construction, plan preparation, evidence research, structure in logic, analysis, synthesis, and cross-examination techniques. Competitive tournaments and contests are required for this course.

DEBATE 3 (H)
Grade Level: 12
Prerequisite: Debate 2 (H)
Credit: 1 unit

Debate 3 (H) is a continuation of Debate 2 (H) and stresses many of the same areas of study. It emphasizes the higher order thinking skills of critical thinking, critical reasoning, critical listening, analysis, synthesis, evaluation, organization, and research. There is a continued emphasis on inter-scholastic competition at the local and state levels.

This course also stresses independent study/mentorship in the areas of law and politics. Opportunities will be provided for the students to work with mentors in these areas. The students will also perfect their own skills as mentors for younger, novice students. Further experiences offered to students will be opportunities to travel to other schools to present various programs on a variety of topics. Competitive tournaments and contests are required for this course.

JOURNALISM
Grade Level: 9-12
Prerequisite: Advisor approval
Credit: 1 unit

Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications.

Ninth grade students must have approval from their middle school English Language Arts teacher.

JOURNALISM/INDEPENDENT STUDY
Grade Level: 12
Prerequisite: Advisor approval
Credit: 1 unit

This course will include activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups with the teacher serving as an advisor and resource person. The emphasis in the course is upon demonstrating roles of leadership in publication planning and production and extending development of journalistic skills.

ADVANCED BROADCAST JOURNALISM 1 & 2

Grade Level: 10-12
Prerequisite: Tryout & advisor approval
Credit: 1 unit

This course meets at the district's KEOM-FM radio studios and is designed to teach student skills needed in broadcast journalism to report, produce, and deliver broadcast products for radio and other broadcast media. Students in the course will learn and apply their journalistic and interviewing skills to on-air broadcasting, audio program production, and a variety of other purposes at the radio station. Students will produce under deadline, just like in the real world. Practical key skills will be balanced with ethics, law, FCC rules, economics, history, and specialty areas such as sports. Students will learn elements and skills to operate broadcast equipment, discern and edit broadcast material, and report, produce, and deliver broadcast programming or news. Students will consider the differences between print journalism and broadcast journalism. This program emphasizes hands-on learning within a broadcast media environment with a focus on vocal presentation skills. It provides the student a head start before entering a college course of study in communications and introduces the student to a field of communications.

ADVANCED JOURNALISM: NEWSPAPER 1

Grade Level: 9-10
Prerequisite: Advisor approval
Credit: 1 unit

Newspaper 1 is an introductory course in writing and editing for the newspaper. It includes interviewing, reporting, writing news and feature stories, preparing advertising copy and layouts, selling advertisements, copy reading and proofreading, and headline and editorial writing. It also includes a brief survey of the history of journalism and other news media. Emphasis throughout the course is placed on the consumer's role of the news media.

Ninth grade students must have approval from their middle school English Language Arts teacher.

ADVANCED JOURNALISM: NEWSPAPER 2

Grade Level: 10-11
Prerequisite: Newspaper 1 and advisor approval
Credit: 1 unit

Students will extend their study of theory and intensify their experience in editing and producing the school newspaper. Students investigate opportunities in news media (newspaper, television, radio, and magazine) and professional preparation needed in these media.

Within the framework of the newspaper, students develop the responsibility to complete assignments on time and to work cooperatively in efforts to improve both school and community. Students must have teacher approval before taking this course.

ADVANCED JOURNALISM: NEWSPAPER 3 (H)

Grade Level: 11-12
Prerequisite: Newspaper 2 and advisor approval
Credit: 1 unit

This is an advanced course in publication planning and production. The course is confined to those students who, through their records as journalists, have demonstrated an ability to assume roles of leadership and a willingness to offer their services as editors and business and advertising managers for the newspaper. Students must have teacher approval before taking this course.

PHOTOJOURNALISM

Grade Level: 9-12
Prerequisite: Advisor approval
Credit: 1 unit

This course is limited to those students who have experience in photographic composition, use of the camera, and film processing in a journalistic setting. These students are responsible for both taking pictures and producing prints of school events for the newspaper. Students must have teacher approval before taking this course.

ADVANCED JOURNALISM: YEARBOOK 1

Grade Level: 9-12
Prerequisite: Advisor approval
Credit: 1 unit

Yearbook Production 1 involves reporting and writing headlines, copy, and captions. It also includes such factors as photography, design, and finance which are involved in yearbook production.

ADVANCED JOURNALISM: YEARBOOK 2**Grade Level:** 11-12**Prerequisite:** Advanced Journalism: Yearbook 1 and advisor approval**Credit:** 1 unit

This course involves the elements in Advanced Journalism: Yearbook 1 with increased emphasis on editorial leadership with the various sections of the yearbook.

ADVANCED JOURNALISM: YEARBOOK 3 (H)**Grade Level:** 12**Prerequisite:** Advanced Journalism: Yearbook 2 and advisor approval**Credit:** 1 unit

This advanced course involves the elements in Advanced Journalism: Yearbook 1 and 2 with increased emphasis on the conceptual aspects of yearbook production, of planning assignments, and general editorial leadership. Students assume leadership positions and are responsible for planning and producing the yearbook from its conception stages through the submission of material which makes the process of effective analysis possible.

LANGUAGES OTHER THAN ENGLISH

Students planning to graduate on the DAP program which requires three years of the same foreign language must consider the possibility of the third year course not being available on every campus. In this situation, the student will graduate on the Recommended Program which requires only two credits of the same language. The two languages most available are Spanish and French.

SPANISH 1

Grade Level: 9-11
Prerequisite: None
Credit: 1 unit

The student uses the four fundamental communicative skills of listening, speaking, reading, and writing with emphasis on listening and speaking. Students read and write material containing vocabulary and grammar that is comprehended aurally and reproduced orally. The student studies the way of life, the history, and the customs of Spanish-speaking peoples. With a focus on oral proficiency, extended time is devoted to listening and responding.

SPANISH FOR SPANISH SPEAKERS 1

Grade Level: 9-11
Prerequisite: Home Language is Spanish
Credit: 1 unit

The class is designed to meet the needs of those students who are able to communicate orally in Spanish. Geared for the first-year Spanish student who speaks Spanish at home, this course will focus on improving grammar, reading, and writing skills in Spanish. Please note that this course is conducted solely in Spanish.

SPANISH 2

Grade Level: 9-12
Prerequisite: Spanish 1
Credit: 1 unit

The student continues the development of the four fundamental communicative skills to improve proficiency. Reading comprehension ability as well as cultural understanding is emphasized; however, the focus on oral proficiency is maintained. Laboratory work is continued as in Spanish 1 but is more intensive. Opportunities for media interaction are included.

SPANISH FOR SPANISH SPEAKERS 2

Grade Level: 9-12
Prerequisite: Spanish for Spanish Speakers 1
Credit: 1 unit

Building on the skills taught in the Spanish for Spanish Speakers 1, this course introduces students to more complex language structures and reinforces the writing skills in Spanish. Students also have the opportunity to read and discuss literary texts from the world's Spanish-speaking cultures. Please note that this course is conducted solely in Spanish.

SPANISH 3 (H)

Grade Level: 11-12
Prerequisite: Spanish 2
Credit: 1 unit

As the students become more orally proficient, their study focuses on vocabulary expansion, more complex grammatical construction, and creative expressions. Spanish literature is introduced to provide more perception and understanding of the culture and literary values and enables one to grow in both written and oral skills. Opportunities for media interaction are included.

SPANISH FOR SPANISH SPEAKERS 3 (H)

Grade Level: 11-12
Prerequisite: Spanish for Spanish Speakers 2
Credit: 1 unit

This course is intended for advanced Spanish speaking students who wish to develop their proficiency in all four language skills: listening, speaking, reading and writing. Students will use the language for active communication to comprehend formal and informal spoken Spanish, to acquire vocabulary and structure to allow accurate reading of nonfiction articles as well as Spanish and Latin-American literature, to compose expository passages, and to express ideas orally with accuracy and fluency. Please note that this course is conducted solely in Spanish.

Upon completion of this course, students have the opportunity to take the AP exam.

SPANISH LANGUAGE & COMPOSITION ADVANCED PLACEMENT (H)

Grade Level: 9-12
Prerequisite: Spanish 3 (H)
Credit: 1 unit

Fluency in speaking and in understanding Spanish at an advanced level is developed through group discussion and analysis of advanced placement testing materials. Both reading and writing skills are strengthened through intense grammatical review. This course provides a full academic year of advanced study. Opportunities for media interaction are included.

Upon completion of this course, students are expected to take the AP exam.

SPANISH LITERATURE & COMPOSITION ADVANCED PLACEMENT (H)

Grade Level: 9-12
Prerequisite: Spanish Language & Composition
Advanced Placement (H)
Credit: 1 unit

Spanish 5 emphasizes a study of advanced Spanish composition and conversation equivalent to the contents of a third-year college course. The course exceeds the regular advanced Spanish by stressing, in depth, the study of various genres and representative authors in Spanish literature and art plus a thorough development of oral skills, composition, and grammar. The student will seek to develop language, higher-ordered thinking, and literary skills that can be applied to various activities and disciplines. Opportunities for written expression of ideas, advanced reading comprehension, oral discussion, oral presentation, and media interaction are included. The advanced study will enable the student to prepare for the Advanced Placement Spanish Examination.

Upon completion of this course, students are expected to take the AP exam.

FRENCH 1

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

French 1 emphasizes simultaneous development of the four skills: listening, speaking, reading, and writing. It begins with listening and speaking, then stresses sounds and rhythms of the language as well as listening and responding orally. Use is made of recorded native speakers on tapes and records with opportunities for media interaction. Classwork includes pronunciation drills, dictation, vocabulary, composition, simple reading selections, and correspondence with native French young people. With a focus on oral proficiency, extended time is devoted to listening and responding.

FRENCH 2

Grade Level: 10-12
Prerequisite: French 1
Credit: 1 unit

The student in French 2 increases his/her proficiency in using language skills acquired in French 1. Accuracy in comprehending and expressing more complex ideas is acquired through study of more advanced structures. The student's vocabulary is enlarged. Text, tapes, videos, and opportunities for media interaction are the tools for the student's progress in language skills and cultural understanding. Students are assessed for oral proficiency.

FRENCH 3 (H)

Grade Level: 11-12
Prerequisite: French 2
Credit: 1 unit

The French 3 language student improves proficiency in the four language skills previously acquired in French 1 and 2. Class participation is important to the student. He/She answers questions, translates passages, and expresses personal ideas in French with the aid of text, tapes, videos and media interaction. Students are assessed for oral proficiency.

FRENCH LANGUAGE & COMPOSITION ADVANCED PLACEMENT (H)

Grade Level: 12
Prerequisite: French 3 (H)
Credit: 1 unit

The student in Advanced Placement French 4 increases his/her proficiency in using the skills acquired in the preceding years of instruction. The student adds to his/her store of formal, complex, and advanced structures and develops progressively more facility in using the language. Increased emphasis is placed on thinking and speaking in French with the aid of text, tapes, videos, and media interaction. This course, also designed to help the student who plans to take the advanced placement examination, provides a full academic year of advanced study. Students are assessed for oral proficiency.

Upon completion of the course, students are expected to take the AP French Exam.

GERMAN 1

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

In German 1, four basic skills are emphasized: listening, speaking, reading, and writing. These skills are achieved through the use of basic dialogues, dictation, and conversational practice within the classroom. Opportunities for media interaction are provided. In the process, the students are taught vocabulary and basic grammatical skills. The student is introduced to the culture of the German-speaking countries through the reading of magazines and/or other materials geared for beginning students. All students are assessed for oral proficiency.

GERMAN 2

Grade Level: 10-12
Prerequisite: German 1
Credit: 1 unit

The four basic skills of German 1 are reviewed and further developed on an advanced basis in German 2. Students are introduced to advanced grammar and sentence patterns. Emphasis is placed on furthering the student's reading, writing, and speaking ability. Through the reading of German periodicals, magazines, and/or other materials, the student's vocabulary is substantially increased. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

GERMAN 3 (H)

Grade Level: 11-12
Prerequisite: German 2
Credit: 1 unit

Emphasis is placed on the enrichment of the student's knowledge of German culture through the utilization of the skills acquired in German 1 and 2 and through an introduction to literary masterpieces of German literature. Students participate in dramatic skills and performances. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

GERMAN 4 (H)

Grade Level: 11-12
Prerequisite: German 3 (H)
Credit: 1 unit

Students in German 4 continue the study of German literature beginning with 1750 and extending through contemporary literature. Students continue to enact German works and prepare to take the advanced placement exam. The course provides a full academic year of advanced study with increased emphasis on thinking and speaking in German. Opportunities for media interaction are provided. All students are assessed for oral proficiency.

AMERICAN SIGN LANGUAGE 1 *

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

The students will develop a vocabulary of approximately 1200 signs. Basic grammatical concepts and ASL structures will be introduced and conversationally practiced. A basic understanding of deaf culture will be developed through the use of a variety of educational materials.

*Languages Other
Than English*

AMERICAN SIGN LANGUAGE 2 *

Grade Level:

9-12

Prerequisite:

ASL 1

Credit:

1 unit

The students will increase their proficiencies in the skills which they learned in ASL 1. Mastery of grammatical concepts and language structures learned in ASL 1 will be emphasized and refined. The translation of English idioms and the development of sign synonyms will be introduced. Opportunities for the students to become aware of cultural connotations of common signs and phrases will be provided. All students will be assessed for receptive and expressive proficiency in ASL 1 and 2 for advancement to the next level.

AMERICAN SIGN LANGUAGE 3 (H) *

Grade Level:

10-12

Prerequisite:

Teacher recommendation and ASL 2

Credit:

1 unit

The students will apply their knowledge of the linguistic components of ASL in a variety of interactive situations both receptively and expressively. Knowledge of English idioms and multiple English synonyms will be expanded. Cultural connotations of common signs and phrases will be emphasized. All students will be assessed for receptive and expressive proficiency in ASL.

American Sign Language 3 (H) is available with teacher recommendation and testing.

*Students for whom ASL as a foreign language are appropriate include:

- students who are deaf or hard of hearing,
- students interested in becoming an interpreter,
- students who want to work with or teach persons who are deaf, or
- students who want to learn to communicate with others who are deaf.

Students should be certain that the college they select will accept ASL for the foreign language entrance requirement.

MATHEMATICS

ASSESSMENT PREPARATION MATHEMATICS

Grade Level: 9-12
Prerequisite: None
Credit: 1/2 local unit

This course is designed to provide students with activities which will prepare him/her for the math portion of the TAKS/EOC test. There will be a focus on remediation of math skills. Instruction will be individualized to target specific areas of difficulty. This course will be taken concurrently with the regularly scheduled math course.

MATH LAB - ALGEBRA 1

Grade Level: 9
Prerequisite: Placement Process
Credit: 1 local unit

This local credit course is designed to aid student success in Algebra 1. It is an additional math course focused on supporting instruction in the regular Algebra 1 class. Instruction also reinforces prerequisite concepts for Algebra 1 that a student may be lacking. Students are placed in Math Lab based on a placement process that considers TAKS/EOC math scores, grades earned in 8th grade math, and teacher recommendation.

ALGEBRA 1

Grade Level: 9
Prerequisite: None
Credit: 1 unit

Algebra 1 provides the foundation concepts for high school mathematics. It includes the study of foundations for functions, linear functions, and quadratic and other nonlinear functions. The course emphasizes basic algebraic reasoning processes, applications, and problem-solving in real world situations.

ALGEBRA 1 PRE-ADVANCED PLACEMENT (H)

Grade Level: 9
Prerequisite: Math Grade 8 and Admission to the Honors Program
Credit: 1 Unit

PAP Algebra 1 will emphasize problem solving using underlying mathematical processes. Students will use critical thinking, language and communication, research, and high level application skills to make connections within and outside mathematics. Students will expand their knowledge of mathematical theory in regard to algebraic thinking, functional relationships, quadratic and nonlinear functions, and reasoning processes.

GEOMETRY

Grade Level: 9-10
Prerequisite: Algebra 1
Credit: 1 unit

Geometry includes the study of spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics, and other disciplines; tools for geometric thinking; and underlying mathematical processes such as problem solving, reasoning, multiple representations, applications and modeling, and justification and proof.

GEOMETRY PRE-ADVANCED PLACEMENT (H)

Grade Level: 9-10
Prerequisite: G/T Algebra 1 or a grade of 85 or better in Algebra 1 or current teacher recommendation
Credit: 1 unit

Students will study the Geometry TEKS in greater depth with additional emphasis on logic, geometric proofs and algebra applications. Pre-Advanced Placement Geometry focuses on application through research-based projects, number theory, and mathematical language. Emphasis will be placed on using higher level thinking skills.

Mathematics

GEOMETRY G/T (H)**Grade Level:**

9-10

Prerequisite:**Admission into the Mathematics
Segment of the G/T Program****Credit:****1 unit**

G/T Geometry is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional geometric concepts such as the nature of deductive reasoning and geometry of the real world. Logic and proofs, history of geometry, and architectural geometry will be emphasized. Various non-Euclidean geometries will also be investigated. This is a challenging course which students may take in lieu of Geometry.

MATHEMATICAL MODELS WITH APPLICATIONS**Grade Level:**

11

Prerequisite:**Algebra 1, Geometry****Credit:****1 unit**

This course will only be available to students on the minimum high school plan. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. **Beginning with entering ninth graders in the fall 2007**, this course **can** count as the third credit of the four required math credits, as long as it is taken prior to Algebra 2.

ALGEBRA 2**Grade Level:**

10-12

Prerequisite:**Algebra 1****Credit:****1 unit**

Algebra 2 continues the study of functions. It includes quadratic and square root functions, rational functions, exponential and logarithmic functions. As in Algebra 1, the relationship between algebra and geometry, problem-solving, applications, and real world situations is emphasized.

ALGEBRA 2 PRE-ADVANCED PLACEMENT (H)**Grade Level:**

10-11

Prerequisite:**Algebra 1 and a grade of 85 or better in Geometry
or current teacher recommendation****Credit:****1 unit**

Students will study the Algebra 2 TEKS with additional emphasis on special functions, operations with radicals, exponential and logarithmic equations, and matrices. Also, topics relating to trigonometry and probability and statistics will be addressed. Pre-Advanced Placement Algebra 2 focuses on application and emphasizes higher level thinking skills geared toward calculus.

ALGEBRA 2 G/T (H)**Grade Level:**

10-11

Prerequisite:**Algebra 1 and Admissions to the Mathematics****Segment of the G/T Program****Credit:****1 unit**

G/T Algebra 2 is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional Algebra 2 concepts such as polynomials, rational expressions, matrices, conics, systems of equations and inequalities, linear and quadratic functions, exponential and logarithmic functions, higher degree polynomial functions, sequences and series. Various number systems and their properties will be investigated as students expand their studies into abstract algebra. This is a challenging course which students may take in lieu of Algebra 2.

ADVANCED QUANTITATIVE REASONING**Grade Level:**

11-12

Prerequisite:**Algebra 1, Geometry and Algebra 2****Credit:****1 unit**

Advanced Quantitative Reasoning expands students' understanding through further mathematical experiences. It includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers. This course was adopted by the State Board of Education and counts as the final mathematics credit depending on the student's graduation plan.

INDEPENDENT STUDY IN MATH

Grade Level: 11-12
Prerequisite: Geometry and Algebra 2
Credit: 1 unit

This course expands and enhances concepts previously covered in Algebra 2. Concepts taught will include functions, logic, data analysis, trigonometry, statistics, and probability. The students recommended for this course are those who need reinforcement of these skills and want or need a fourth math credit. The course will act as a transition for seniors planning to take College Algebra.

PRECALCULUS (H)

Grade Level: 11-12
Prerequisite: Geometry and Algebra 2
Credit: 1 unit

Precalculus is an advanced mathematics course. It includes the study of polynomial, rational, exponential, and logarithmic functions, trigonometry, analytic geometry, sequences and series, probability, statistics and data analysis. Also included is an introduction to calculus.

PRECALCULUS G/T (H)

Grade Level: 11-12
Prerequisite: Geometry, Algebra 2 and Admission to the Mathematics Segment of the Gifted Program
Credit: 1 unit

G/T Precalculus is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional Precalculus concepts such as functions, trigonometry, analytic geometry, sequences and series, probability, statistics and data analysis as well as an introduction to calculus. This is a challenging course which students may take in lieu of Precalculus (H).

CALCULUS ADVANCED PLACEMENT (H)

Grade Level: 12
Prerequisite: Precalculus (H)
Credit: 1 unit

Advanced Placement Calculus covers both differential and integral calculus and prepares students for the Calculus AB Advanced Placement Exam offered by the College Board. Topics include properties of functions; limits; derivatives; applications of the derivative such as slope, curve sketching, velocity and acceleration; antiderivatives; applications of antiderivatives such as distance/velocity and growth/decay; techniques of integration; definite integrals; and applications of the integral such as area between curves and volume of a solid of revolution.

Upon completion of this course, students are expected to take the AP exam.

STATISTICS ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: Algebra 2
Credit: 1 unit

Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to broad conceptual themes such as describing patterns and departures from patterns, planning and conducting a data study, exploring random phenomena using probability simulation, and estimating population parameters and testing hypotheses. The AP Statistics curriculum comes from College Board and prepares students for the Advanced Placement Statistics Exam.

Upon completion of this course, students are expected to take the AP exam.

COLLEGE TRANSITION IN MATH

Grade Level: 12
Prerequisite: Performance on an end-of-course assessment instrument or a college entrance examination that does not meet college readiness standards
Credit: 1 unit

The focus of the course will be on preparing students for the study of intermediate Algebra required for college level courses. The students will learn topics related to real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations and rational expressions. The students will learn radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, and an introduction to functions. Emphasis in the course will be placed on algebraic techniques.

SCIENCE

BIOLOGY

Grade Level: 9-10
Prerequisite: None
Credit: 1 unit

Biology includes the study of a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

Students will discover that the living world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

BIOLOGY PRE-ADVANCED PLACEMENT (H)

Grade Level: 9-10
Prerequisite: Admission to the Honors Program
Credit: 1 unit

Pre-Advanced Placement Biology is an accelerated academic class that covers the same objectives as Biology in more depth and complexity. Students will be expected to complete more self-directed independent projects than in regular Biology class. Students will be expected to participate in the school Science Fair.

BIOLOGY G/T (H)

Grade Level: 9-10
Prerequisite: Admission to the Gifted Program
Credit: 1 unit

The G/T Biology course is designed to provide an appropriately differentiated learning experience for gifted students. It provides an advanced curriculum with emphasis on critical thinking, creative synthesis, research design, and student initiated investigative procedures. The class serves as a springboard to formulate, examine, analyze, explore, argue, and evaluate new insights and perspectives. Themes are selected to provoke thoughtful exploration of issues, themes, generalizations, independent study and research, writing, presentation (both oral and written, group and individual), critical thinking, and creative production. Students will be expected to participate in the school Science Fair.

BIOLOGY ADVANCED PLACEMENT (H)

Grade Level: 10-12
Prerequisite: Biology; completion of or concurrent enrollment in either Chemistry or Physics
Credit: 1 unit

The purpose of this course is to prepare students to take and pass the Biology AP exam. Advanced Placement Biology is a laboratory oriented course in which students identify biological problems, formulate hypotheses, design investigations, and reach valid conclusions based on available data. Biology is designed to be the equivalent of the general biology course often taken during the first year of college, making it possible for students to receive advanced standing as a college freshman. Living materials, hands-on activities, and extensive field work are an integral part of this course.

Students should expect a rigorous course of study and are expected to take responsibility for their own learning.

Upon completion of the course, students are expected to take the AP exam.

INTEGRATED PHYSICS AND CHEMISTRY

Grade Level: 9-11
Prerequisite: None
Credit: 1 unit

Integrated Physics and Chemistry integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will discover how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

Students will discover that the physical world is made up of systems. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy

occur in systems and can be observed and measured as patterns. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world. Generally, this course cannot be taken after Chemistry or Physics without administrative approval.

ENVIRONMENTAL SYSTEMS

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

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

ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: Biology, Chemistry and completion or concurrent enrollment in either Physics or Principles of Technology
Credit: 1 unit

AP Environmental Science is a course devoted to integrate understanding of biological, physical and social sciences through the study of environmental interactions. Students will examine the causes, consequences, and potential solutions for both natural and human created environmental problems. These concepts are explored through laboratory activities, environmental case studies, and student projects.

Upon completion of this course, students are expected to take the AP exam.

CHEMISTRY

Grade Level: 10-12
Prerequisite: Algebra 1
Credit: 1 unit

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

CHEMISTRY PRE-ADVANCED PLACEMENT (H)

Grade Level: 10-12
Prerequisite: Biology & Algebra 1; Admission to the Honor Program
Credit: 1 unit

Pre-Advanced Placement Chemistry is an accelerated academic class that covers the core content of Chemistry in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular Chemistry class. Students will be expected to participate in the school Science Fair.

CHEMISTRY G/T (H)

Grade Level: 10-12
Prerequisite: Biology & Algebra 1; Admission to the Gifted Program
Credit: 1 unit

The G/T Chemistry course is designed to provide an appropriately differentiated learning experience for gifted students. It will offer extensive laboratory experiences involving chemical changes in matter. It will also have an emphasis on critical thinking, creative synthesis, research design, and student initiated investigative procedures. G/T Chemistry centers around integrated, thematic units of study. The class serves as a springboard to formulate, examine, analyze, explore, argue, and evaluate new insights and perspectives. Themes are selected to provoke thoughtful exploration of issues, themes, generalizations, independent study and research, writing, presentation (both oral and written, group and individual), critical thinking, and creative production. Students will be expected to participate in the school Science Fair.

CHEMISTRY ADVANCED PLACEMENT (H)**Grade Level:**

11-12

Prerequisite:**Biology, Chemistry and completion of or concurrent enrollment in Physics****Credit:****1 unit**

The purpose of this course is to prepare students to take and pass the Chemistry AP exam. Advanced Placement Chemistry is a laboratory-oriented course designed to be the equivalent of the general chemistry course usually taken during the first year of college. The student in this course will experience an in-depth examination of the founding principles of chemistry which should lead to competence in dealing with advanced-level chemical problems.

Students should expect a rigorous course of study and are expected to take responsibility for their own learning.

Upon completion of this course, students are expected to take the AP exam.

PHYSICS**Grade Level:**

10-12

Prerequisite:**Biology & Algebra 2 or concurrent enrollment****Credit:****1 unit**

In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

PHYSICS ADVANCED PLACEMENT 1**Grade Level:**

11-12

Prerequisite:**Completion of Biology and Chemistry: Algebra 2 or concurrent enrollment****Credit:****1 unit**

The purpose of this course is to prepare students to take and pass the AP Physics 1 exam. AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. Students should expect a rigorous course of study and are expected to take responsibility for their own learning.

Upon completion of the course, students are expected to take the AP Physics 1 Exam.

PHYSICS ADVANCED PLACEMENT 2**Grade Level:**

11-12

Prerequisite:**Algebra 2, AP Physics 1****Credit:****1 unit**

The purpose of this course is to prepare students to take and pass the AP Physics 2 exam. AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students should expect a rigorous course of study and are expected to take responsibility for their own learning.

Upon completion of the course, students are expected to take the AP Physics 2 Exam.

PRINCIPLES OF TECHNOLOGY**Grade Level:**

10-12

Prerequisite:**Algebra 1, Biology and Geometry or taken concurrently****Credit:****1 unit**

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations using safe practices. This course can count as a science credit in place of Physics on the Recommended Program or Minimum Program.

AQUATIC SCIENCE

Grade Level: 12
Prerequisite: Three credits of high school science
 Including Physics or Principles of Technology

Credit: 1 unit

Aquatic science provides students an opportunity to study marine organisms, marine processes, and ecological patterns. Field study allows for laboratory skills acquired in the classroom to be translated into actual use under field conditions.

ANATOMY AND PHYSIOLOGY (H)

Grade Level: 11-12
Prerequisite: Biology, Chemistry and completion or concurrent enrollment in Physics or Principles of Technology

Credit: 1 unit

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

ASTRONOMY

Grade Level: 12
Prerequisite: Biology, Chemistry and completion or concurrent enrollment in Physics or Principles of Technology

Credit: 1 unit

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

FORENSIC SCIENCE

Grade Level: 12
Prerequisite: Biology, Chemistry and completion or concurrent enrollment in Physics or Principles of Technology

Credit: 1 unit

Forensic Science is an introductory course which applies scientific concepts and approaches to the investigation of crime scenes. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Students will also learn how the history of forensics and law affect career options in this field. This course may count as a fourth year science credit.

**SCIENTIFIC RESEARCH AND DESIGN (H)**

Grade Level: 11-12
Prerequisite: Biology, Chemistry and Physics
 (one may be taken concurrently)

Credit: 1 unit

This course is an independent research class in which students will conduct independent original research in basic science. This research will be exploratory in nature and be conducted under the guidance of a mentor, whether that be the teacher of the class or a researcher in a scientific institution. The results of this research will be presented and judged by an independent panel of experts at the completion of the course. Students will gain skills in various laboratory and scientific techniques. Students have the opportunity to earn one advanced measure for the Distinguished Achievement Program through this course.

Students should have strong academic skills and good task commitment to enroll in this class.

SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

Grade Level:	9-10
Prerequisite:	None
Credit:	1 unit

This course is designed to provide an opportunity for students to study the interaction of man and his environment in space and time. The study includes current developments around the world which affect physical structure, way of life, customs, mores, and past events that effect the environment.

Emphasis is also placed on the geographical processes which affect decisions made concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, and political and economic conditions. Urban analyses and population problems are important aspects of the course.

WORLD GEOGRAPHY STUDIES PRE-ADVANCED PLACEMENT (H)

Grade Level:	9-10
Prerequisite:	Admission to the Honors Program
Credit:	1 unit

Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. Learning will also be in more depth than is generally offered in the regular class. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue the tangents and the details of geographic study. The student will research and develop products that encourage deeper understanding of other cultures and environments.

HUMAN GEOGRAPHY ADVANCED PLACEMENT G/T (H)

Grade Level:	9
Prerequisite:	Admission to the Gifted Program
Credit:	1 unit

The purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Combined with TEKS for World Geography, this one year course satisfies the state requirement while preparing students for the AP Human Geography exam.

Upon completion of the Advanced Placement Human Geography course, students are expected to take the Advanced Placement Human Geography test.

HUMAN GEOGRAPHY ADVANCED PLACEMENT (H)

Grade Level:	9, 11-12
Prerequisite:	Admission to the Gifted Program
Credit:	1 unit

The purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Combined with TEKS for World Geography, this one year course satisfies the state requirement while preparing students for the AP Human Geography exam.

Upon completion of the Advanced Placement Human Geography course, students are expected to take the Advanced Placement Human Geography test.

WORLD HISTORY STUDIES

Grade Level:	10-11
Prerequisite:	None
Credit:	1 unit

The World History Studies course provides the student with an understanding of the changing world in which he/she lives through an examination of world cultures, their problems and achievements from earliest recorded times. The course covers periods of ancient and medieval history to the development of American civilization and the world today.

WORLD HISTORY STUDIES PRE-ADVANCED PLACEMENT (H)

Grade Level: 10
Prerequisite: Admission to Honors Program
Credit: 1 unit

This course provides students the opportunity to pursue an accelerated study in world history. The course is designed for students to engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels. As students pursue studies throughout the world's historical eras, they will be asked to build significant cause and effect links to explain the world, as they know it. Though the basic content is the same as the regular course, the level of understanding and the opportunities for development of practical reflections of that understanding are enhanced by the depth and pace of the study.

WORLD HISTORY ADVANCED PLACEMENT G/T (H)

Grade Level: 10
Prerequisite: Admission to Gifted Program
Credit: 1 unit

This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 B.C.E. to present, the course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure; cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state.

Upon completion of the Advanced Placement World History course, students are expected to take the Advanced Placement World History test.

WORLD HISTORY ADVANCED PLACEMENT (H)

Grade Level: 10, 11-12
Prerequisite: World History
Credit: 1 unit

This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 B.C.E. to present, the course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure; cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state.

Upon completion of the Advanced Placement World History course, students are expected to take the Advanced Placement World History test.

UNITED STATES HISTORY - STUDIES SINCE RECONSTRUCTION

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

Content for the study of United States History includes significant individuals, issues, and events after the period of Reconstruction to the present. The course continues the focus from Grade 8 on the history, geography, and political and economic growth of the nation.

Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

UNITED STATES HISTORY ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: Admission to Gifted or Honors Program
Credit: 1 unit

The Advanced Placement Program in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement U.S. History course will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP U.S. History will involve a great deal of reading and independent work. This will include the reading of a comprehensive textbook, a supplementary collection of interpretative articles and/or primary sources, and one or more book-length studies of a particular era or event. Students will also be involved in analysis/problem solving type activities.

Upon completion of the Advanced Placement U.S. History course, students are expected to take the Advanced Placement U.S. History test. Advanced Placement U. S. History satisfies the one unit credit graduation requirement for U. S. History Since Reconstruction.

U. S. GOVERNMENT

Grade Level: 11-12
Prerequisite: World Geography, World History and U. S. History
Credit: 1/2 unit

The course provides an opportunity to explore political and governing processes. Content includes such topics as comparative government, international relations, and the political processes within the national, state, and local governments. Emphasis is placed on such political ideas as culture, socialization, behavior, leadership, decision-making, nature of laws, institutions, and the rights and responsibilities of citizens. This course also covers the legal requirement for a study of state and federal constitutions.

U. S. GOVERNMENT DUAL CREDIT (H)

Grade Level: 11-12
Prerequisite: World Geography, World History and U. S. History
Credit: 1/2 unit

This dual credit course is offered during the school day at the high school campus. Successful completion of the course will grant High School Government credit and credit for Gov. 2305 through Eastfield College. The course content includes origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

U. S. GOVERNMENT AND POLITICS ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: Admission to Gifted or Honors Program
Credit: 1/2 unit

Advanced Placement United States Government and Politics is designed to give students a critical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

The course will explore the following topics: Constitutional Underpinnings of American Government; Political Beliefs and Behaviors; Political Parties and Interest Groups; Institutions and Policy Processes of National Government; and Civil Rights and Civil Liberties.

Although assignments vary, the Advanced Placement U.S. Government and Politics course typically requires the reading of a comprehensive textbook, a supplemental collection of interpretive readings, and several book-length studies. Students will also be engaged in several types of writing exercises including term papers, book reviews, critical interpretive essays, legal briefs, legislative histories, or policy papers. Presenting written or verbal arguments will also be a part of the course.

Upon completion of the Advanced Placement United States Government course, students are expected to take the Advanced Placement Government test. A successful score on this test can allow students to gain three hours of college credit in United States Government. Most colleges and universities accept Advanced Placement credit in United States Government.

Advanced Placement United States Government satisfies the one-half credit graduation requirement for United States Government.

ECONOMICS: WITH AN EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS (ECO/FES)

Grade Level: 11-12
Prerequisite: World Geography, World History and U. S. History
Credit: 1/2 unit

This course is designed to provide opportunities for students to study economics with emphasis on the following areas: (1) THE AMERICAN FREE ENTERPRISE SYSTEM including purposes of an economic system and how supply and demand affect prices; (2) GOVERNMENT IN THE AMERICAN ECONOMIC SYSTEM including how the government both protects and regulates the operation of

the market system, and fiscal and monetary policies; (3) AMERICAN ECONOMIC SYSTEM AND INTERNATIONAL ECONOMIC RELATIONS including comparing various types of economic systems and world trade; and (4) CONSUMER ECONOMICS including rights and responsibilities of consumers as well as consumer terminology, budgets, and income tax.

MACROECONOMICS ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: World Geography, World History and U. S. History
 Admission to the Gifted or Honors Program
Credit: 1/2 unit

This course will prepare the student for the College Board AP Exam. The study will explore the principles of economics that apply to the system as a whole. Particular emphasis on national income and price determination will develop familiarity with economic performance measures, economic growth, and international economics. Dynamic models examine levels of U.S. inflation, unemployment and gross domestic product, as well as how these factors affect one another and the global market.

Upon completion of the AP Macroeconomics course, students are expected to take the Advanced Placement Macroeconomics test. AP Macroeconomics satisfies the one-half credit graduation requirement for Economics.

PSYCHOLOGY

Grade Level: 10-12
Prerequisite: None
Credit: 1/2 unit

This course provides an opportunity for students to study the uniqueness of the individual as a function of environmental and developmental differences. It stimulates student insights into such human behaviors as growth, learning, motivation, and socialization emphasizing their roles in normal versus abnormal development. The works of renowned psychologists such as Freud, Skinner, Pavlov, Rogers, Maslow, Terman, and Hurlock are cited as examples of progress through scientific research methods.

PSYCHOLOGY ADVANCED PLACEMENT (H)

Grade Level: 11-12
Prerequisite: Psychology or Teacher Recommendation
Credit: 1/2 unit

This course is designed to prepare the student for the College Board AP Exam. The class will introduce the student to such human behavior as growth, learning, motivation, and socialization while emphasizing normal versus abnormal behavior. Well known psychologists such as Freud, Skinner, Pavlov, Rogers, Maslow, and Hurlock will be introduced and discussed throughout the course. The current material that supports contemporary thinking in the discipline will be surveyed with an emphasis on the student's exploration of the research.

Upon completion of this course, students are expected to take the AP Psychology Exam.

SOCIOLOGY

Grade Level: 11-12
Prerequisite: None
Credit: 1/2 unit

This course provides students an opportunity to study man and his basic institutions. Broad areas of content include study of:

- institutions found in all societies, such as the family, religion, community organization, political and social activities, and use of leisure time;
- the roles of moral values, traditions, folkways, attitudes, and the customary ways in which people associate with one another and seek common goals;
- mobility of people and the impact of science and technology upon communities and persons;
- formation of public opinion as a basic process in relationships among people, and
- factors in society which influence human personality.

A major objective of the course is to give students some insights into the way sociologists work and how their knowledge and methods are applied to problems of human welfare.

**SPECIAL TOPICS IN THE SOCIAL STUDIES:
AMERICAN CULTURE STUDIES****Grade Level:****9-12****Prerequisite:****None****Credit:****1/2 unit**

This course provides an opportunity for the study of selected cultural, racial, or ethnic groups and individuals who have maintained their cultural identities while participating in the larger national society.

Content of the course includes a study of the backgrounds, traditions, and contributions of selected groups and individuals to the American way of life. Cultural pluralism, the diversity of lifestyles of selected groups, and the varied cultural activities of groups are themes of the course.

In addition, key concepts such as immigration/migration, acculturation, ethnocentrism/racism, assimilation, intercultural communication, social protest/power, and perception are explored and applied to the study of each cultural/ethnic group.

**SPECIAL TOPICS IN THE SOCIAL STUDIES:
NATIONAL SECURITY ISSUES IN AMERICAN HISTORY (H)****Grade Level:****11-12****Prerequisite:****World Geography, World History and U. S. History
Admission to the Gifted or Honors Program****Credit:****1/2 unit**

The National Security Issues In American History Honors course allows students to engage in an in-depth study of selected national security issues, both current and historical. Students will learn the complexity of national security and will make comparisons between issues of the past and their resolutions and current national security policy, both foreign and internal, with a concern for the future in both a predictive and prescriptive manner. Students will be required to do independent and group research projects.

**SOCIAL STUDIES RESEARCH METHODS:
WORLD STUDIES (H)****Grade Level:****10-12****Prerequisite:****Teacher Approval****Credit:****1/2 - 2 units**

The Research Methods: World Studies course is designed to help the student develop an advanced skill in a particular area or theme through extensive research and the production of original works. The course design will incorporate preparation for the U.S. Academic Decathlon competition, as well as current events and citizenship competitions. The purposes of Academic Decathlon are:

- to encourage students to develop a greater respect for knowledge,
- to promote wholesome interschool competition in academic areas of study,
- to stimulate intellectual growth and achievement, and
- to encourage public interest and awareness of outstanding school programs.

Academic Decathlon includes six tests of academic strength, three demonstrations of communication ability, and the Super Quiz team event held before a large audience. In addition to an interview, an essay, and two speeches (prepared and impromptu); written comprehensive exams are given in economics, fine arts, music, language and literature, mathematics, science, and social studies.

The design of this course will incorporate in-depth research in all ten of these areas, opportunities to concentrate on special interests, and result in the production of written, oral, and audio/visual communication projects. After the competition season for Academic Decathlon concludes in the spring semester, students will train to compete in an appropriate Citizenship Bee program or UIL contest as determined by the coaches. Honors credit is available for four semesters beginning the fall of grade 10 through grade 12 not to exceed a total of 2 credits.

HEALTH AND PHYSICAL EDUCATION**HEALTH EDUCATION**

The local requirement for high school graduation is successful completion of one-half (1/2) credit of health. Either Principles of Health Science or Health Science Clinical Rotation 1 may substitute for the health requirement (pages 72 and 73).

HEALTH

Grade Level: 9-12

Prerequisite: None

Credit: 1/2 unit

Health is a comprehensive course that leads students to a better understanding about the issues surrounding personal health. This course will include issues concerning personal wellness, mental health, nutrition, interpersonal relationships, the rights and responsibilities of parenting, CPR instruction, and the detrimental effects of substance abuse. This course will also examine the individual and societal cost of sexually transmitted diseases. The goal of this class is to give students sufficient information to make good health choices that promote a long and healthy life.

Graduation Requirements for students entering ninth grade

Students are required to successfully complete a minimum of 1.0 unit of credit with a **maximum of 4 state credits** for physical education. Credit can be earned by taking any combination of the following (.5) credit courses; however, credit may not be earned for any physical education course more than once.

- Adventure/Outdoor Education
- Aerobic Activities
- Foundations of Personal Fitness
- Individual Sports
- Team Sports

Up to 1 unit of state physical education credit may be earned through participation in the following courses/activities.

- Drill team (fall semester only)
- Cheerleading (fall semester only)
- Marching band (fall semester only)
- JROTC

Up to 4 units of state physical education credit may be earned through participation in the following courses/activities:

- University Interscholastic League athletic program
- Private/commercially sponsored activities

If a student withdraws from one of these courses prior to earning credit, the student shall begin instruction in a physical education course.

FOUNDATIONS OF PERSONAL FITNESS

Grade Level: 9-12

Prerequisite: None

Credit: 1/2 unit

Foundations of Personal Fitness is designed to help students develop an understanding and the knowledge and skills related to the importance of developing and maintaining an appropriate level of personal fitness. The course is a balance between classroom study and physical activities. Student expectations include:

- analysis of the components of personal fitness,
- understanding of the relationship between physical fitness activities and stress,
- understanding of health problems associated with inadequate fitness levels,
- understanding of consumer issues related to physical fitness,
- selection of a variety of dynamic activities that will help students improve or maintain their physical fitness levels,
- understanding and application of correct biomechanical and physiological principles related to exercise and training,
- understanding and application of safety practices associated with physical fitness,
- development and/or maintenance of an acceptable health-related level of physical fitness,
- assessment of individual lifestyles in relationship to regular physical activity and one's quality of living,
- identification and modeling of characteristics of a positive attitude toward regular physical activity,

- assessment of individual fitness levels,
- understanding of the process of becoming fit, and
- designing of a fitness program that meets individual student needs and interests.

ADVENTURE/OUTDOOR EDUCATION

Grade Level: 9-12
Prerequisite: None
Credit: 1/2 unit

Adventure/Outdoor Education is designed for students to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime. Activities may include, but are not limited to: archery, backpacking, boating (canoeing, kayaking, rowing), camping, dutch oven cooking, hiking, wall climbing, ropes course, orienteering, survival skills, water safety instruction, and water sports (fishing, etc.)

Student expectations include:

- demonstration of consistency in execution of the basic skills of adventure/outdoor education activities,
- demonstration of understanding of the rules, skills, and strategies of outdoor education activities and appropriate application,
- analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities,
- establish realistic yet challenging health-related fitness goals for adventure/outdoor activities,
- explain and follow safety procedures during adventure/outdoor education activities, and
- list and describe safety equipment used in outdoor activities.

AEROBIC ACTIVITIES

Grade Level: 9-12
Prerequisite: None
Credit: 1/2 unit

Aerobic Activities is designed to help students develop a strong level of cardiovascular fitness and skills necessary to engage in a variety of aerobic activities that will help them develop and maintain a positive attitude and build the foundation of fitness for life. Activities may include, but are not limited to: aerobic dance, step aerobics, power walking, recreational dance, and jogging.

Student expectations include:

- active participation in activities that promote cardiovascular fitness,
- design of a personal fitness program that uses aerobic activities as a foundation,
- demonstration of the ability to perform a level of competency in aerobic activities,
- understand and apply safety practices associated with aerobic activities and
- development of positive personal and social skills to work independently and with others in aerobic activities.

INDIVIDUAL SPORTS

Grade Level: 9-12
Prerequisite: None
Credit: 1/2 unit

Individual Sports is designed to provide students with the opportunity to develop health-related fitness and an appreciation of a variety of lifetime activities related to developing and maintaining an appropriate level of personal fitness. Students should exhibit a level of competency in two or more sports that may include: archery, badminton, bowling, gymnastics, golf, handball, racquetball, self-defense, tennis, table tennis, track and field, weight training or wrestling. Student expectations include:

- understanding of basic components such as strategies, protocol, and rules of individual sports,
- application of movement concepts and principles to the learning and development of motor skills,
- understanding and application of safety practices associated with individual sports,
- development of positive personal and social skills to work independently and with others in individual sports, and
- exhibits a physically active lifestyle that provides opportunities for enjoyment and challenge through individual sports.

TEAM SPORTS**Grade Level:**

9-12

Prerequisite:

None

Credit:

1/2 unit

Team Sports is designed to provide students with the opportunity to develop health-related fitness and an appreciation for teamwork and fair play through participation in a variety of team sports. Students should be able to demonstrate proficiency in two or more sports that may include: basketball, field or floor hockey, flag football, soccer, softball, team handball or volleyball. Student expectations include:

- demonstration of consistency using basic offensive and defensive skills of a sport,
- application of movement concepts and principles to the learning and development of motor skills,
- development of basic components such as strategies, protocol, and rules of structured physical activities, and
- exhibits a physically active lifestyle that provides opportunities for enjoyment and challenge through team sports.

ATHLETICS

Mesquite high schools are members of the University Interscholastic League's athletic program and subscribe to its rules and regulations along with its purposes, goals, and objectives. Students—both boys and girls—are urged to participate in the appropriate activities which are offered. Completion of medical history/physical examination and parent permission forms are required to participate. Students must meet state mandated academic and attendance requirements to be eligible to participate in extra-curricular activities.

Students in interscholastic athletic activities may substitute these activities for the 1.5 units of physical education up to a maximum of 4 units if **entering 9th grade prior to fall 2010**. Students enrolled in interscholastic activities may substitute these activities for 1 unit of physical education up to a maximum of 4 units if **entering 9th grade in fall of 2010 and beyond**. Any additional units above the four maximum count as local credit. Students who withdraw from athletics before the required units of physical education are earned must be enrolled in physical education courses to earn the required units of credit. Athletic activities that are double-blocked will reflect one-half state credit earned on A days and one-half local credit on B days. The following sports constitute the program:

Baseball	Girls' Softball	Swimming
Basketball	Girls' Volleyball	Tennis
Cross-Country	Golf	Track and Field
Football	Soccer	

FINE ARTS

Students will need to furnish additional materials for all art courses.

ART 1: BASIC DESIGN

Grade Level: 9-12

Prerequisite: None

Credit: 1 unit

This is a foundation course designed to acquaint students with basic design elements, drawing and painting skills, compositional design, various techniques and media, art history, and aesthetics (appreciation of surroundings). Art 1 students use direct observation, imagination and personal experiences as inspiration for artworks. For planning original works, students record visual ideas about their environment and experiences and express these ideas using a variety of media both two and three dimensional media. Learners use concise vocabulary to compare and contrast the use of art elements and design principles in personal works and the works of others.

DRAWING 2, 3, 4

Grade Level: 9-12

Prerequisite: Art 1: Basic Design, Drawing 2, 3 and
and Teacher Recommendation

Credit: 1 unit

Drawing 2, 3, 4 helps the student to develop and refine drawing skills in contour, gesture, mass, cross hatching, stipple, and directional and implied line. Compositional study will include experiences in abstract, nonobjective, and realistic renderings. Students will work in various mediums, such as pencil (both graphite and color), pen and ink, charcoal, and pastels, and will develop an understanding of art history.

SCULPTURE 2

Grade Level: 10-12

Prerequisite: Art 1 Basic Design and
Teacher Recommendation

Credit: 1 unit

This course will provide an introduction to multiple forms of sculpture including modeling, carving, molding, casting, construction and assemblage. Through observation of teacher demonstration and guided practice, students will gain the skills needed to construct original, realistic or non-objective sculptures using additive or subtractive methods in paper, cardboard, wire, found objects, plaster, clay, wood, stone and non-traditional mediums. Sculpture 2 students will explore surface treatments (glazes, patinas, paints and stains), and appropriate methods of joining materials (gluing, nailing, binding, riveting, etc.). Students will develop vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials and processes.

SCULPTURE 3

Grade Level: 10-12

Prerequisite: Art 1 and Sculpture 2

Credit: 1 unit

Through observation of teacher demonstration and guided practice, students gain the skills needed to construct original realistic or nonobjective sculptures, using additive or subtractive methods in paper, cardboard, wire, found objects, plaster, clay, or wood. They explore appropriate methods of joining, (gluing, nailing, binding, riveting, etc.) and consider appropriate selections for additional surface treatments from materials such as paints stains, glazes, or patinas. Students develop vocabulary specific to the discipline of sculpture, including appropriate terminology for equipment, materials, and processes.

**CERAMICS 2**

Grade Level: 9-12

Prerequisite: Art 1 Basic Design and
Teacher Recommendation

Credit: 1 unit

This course will provide an introduction to both hand building construction and wheel throwing techniques. Through observation of teacher demonstration and guided practice, Ceramics 2 students develop a basic understanding of surface decoration, kiln, and firing methods. The class will focus on the production of studio work and will include significant discussions of historical and contemporary sculptural or three dimensional art issues.

CERAMICS 3**Grade Level:****10-12****Prerequisite:****Art 1 and Ceramics 2****Credit:****1 unit**

Through observation of teacher demonstration and guided practice, students refine the skills needed to construct original functional objects, objective and nonobjective sculptures, using additive or subtractive hand building methods, various clay bodies, throwing on the wheel, and consider appropriate selections for additional surface treatments from materials such as high and low fire glaze, paints, stains, or patinas. Students develop vocabulary specific to the discipline of ceramics, including appropriate terminology for equipment, materials, and processes.

**PAINTING 2, 3****Grade Level:****9-12****Prerequisite:****Art 1 Basic Design, Drawing 2, Painting 2
and Teacher Recommendation****Credit:****1 unit**

Building on the foundation of Art 1, Drawing 2 and Painting 2 students create original paintings with various techniques and media. Students investigate color schemes, including monochromatic, analogous, complementary and original color schemes. Media includes inks, watercolors, acrylics, oils, and mixed media on a variety of surfaces (paper, canvas, and non-traditional objects). Project ideas are fostered by encouraging students to examine their physical, emotional, social and political environments. Periods of art history and styles are identified, researched and investigated, guiding students toward the development of their own personal and original style.

GRAPHIC DESIGN 2, 3**Grade Level:****10-12****Prerequisite:****Drawing 2 and
Teacher Recommendation****Credit:****1 unit**

This course introduces students to graphic design as a form of visual communication through the use of type, color, form, image and symbol. Projects explore design processes in two and three dimensions, creative problem solving, visual identity and communication, as well as thematic structure, all leading to making effective design layouts that meet industry standards.

ELECTRONIC MEDIA 2**Grade Level:****11-12****Prerequisite:****Graphic Design 3 and
Teacher Recommendation****Credit:****1 unit**

Electronic Media builds on previously acquired proficiencies in art. Students choose from a wide variety of techniques and subject matter to further develop their knowledge of designing in media composition while focusing on computer generated works using photography, scanned images, video, and related media.

ADVANCED PLACEMENT STUDIO ART (H)**TWO DIMENSIONAL DESIGN PORTFOLIO****Grade Level:****11-12****Prerequisite: One of the following: Drawing 2, AP Studio Art-Drawing, Drawing 3, Painting 2,
Graphic Design 3 - plus Teacher recommendation****Credit:****1 unit**

This Advanced Placement program in art is designed to provide highly motivated students with the opportunity to refine 2 dimensional art skills as the student prepares for art-related careers or college study. The demands of the course are equivalent to the demands of introductory level college art courses, involving individualized study planned by the student and the teacher. The student's work, completed both in and out of the classroom, will reflect a rich variety of means and materials. A public exhibition of each student's work and a portfolio, presenting selected quality artworks which explore a concentration on a particular visual interest or problem and demonstrate a breadth of experience in formal, technical, and expressive means are course requirements. Students will be expected to submit their portfolios for Advanced Placement evaluation.

**ADVANCED PLACEMENT STUDIO ART (H)
STUDIO DRAWING PORTFOLIO**

Grade Level: 11-12
Prerequisite: One of the following: Drawing 2, AP Art-2 Dimensional Design, Drawing 3, Painting 3, Graphic Design 3 - plus Teacher recommendation

Credit: 1 unit
This Advanced Placement program is a drawing specific course of study paralleling specialized drawing programs in colleges and art schools. The student-structured, teacher-guided course gives students an opportunity to develop to a high degree both perceptual (what we see) and conceptual (communication of the meaning of what we see) drawing skills. Making critical judgments is an integral part of study. This challenging course will require work outside the classroom, as well as in it. As in the first level Advanced Placement course, a public exhibition and a portfolio of selected, quality drawings in a single area of concern or concentration, demonstrating a breadth of experience are both requirements. Students will be expected to submit their portfolios for Advanced Placement (College Board) evaluation.

**ADVANCED PLACEMENT STUDIO ART (H)
THREE DIMENSIONAL DESIGN PORTFOLIO**

Grade Level: 11-12
Prerequisite: One of the following: Sculpture 2, Ceramics 2 - plus Teacher recommendation

Credit: 1 unit
This Advanced Placement program in art is designed to provide highly motivated students with the opportunity to refine 3 dimensional art skills as the student prepares for art-related careers or college study. The demands of the course are equivalent to the demands of introductory level college art courses, involving individualized study planned by the student and the teacher. The student's work, completed both in and out of the classroom will reflect a rich variety of means and materials. A public exhibition of each student's work and a portfolio, presenting selected quality artworks which explore a concentration on a particular visual interest or problem and demonstrate a breadth of experience in formal, technical, and expressive means are course requirements. Students will be highly expected to submit their portfolios for Advanced Placement evaluation.

ADVANCED PLACEMENT ART HISTORY (H)

Grade Level: 11-12
Prerequisite: Teacher Recommendation
Credit: 1 unit

Advanced Placement Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of visual arts from ancient through the twenty first century and from a variety of cultures. An emphasis is made toward understanding the art works in context, considering such issues as patronage, gender, culture, and their intended functions. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the Advanced Placement Art History exam.

DANCE 1

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

Dance 1 is designed to provide students with the fundamental skills and knowledge of dance as an art form. Emphasis will be on kinesthetic and spatial awareness, fitness principals, identifying dance elements, and performing basic compositional forms using fundamental choreographic processes. Students will develop an understanding of cultural, historic, and artistic diversity through dance. A fine arts credit is given for dance classes.

DANCE 2

Grade Level: 10-12
Prerequisite: Dance 1 & Teacher Recommendation
Credit: 1 unit

Students will perform increasingly complex dance movements in modern dance, folk dance, jazz, tap and ballet. Students will demonstrate the connection between emotions and movement, apply body sciences as it relates to strength, flexibility and endurance, and incorporate more advanced choreographic processes. A fine arts credit is given for dance classes.

DANCE 3**Grade Level:****11-12****Prerequisite:****Dance 2 & Teacher Recommendation****Credit:****1 unit**

This course provides continued development in all areas previously studied. Students will concentrate on performing memorized complex movement sequences with rhythmic accuracy, and creating dance studies using original movement based on theme, variation, and/or chance. Continued cultural awareness will be emphasized as well as problem solving, critiquing, and self evaluation. A fine arts credit is given for dance.

DANCE 4**Grade Level:****12****Prerequisite:****Dance 3 & Teacher Recommendation****Credit:****1 unit**

The senior level of dance has a greater emphasis on auditioning, performance and career options. Students are exposed to a wide variety of styles and are expected to strive for technical expertise that will continue to be showcased in multiple performance opportunities throughout the year. Students are also expected to create, learn and polish a large repertoire of materials which includes student choreography set on groups of dancers rather than a soloist or a duet. Students will explore production elements such as costume design, music choice, and lighting. Students will also prepare in their final year for acceptance into college conservatories in dance, liberal arts programs, and/or professional dance companies.

THEATRE ARTS 1**Grade Level:****9-12****Prerequisite:****None****Credit:****1 unit**

Theatre Arts 1 provides an introduction to theatre. The student is helped to understand his/her personal relationship to theatre and the relationship of theatre to life. Students are introduced to the stage, theatrical history, dramatic literature, acting skills, and production techniques. The student learns to analyze, develop, and synthesize character. Much time is spent in developing acting skills such as relaxation, observation, dramatic imagination, sensory awareness, concentration, and verbal and non-verbal communication. Each student studies a script as a piece of dramatic literature and as material for production. Students have the opportunity to participate in various productions.

THEATRE ARTS 2**Grade Level:****10-12****Prerequisite:****Theatre Arts 1 and Teacher recommendation****Credit:****1 unit**

Theatre Arts 2 is a continuation of Theatre Arts 1 with a greater in-depth concentration. Although the student has more opportunities to explore dramatic literature, theatre history, and production techniques, the course emphasis is on ensemble acting. Students have numerous opportunities to perform in class and in co-curricular activities such as tournament duet acting, theatre productions, children's theatre, and a musical.

THEATRE ARTS 3**Grade Level:****11-12****Prerequisite:****Theatre Arts 2 and Teacher recommendation****Credit:****1 unit**

The Theatre Arts 3 student continues to develop acting skills while concentrating on theatre from the director's point of view. There is an opportunity to try playwriting. Techniques of directing are learned by studying production styles, production script selection, script interpretation styles, script interpretation, casting and rehearsal techniques, and stage composition. The student makes a production book for a long scene or a one-act play, including all plans for production. Using his/her production book and casting from classmates, the student directs a selected scene. There are numerous opportunities for onstage and backstage work in the various productions.

THEATRE ARTS 4 (H)**Grade Level:****12****Prerequisite:****Theatre Arts 3 and Teacher recommendation****Credit:****1 unit**

Building on the background established in other theatre courses, the Theatre Arts 4 student continues to develop his/her acting and directing skills. The student works with advanced production styles and characterizations, and investigates some of the contemporary theatre trends and their cultural contributions. This production-centered course offers the student practical theatre experiences in the various productions.

TECHNICAL THEATRE 1**Grade Level:**

10-12

Prerequisite:**Theatre Arts 1 or concurrent enrollment in Theatre Arts 1 and teacher recommendation****Credit:****1 unit**

In Technical Theatre 1, students are introduced to the various areas of stagecraft: scenery, lighting, costuming, sound, make-up and properties. Each student studies the techniques of constructing and painting scenery, designing costumes, applying theatrical make-up, and operating the sound system and the computer light board. Students are given the opportunity to apply this knowledge in the numerous Theatre Department productions.

TECHNICAL THEATRE 2**Grade Level:**

11-12

Prerequisite:**Technical Theatre 1 and Teacher recommendation****Credit:****1 unit**

Technical Theatre 2 offers the student an opportunity to continue to develop the skills acquired in Technical Theatre 1 with greater concentration on the principles and concepts of design. The student will design the set, lighting, costume, and make-up for a complete show.

TECHNICAL THEATRE 3**Grade Level:**

11-12

Prerequisite:**Technical Theatre 2 and Teacher recommendation****Credit:****1 unit**

Students will continue to develop skills acquired in Technical Theatre 1 and 2 with a greater concentration on the specific principles and concepts of costume design, model building, and set design and their relationship to theatre history. In depth study of these elements will also create a greater understanding of the job skills needed for a career in technical theatre.

THEATRE PRODUCTION 1, 2, 3, 4**Grade Level:**

9-12

Prerequisite:**Theatre Arts 1 and Teacher recommendation****Credit:****1/2 - 1 unit per year**

Theatre Production is a laboratory course designed for exploration, development, and synthesis of all elements of theatre. Students collaborate with other student artists to research, analyze, conceptualize, organize, and produce theatre.

MUSIC HISTORY & LITERATURE**Grade Level:**

11-12

Prerequisite:

None

Priority to students with no earned credit in band, orchestra, choir, art, or theatre**Credit:****1 unit**

This course is designed to help students gain a basic understanding of literature, the visual and performing arts, and their interrelationships. An historic perspective will relate music, art, theatre, and literature within time periods and cultures. Greek, Roman, Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionistic, Modern, Expressionistic, Contemporary, and other periods will be studied.

BAND 1, 2, 3, 4**Marching and Concert Band****Grade Level:**

9-12

Prerequisite:**Audition & Teacher Recommendation****Credit:****1 unit**

The band is primarily a performance organization. It is conceived as a single marching unit for athletic events, parades, and contests, and as multiple units for concert performance. Membership in concert bands is determined by the student's individual level of musical proficiency. Students are expected to attend extra rehearsals and participate in all performances.

BAND 4 (H)**Grade Level:**

12

Prerequisite:**Band 1, 2 and 3 & Teacher Recommendation
Concurrent membership in most advanced band****Credit:****1 unit**

This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course work of the

regular advanced band, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

INSTRUMENTAL ENSEMBLE - BAND 1, 2, 3, 4

Grade Level: 9-12

Prerequisite: Audition and concurrent enrollment in Band 1, 2, 3, or 4 and Teacher Recommendation

Credit: 1 unit

Instrumental Ensemble is designed to allow students to explore solo and ensemble playing more in depth. The emphasis on groupings of smaller ensembles and solos allows students to further develop their playing skills and confidence. Technique skills are developed through using various groupings, including the full ensemble.

JAZZ BAND 1, 2, 3, 4

Grade Level: 9-12

Prerequisite: Audition and concurrent membership in band or orchestra, except for guitar, bass, and keyboards. Student assignment determined by the director.

Credit: 1 unit

The jazz band is a musical organization serving as a laboratory with an opportunity to explore alternative styles and instrumental techniques utilized in American jazz and jazz-derived musical idioms and to foster creativity through improvisation. The jazz band may serve as a vehicle for performance of student compositions as well as commissioned and published materials. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1, 2, 3, 4

Boys' Choir

Grade Level: 9-12

Prerequisite: Audition

Credit: 1 unit

Boys' Choir, a performance-oriented group, utilizes men's choral literature of all periods of music. Strong emphasis is placed upon increasing knowledge of vocal techniques and sight-reading fundamentals. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1, 2, 3, 4

Girls' Choir

Grade Level: 9-12

Prerequisite: Audition

Credit: 1 unit

Girls' Choir, a performance-oriented group, utilizes women's choral literature of all periods of music. Strong emphasis is placed upon increasing knowledge of vocal techniques and sight-reading fundamentals. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1, 2, 3, 4

Mixed Choir

Grade Level: 9-12

Prerequisite: Audition

Credit: 1 unit

The ensemble of mixed voices devotes most of its efforts toward the development of choral singing through increased knowledge of literature and vocal techniques. Special emphasis is placed upon the development of the individual voice in its relationship to ensemble singing. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 1, 2, 3, 4

Advanced Mixed Choir

Grade Level: 9-12

Prerequisite: Audition

Credit: 1 unit

This group is an ensemble of selected mixed voices dedicated to the knowledge and performance of outstanding choral literature, with strong emphasis toward the development of each student's musical sensitivity. Continuing attention to individual vocal development and knowledge of sight-reading and music fundamentals are stressed. Students are expected to attend extra rehearsals and participate in all performances.

CHORAL MUSIC 4 (H)**Grade Level:**

12

Prerequisite:**Choral Music 1, 2 and 3****Concurrent membership in most advanced choir****Credit:****1 unit**

This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course work of the regular advanced choir, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

VOCAL ENSEMBLES 1, 2, 3, 4**Grade Level:**

9-12

Prerequisite:**Concurrent membership in choral music organization, except for guitar, percussion, bass, and keyboards****Credit:****1 unit**

For this small ensemble of singers, the emphasis is on performance of chamber, pop, and jazz vocal music. A variety of choral music is studied. Special attention is given to knowledge of stage presence and to limited choreography and staging. The group serves as an entertainment and public relations vehicle for the school and choral department. Students are expected to attend extra rehearsals and participate in all performances.

MUSIC THEORY 1**Grade Level:**

9-12

Prerequisite:**Enrollment in Band, Choir, or Orchestra****Credit:****1 unit**

This course is designed for the student interested in a serious study of music. Students will be given opportunities to gain a knowledge of, and to use, basic pitch and rhythmic notation and scale structure, to recognize intervals and harmony, to practice simple part writing, and to train the ear.

MUSIC THEORY ADVANCED PLACEMENT**Grade Level:**

10-12

Prerequisite:**Music Theory 1 or passing music proficiency test****Credit:****1 unit**

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument.

Upon completion of this course, students are expected to take the AP exam.

ORCHESTRA 1, 2, 3, 4**Grade Level:**

9-12

Prerequisite:**Audition****Credit:****1 unit**

Classes meet for performance-oriented instruction aimed toward major symphonic repertoire. Literature of fine musical quality, bowing styles, and elements of music are studied. Opportunities for orchestral performance will be provided. Students are expected to attend extra rehearsals and participate in all performances.

ORCHESTRA 4 (H)**Grade Level:**

12

Prerequisite:**Orchestra 1, 2 and 3****Concurrent membership in most advanced orchestra****Credit:****1 unit**

This course provides highly motivated, most talented, advanced students opportunities to refine, expand, and share their talents. As an extension of and in addition to the course work of the regular advanced orchestra, students focus on high-level individual performance and research, developing independent musicianship. Through guided, independent study, students not only continue to enrich performance and listening skills, they select an area of specialized development such as music research, composing and arranging music, or conducting. Course requirements include a juried recital, audition preparation, special in-depth projects, concert attendance, listening and tutoring activities, and private study. Students are expected to attend extra rehearsals and participate in all performances.

INSTRUMENTAL ENSEMBLE - ORCHESTRA 1, 2, 3, 4**Grade Level:**

9-12

Prerequisite:**Audition and concurrent enrollment in Orchestra 1, 2, 3, or 4****Credit:****1 unit**

Instrumental Ensemble is designed to allow students to explore solo and small ensemble playing more in depth. The emphasis on groupings of smaller ensembles and solos allows students to further develop their playing skills and confidence.

APPLIED MUSIC (Individual Study)**Grade Level:**

9-12

Prerequisite:

**Concurrent enrollment in Band, Choir, or Orchestra
Instrumental or vocal proficiency sufficient to perform music prescribed
for the course in TEA Publication GE5 452 03. A signed TEA contract.
Approval by high school music teacher**

Credit:**1/2 unit****(A maximum of 2 units of credit may be counted for graduation.)**

To enable the student to advance in the development of vocal or instrumental performance proficiency, he/she may contract to study under a private teacher and pass a jury at the end of the contract year. On a prearranged date, the student must perform from memory before a jury, using TEA guidelines. Selections to be performed will be designated in the contract. Students may contract to study voice, piano, band, or orchestral instruments. This course carries no grade and does not receive grade points.

TECHNOLOGY APPLICATIONS

COMPUTER SCIENCE 1**(Tech Prep)****Grade Level:****11-12****Prerequisite:****Algebra 1****Credit:****1 unit**

Computer Science serves both as introductory work for potential computer science majors and as important background experience for students considering study in other fields which significantly involve computing. The primary programming language is Java. The curriculum for this course has four strands: foundations, information acquisition, work in solving problems, and communication. *This course **does count** for the technology education credit requirement.*

COMPUTER SCIENCE 2 (H)**Grade Level:****12****Prerequisite:****Computer Science 1****Credit:****1 unit**

Computer Science 2 emphasizes advanced computer programming concepts in Java. Computer structure, design, numeration systems, alphanumeric codes, and programming procedures are included. Projects will incorporate the use of the computer for topics in algebra, coordinate geometry, probability and statistics, advanced mathematics, and other content areas. *This course **does count** for the technology education credit requirement.*

DIGITAL ARTS AND ANIMATION**Grade Level:****11-12****Prerequisite:****Digital and Interactive Media****Credit:****1 unit**

This course is designed to provide an in-depth look at digital composition, color, imaging, editing, and animation in the production of special projects. It incorporates the use of all software and equipment introduced in Business Image Management and Multimedia/Digital and Interactive Media. *This course **does count** for the technology education credit requirement.*

INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES**Grade Level:****11-12****Prerequisite:****Web Technologies****Credit:****1 unit**

This course focuses on further developing concepts learned in Web Mastering 1. In addition, students will work on the school website as directed, learn additional scripts, and work with scanners, digital cameras, and digital video cameras to enhance web pages and/or sites.

By working with mentors and using technology as a problem-solving tool, students will select the appropriate technology for a task, synthesize knowledge, create a solution, and evaluate the results. Communication of student findings will be presented in different formats to diverse audiences. *This course **does count** for the technology education credit requirement.*

*If more students seek enrollment in a specific program than seats are available, a matrix is used to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

CAREER AND TECHNICAL EDUCATION

Career and Technical Education

In association with the CTE State Plan, Mesquite ISD recognizes that there is an immediate need to strengthen not only the current workforce, but also the workforce of tomorrow. Academic concepts must be reinforced and applied through high quality, rigorous technical education. Students are encouraged to seek post secondary educational opportunities. MISD CTE programs seek to close the gaps by preparing students for postsecondary education and the workforce.

Achieve Texas Career Clusters

Achieve Texas is a state initiative to implement the U. S. Department of Education's 16 career clusters. Career pathways within each cluster will help students plan their educational experience by combining rigorous academics and relevant career education. MISD offers classes in 14 of the 16 clusters listed below.



*Currently, this cluster is not offered in MISD.

Career Pathway Articulation Agreements (formerly Tech Prep)

Career Pathway programs offer practical learning experiences from high school through college. The high school and community college programs are linked to provide a focused, non-duplicative curriculum. Generally with the Career Pathway programs offered in Mesquite, students can receive from two to thirteen hours of credits at designated colleges in the Dallas County Community College District (DCCCD).

A Career Pathway allows a student to get a jump start on college and a career while still in high school.

Career and Technical Education **Career Pathway — Easy as 1-2-3-4**

1. Talk to a school counselor to learn about the Career Pathway programs.
2. Complete the recommended classes in the chosen Career Pathway program with a B or better.
3. Enroll in a Dallas County Community College within 12 months after high school graduation.
4. Request credits from the college campus Career Pathway advisor by presenting a high school transcript.

Want More Information? <http://www.livebinders.com/play/play/28587>

Pre-Employment Labs*

Mesquite Independent School District offers a number of pre-employment labs. These two or three-hour labs are designed to provide students with employability skills and are listed below.

- Automotive Technology
- Collision Repair and Refinishing
- Cosmetology
- Health Science Clinical Rotation
- Hospitality Services
- Manicurist Speciality
- Practicum in Culinary Arts
- Ready, Set, Teach!

*If more students seek enrollment in a specific program than seats are available, a matrix is used to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

Practicums

Mesquite provides students with a number of opportunities to enroll in two-credit practicums for career preparation. These courses are a cooperative effort between the business and education communities. In each of these classes, students learn job specific skills related to their employment. In order to receive credit for the work experience, a student must spend at least one class period in the practicum class (A or B day). The student must work at the business training site at least ten hours per week. MISD practicums are listed below.

- Practicum in Human Services (HHS and NMHS only)
- Practicum in Marketing Dynamics
- Practicum in Career Development

Nondiscrimination Policy

Equal access to Career and Technical programs and activities is assured students in the Mesquite Independent School District without regard to race, religion, color, sex, national origin, and/or handicapping condition.

ARCHITECTURE AND CONSTRUCTION

*Career and Technical
Architecture &
Construction*

ARCHITECTURAL DESIGN 1

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

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. *This course does count for the technology education credit requirement.*

ARCHITECTURAL DESIGN 2 *

Grade Level: 11-12
Prerequisite: Architectural Design 1
Credit: 2 units
Blocked for two consecutive class periods

Students gain advanced 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. This course includes the advanced 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. *This course does count for the technology education credit requirement.*

CONSTRUCTION MANAGEMENT

(WMHS only)

Grade Level: 11-12
Prerequisite: Architectural Design 1
Credit: 1 unit

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.

CONSTRUCTION TECHNOLOGY

(NMHS & PHS only)

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

Students gain knowledge and skills related to various careers in the construction trade or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, measuring, handtools/powertools, and assembling.

Students will need to furnish additional materials for personal projects.

INTERIOR DESIGN

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

This technical course addresses the needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and prepare for careers in the interior design field.

Students will need to furnish additional materials for personal projects.

ADVANCED INTERIOR DESIGN

Grade Level: 11-12
Prerequisite: Interior Design
Credit: 2 units
Blocked for two consecutive class periods

Advanced Interior Design is a technical laboratory course that includes the knowledge of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior spatial design. Students will apply core academic skills to the requirements of architectural interior design; know the function and application of the tools, equipment, technologies, and materials used in interior design projects; and apply the concepts and skills of interior designs to simulated and actual work situations.

Students will need to furnish additional materials for personal projects.

*Career and Technical
Architecture &
Construction* **MILL AND CABINETMAKING TECHNOLOGY ***
(NMHS and PHS only)

Grade Level:

Prerequisite:

Credit:

11-12
Construction Technology
2 units

Blocked for two consecutive class periods

Students gain knowledge and skills specific to those needed to enter the work force in the area of mill work and cabinet manufacturing and installation. The student may also apply these skills to professions in construction management, architecture, or engineering. Students acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and numerical and computer control production methods.

Students will need to furnish additional materials for personal projects.

PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION *

(NMHS and PHS only)

Grade Level:

Prerequisite:

Credit:

9-10

None

1 unit



Principles of Architecture & 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. Safety and career opportunities are included, in addition to work ethics; problem solving and critical thinking; Information Technology Applications; systems; health and environmental; leadership and teamwork; ethics and legal responsibilities; technical skills; introduction to hand tools, power tools, basic rigging and reading technical drawings.

*If more students seek enrollment in a specific program than seats are available, a matrix is used to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

*Career and Technical
Arts, A/V Technology
& Communication*

AUDIO VIDEO PRODUCTION *

Grade Level: 10-12
Prerequisite: Any technology education credit
Credit: 1 unit

Students will apply academic knowledge & skills to develop ways to improve media & formulate guidelines for using media effectively. Students will plan, produce, present and evaluate media projects. Within this context, students will be expected to develop an understanding of industry standards with the focus on pre-production, production and post-production audio & video activities. *This course does count for the technology education credit requirement.*

ADVANCED AUDIO VIDEO PRODUCTION *

Technology Excellence Center

Grade Level: 11-12
Prerequisite: Audio Video Production
Credit: 2 units

Careers in audio and video technology and film production span all aspects of the audio video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

FASHION DESIGN 1

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

This laboratory course focuses on careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, and maintenance.

Students will need to furnish additional materials for personal projects.

ADVANCED FASHION DESIGN

Grade Level: 11-12
Prerequisite: None
Credit: 2 units

Blocked for two consecutive class periods

Careers in fashion span all aspects of the textile and apparel industries. In this course, students will be expected to develop an advanced understanding of fashion with an emphasis on design and production.

Students will need to furnish additional materials for personal projects.

**GRAPHIC DESIGN AND ILLUSTRATION 1
(HHS and NMHS only)**

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. *This course does count for the technology education credit requirement.*

GRAPHIC DESIGN AND ILLUSTRATION 2 *
(HHS and NMHS only)

Grade Level: 11-12
Prerequisite: Graphic Design and Illustration 1
Credit: 2 units

Blocked for two consecutive class periods

This course continues the exploration of careers in graphic design and illustration and spans all aspects of the advertising and visual communications industries. Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. *This course does count for the technology education credit requirement.*

*Career and Technical
Arts, A/V Technology
& Communication*

PROFESSIONAL COMMUNICATIONS

Grade Level:

9-12

Prerequisite:

None

Credit:

.5 unit

Professional Communications blends written, oral, and graphic communication in a career based environment. Careers in the global economy require individuals to be creative with a strong background in technology, academics and communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak and listen. The students will also learn how to apply software applications, manipulate computer graphics, and conduct Internet research. *This course **does count** for the speech credit requirement.*

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

BUSINESS MANAGEMENT AND ADMINISTRATION

*Career and Technical
Business Manage-
ment*

BUSINESS INFORMATION MANAGEMENT 1

Grade Level: 9-12
Prerequisite: None
Credit: 1 unit

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. *This course **does count** for the technology education credit requirement.*

BUSINESS INFORMATION MANAGEMENT 2

Grade Level: 10-12
Prerequisite: Business Information Management 1
Credit: 1 unit

Students will apply complex technical skills using word-processing and spreadsheet applications and develop electronic presentations using multimedia software. Students in this course will be given the opportunity to take the Microsoft Office Specialist (MOS) exams. *This course **does count** for the technology education credit requirement.*

BUSINESS LAW

Grade Level: 11-12
Prerequisite: None
Credit: ½ unit

Students analyze the evolution and development of laws that govern business in our society. Students apply technical skills to address business applications of contemporary legal issues and analyze the social responsibility of business and industry.

BUSINESS MANAGEMENT

Grade Level: 11-12
Prerequisite: Principles of Business, Marketing, and Finance
Credit: 1 unit

Students develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad range of knowledge that includes legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Grade Level: 9-10
Prerequisite: None
Credit: ½ unit

Students gain foundational knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

EDUCATION AND TRAINING

**PRINCIPLES OF EDUCATION AND TRAINING**

Grade Level: 9-12
Prerequisite: None
Credit: 1 units

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

READY, SET, TEACH! 1* AND 2 *

Grade Level: 11-12
Prerequisite: None
Credit: 2 units

Classroom and laboratory instruction in one class period daily

Ready, Set, Teach! 1 and 2 are field-based internships that provide students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary and middle school students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

FINANCE**ACCOUNTING 1****Grade Level:****10-12****Prerequisite:****None****Credit:****1 unit**

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

ACCOUNTING 2 (H)**Grade Level:****11-12****Prerequisite:****Accounting 1****Credit:****1 unit**

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

BANKING AND FINANCIAL SERVICES**Grade Level:****10-12****Prerequisite:****None****Credit:****½ unit**

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

HEALTH SCIENCE

ANATOMY AND PHYSIOLOGY (H)

Grade Level: 11-12
Prerequisite: Biology, Chemistry and completion or concurrent enrollment in either Physics or Principles of Technology
Credit: 1 unit

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. *This course counts as a fourth science credit.*

HEALTH SCIENCE CLINICAL ROTATION 1 *

Grade Level: 11-12
Prerequisite: Biology
Credit: 2 units

Classroom and laboratory instruction in two consecutive class periods

This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course is taught in a clinical rotation setting in which students are in a hospital or clinic environment. Instruction is provided for students to develop a basic medical knowledge applicable to the medical field. This instruction includes medical terminology, medical ethics and legal responsibilities, communication skills, and basic medical skills. Professionalism and leadership skills are developed. *This course may be substituted for the required .5 credit of health education.*

Students are required to purchase their hospital attire, complete a CPR course, and to comply with all requirements of the health care facilities.

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

HEALTH SCIENCE CLINICAL ROTATION 2 (H) - EMT *

Grade Level: 12
Prerequisite: Health Science Clinical Rotation 1
Credit: 2 units

Classroom and laboratory instruction in two consecutive class periods

This course extends the learning of HST Clinical Rotation 1 by providing extensive training for emergency medical technician (EMT) certification and training to administer electrocardiograms.

Students must be 18 years of age and have a final average of 80 or above in the class in order to take the EMT state certification exam. Students wishing to pursue the certification may contact the Texas Department of Health Testing Center in Arlington and arrange a testing time. The student cost for the exam is approximately \$70.00.

Students are required to purchase their hospital attire, complete a CPR course, and to comply with all requirements of the health care facilities.

This class is taught at MHS for MHS and NMHS students. It is taught at HHS for HHS, PHS, and WMHS students. Students are required to have their own transportation if course is not offered on home campus.

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

HEALTH SCIENCE CLINICAL ROTATION 2 (H) - PHARMACOLOGY *

Grade Level: 12
Prerequisite: Clinical Rotation I
Credit: 2 units

Classroom and laboratory instruction in two consecutive class periods

The course content will emphasize medical terminology specifically to the pharmacy, reading and interpreting prescriptions, dispensing medication and defining prescription and non-prescription drugs by brand versus generic name.

- This class is taught at Poteet HS but offered district wide.
- Students are required to have their own transportation to Poteet High School and clinical sites.
- Students are required to purchase their hospital attire, complete a CPR course, and to comply with all requirements of the health care facilities.
- Students must meet the requirements for obtaining their Registered Technician trainee permit.
- Upon graduation and turning 18 years of age, student may take the Pharmacy Technician Certification Examination.

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

HEALTH SCIENCE CLINICAL ROTATION 2 (H)-MEDICAL LABORATORY/PHLEBOTOMY *
Grade Level: 12
Prerequisite: Clinical Rotation 1
Credit: 2 units

*Career and Technical
Health Science*

Classroom and laboratory instruction in two consecutive class periods

The course content will emphasize all aspects of blood collection; terminology; anatomy; physiology; blood collection procedures; specimen hands-on practice; and, clinical training in skills and techniques to perform puncture methods. This course also includes important practice and background information on anatomy and physiology of the heart, medical disease processes, the Holter monitor, electrocardiography and echocardiography. This program prepares students for the NCCT Phlebotomy Technician Certification exam and the NCCT EKG Technician exam.

- This class is taught at WMHS but offered district-wide.
- Students are required to have their own transportation to WMHS.
- Students are required to purchase a lab coat, personal liability insurance, TB skin test and in fluenza vaccine, and comply with all requirements of the health care facilities.
- Students will take the written portion of a National Phlebotomy Technician Certification exam (\$90) and an EKG Technician written exam (\$90) during the spring semester.

Note: Students must be 18 years of age, hold a high school diploma and have completed all required practical work to complete the National Phlebotomy Technician Certification and EKG Technician Certification.

MEDICAL TERMINOLOGY *

Grade Level: 9-12
Prerequisite: None
Credit: ½ unit

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. **Preference will be given to students taking this course in grades 11-12 for dual credit.**

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

PRINCIPLES OF HEALTH SCIENCE

Grade Level: 9-12
Prerequisite: None
Credit: ½ unit

This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. *This course may be substituted for the required .5 credit of health education.*

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

HOSPITALITY AND TOURISM

CULINARY ARTS

Grade Level:

10-12

Prerequisite:

Lifetime Nutrition and Wellness

Credit:

1 unit

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Food safety and sanitation receive special emphasis, with students taking the exam for the ServSafe credential from the National Restaurant Association. Students will demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meats, pastas and grains, and fruits and vegetables. Students will also demonstrate baking techniques used with yeast breads and rolls, quick breads, and desserts. A real or simulated in-school food business component will allow students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance FCCLA activities. Advanced skills in science, mathematics, reading, writing and communication will be reinforced in this course. Work-based learning strategies will include school-based enterprises, field trips, job shadowing, and service learning.

A materials fee may be required for this course.

PRACTICUM IN CULINARY ARTS *

Grade Level:

11-12

Prerequisite:

Culinary Arts

Credit:

2 units

Blocked for two consecutive class periods

Practicum in Culinary Arts is a laboratory-based course that is designed to be a continuation of the Culinary Arts program. Students continue to refine their knowledge and skills required for careers in the restaurant, food, and beverage industry. Students are taught employability skills, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.

A materials fee may be required for the course.

PRACTICUM IN CULINARY ARTS 2 *

(North Mesquite HS, Mesquite HS, Poteet HS, West Mesquite HS only)

Grade Level:

12

Prerequisite:

Practicum in Culinary Arts

Credit:

2 units

Blocked for two consecutive class periods

Practicum in Culinary Arts is a laboratory-based course that is designed to be a continuation of the Practicum in Culinary Arts 1 program. Students continue to refine their knowledge and skills required for careers in the restaurant, food, and beverage industry. Students are taught employability skills, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts II provides increased occupationally specific opportunities for students to participate in culinary activities that combine previously learned classroom instruction with actual business and industry career experiences. A materials fee may be required for the course.

A materials fee may be required for the course.

HOSPITALITY SERVICES 1 * & 2 *

Grade Level:

11-12

Prerequisite:

None

Credit:

2 units

Classroom and laboratory instruction in two consecutive class periods

This course provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Hospitality Services integrates academic and career and technical education; provides interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

This class is taught at WMHS for students from all high school campuses.

A materials fee may be required for the course.



TRAVEL AND TOURISM MANAGEMENT**Grade Level:****10-12****Prerequisite:****None****Credit:****½ unit**

This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

HUMAN SERVICES

CHILD DEVELOPMENT

Grade Level: 9-12
Prerequisite: None
Credit: ½ unit

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

COSMETOLOGY 1 * AND 2 *

Grade Level: 11-12
Prerequisite: At least 12 credits
Credit: 3 units for each 500 hours of instruction

Blocked for two consecutive class periods every school day plus lab time

Cosmetology, a two-year program, is designed to provide students with the technical skills to become licensed cosmetologists. Cosmetology provides personal beauty service to customers in hairstyling, bleaching, tinting, permanent waving, scalp and hair conditioning, hair cutting, facials and manicures. High school students 16 years of age or older and who are juniors are eligible to enter this two-year program provided they have the interest and desire to pursue this career pathway. The Texas Cosmetology Commission requires that a public school student complete a minimum of 1,000 laboratory hours of cosmetology concurrently with 500 hours of successful academic instruction. When seniors meet these requirements, they should schedule a testing date to take the state licensing exam for cosmetology prior to graduation.

Students will be expected to purchase their beginners training kit prior to the beginning of the school year.

This course is taught at WMHS for students from all high school campuses.

COSMETOLOGY-MANICURIST SPECIALTY *

This course is taught at West Mesquite HS for students from all HS campuses

Grade Level: 12
Prerequisite: None
Credit: 3 units

Blocked for two consecutive class periods every school day plus lab time

The course is a planned 600-clock hour sequence of classroom and lab instruction designed to prepare the student for the Texas Cosmetology Manicurist Specialty license exam. Course content includes basic manicure, and pedicure procedures; hand, arm, and foot massage; and the application of artificial nails to include tips, sculptured nails, wraps, fiberglass and gels. Also covered is bacteriology, sanitation, anatomy of the arms and hands, nail structure, nail disorders, professional practices, and salon procedures. Safety and career opportunities are also included.

Students will be expected to purchase their training kit prior to the beginning of the school year.

DOLLARS AND SENSE

Grade Level: 10-12
Prerequisite: None
Credit: ½ unit

Dollars and Sense focuses on the management of individual and family resources such as finances, food, clothing, housing, health care, recreation, transportation and time. This course also addresses the management of financial resources to meet the goals of individuals and families across the life span. Effective consumer skills related to housing needs, responsibilities in relation to environmental trends and issues, and the economic system are also analyzed. This course offers a common sense approach to personal financial literacy.

FAMILY AND COMMUNITY SERVICES

Grade Level: 11-12
Prerequisite: None
Credit: ½ unit

This 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. Students will be under the supervision of a classroom instructor. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

INTERPERSONAL STUDIES

Grade Level:
Prerequisite:
Credit:

9-12
None
½ unit

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.

LIFETIME NUTRITION AND WELLNESS (formerly Nutrition and Food Science)

Grade Level:
Prerequisite:
Credit:

9-12
None
½ unit

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, human services, and health sciences. Laboratory experiences will focus on the integration of nutrition and wellness knowledge with basic food preparation and management skills.

**PARENTING EDUCATION FOR SCHOOL-AGE PARENTS 1 & 2
(Mesquite Academy Only)**

Grade Level:
Prerequisite:
Credit:

9-12
None
½ - 2 units

This course is designed to address the special needs and interests of female students who are pregnant, and male and female students who are parents. Special emphasis is placed on prenatal care and development, postnatal care, child development, infant care, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family health issues, nutrition, safety, management, and employability skills. Students are provided opportunities to develop the knowledge and skills to become successful parents and to prepare for managing the multiple roles of student, parent, family member, and wage earner. The second year course builds on skills learned from Parenting Education for School-Age Parents 1.

PRACTICUM IN HUMAN SERVICES 1 AND 2

Grade Level:
Prerequisite:
Credit:

11-12
16 years of age
2 units

A minimum of 10 hours of supervised work experience per week is required.

This course focuses on the development of careers in the areas of consumer services, early childhood development and services, counseling, nutrition and wellness, hospitality and food services, fashion and interior design, and family and community services. Content is designed to meet the occupational preparation needs and interests of students in a paid employment setting. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education.

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

INFORMATION TECHNOLOGY

DIGITAL AND INTERACTIVE MEDIA

Grade Level: 10-12
Prerequisite: Any technology education credit
Credit: 1 unit

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

PROBLEMS AND SOLUTIONS 1

Grade Level: 11-12
Prerequisite: Audio Video Production
Credit: 1 unit

Within the scope of the curriculum students develop video projects on topics related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. Students have the opportunity to earn only one advanced measure for the Distinguished Achievement Program through Problems and Solutions 1 or Problems and Solutions 2. *This course does count for the technology education credit requirement.*

PROBLEMS AND SOLUTIONS 2

Grade Level: 11-12
Prerequisite: Problems and Solutions 1
Credit: 1 unit

Within the scope of the curriculum students develop video projects on topics related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. Students have the opportunity to earn only one advanced measure for the Distinguished Achievement Program through Problems and Solutions 1 or Problems and Solutions 2. *This course does count for the technology education credit requirement.*

WEB TECHNOLOGIES

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking skills and apply them to the information technology environment. *This course does count for the technology education credit requirement.*

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

*Career and Technical
Law, Public Safety,
Corrections
and Security*

LAW ENFORCEMENT 1 *

Grade Level:

11-12

Prerequisite:

None

Credit:

2 units

Blocked for two consecutive class periods

Law Enforcement 1 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.

This course is taught at MHS for students from all high school campuses.

LAW ENFORCEMENT 2 *

Grade Level:

12

Prerequisite:

None

Credit:

2 units

Blocked for two consecutive class periods

Law Enforcement 2 provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

This course is taught at MHS for students from all high school campuses.



PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

(MHS only)

Grade Level:

9-12

Prerequisite:

None

Credit:

1/2 unit

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

FORENSIC SCIENCE

Grade Level:

12

Prerequisite:

Biology, Chemistry, and completion or concurrent enrollment in Physics or Principles of Technology

Credit:

1 unit

Forensic Science is an introductory course which applies scientific concepts and approaches to the investigation of crime scenes. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection and scientific procedures used to solve crimes. Students will also learn how the history of forensics and law affect career options in this field. This course may count as a fourth year science credit.



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MANUFACTURING

FLEXIBLE MANUFACTURING

(MHS & PHS only)

Grade Level:

10-12

Prerequisite:**Principles of Manufacturing****Credit:****1 unit**

This course provides the knowledge, skills, and technologies required for employment in metal technology systems. Students need to develop knowledge of the concepts and skills related to this system in order to apply them to personal and career development. Knowledge about career opportunities, requirements, expectations and the development of workplace skills prepare students for success.

PRINCIPLES OF MANUFACTURING

(MHS & PHS only)

Grade Level:

9-12

Prerequisite:

None

Credit:**1 unit**

This course provides students the opportunity to investigate the knowledge and skills important in manufacturing technology and related careers in manufacturing. Students study common manufacturing tools, machines, materials and processes in the laboratory. Experiences in planning and controlling simulated manufacturing systems and projects allow students to explore the organizational structures and management strategies in manufacturing.

WELDING 1

(MHS & PHS only)

Grade Level:

10-12

Prerequisite:**Flexible Manufacturing****Credit:****1 unit**

Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

WELDING 2 *

(MHS & PHS only)

Grade Level:

11-12

Prerequisite:**Welding 1****Credit:****2 units****Blocked for two consecutive class periods**

This course builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

MARKETING

FASHION MARKETING

Grade Level:	10-12
Prerequisite:	None
Credit:	½ unit

This course is designed to provide students with knowledge of the various business functions in the fashion industry. Students will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

PRACTICUM IN MARKETING DYNAMICS 1 & 2 *

Grade Level:	11-12
Prerequisite:	16 years of age
Credit:	2 units

A minimum of 10 hours of supervised work experience per week is required.

Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and customer service skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. Students will illustrate appropriate management and research skills to create the marketing mix.

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

RETAILING AND E-TAILING *

Grade Level:	10-12
Prerequisite:	None
Credit:	½ unit

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing and will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

***This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

SPORTS AND ENTERTAINMENT MARKETING

Grade Level:	10-12
Prerequisite:	None
Credit:	½ unit

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. This is a growing industry and employs athletes, musicians, stage crews, advertising agents, promotion agents, event planners, and numerous other related professions. This course will include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. Students will be provided an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

CONCEPTS OF ENGINEERING AND TECHNOLOGY

Grade Level: 9-10
Prerequisite: None
Credit: 1 unit

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Students will work on a design team to develop a product or system. *This course does count for the technology education credit requirement.*

ENGINEERING DESIGN AND PRESENTATION 1

Grade Level: 10-12
Prerequisite: None
Credit: 1 unit

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

ENGINEERING DESIGN AND PRESENTATION 2 *

Grade Level: 11-12
Prerequisite: Engineering Design and Presentation 1
Credit: 2 units

Blocked for two consecutive class periods

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process. *This course does count for the technology education credit requirement.*

ENGINEERING MATHEMATICS *

Technology Excellence Center

Grade Level: 12
Prerequisite: Geometry, Algebra 2, Chemistry & Physics
or Principles of Technology
Credit: 1 unit

Double blocked with Engineering Design and Problem Solving

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. *This class meets the requirements for the fourth math credit.* Students registering for this class need to have met the satisfactory performance level on EOC tests.

ENGINEERING DESIGN AND PROBLEM SOLVING*

Technology Excellence Center

Grade Level: 12
Prerequisite: Geometry, Algebra 2, Chemistry & Physics
or Principles of Technology
Credit: 1 unit

Double blocked with Engineering Mathematics

This course promotes interest in understanding of career opportunities in engineering, intending to promote ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. *This class meets the requirements for the fourth science credit.* Students registering for this class need to have met the satisfactory performance level on EOC tests.

PRINCIPLES OF TECHNOLOGY**Grade Level:**

10-12

Prerequisite:**Algebra 1, Biology and
Geometry or taken concurrently****Credit:**

1 unit

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations using safe practices. *This course does count as a science credit in place of Physics on the minimum or recommended program only.*

SCIENTIFIC RESEARCH AND DESIGN (H)**Grade Level:**

12

Prerequisite:**Biology, Chemistry and Physics****Credit:**

1 unit

This course is an independent research class in which students will conduct independent original research in basic science. This research will be exploratory in nature and be conducted under the guidance of a mentor, whether that be the teacher of the class or a researcher in a scientific institution. The results of this research will be presented and judged by an independent panel of experts at the completion of the course. Students will gain skills in various laboratory and scientific techniques. Students have the opportunity to earn one advanced measure for the Distinguished Achievement Program through this course. *This course does count as a fourth science credit.*

Students should have strong academic skills and good task commitment to enroll in this class.

*If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

AUTOMOTIVE TECHNOLOGY 1 * AND 2 **

Grade Level: 11-12
Prerequisite: At least 12 credits
Credit: 2 units

Blocked for two consecutive class periods

Automotive Technology provides students with training for entry-level employment or post-secondary training in the automotive technology field. This course includes knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

Students are expected to purchase an automotive lab shirt at an estimated cost of \$25.

This course is taught at MHS for students from all high school campuses.

****This course is eligible for dual credit through DCCCD for students who meet college entrance requirements.**

COLLISION REPAIR AND REFINISHING 1 * AND 2 *

Grade Level: 11-12
Prerequisite: At least 12 credits
Credit: 2 units

Blocked for two consecutive class periods

This course provides students with training for entry-level employment or post-secondary training in the field of automotive collision repair and refinishing. Students will gain knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

Students are expected to purchase an automotive lab shirt at an estimated cost of \$25.

This course is taught at MHS for students from all high school campuses.



PRINCIPLES OF TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Grade Level: 9-12
Prerequisite: None
Credit: .5 unit

In Principles of Transportation, Distribution and Logistics, students gain knowledge and skills in the safe application, design, production and assessment of products, services and systems. Students should apply knowledge and skills in the application, design and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems and settings.

***If more students apply for a specific program than seats are available, a matrix is used in order to rank all students on the same criteria. The criteria could include grade level, academic grades, citizenship grades, discipline referrals, attendance, etc.**

CAREER DEVELOPMENT**PRACTICUM IN CAREER DEVELOPMENT 1 AND 2
(MHS, WMHS, HHS, & MESQUITE ACADEMY ONLY)****Grade Level:****11-12****Prerequisite:****None****Credit:****2 units**

A minimum of 10 hours of supervised work experience per week is required.

This course provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

MISCELLANEOUS COURSES

ARMY JROTC 1, 2, 3, 4**Grade Level:**

9-12

Prerequisite:

None

Credit:**1 unit per year**

Army JROTC is a leadership course using both theory and practical application to develop leadership. The theory provides the student an opportunity to study the character traits of great leaders and principles of leadership and management. Other emphases include rifle marksmanship and safety, first aid, map reading, financial and logistical management, citizenship in American history and government, service learning, and communication skills. The practical work emphasizes individual and group drill, qualifying with the .177 caliber air rifle, participating in unit inspections, and learning to apply the duties and responsibilities of individuals and leaders. Through the corps of cadets, students learn to take and respond to orders, prepare for higher positions of responsibility, and develop self-discipline, pride, and teamwork. Students may participate in such extracurricular activities as rifle, drill, color guard, orienteering, academic, and physical fitness teams, as well as school and community service projects. The course fosters good citizenship, patriotism, self-motivation, and the benefits of leading a healthy, drug-free lifestyle; and gives the student an understanding of basic non-combat military skills. The student does not incur any military obligation. A student may take this course for one to four years as an elective. One physical education credit can be substituted for JROTC 1. JROTC 2, 3, and 4 is a continuation of JROTC 1, and is designed to place the student in higher positions of responsibility. These courses reinforce all previous training and continue to develop the student's ability to manage, motivate, and lead others.

ARMY JROTC 4 (H)**Grade Level:**

12

Prerequisite:

- **Successful completion of JROTC 2 or 3 and approval by Senior Army Instructor**
- **Selection to key leadership position - Cadet Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader. Other selected positions as approved by the school principal and registrar in coordination with the Senior Army Instructor**

Credit:**1 unit**

This course is designed for students who want to apply advanced leadership and management skills in a practical environment. The leadership and management theory learned during previous JROTC levels is applied daily in an environment in which the cadet, having been selected for and placed in a key leadership position, is required to lead and manage the cadet organization through the preparation and execution of classroom and field training, logistics management, community and school service projects, and major battalion events such as the Military Ball, the Dining Out (awards banquet), the Brigade Review, the Battalion Review and Change of Command, and annual Formal Inspection. The cadet must prepare plans, prepare and issue written and verbal orders and guidance, supervise execution and organize the required support. The cadet will prepare and present numerous projects ranging from after-action reviews and teaching of classroom lessons to the presentation of the entire cadet battalion's program during the annual Formal Inspection. The cadet will directly participate in the management decisions of the battalion by acting as part of the Officer Review Board, the Senior NCO Promotion Board, or as a member of the Battalion Command and Staff group. The cadet will accept responsibility for the training and preparation of subordinate cadets. Key leadership positions are defined as Brigade, Battalion or Company Commander; Brigade or Battalion Principal Staff Officer (XO, S1, S2, S3, S4, S5); Brigade or Battalion Command Sergeant Major; Company Executive Officer or First Sergeant; or Platoon Leader.

AVID 1, 2, 3, 4 (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**North Mesquite and West Mesquite High School****Grade Level:**

9-12

Prerequisite:**Application and acceptance into the program; simultaneous enrollment in at least one Pre-AP class****Credit:****1 unit**

The AVID class addresses key elements in college preparation: academic survival skills, college entry skills, tutorials, motivational activities, and career and college exploration. Additionally students will improve their oral communication skills through presentation and Socratic Seminar, participate in writing to learn activities, including note taking, learning logs, and essay writing, prepare for college entrance examinations, including the SAT and ACT, and complete and present a multi-grade level portfolio of their work.

COLLEGE PREP

Grade Level: 11-12
Prerequisite: None
Credit: 1/2 local unit

This local credit course will better prepare our students to take the SAT I: Reasoning Test which is required for admission to many colleges and universities. It is designed to strengthen the verbal and mathematical reasoning skills of our students who are college bound and to also strengthen their test taking skills on the SAT I: Reasoning Test and the SAT II: Subject Tests.

CREDIT BY EXAM FOR ACCELERATION

Grade Level: 9-12
Prerequisite: Parent Approval
Credit: Determined by the course

A student may earn graduation credit by taking exams over a course in which he/she has not received previous instruction. The acceleration procedures require that a student must score at least 90 on a test that assesses the essential knowledge and skills of the course. Students may take the test one time only.

Interested students should consult with their counselor for additional information and an application form. **These tests are offered on designated dates at no cost to the student; however, students who order tests and do not take them will be charged the cost of the test. No grade points are awarded for grades earned through acceleration.**

PEER HELPERS 1 & 2

Grade Level: 11-12
Prerequisite: Teacher approval
Credit: 1 unit per year

These courses provide a peer helping program in which selected high school students are trained to work as peer facilitators with other students on their own campuses and/or from feeder middle and elementary schools. Positive peer influence will be utilized as a central strategy for addressing such issues as at-risk youth, drop-out prevention, substance abuse prevention, absenteeism, and other areas of concern. Community service activities are required as a part of the course. This is a particularly valuable experience for students interested in entering the professions of teaching, counseling, or any other related helping professions.

SPORTS MEDICINE EDUCATION

Grade Level: 9-12
Prerequisite: Teacher approval
Credit: 1 unit

This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, First Aid/CPR, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.

STUDENT LEADERSHIP

Grade Level: 10-12
Prerequisite: Teacher approval
Credit: 1 unit

This course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include but are not limited to decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills, and understanding the need for civic responsibility. It is a hands-on lab oriented approach to leadership in which students will engage in projects and areas such as community service, public relations, health and safety-related activities, team building activities, and projects designed to prepare the student for leadership roles and the world of work beyond graduation.

STUDENT LEADERSHIP 2

Grade Level: 11-12
Prerequisite: Student Leadership 1
Credit: 1 local unit

This course is a continuation of Student Leadership 1. It is for local credit only.

Miscellaneous

ASSESSMENT PREP

Grade Level:

9-12

Prerequisite:

Teacher recommendation

Credit:

1/2 local unit

This course is designed to provide additional academic support for students preparing to re-take the state assessment in language arts, math, science or social studies.

SPECIAL EDUCATION

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).

GRADUATION REQUIREMENTS

TAC §89.1070

(a) Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.

(b) A student receiving special education services may graduate and be awarded a high school diploma if:

- (1) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
- (2) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's admission, review, and dismissal (ARD) committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.

(c) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

- (1) the student's individualized education program (IEP);
- (2) one of the following conditions, consistent with the student's IEP:
 - (A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
 - (B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
 - (C) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
- (3) the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and
- (4) participated in required state assessments, for which the ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(d) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

(e) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.

(f) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.

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(g) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(h) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

Source: Amended to be effective November 11, 2007, 32 TexReg 8129.

SPECIAL EDUCATION COURSE DESCRIPTIONS

Placement in any Special Education class is dependent on eligibility and the decision of the Admission, Review, and Dismissal (ARD) Committee. Placement and course selections are reviewed, at a minimum, on an annual basis. The following is a list of the courses with modified Texas Essential Knowledge and Skills (TEKS) which are taught by special education teachers. Goals and objectives are developed for each class based on individual student needs. All Special Education courses are taken for credit as are General Education courses.

ENGLISH

ENGLISH CO-TEACH (1-4)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

English courses use general education curriculum with additional support. They focus on integrated language arts study in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language as well as interpret and respond to relevant literature. The development and reinforcement of study skills is an integral part of these courses.

ENGLISH MTI (1-4)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

English MTI (Modified TEKS Instruction) courses use general education curriculum in conjunction with individualized goals and objectives. They focus on integrated language arts study in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language as well as interpret and respond to relevant literature. The development and reinforcement of study skills is an integral part of these courses.

ENGLISH ALT (1-7)

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

English ALT is a basic course of study in concentrated areas including literature, grammar, spelling, and writing/composition for students that would require an alternate response method. Emphasis is placed on pre-requisite skills.

PRACTICAL WRITING SKILLS

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. This course supports the English 1 Curriculum.

READING**READING MTI (1-2)**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Reading MTI stresses the importance of reading for day-to-day living and independent career success. Vocabulary, decoding skills and comprehension are emphasized to assist the student in becoming independent in the community.

CAREER READING ALT (1-2)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Reading ALT is designed for the student requiring basic functional reading skills. Emphasis will be placed on reading in the work and community settings.

MATH**ALGEBRA 1 CO-TEACH**

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 1 Co-Teach focuses on the Algebra 1 Curriculum with additional support. It includes the study of pre-algebra and algebra, scale reading, charts and graphs, and problem solving. The goal of this course is for the student to acquire the necessary skills to proceed through the basic math curriculum.

ALGEBRA 1 MTI

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 1 MTI (Modified TEKS Instruction) focuses on the Algebra 1 Curriculum in conjunction with individualized goals and objectives. It includes the study of pre-algebra and algebra, scale reading, charts and graphs, and problem solving. The goal of this course is for the student to acquire the necessary skills to proceed through the basic math curriculum.

ALGEBRA 1 ALT

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 1 ALT focuses on taking the student from the area of basic arithmetic to the pre-requisite concepts for high school mathematics. It includes the study of pre-algebra and algebra, scale reading, charts and graphs, and problem solving and is for students requiring an alternate response method. The goal of this course is for the student to acquire the necessary prerequisite skills to proceed through the basic math curriculum.

GEOMETRY CO-TEACH

Grade Level: 10-11
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Geometry Co-Teach focuses on the Geometry Curriculum with additional support. Students will study and understand geometric concepts and to develop deductive, inductive, and creative thinking skills.

GEOMETRY MTI

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Geometry MTI (Modified TEKS Instruction) focuses on the Geometry Curriculum in conjunction with individualized goals and objectives. Students will study and understand geometric concepts and to develop deductive, inductive, and creative thinking skills.

GEOMETRY ALT

Grade Level: 10-11
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Geometry ALT focuses on the Geometry Curriculum in conjunction with individualized goals and objectives relating to pre-requisite skills. Students will study and understand geometric concepts and to develop deductive, inductive, and creative thinking skills.

MATHEMATICAL APPLICATIONS MTI

Grade Level: 9-10
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Mathematical Models with Applications MTI (Modified TEKS Instruction) focuses on the consumer and economic applications of mathematics. Students will have individualized goals and objectives. Problem solving and decision-making using real world data are emphasized. Concepts relating to money include math operations, taxes, interest rate, banking, credit and consumer awareness, business practices related to money, and managing household finances and budgets.

MATHEMATICAL APPLICATIONS ALT

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Mathematical Models with Applications ALT focuses on the consumer and economic applications of mathematics. Students will have individualized goals and objectives focusing on pre-requisite skills. Problem solving and decision-making using real world data are emphasized. Concepts relating to money include math operations, taxes, interest rate, banking, credit and consumer awareness, business practices related to money, and managing household finances and budgets.

ALGEBRA 2 CO-TEACH

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 2 Co-Teach continues the study of functions. It includes quadratic and square root functions, rational functions, exponential and logarithmic functions. As in Algebra 1, the relationship between algebra and geometry, problem-solving, applications, and real world situations is emphasized. Additional support is provided in the class.

ALGEBRA 2 MTI

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 2 MTI (Modified TEKS Instruction) uses a modified, general education curriculum in order to provide a concrete foundation in basic Algebra. Concepts taught will include algebraic representation, solution, and evaluation of problem situations.

ALGEBRA 2 ALT

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Algebra 2 ALT uses a modified general education curriculum in order to provide a concrete foundation in basic Algebra through pre-requisite skills. Concepts taught will include algebraic representation, solution, and evaluation of problem situations.

CONSUMER MATH (5-7)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Consumer Math is a modified study of the relationships of consumer practices on the fiscal responsibilities of independent workers. Students reinforce skills related to banking, purchasing goods and services, and general money management.

SCIENCE**BIOLOGY CO-TEACH**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Biology Co-Teach focuses on the Biology Curriculum with additional support. It is a study of the natural world from the simplest of organisms to the most complex. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

BIOLOGY MTI

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Biology MTI (Modified TEKS Instruction) is a study of the natural world from the simplest of organisms to the most complex. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

BIOLOGY ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Biology ALT focuses on pre-requisite skills necessary for a study of the natural world from the simplest of organisms to the most complex. This course is for students that require an alternate response method. Cells, cycles in plants and animals, genetics and the structure and function of the body systems in organisms will be emphasized.

INTEGRATED PHYSICS AND CHEMISTRY CO-TEACH

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

IPC Co-Teach focuses on the IPC Curriculum with additional supports. The course uses activity based learning to introduce the observation and understanding of chemical and physical laws, concepts and properties. Students use a variety of meaningful activities to incorporate science into practical applications, projects, and experiences.

INTEGRATED PHYSICS AND CHEMISTRY MTI (IPC MTI)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

IPC MTI (Modified TEKS Instruction) uses activity based learning to introduce the observation and understanding of chemical and physical laws, concepts and properties. Students use a variety of meaningful activities to incorporate science into practical applications, projects, and experiences.

INTEGRATED PHYSICS AND CHEMISTRY ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

IPC ALT uses activity based learning to introduce the observation and understanding of chemical and physical laws, concepts and properties. Students use a variety of meaningful activities to incorporate science into practical applications, projects, and experiences. Students will have individual goals and objectives focusing on pre-requisite skills.

ENVIRONMENTAL SYSTEMS CO-TEACH

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Environmental Systems Co-Teach will focus on the Environmental Systems Curriculum with additional supports. The course will provide an opportunity for students to develop an awareness of their environment through individual goals and objectives relating to pre-requisite skills. Through the use of both indoor and outdoor investigative activities, students will focus on the characteristics of earth that make it capable of supporting life and the interrelatedness of those characteristics. The importance of environmental study will be stressed as it relates to everyday decision-making skills.

ENVIRONMENTAL SYSTEMS MTI

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Environmental Systems MTI (Modified TEKS Instruction) will provide an opportunity for students to develop an awareness of their environment. Through the use of both indoor and outdoor investigative activities, students will focus on the characteristics of earth that make it capable of supporting life and the interrelatedness of those characteristics. The importance of environmental study will be stressed as it relates to everyday decision-making skills.

ENVIRONMENTAL SYSTEMS ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Environmental Systems ALT will provide an opportunity for students to develop an awareness of their environment through individual goals and objectives relating to pre-requisite skills. Through the use of both indoor and outdoor investigative activities, students will focus on the characteristics of earth that make it capable of supporting life and the interrelatedness of those characteristics. The importance of environmental study will be stressed as it relates to everyday decision-making skills.

CHEMISTRY CO-TEACH

Grade Level: 10-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Chemistry Co-Teach focuses on the chemistry curriculum with additional support. It will include the study of properties of matter, atomic structure, and electro and organic chemistry. The main goals are to develop the student's abilities to use the scientific approach in problem solving and in making accurate measurements and observations through experiments.

PERSONAL/SOCIAL SKILLS (SCIENCE) (4-7)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Personal/Social Skills courses study science based concepts related specifically to independent daily living and employment. Attention is given to relating science to home and job practices that foster the understanding of the student's role and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies.

PERSONAL HEALTH ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

This course is a study in health awareness. Attention is given to growth and development, exercise, diet and nutrition, leisure activities, personal development and strategies to use in addressing personal health and hygiene issues, and social skills development.

SOCIAL STUDIES**WORLD GEOGRAPHY CO-TEACH**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World Geography Co-Teach focuses on the World Geography Curriculum with additional supports. The course is the study of the interaction of people and cultures with their environment in the world's major areas. Activities are designed to assist students in understanding how events in world geography will influence our country and our people.

WORLD GEOGRAPHY MTI

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World Geography MTI (Modified TEKS Instruction) is the study of the interaction of people and cultures with their environment in the world's major areas. Activities are designed to assist students in understanding how events in world geography will influence our country and our people.

WORLD GEOGRAPHY ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World Geography ALT is the study of the interaction of people and cultures with their environment in the world's major areas. Activities are designed to assist students in understanding how events in world geography will influence our country and our people. Students will have individual goals and objectives focusing on pre-requisite skills.

WORLD HISTORY CO-TEACH

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World History Co-Teach provides a survey of the history and development of our world's areas and cultures. Current world events are explored throughout this process giving students a better understanding of how events from the past have shaped the world today. Additional support will be provided.

WORLD HISTORY MTI

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World History MTI (Modified TEKS Instruction) provides a survey of the history and development of our world's areas and cultures. Current world events are explored throughout this process giving students a better understanding of how events from the past have shaped the world today.

WORLD HISTORY ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

World History ALT provides a survey of the history and development of our world's areas and cultures. Current world events are explored throughout this process giving students a better understanding of how events from the past have shaped the world today. Students will have individual goals and objectives focusing on pre-requisite skills.

UNITED STATES HISTORY CO-TEACH

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The United States History Co-Teach course emphasizes the social, cultural, economic, and political developments of the United States of America from 1870 to the present time. Current events will be examined through these developments in our country. Additional support is provided in this class.

UNITED STATES HISTORY MTI

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The United States History MTI (Modified TEKS Instruction) course emphasizes the social, cultural, economic, and political developments of the United States of America from 1870 to the present time. Current events will be examined through these developments in our country.

UNITED STATES HISTORY ALT

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The United States History ALT course emphasizes the social, cultural, economic, and political developments of the United States of America from 1870 to the present time. Current events will be examined through these developments in our country. This course focuses on pre-requisite skills and is for students requiring alternate response methods.

*Special Education***GOVERNMENT CO-TEACH**

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Government Co-Teach will focus on the Government curriculum with additional supports. The course will cover national, state, and local governments. Emphasis will be placed on the areas of voting, obeying laws and rules, the rights of citizenship in a democratic society, consequences of personal actions, community service and resources and the ability to access services that encourage individual participation in the local, state, and federal systems.

GOVERNMENT MTI

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Government MTI (Modified TEKS Instruction) will cover national, state, and local governments. Emphasis will be placed on the areas of voting, obeying laws and rules, the rights of citizenship in a democratic society, consequences of personal actions, community service and resources and the ability to access services that encourage individual participation in the local, state, and federal systems.

GOVERNMENT ALT

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Government ALT will cover national, state, and local governments. Emphasis will be placed on the areas of voting, obeying laws and rules, the rights of citizenship in a democratic society, consequences of personal actions, community service and resources and the ability to access services that encourage individual participation in the local, state, and federal systems. Students will have individual goals and objectives focusing on pre-requisite skills.

ECONOMICS CO-TEACH

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Economics Co-Teach focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities. Additional support will be provided in this class.

ECONOMICS MTI

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Economics MTI (Modified TEKS Instruction) focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities.

ECONOMICS ALT

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Economics ALT focuses on the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. Topics examined include the monetary system, free enterprise roles and responsibilities, taxation procedures and processes, and consumer responsibilities. Students will have individual goals and objectives focusing on pre-requisite skills.

COMMUNITY/CITIZENSHIP (5-6)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Community/Citizenship are courses that define the rights, privileges, and responsibilities of students within their school, community, and employment settings.

TECHNOLOGY EDUCATION**BUSINESS INFORMATION MANAGEMENT 1 MTI**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

BIM 1 MTI prepares students to apply technology skills to personal/workplace situations. The focus will be on basic computer skills and will include one semester of keyboarding. The second semester will include word processing, database, and networking.

BASIC TECHNOLOGY APPLICATION (1-6)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Basic Technology Application will enable students to gain knowledge and skills in the use of a variety of technological equipment that may be applied to personal/workplace situations. Computers and various office machines will be used.

VOCATIONAL**OCCUPATIONAL PREPARATION (1-4)**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Occupational Preparation investigates the areas of job skills and interests; the application and interview process; understanding the job experience; quality employment skills; job performance evaluations; job training; employment policies; procedures; rights and responsibilities; positive productive work experiences; work ethic and job attitudes; co-worker, supervisor, and customer relationships; safety; self-initiative, follow-through, and best efforts are skills applied in the process for a positive work experience.

JOB SKILLS (1-2)

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Job Skills prepares students to enter the job market through a study of employment issues including: recognizing what skills define particular jobs; the application processes; identifying barriers to employment; individual attributes that enhance employability; ways to locate jobs; using community services/resources to aid employment; and maintaining a successful job experience.

OJT (1-8)

Grade Level: 11-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

On the Job Training (OJT) is a paid work program designed to transition students with disabilities into the world of work. Learning to apply personal skills through successful employment will be enforced. Students are required to work a minimum number of hours per week per semester. Vocational Adjustment Counselors provide regularly scheduled supervision to these students.

OJT - F (1-2)

Grade Level: 12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

On the Job Training - Fulltime (OJT - F) is a work/study program designed to transition students with disabilities into the world of work. Students employed full-time will receive a minimum of one hour of instruction per week on their home campus

SPEECH**PERSONAL COMMUNICATION APPLICATIONS**

Grade Level: 10-12
Prerequisite: Placement by ARD Committee
Credit: 1/2 unit

Personal Communication Applications is designed to help students develop and strengthen effective communication skills.

ELECTIVES**ART 1 ALT**

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

This is a foundation course designed to acquaint students with basic design elements, drawing and painting skills, compositional design, various techniques and media, art history, and aesthetics (appreciation of surroundings). Basic Art 1 focuses on prerequisite skills.

DAILY LIVING SKILLS (1-7)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

Daily Living Skills is designed to help students develop skills related to everyday survival. Activities involve instruction in the areas of functional reading and math, personal social skills, communications, and domestic skills.

RECREATIONAL/LEISURE (1-7)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The Recreation/Leisure courses will outline the benefits of planned home, school, and community activities that develop the entire person by recognizing a variety of individual interests, hobbies, and abilities. Students will develop leisure activities that foster continued personal growth and utilize community resources.

SOCIAL SKILLS (1-4)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The Social Skills course will promote learning of appropriate social and communication skills. It is an active learning class that involves role-modeling and discussion oriented instruction.

SOCIAL/STUDY SKILLS (1-4)

Grade Level: 9-12
Prerequisite: Placement by ARD Committee
Credit: 1 unit

The social skills side will promote learning of appropriate social and communication skills. It is an active learning class that involves role-modeling and discussion oriented instruction. The study skills side is designed to provide supplemental individual instruction. The student will be assisted in improving organizational skills with an emphasis on practical ways to develop skills for studying, completing assignments, and self-responsibility for classroom activities.

SPECIAL EDUCATION

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).

STATE ASSESSMENT

This information is current at the time of publication. If the State Board of Education or Texas Education Agency revise requirements parents and students will be notified on the Mesquite ISD website: www.mesquiteisd.org.

GRADUATION PROGRAMS and ASSESSMENT REQUIREMENTS

With the implementation of the STAAREOC program, assessment requirements for graduation have changed. Students in the current TAKS program are required to meet the passing standard on the four TAKS exit level assessments (English language arts, mathematics, science, and social studies).

The State of Texas legislature changed the requirements for graduation. Starting with the freshman class of 2011-2012, STAAR has replaced the TAKS test as the state's official testing tool. Students who were freshmen for the first time in the 2011-12 school year were the first class to be tested with STAAR EOC exams. The following explains how these new tests will affect your child, and what your child needs to do to successfully pass STAAR. Please take some time to carefully read through this information.

If you still have questions about STAAR further information can be found on the Texas Education Agency website at <http://tea.texas.gov>. EOC questions and answers from the Texas Education Agency are located at [http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/STAAR_Released_Test_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions/). Sample EOC questions can be viewed at <http://tea.texas.gov/student.assessment/staar>.

Understanding STAAR EOC Exams

High school students will now take a subject-specific and more difficult and intensive end-of-course (EOC) exam at the end of each of these core classes:

English I Algebra I Biology English II U.S. History

Students will now be tested throughout their high school career, taking a state competency test for a particular subject upon completing that class. If a student's schedule currently includes any of the courses listed above, the student will take those EOCs in March (for English) and April or May (for all other EOCs).

Additional Information can be found on the Internet

The website address for the Student Assessment Division at the Texas Education Agency is <http://tea.texas.gov/student.assessment>. Information regarding the student assessment program, the testing calendar, STAAR and EOC, statewide results, and technical information about the testing program can be found at this site.