

# COURSE DESCRIPTION GUIDE

# HIGH SCHOOL

# GRADES 9–12

FOUNDATION PLAN WITH ENDORSEMENTS

MESQUITE INDEPENDENT SCHOOL DISTRICT

# 2018-2019





**High School**  
**Course Description Guide**

**Grades 9 through 12**



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**Superintendent of Schools**

## 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 or career. 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](http://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](http://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 a graduation program with an endorsement. Students choose an endorsement upon entering 9th grade.**

Before a student is permitted to graduate on Foundation plan, the student, the student's parent or guardian, and a school counselor or school administrator must agree that the student would not be able to graduate with an endorsement. This paperwork cannot be done until after the sophomore year.

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 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 Foundation high school diploma.

Students first enrolled in grade 9 in the 2014-2015 school year or after will be required to take the STAAR EOC assessments as part of their graduation requirement.

Students must pass five end-of-course tests to meet state assessment graduation requirements (Algebra I, Biology, U.S. History, English I (reading and writing) and English II (reading and writing)) unless an Individual Graduation Committee has deemed otherwise.

### Distinguished Level of Achievement

To be eligible for top 10% automatic admission to a university a student must earn the distinguished level of achievement. The requirements are:

- Successful completion of the Foundation High School Program
- Successful completion of one or more endorsements
- Successful completion of 4 math credits (including Algebra 2)
- Successful completion of 4 science credits

The district expectation is for all our students who complete endorsements to also have the distinguished level of achievement.

### Performance Acknowledgements

The last part of the new graduation plan is the performance acknowledgments. This is the fourth part of the plan and is not required for graduation but we encourage our students to work toward a performance acknowledgement that will be placed on the transcript. There are several ways to earn a performance acknowledgement.

- Dual credit or an associate degree
- Bilingualism and bi-literacy
- PSAT, SAT, or ACT performance
- Performance of a 3 or better on an AP test
- Business or industry certificate or license

### 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 end-of-course exams. Students who are weak in some areas may need to focus on improving those skills.

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

**For students who receive special education services**, the ARD committee determines whether the student will take STAAR EOC 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.



## 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. If the SBOE and the Texas Education Agency clarify the requirements they will be posted on the Mesquite ISD website at [www.mesquiteisd.org](http://www.mesquiteisd.org).

### 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 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 Assistant Superintendent of Instructional Services **prior** to student enrollment.
- The student must arrange for an official college transcript carrying the final grade to be sent from 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

## DUAL CREDIT COURSES

Courses are offered to 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 toward a Performance Acknowledgement 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 of the University of Texas or of 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 UIL guidelines. Generally, 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), grade 9  
 English 3 G/T (H), grade 10  
 English 4 AP G/T (H), grade 11  
 Independent Study, Mentorship H, grade 12 or  
 AP Literature & Composition  
 Capstone AP (H), grades 11-12

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  
 Biology AP (H), grades 10-12  
 Chemistry AP (H), grades 11-12  
 Physics AP 1 & 2 (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.

## RANKING AND LOCAL/STATE CREDIT

Ranking 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 rank points for these courses. Rank in class will be determined by accumulated rank 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.

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 ranking points.

<u>Course</u>	<u>Ranking 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 <u>not</u> count toward state graduation requirements.		

#### **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 I foundation course, other options for gaining this credit are included in the list below.

Architectural Design I or II  
 Audio/Video Production I  
 Basic Technology Application  
 Business Information Management I or II  
 Business Information Management MTI I  
 Computer Science 1 or Computer Science 2 (H)  
 Digital Arts and Animation  
 Digital Media  
 Engineering Design and Presentation I or II  
 Graphic Design and Illustration I  
 Graphic Design and Illustration/Graphic Design  
 and Illustration II Lab  
 Independent Study in Evolving/Emerging Technologies  
 Principles of Applied Engineering  
 Web Technologies

## 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](http://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 Capstone	AP Calculus AP Statistics	AP Human Geography AP World History AP Macroeconomics AP Psychology AP U. S. Government AP U. S. History AP European History
Technology Applications		
AP Computer Science Principles		

**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](http://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](http://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 1 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 nondoctrinal religion/philosophy)
- Graduate from high school
- Earn a minimum required 2.3 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 nondoctrinal 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](http://www.ncaa.org)

**Top 10% Program (Excluding University of Texas at Austin)**

Top students are eligible for automatic admission to any public university in Texas. Under House Bill 588 passed by the 75th legislature in 1997, students who are in the top ten percent of their graduating class are eligible for automatic admission to any public university in Texas.\*

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas on the recommended, distinguished achievement program, or distinguished level of achievement.
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, please check with the specific university to verify the application deadline. Application deadlines are FIRM deadlines. A student missing a deadline is usually denied admission.

*\*The law states that class rank shall be based on the end of 11th grade, middle of 12th grade, or at high school graduation, whichever is most recent when the application is completed.*

**Top 7% to Receive Automatic Admission (University of Texas at Austin ONLY)**

The University of Texas at Austin recently reported to the Texas Education Agency (TEA) that it will automatically admit students in the top 7% of their high school classes of summer/fall 2016 to spring 2017; remaining spaces will be filled through holistic review.

Students and parents wanting more information should visit: <http://bealonghorn.utexas.edu/>

**TEXAS Grant**

The state legislature established the TEXAS (Towards Excellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

**Who can apply? Students who...**

For an initial award:

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Estimated EFC (estimated family contribution) less than or equal to \$4,000
- Register for Selective Service or are exempt from this requirement

**AND**

- ◊ Be a graduate of an accredited high school in Texas not earlier than the 1998-99 school year
- ◊ Complete the Recommended High School Program, Distinguished Achievement Program, the Foundation Plus Endorsement Plan, or the Distinguished Level of Achievement Plan in high school
- ◊ Enroll in a non-profit public college or university within 16 months of graduation from a public or accredited private high school in Texas and have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses awarded for credit by examination (AP®, IB or CLEP)

**OR**

- ◊ Have earned an associate degree from a public technical, state or community college in Texas and
- ◊ Enroll in any public university in Texas no more than 12 months after receiving their associate's degree.

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever comes first.

**How can you apply?**

You apply for the TEXAS Grant when you complete and submit the Free Application for Federal Student Aid (FAFSA) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if TEXAS Grant is part of the aid package that is offered to you.

*Eligibility for this program is determined by the financial aid office at the colleges and universities. Contact the college financial aid office for additional information on eligibility or availability of funds. To read more about this program check out: Texas Education Code, §56.301 and Coordinating Board Rules, Chapter 22 L.*



## 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 Counseling Center or students may register on-line for the ACT at [www.actstudent.org](http://www.actstudent.org) and/or the SAT at [www.collegeboard.com](http://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.

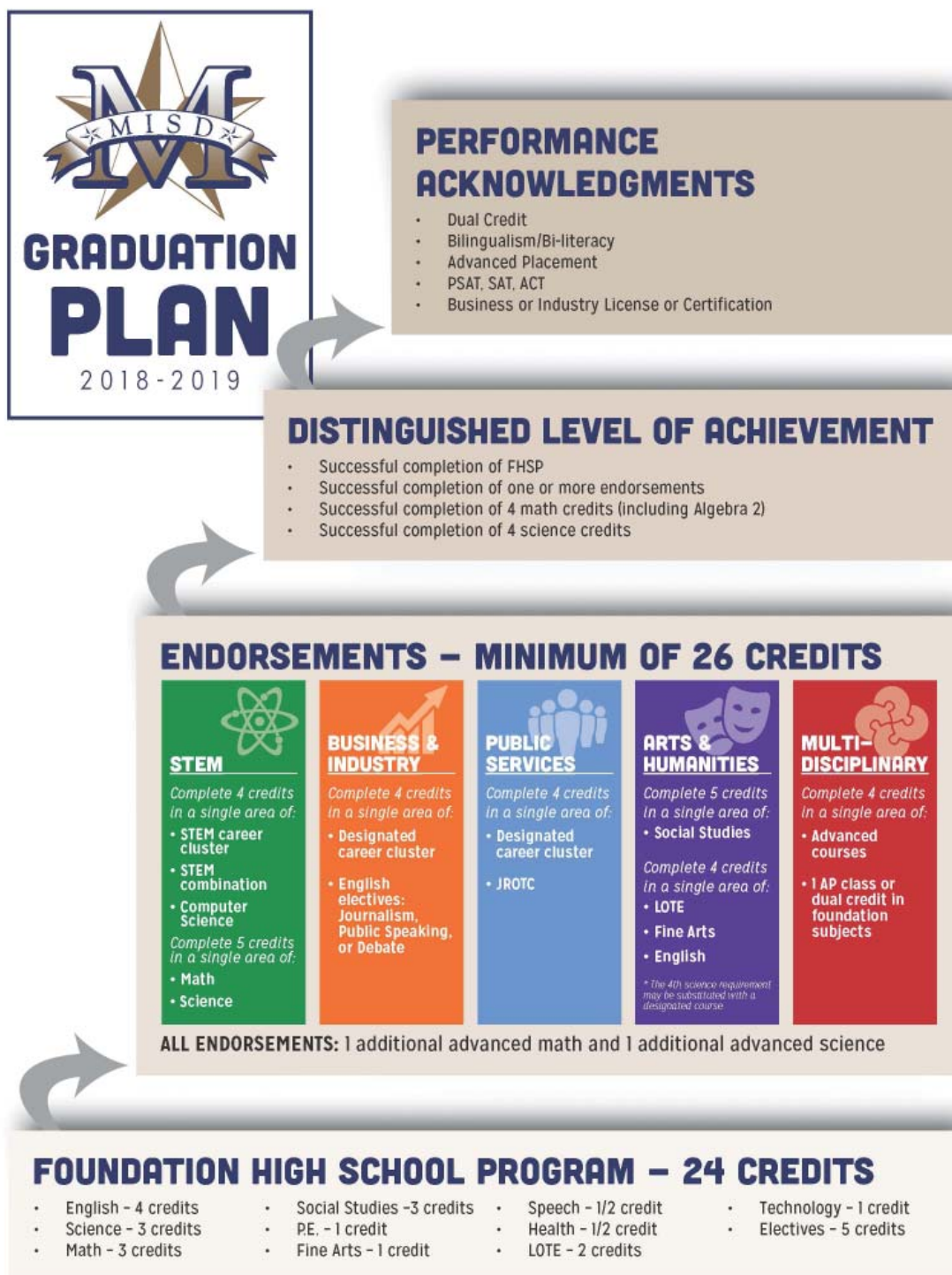
### ACT Test Dates

September 8, 2018  
October 27, 2018  
December 8, 2018  
February 9, 2019  
April 13, 2019  
June 8, 2019

### SAT Test Dates

October 6, 2018  
November 3, 2018  
December 1, 2018  
March 9, 2019  
May 4, 2019  
June 1, 2019

**All ACT and SAT test dates are now administered locally at Mesquite High School.** More information on the ACT exam can be found at [www.act.org](http://www.act.org). SAT, visit [www.collegeboard.org](http://www.collegeboard.org).





# PERSONAL GRADUATION PLAN FOR INCOMING FRESHMEN

## MESQUITE INDEPENDENT SCHOOL DISTRICT

### FOUNDATION PLAN (24 CREDITS)

#### English Language Arts (4 Credits)

- ☐ English 1
- ☐ English 2
- ☐ English 3
- ☐ English 4 (recommended) or other advanced English

#### Mathematics (3 Credits)

- ☐ Algebra 1
- ☐ Geometry
- ☐ Other advanced math (Algebra 2 required for all endorsements)

#### Social Studies (3 Credits)

- ☐ World History (recommended) or World Geography
- ☐ U.S. History
- ☐ Government (.5) and Economics (.5)

#### Science (3 Credits)

- ☐ Biology
- ☐ IPC or advanced science
- ☐ Other advanced science (Chemistry and Physics are recommended)

#### Languages Other Than English (2 Credits)

- ☐ LOTE 1 \_\_\_\_\_
- ☐ LOTE 2 \_\_\_\_\_

#### Fine Arts (1 Credit)

- ☐ \_\_\_\_\_

#### Physical Education (1 Credit)

- ☐ PE or substitution

#### Speech (.5 Credit)

- ☐ Communication Applications or CTE Professional Communications

#### Health (.5 Credit)

- ☐ Health

#### Technology (1 Credit)

- ☐ BIM or technology application course

#### Electives (5 Credits)

- ☐ Elective 1 \_\_\_\_\_
- ☐ Elective 2 \_\_\_\_\_
- ☐ Elective 3 \_\_\_\_\_
- ☐ Elective 4 \_\_\_\_\_
- ☐ Elective 5 \_\_\_\_\_

### ENDORSEMENTS (MINIMUM OF 26 CREDITS)

Students may choose one or more endorsement(s). See specific details for each endorsement on reverse.



#### Science, Technology, Engineering, Math (STEM)

4 credits in a single area of:

- STEM career cluster
- STEM combination
- Computer Science

5 credits in a single area of:

- Math
- Science



#### Business and Industry

4 credits in a single area of:

- Designated career cluster
- English electives



#### Public Services

4 credits in a single area of:

- Designated career cluster
- JROTC



#### Arts and Humanities

5 credits in a single area of:

- Social Studies

4 credits in a single area of:

- LOTE
- Fine Arts
- English



#### Multidisciplinary Studies

4 credits in a single area of:

- Advanced courses
- 1 AP class or dual credit in foundation subjects

### PERFORMANCE ACKNOWLEDGMENTS

#### Dual Credit

- ☐ 12 college credit hours with a grade of 3.0 or higher

#### Bilingualism/Biliteracy

- ☐ Complete all ELA requirements with a minimum GPA of 80

AND ONE OF THE FOLLOWING:

- ☐ 3 credits in the same Languages Other Than English (LOTE) with a minimum GPA of 80
- ☐ Pass Level 4 or higher in a LOTE with a minimum GPA of 80
- ☐ AP LOTE score 3.0 or higher

ENGLISH LANGUAGE LEARNERS MUST ALSO:

- ☐ Have participated and met exit criteria for a bilingual or ESL program; and
- ☐ Scored "Advanced High" on TELPAS

#### AP

- ☐ Score of 3 or above on an AP exam

#### College Entrance Exam

- ☐ PSAT score of Commended or higher
- ☐ SAT score of 410 in Reading 520 in Math
- ☐ ACT score of 28 without Writing

#### Business/Industry Certification






- ☐ Complete a qualifying business or industry certification

**STAAR EOC EXAMS REQUIRED FOR GRADUATION:** English 1 • English 2 • Algebra 1 • U.S. History • Biology



# ENDORSEMENTS

Students need only satisfy the requirements of **one option** within an endorsement in order to achieve the endorsement (select option below). A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time (see the school counselor for more information). A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

 <p><b>STEM</b></p> <p><input type="checkbox"/> <b>Math Academic*</b> Five mathematics credits (must complete Algebra 2 and two additional advanced math courses).</p> <p><input type="checkbox"/> <b>Science Academic*</b> Five science credits (must complete Chemistry, Physics, and two additional advanced courses).</p> <p><input type="checkbox"/> <b>CTE Coherent Sequence*</b> Four or more credits in CTE electives, at least two credits from the STEM career cluster, at least one advanced-level CTE course, and final course from the following CTE career cluster:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Architecture/Construction</li> <li><input type="checkbox"/> Arts, A/V Technology</li> <li><input type="checkbox"/> Business Management</li> <li><input type="checkbox"/> Finance</li> <li><input type="checkbox"/> Hospitality and Tourism</li> <li><input type="checkbox"/> Marketing</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Transportation</li> </ul> <p><input type="checkbox"/> <b>Computer Science*</b> Four computer science credits (MHS only)</p> <p><small>* All STEM tracks require Chemistry, a physics credit, and Algebra 2.</small></p>	 <p><b>BUSINESS &amp; INDUSTRY</b></p> <p><input type="checkbox"/> <b>English Academic*</b> Four English elective credits to include three levels in one of the following areas:</p> <ul style="list-style-type: none"> <li>• Advanced Broadcast Journalism</li> <li>• Newspaper</li> <li>• Debate</li> </ul> <p><input type="checkbox"/> <b>CTE Coherent Sequence*</b> Four or more credits in CTE electives, at least two credits from the same career cluster, at least one advanced-level CTE course, and final course from the following CTE career cluster (select one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Architecture/Construction</li> <li><input type="checkbox"/> Arts, A/V Technology</li> <li><input type="checkbox"/> Business Management</li> <li><input type="checkbox"/> Finance</li> <li><input type="checkbox"/> Hospitality and Tourism</li> <li><input type="checkbox"/> Marketing</li> <li><input type="checkbox"/> Manufacturing</li> <li><input type="checkbox"/> Transportation</li> </ul> <p><small>* Requires one additional advanced math and one additional advanced science.</small></p>	 <p><b>PUBLIC SERVICES</b></p> <p><input type="checkbox"/> <b>ROTC*</b> Four ROTC credits.</p> <p><input type="checkbox"/> <b>CTE Coherent Sequence*</b> Four or more credits in CTE electives, at least two credits from the same career cluster, at least one advanced-level CTE course, and final course from the following CTE career cluster (select one):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education and Training</li> <li><input type="checkbox"/> Health Sciences</li> <li><input type="checkbox"/> Human Services</li> <li><input type="checkbox"/> Law, Public Safety, Corrections and Security</li> </ul> <p><small>* Requires one additional advanced math and one additional advanced science.</small></p>	 <p><b>ARTS &amp; HUMANITIES</b></p> <p><input type="checkbox"/> <b>Social Studies Academic*</b> Five Social Studies credits.</p> <p><input type="checkbox"/> <b>Languages Other Than English (LOTE)*</b> Four levels of the same LOTE OR two levels in one LOTE and two levels in another LOTE.</p> <p><input type="checkbox"/> <b>Art*</b> Four Art credits.</p> <p><input type="checkbox"/> <b>Theater*</b> Four Theater credits.</p> <p><input type="checkbox"/> <b>Dance*</b> Four Dance credits.</p> <p><input type="checkbox"/> <b>Music*</b> Four Music credits.</p> <p><input type="checkbox"/> <b>English*</b> Four English credits from the following:</p> <ul style="list-style-type: none"> <li>• English 4</li> <li>• Creative Writing</li> <li>• AP English Literature</li> <li>• Independent Study</li> <li>• Communication Applications</li> <li>• Literary Genres</li> </ul> <p><small>* Requires one additional advanced math and one additional advanced science.</small></p>	 <p><b>MULTI-DISCIPLINARY</b></p> <p><input type="checkbox"/> <b>Academic Option*</b> Four credits in four foundation subject areas (must include English 4 and Chemistry or Physics).</p> <p><input type="checkbox"/> <b>AP or Dual Credit*</b> Four AP or Dual Credit courses (must include courses selected from the following subject areas: English, Math, Social Studies, Science, LOTE, Economics, and Fine Arts).</p> <p><input type="checkbox"/> <b>Alternate Academic or CTE Coherent Sequence*</b> Four advanced courses not in a coherent sequence that prepare the student to enter the workforce or postsecondary education from within one endorsement area.</p> <p><small>* Requires one additional advanced math and one additional advanced science.</small></p>
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## ADVANCED COURSEWORK TO SATISFY FOUNDATION AND ENDORSEMENT(S)

### ENGLISH LANGUAGE ARTS (ELA)

Creative Writing  
English 4  
AP English Literature  
Dual Credit English 4  
Debate 3  
Independent Study in English  
Advanced Journalism: Yearbook 3  
Advanced Journalism: Newspaper 3  
Advanced Journalism: Broadcasting 3  
Literary Genres  
AP Seminar  
College Transition

### MATHEMATICS

Algebra 2  
Advanced Quantitative Reasoning  
Pre-Calculus (Pre-AP)  
AP Statistics  
AP Calculus AB  
Engineering Mathematics  
Mathematical Models with Applications  
Dual Credit College Algebra  
College Transition

### SOCIAL STUDIES

Dual Credit Government  
Dual Credit Texas Government  
AP Human Geography  
AP World History  
AP United States History  
Dual Credit United States History  
AP Macroeconomics  
AP U.S. Government and Politics  
AP European History  
AP Psychology  
Psychology  
Sociology  
National Security Issues in the U.S.  
Research Methods: World Studies  
Dual Credit Macroeconomics

### SCIENCE

Anatomy and Physiology  
Aquatic Science  
Astronomy  
AP Biology  
Chemistry  
AP Chemistry  
Engineering Design & Problem Solving  
AP Environmental Science  
Environmental Systems  
Forensic Science  
Physics  
AP Physics I  
AP Physics 2  
Principles of Technology  
Scientific Research and Design

## DOCUMENT MUST BE SIGNED BEFORE SUBMISSION:

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary education opportunities, automatic college admittance and eligibility for financial aid have been explained to me.

STUDENT SIGNATURE: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_

DATE SIGNED: \_\_\_\_\_



# COLLEGE IS MORE ACCESSIBLE THAN YOU THINK.

## DID YOU KNOW?



A student can **earn college credit while still in high school** by taking Advanced Placement courses and earning high scores on the AP tests or by enrolling in and passing dual credit courses?



Students attending community colleges or trade schools may also be eligible for state or federal **financial aid**?

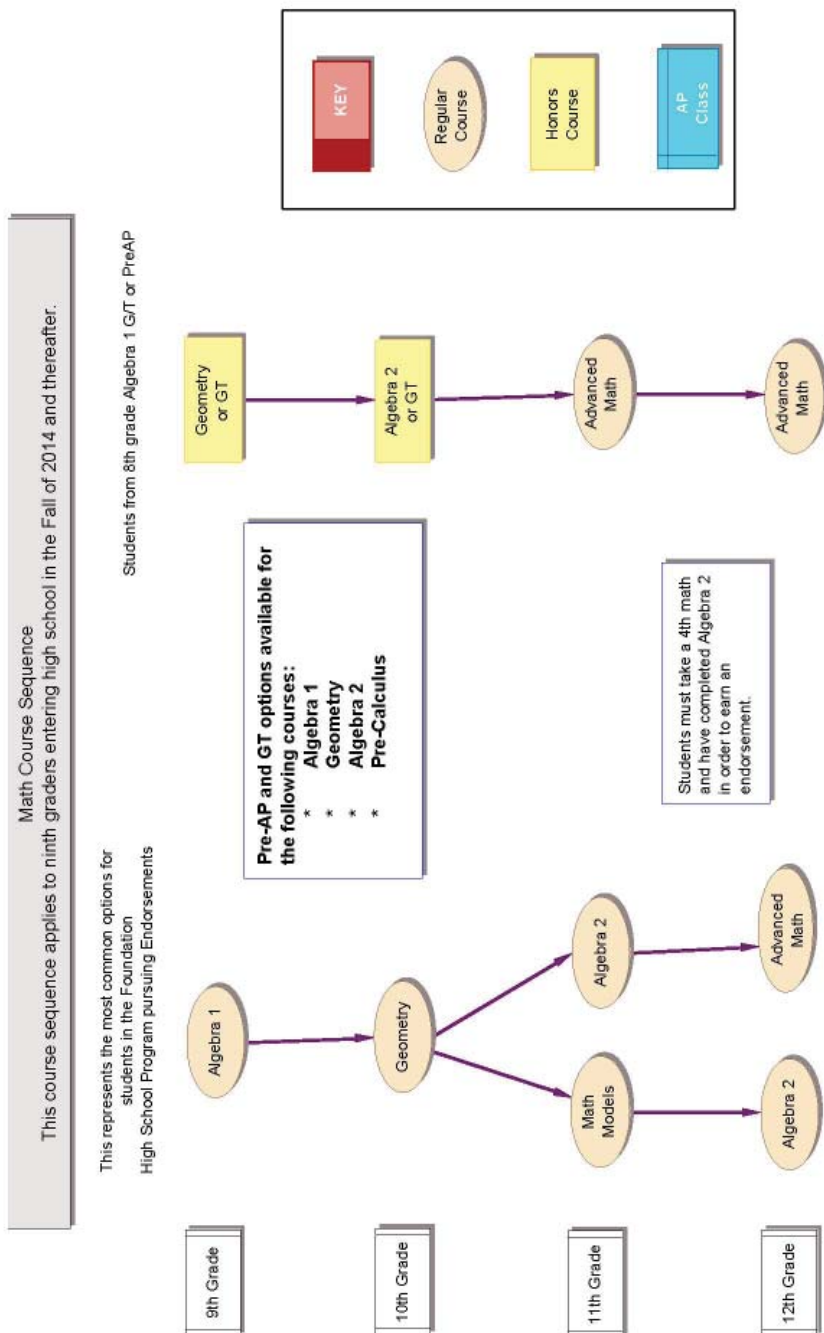


Students in the top 10 percent of their class are eligible for **automatic admission to any Texas public university** if they have completed an endorsement and the Distinguished Level of Achievement?



Over their lifetime, high school graduates with a bachelor's degree **earn 84 percent more\*** than a high school graduate?

\* Center on Education and the Workforce, "The College Payoff: Education, Occupations, and Lifetime Earnings," August 2011, Georgetown University



## Advanced Math Courses



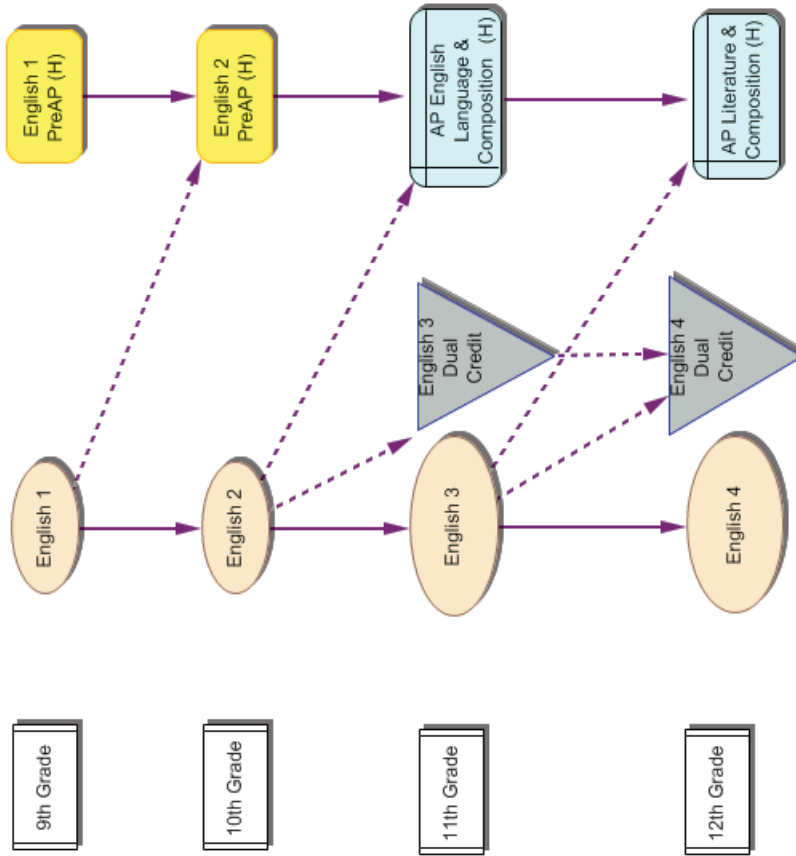
\* Must be taken with Engineering Science



# English Language Arts Course Sequence

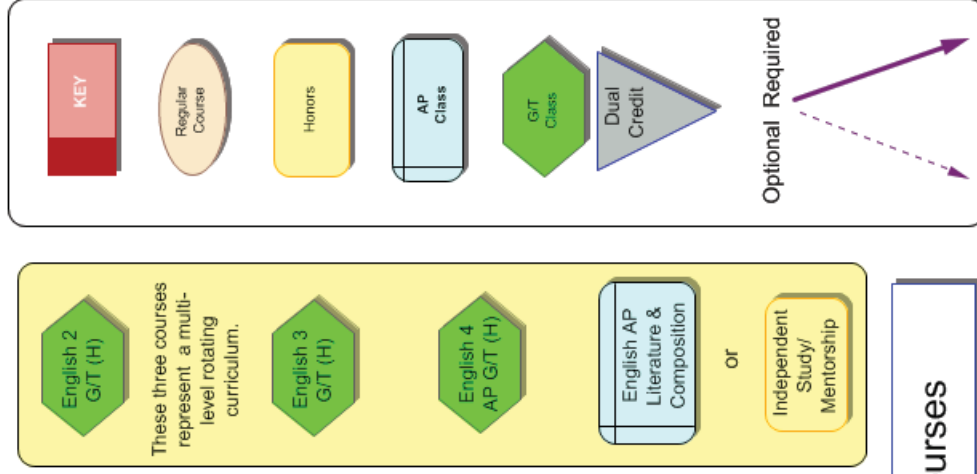
This course sequence applies to ninth graders entering high school in the Fall of 2014 and thereafter.

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.

## Possible 4th Year English Language Arts Courses

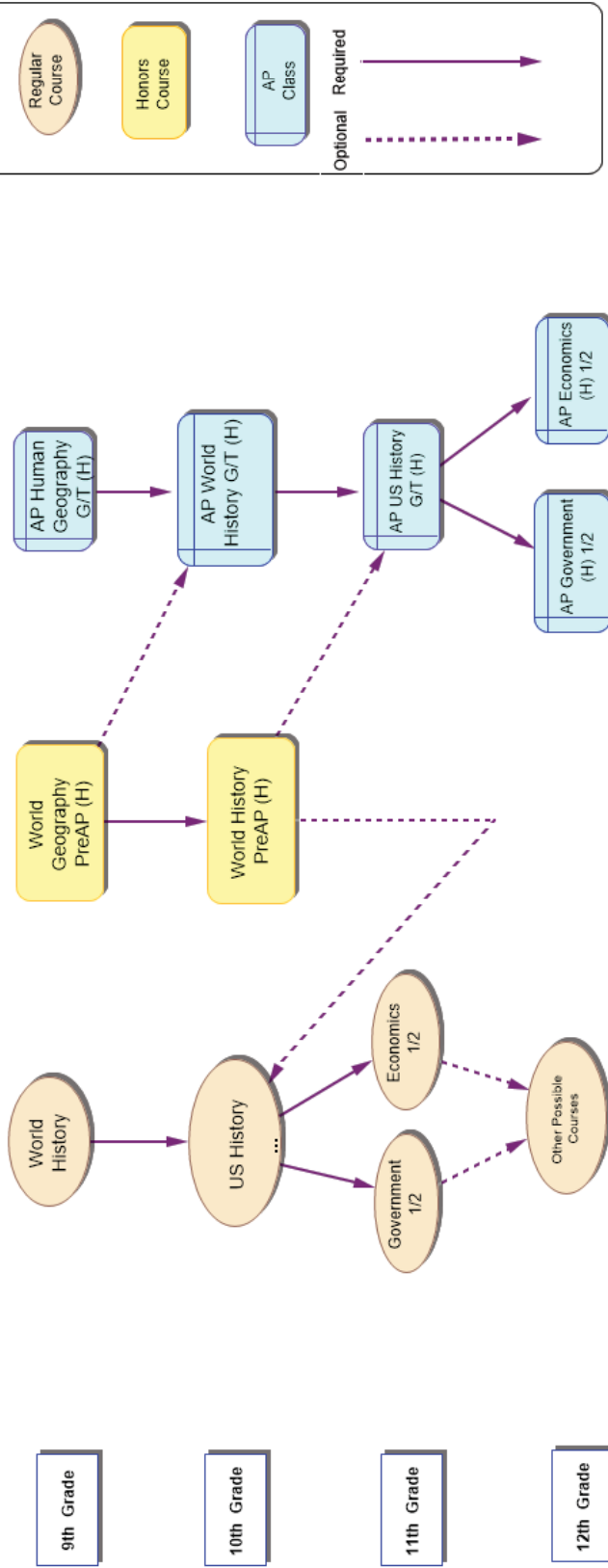


Students from 8th grade English 1 G/T

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

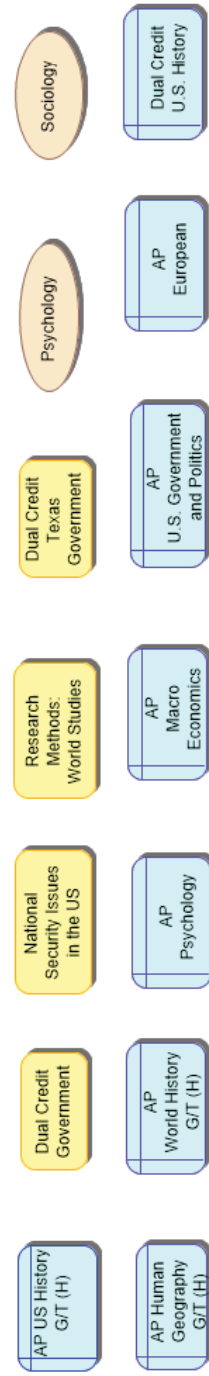
This represents the most common options  
for students pursuing the Foundation  
Plan with Endorsements

Students from 8th grade  
G/T Social Studies

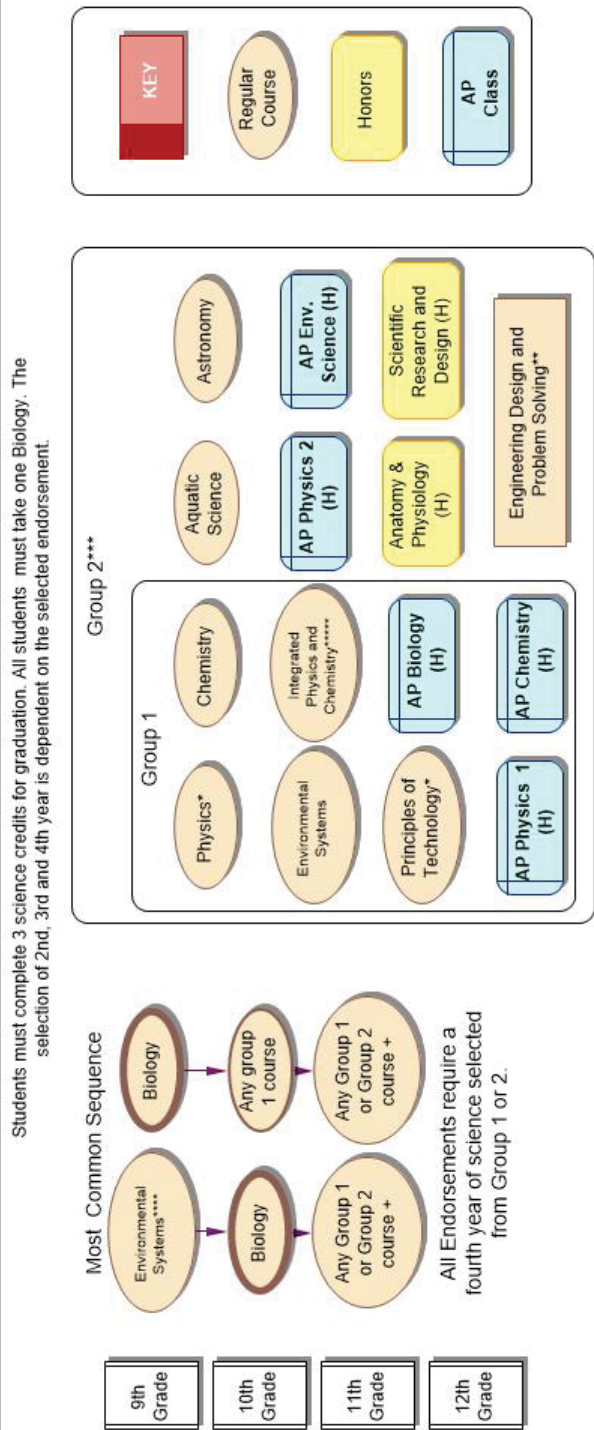


Students may move into PreAP/AP or G/T programs by an identification process.

Other Possible 3rd and 4th Year Social Studies Courses



# **Science Course Sequence** **This course sequence applies to ninth graders entering high school in the fall of 2014 and thereafter.**



**There are Pre-Ap and GT classes for Biology, Chemistry and Physics that may be taken in place of Biology, Chemistry and Physics. There is also a Dual Credit Chemistry course that may be taken in place of Chemistry.**

- \* Credit may not be earned for both Physics and Principles of Technology to satisfy science credit requirements.
- \*\* Note: Engineering Design and Problem Solving must be taken in conjunction with Engineering Math. It is open to all students but is only offered at the Technology Education Center, and students must apply for admission.
- \*\*\* Group 2 includes all group 1 courses as well.
- \*\*\*\* Students taking Environmental Systems as 9th graders can receive a STEM endorsement by completing the rest of the requirements for the Science Pathway in a slightly different order.
- \*\*\*\*\* IPC does not count as an Advanced Science course for a STEM endorsement through the Science Pathway, but it can be used as a science credit for any other endorsement including the other STEM pathways.
- + Some courses have prerequisite requirements that must be met.

**MESQUITE INDEPENDENT SCHOOL DISTRICT  
HIGH SCHOOL COURSES  
2018-2019**

	GRADE LEVEL	UNIT CREDIT	PAGE
<b><u>ENGLISH LANGUAGE ARTS</u></b>			28
<b><u>English</u></b>			
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 - Dual Credit	11-12	1	
English 4 (H) - Dual Credit	12	1	
Capstone Seminar AP	11-12	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	
<b><u>Reading</u></b>			32
Reading 1, 2, 3	9-12	1	
Reading SOL 1, 2, 3	9-12	1	
College Readiness and Study Skills (H)	10-12	0.5	
<b><u>Speech</u></b>			33
Communication Applications	9-12	0.5	
Communication Applications (H) Dual Credit	9-12	0.5	
Public Speaking	9-12	1	
Oral Interpretation 1, 2 (H), 3 (H)	10-12	1	
Debate 1, 2 (H), 3 (H)	10-12	1	
<b><u>Journalism</u></b>			35
Journalism	9-12	1	
Journalism - Independent Study	12	1	
Advanced Broadcast Journalism 1, 2, 3 (H)	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	
<b><u>LANGUAGES OTHER THAN ENGLISH</u></b>			37
Spanish 1	9-11	1	
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 4 (H) Dual Credit	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	

	GRADE LEVEL	UNIT CREDIT	PAGE
<i>Languages Other than English continued</i>			
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	
American Sign Language 4 (H)	11-12	1	
<b><u>MATHEMATICS</u></b>			<b>41</b>
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	11-12	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	
Precalculus	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	
College Algebra/Trigonometry Dual Credit (H)	11-12	1	
<b><u>SCIENCE</u></b>			<b>45</b>
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 Dual Credit (H)	10-12	1	
Chemistry AP (H)	11-12	1	
Physics	10-12	1	
Physics Pre-AP (H)	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	11-12	1	
Anatomy and Physiology (H)	11-12	1	
Astronomy	12	1	
Forensic Science	11-12	1	
Scientific Research and Design (H)	11-12	1	
<b><u>SOCIAL STUDIES</u></b>			<b>50</b>
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)	9-12	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. History Dual Credit (H)	11-12	0.5	

	GRADE LEVEL	UNIT CREDIT	PAGE
<i>Social Studies Continued</i>			50
Texas Government Dual Credit (H)	11-12	0.5	
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	
European History 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	
Macroeconomics Dual Credit (H)	11-12	0.5	
Psychology	10-12	0.5	
Psychology AP (H)	11-12	0.5	
Psychology Dual Credit (H)	11-12	0.5	
Personal Financial Literacy	9-12	0.5	
Sociology	9-12	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	
<b><u>HEALTH AND PHYSICAL EDUCATION</u></b>			56
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		
<b><u>FINE ARTS</u></b>			59
Art 1: Basic Design	9-12	1	
Art Appreciation	9-12	1	
Drawing 2, 3, 4	9-12	1	
Sculpture 2, 3, 4	10-12	1	
Ceramics 2, 3, 4	9-12	1	
Painting 3, 4	9-12	1	
Digital Art & Media 2, 3	10-12	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	
Dance 4 (H)	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
<b><u>TECHNOLOGY APPLICATIONS</u></b>			68
Computer Science 1	9-12	1	
Computer Science 2 (H)	10-12	1	
Computer Science Principles AP	9-12	1	
Digital Arts and Animation	11-12	1	
Independent Study in Evolving/Emerging Technologies	11-12	1	
<b><u>CAREER AND TECHNICAL EDUCATION</u></b>			69
<b><u>Architecture &amp; Construction</u></b>			71
Architectural Design I	10-12	1	
Architectural Design II	11-12	2	
Construction Management I	11-12	2	
Construction Technology I	10-12	2	
Interior Design I	10-12	1	
Interior Design II	11-12	2	
Mill & Cabinetmaking Technology	11-12	2	
Principles of Construction	9-10	1	
Practicum in Interior Design	12	2	
<b><u>Arts, A/V Technology &amp; Communications</u></b>			73
Audio Video Production I	10-12	1	
Audio/Video Production II/ Audio/Video Production II Lab	11-12	2	
Practicum in Audio/Video Production	12	2	
Fashion Design I	10-12	1	
Fashion Design II Fashion Design II Lab	11-12	2	
Practicum in Fashion Design	12	2	
Graphic Design & Illustration I	10-12	1	
Graphic Design & Illustration II Graphic Design & Illustration II Lab	11-12	2	
Professional Communications	9-12	.5	
Animation I	11-12	1	
Animation II	12	1	
<b><u>Business Management &amp; Administration</u></b>			75
Business Information Management I	9-12	1	
Business Information Management II	10-12	1	
Business Law	11-12	1	
Business Management	11-12	1	
Principles of Business, Marketing & Finance	9-11	1	
<b><u>Education &amp; Training</u></b>			76
Principles of Education & Training	9-12	1	
Ready, Set, Teach! I	11-12	2	
Ready, Set, Teach! II	12	2	
<b><u>Finance</u></b>			77
Accounting I	10-12	1	
Accounting II (H)	11-12	1	
Money Matters	9-12	1	
<b><u>Health Science</u></b>			78
Anatomy and Physiology (H)	11-12	1	
Health Science Theory/Health Science Clinical (H)	11-12	2	
Practicum in Health Science - EMT (H)	12	2	
Practicum in Health Science - Pharmacology (H)	12	2	
Practicum in Health Science - Medical Laboratory/Phlebotomy (H)	12	2	
Medical Terminology	9-12	1	
Principles of Health Science	9-10	1	

	GRADE LEVEL	UNIT CREDIT	PAGE
<i>Health Science continued</i>			
Practicum in Health Science - Medical Assisting (H)	12	2	
Practicum in Health Science - Sports Medicine (H)	12	2	
<b><u>Hospitality &amp; Tourism</u></b>			81
Introduction to Culinary Arts	9-10	1	
Culinary Arts	10-11	2	
Advanced Culinary Arts	11-12	2	
Practicum in Culinary Arts	12	2	
Practicum in Culinary Arts II	12	2	
Hospitality Services	11-12	2	
Practicum in Hospitality Services	12	2	
Travel & Tourism Management	10-12	1	
<b><u>Human Services</u></b>			83
Child Development	9-12	1	
Child Guidance	11	2	
Cosmetology I	11	2	
Cosmetology II	11	2	
Practicum in Human Services I - Cosmetology	12	2	
Practicum in Human Services II - Cosmetology	12	2	
Dollars & Sense	9-12	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	1	
Parenting Education for School-Age Parents 2	9-12	1	
Practicum in Human Services I	11-12	2	
Practicum in Human Services II	12	2	
<b><u>Information Technology</u></b>			85
Digital Media	10-12	1	
Web Technologies	10-12	1	
<b><u>Law, Public Safety, Corrections &amp; Security</u></b>			86
Law Enforcement I	11-12	1	
Law Enforcement II	11-12	1	
Practicum in Law, Public Safety, Corrections and Security	12	2	
Forensic Science	12	1	
<b><u>Manufacturing</u></b>			87
Introduction to Welding	9-12	1	
Welding I	10-12	2	
Welding II	11-12	2	
<b><u>Marketing</u></b>			88
Fashion Marketing	10-12	0.5	
Practicum in Marketing I	11-12	2	
Practicum in Marketing II	12	2	
Social Media Marketing	9-12	0.5	
Sports & Entertainment Marketing	10-12	0.5	
<b><u>Science, Technology, Engineering &amp; Mathematics</u></b>			88
Principles of Applied Engineering	9-10	1	
Engineering Design and Presentation I	10-12	1	
Engineering Design and Presentation II	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	

	GRADE LEVEL	UNIT CREDIT	PAGE
<b><u>Transportation, Distribution &amp; Logistics</u></b>			<b>91</b>
Automotive Technology I:			
Maintenance and Light Repair	11-12	2	
Automotive Technology II:			
Automotive Service	12	2	
Collision Repair	11-12	2	
Paint and Refinishing	12	2	
Introduction to Transportation Technology	9-12	0.5	
<b><u>Career Development</u></b>			<b>92</b>
Practicum in Career Development I	11-12	2	
Practicum in Career Development II	12	2	
<b><u>MISCELLANEOUS</u></b>			<b>93</b>
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)	
<b><u>SPECIAL EDUCATION</u></b>			<b>95</b>
English	9-12		
Reading	9-12		
Math	9-12	(credit determined by educational program)	
Science	9-12		
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Technology Applications	9-12		
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Speech	10-12		
Electives	9-12		
<b><u>STATE ASSESSMENT</u></b>			<b>106</b>

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 &amp; 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 beginner 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 informational 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  
**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  
**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.

**LANGUAGE & COMPOSITION ADVANCED PLACEMENT****Grade Level:****10-11****Prerequisite:****English 2****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.

**LITERATURE & COMPOSITION ADVANCED PLACEMENT****Grade Level:****11-12****Prerequisite:****English 3****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 Gifted 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****Grade level:****11-12****Prerequisite:****Completion of ENGL 1301/1302****Credit:****1 unit**

This college level course is a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century for the first semester, and then from the Romantic period to the present for the second semester. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.



**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

**CAPSTONE SEMINAR ADVANCED PLACEMENT****Grade level:****11-12****Prerequisite:****Participation in AP Courses****Credit:****1 unit**

AP Capstone: Seminar is a multidisciplinary, inquiry-based course where students explore topics from a variety of perspectives, evaluate sources, develop their own positions on the topics, and communicate their points of view in essays and in presentations, individually and collaboratively. AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues. Students learn to synthesize information and to craft and communicate evidence-based arguments through lenses, including, but not limited to: cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, and ethical.

**INDEPENDENT STUDY/MENTORSHIP (H)****Grade Level:****12****Prerequisite:****Admission to the Gifted Program or Academically Prepared****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, Language AP, Literature AP and Academically Prepared****Credit:****.5 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, Language AP, Literature AP and Academically Prepared****Credit:****.5 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.

*English  
Language Arts*

**CREATIVE WRITING**

**Grade Level:**

**11-12**

**Prerequisite:**

**English 2 Pre-AP considered**

**Credit:**

**.5 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 Pre-AP considered)  
English 3 or may be taken concurrently**

**Credit:**

**.5 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:**

**.5 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 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 course work,  
a college entrance examination, or TSI 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.

*English  
Language Arts/  
Reading*

**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 STAAR EOC. 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 STAAR EOC 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:** .5 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.

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:** .5 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.

**COMMUNICATION APPLICATIONS DUAL CREDIT (H)**

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

This college level course focuses on developing the student's 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.**

**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

**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  
**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 his/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****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 interscholastic 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 BROADCAST JOURNALISM 3 H****Grade Level:****11-12****Prerequisite:****Advanced Broadcast Journalism 1 & 2****Credit:****1 unit**

Students taking this class need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

**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 4 (H) DUAL CREDIT****Grade Level:****12****Prerequisite:****Spanish 1401/1402****Credit:****1 unit**

This course is designed to further develop students' overall Spanish language proficiency and cultural appreciation with an emphasis on advanced reading, intense oral practices, composition and grammatical complexities.

**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

**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. Class work 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.

*Languages Other  
Than English*

**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.

**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:** 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.**

**AMERICAN SIGN LANGUAGE 4 (H) \***

**Grade Level:** 11-12  
**Prerequisite:** ASL 3  
**Credit:** 1 unit

American Sign Language 4 continues the study of sign parameters and ASL grammar with an emphasis on deaf community literature. Students create original presentations that encompass a variety of topics in depth and demonstrate a strong command of the language. This course will receive honors credit.

\*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:** .5 local unit

This course is designed to provide students with activities which will prepare him/her for the math portion of the STAAR 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 STAAR EOC math scores, grades earned in 8th grade math, and teacher recommendation.

**ALGEBRA 1**

**Grade Level:** 9  
**Prerequisite:** Math Grade 8  
**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 Academically Prepared  
**Credit:** 1 Unit

Pre-AP 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:** Algebra 1  
**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:****Algebra 1 & 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:****11-12****Prerequisite:****Algebra 1****Credit:****1 unit**

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

**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, 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:****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.



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

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

**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.

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

*Mathematics***COLLEGE TRANSITION IN MATH****Grade Level:****12****Prerequisite:**

**Performance on an end-of-course assessment instrument or a college course work, entrance examination, or TSI 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.

**COLLEGE ALGEBRA/COLLEGE TRIGONOMETRY DUAL CREDIT****Grade Level:****11-12****Prerequisite:****Algebra 2****Credit:****1 unit**

This college level course focuses on applications of polynomial, rational, radical, exponential, and logarithmic functions, and systems of equations using matrices during the Fall semester. The Spring semester focuses on applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. College credit will be awarded for MATH 1314 and 1316. Student will earn high school credit for Independent Studies in Math.

**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

## 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:****Academically Prepared****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 and 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; Academically Prepared  
**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 and Chemistry****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.**

**CHEMISTRY DUAL CREDIT (H)****Grade Level:****10-12****Prerequisite:****Biology & Algebra 1****Credit:****1 unit**

This course is an accelerated academic class that covers the core content of Chemistry at the depth and complexity of a college level course. Students will be expected to complete more readings and self-directed projects than in a regular Chemistry class. Students will be expected to keep a lab notebook to document required laboratory work. College credit will be awarded for CHEM 1405 and 1407.

**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

**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 PRE-ADVANCED PLACEMENT (H)****Grade Level:****10-12****Prerequisite:****Algebra 2 or concurrent enrollment;  
Academically Prepared****Credit:****1 unit**

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

**PHYSICS ADVANCED PLACEMENT 1 (H)****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 (H)****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 Foundation Plan Endorsement and will not count on STEM Science Pathway.

**AQUATIC SCIENCE****Grade Level:****11-12****Prerequisite:****Biology and IPC or Chemistry****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 and Chemistry****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:****11-12****Prerequisite:****Algebra 1 and Biology****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:****11-12****Prerequisite:****Biology and Chemistry****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.



**SCIENTIFIC RESEARCH AND DESIGN (H)****Grade Level:****11-12****Prerequisite:****Two credits of high school science and advisor approval****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:** Academically Prepared  
**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:** 9-12  
**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. A student is not eligible for this course if he/she has received credit for World Geography or Pre-AP World Geography.

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:** Academically Prepared  
**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 Geography Studies Pre-AP (H) or Human Geography AP (H)  
**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. A student is not eligible to take this course if he/she has received credit in World History or Pre-AP World History.

**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 Academically Prepared  
**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.

*Social Studies*

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.

**UNITED STATES HISTORY DUAL CREDIT (H)**

**Offered at campuses where dual credit instructor is available**

**Grade Level:**

**10-12**

**Prerequisite:**

**World Geography or World History**

**Credit:**

**1 unit**

Successful completion of the course will grant high school U.S. History credit and college credit for HIST 1301/1302 through Eastfield College. 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.

**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

**TEXAS GOVERNMENT DUAL CREDIT (H)**

**Offered at campuses where dual credit instructor is available**

**Grade Level:**

**11-12**

**Prerequisite:**

**U. S. Government or U.S. Government Dual Credit  
or U.S. Government AP**

**Credit:**

**.5 unit**

This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for GOVT 2306 through Eastfield College. The course content includes the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

**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

**U. S. GOVERNMENT**

**Grade Level:**

**11-12**

**Prerequisite:**

**World Geography or World History and U. S. History**

**Credit:**

**.5 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 or World History and U. S. History**

**Credit:**

**.5 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.

**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

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

**Grade Level:** 11-12  
**Prerequisite:** Admission to Gifted or Academically Prepared  
**Credit:** .5 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.

**EUROPEAN HISTORY ADVANCED PLACEMENT (H)**

**Grade Level:** 11-12  
**Prerequisite:** World History or World Geography and U.S. History  
**Credit:** .5 unit

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

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

**Grade Level:** 11-12  
**Prerequisite:** World Geography or World History and U. S. History  
**Credit:** .5 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 or World History and U. S. History  
**Credit:** .5 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.

## Social Studies

**MACROECONOMICS DUAL CREDIT (H)****Grade Level:****11-12****Prerequisite:****World Geography or World History and U. S. History****Credit:****.5 unit**

This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for Macroeconomics through Eastfield College. The course content includes economic principles studied within the historical framework of classical, Keynesian, monetarist and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance.

**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

**PSYCHOLOGY****Grade Level:****10-12****Prerequisite:****None****Credit:****.5 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:****.5 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.**

**PSYCHOLOGY DUAL CREDIT (H)****Grade Level:****11-12****Prerequisite:****See Below****Credit:****.5 unit**

This dual credit course is offered during the school day at the high school campus. Successful completion of the course will earn high school credit and college credit for Psychology through Eastfield College. The course content includes the scientific study of mental processes and behavior, divided into six content areas. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language.

**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

**SOCIOLOGY****Grade Level:****9-12****Prerequisite:****None****Credit:****.5 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:** .5 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 Academically Prepared  
**Credit:** .5 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:** .5 - 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.

**PERSONAL FINANCIAL LITERACY**

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

The Texas Education Code (TEC) requires instruction in personal financial literacy. The student expectations of personal financial literacy include 14 areas of instruction. Those fourteen areas are: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; the types of bank accounts available to consumers and the benefits of maintaining a bank account; balancing a check book; the types of loans available to consumers and becoming a low-risk borrower; understanding insurance; charitable giving; completing the application for federal student aid provided by the United States Department of Education; and methods of paying for college.

## 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 Theory/Health Science Clinical may substitute for the health requirement (pages 78 and 80).

## HEALTH

**Grade Level:** 9-12

**Prerequisite:** None

**Credit:** .5 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:** .5 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:****.5 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:****.5 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:****.5 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.

<b>TEAM SPORTS</b>	
<b>Grade Level:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Credit:</b>	<b>.5 unit</b>

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. Students enrolled in interscholastic activities may substitute these activities for 1 unit of physical education. 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

*A materials fee or additional supplies may be required for the course.*

**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.

**ART APPRECIATION****Grade Level:****9-12****Prerequisite:****None****Credit:****1 unit**

Art Appreciation will introduce students to the visual arts and the variety of art mediums and techniques used to create works of art. Students will also study the history of art beginning with the Stone Age to the present. The purpose of this course is to build a context for understanding the arts; structurally, socially, culturally and historically with the intention of making art meaningful to the students' everyday lives. Students will explore and analyze influential works of art as a way to gain an understanding of the arts as a method of communication and expression. While reflecting upon and assessing the characteristics and quality of art, students will develop, explore and express their personal aesthetics through art projects, presentations, class discussions, writing assignments, and a gallery visit.

**DRAWING 2****Grade Level:****9-12****Prerequisite:****Art 1: Basic Design and  
Teacher Recommendation****Credit:****1 unit**

Students will 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.

**DRAWING 3****Grade Level:****10-12****Prerequisite:****Drawing 2****Credit:****1 unit**

This class is designed for the advanced studio art student who wants to specialize in drawing using a variety of drawing mediums, such as pen and ink, colored pencil, charcoal, conte' crayon, printmaking, pastels, etc. Students will explore individual directions in design, development, and creation of original drawings for exhibitions and personal portfolios. The elements and principles of art will be studied as required by the essential elements of fine arts, and their knowledge and practice of manipulation of the principles of art will be expanded.

**DRAWING 4****Grade Level:****11-12****Prerequisite:****Drawing 3****Credit:****1 unit**

This class is designed for the art student who is seriously interested in the practical experience of art. Students solve complex visual problems through planning and executing a variety of drawings for their portfolio. Refining previously learned skills and concepts, they increase their depth in personal expression, and aesthetic and cultural awareness.

**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.

**SCULPTURE 4****Grade Level:****11-12****Prerequisite:****Sculpture 2 and 3****Credit:****1 unit**

Building on the foundational skills of Sculpture 2 & 3, students taking this course will create original realistic or nonobjective sculptures, using a variety of materials. Students work should be at a high level reflecting the sequence of courses taken previously. Exploring different methods of joining and additional surface treatments will be explored.

**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.

**CERAMICS 4****Grade Level:****11-12****Prerequisite:****Ceramics 2 & 3****Credit:****1 unit**

In this course, 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 a high and low fire glaze, paints, stains, or patinas.



**PAINTING 3****Grade Level:****10-12****Prerequisite:****Drawing 2****Credit:****1 unit**

This class is designed for the advanced art student who wants to specialize in painting. All mediums, such as acrylic, watercolor, gouache, and pastels will be explored. The elements and principles of art will be studied as required by the essential elements of fine arts, and student knowledge and practical manipulation of the principles of art will be expanded. Students will explore individual directions in design, development, and creation of original paintings for exhibitions and personal portfolios.

**PAINTING 4****Grade Level:****11-12****Prerequisite:****Painting 3****Credit:****1 unit**

This class is designed for the art student who is seriously interested in the practical experience of art. Students solve complex visual problems through planning and executing a variety of paintings for their portfolio and exhibitions. Refining previously learned skills and concepts, they increase their depth of personal expression, and aesthetic and cultural awareness.

**DIGITAL ART & MEDIA 2****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.

**DIGITAL ART & MEDIA 3****Grade Level:****10-12****Prerequisite:****Digital Art & Media 2 and  
Teacher Recommendation****Credit:****1 unit**

Digital Art and 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. This course also uses 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 innovative problem solving, visual identity and communication, collaboration skills, as well as thematic structure, all leading to making effective design layouts that meet industry standards.

**DIGITAL ART & MEDIA 4****Grade Level:****11-12****Prerequisite:****Digital Art & Media 3 and  
Teacher Recommendation****Credit:****1 unit**

This course provides opportunities for students to apply knowledge of the content learned in Digital Art & Media 2. Students continue the exploration into more complex digital media techniques, content, personal visual voice and expression. Students will study contemporary visual art and design practices with greater depth and complexity. Students learn how new media such as digital imagery, web videos, online and social media, and virtual worlds, intersect with contemporary art, including sculpture.

**STUDIO ART ADVANCED PLACEMENT (H)  
TWO DIMENSIONAL DESIGN PORTFOLIO****Grade Level:****11-12****Prerequisite:****One of the following: Drawing 2, AP Studio Art-Drawing, Drawing 3,  
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

*Fine Arts*

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.

**STUDIO ART ADVANCED PLACEMENT (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.

**STUDIO ART ADVANCED PLACEMENT (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.

**ART HISTORY ADVANCED PLACEMENT (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.

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

This rigorous and demanding course is for students who are willing to complete independent work beyond that required for other students. Requirements include but not limited to, are Concert attendance/Critique, Recital, Competition, Choreography, and Music/Dance Theory. Application in writing to the academic advisor for declaration of intent for advanced credit must be returned by the end of the third week of school in order to participate in the program.

**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:****.5 - 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:** .5 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****Grade Level:****9-12****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:****10-12****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.*

**COMPUTER SCIENCE PRINCIPLES ADVANCED PLACEMENT****Grade Level:****9-12****Prerequisite:****None****Credit:****1 unit**

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Students taking this course will take the AP Exam aligned with course content to earn college credits. *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 or Digital and Interactive Media****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.*

## 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.



### Limited Enrollment Courses\*

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

- Audio/Video Production II/Audio/Video Production II Lab
- Practicum in Audio/Video Production
- Automotive Technology I & II
- Collision Repair
- Paint and Refinishing
- Cosmetology I & II
- Practicum in Human Services I & II- Cosmetology
- Culinary Arts
- Advanced Culinary Arts
- Practicum in Culinary Arts I
- Engineering Design & Problem Solving and Engineering Mathematics
- Health Science Theory/Health Science Clinical
- Practicum in Health Science
- Hospitality Services
- Practicum in Hospitality Services
- Law Enforcement I & II
- Practicum in Law, Public Safety, Corrections & Security
- Mill and Cabinetmaking Technology
- Ready, Set, Teach! I & II
- Welding II
- Child Guidance

\*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. **Note:** A student must be a minimum age of 16 and hold valid work documentation.

- Practicum in Human Services
- Practicum in Marketing

### 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 I

**Grade Level:**

10-12

**Prerequisite:**

Algebra 1 and English 1

**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 II

**Grade Level:**

11-12

**Prerequisite:**

Architectural Design I or Interior Design II & Geometry

**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 I

(WMHS only)

**Grade Level:**

11-12

**Prerequisite:**

Architectural Design I

**Credit:**

2 units

**Blocked for two consecutive class periods**

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 I

(NMHS & PHS only)

**Grade Level:**

10-12

**Prerequisite:**

None

**Credit:**

2 units

**Blocked for two consecutive class periods**

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.

A material fee may be required for this course.

### INTERIOR DESIGN I

**Grade Level:**

10-12

**Prerequisite:**

Algebra 1 & English 1

**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.

A material fee may be required for this course.

*Career and Technical  
Architecture &  
Construction*

**INTERIOR DESIGN II**

**Grade Level:**

**Prerequisite:**

**Credit:**

**11-12**

**English 2, Geometry & Interior Design I  
2 units**

**Blocked for two consecutive class periods**

Interior Design II is a project based, technical laboratory course that includes the knowledge of employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design. Students will participate in developing construction documents, budgeting materials, rendering and free-hand drawing skills, understanding of green architecture, and design development process. Students will also complete a series of design drawings using Chief Architect software.

A material fee may be required for this course.

**PRACTICUM IN INTERIOR DESIGN**

**Grade Level:**

**Prerequisite:**

**Credit:**

**12**

**Interior Design II  
2 units**

**Blocked for two consecutive class periods**

Practicum in Interior Design allows students the opportunity to further explore the Interior Design industry and the variety of careers available. The course includes unpaid field experiences, extensive experiences in client scenarios, entrepreneurship opportunities, marketing and merchandising, as well as advanced design skills using Chief Architect software.

A material fee may be required for this course.

**MILL AND CABINETMAKING TECHNOLOGY \***  
(NMHS and PHS only)

**Grade Level:**

**Prerequisite:**

**Credit:**

**11-12**

**Construction Technology I  
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.

A material fee may be required for this course.

**PRINCIPLES OF CONSTRUCTION**

(NMHS and PHS only)

**Grade Level:**

**Prerequisite:**

**Credit:**

**9-10**

**None**

**1 unit**

This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

\*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 & Technical  
Arts, A/V Technology  
& Communications*

### AUDIO/VIDEO PRODUCTION I

**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.*

### AUDIO/VIDEO PRODUCTION II\*

#### AUDIO/VIDEO PRODUCTION II LAB

Technology Excellence Center

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

**Blocked for two consecutive class periods**

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.

### PRACTICUM IN AUDIO/VIDEO PRODUCTION \*

Technology Excellence Center

**Grade Level:** 12  
**Prerequisite:** Audio/Video Production II/Audio Production II Lab  
**Credit:** 2 units

**Blocked for two consecutive class periods**

Careers in audio and video technology and film production span all aspects of the communications industry. Students will be introduced to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post production in a studio environment. Instruction will be delivered through lab-based classroom experiences or career preparation opportunities.

### FASHION DESIGN I

**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.

A material fee may be required for this course.

### FASHION DESIGN II

#### FASHION DESIGN II LAB

**Grade Level:** 11-12  
**Prerequisite:** Fashion Design I  
**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.

A material fee may be required for this course.

*Career & Technical  
Arts, A/V Technology  
& Communications*

**PRACTICUM IN FASHION DESIGN**

**Grade Level:**

**Prerequisite:**

**Credit:**

**12**  
**Fashion Design II/Fashion Design II Lab**  
**2 units**

**Blocked for two consecutive class periods**

Practicum in Fashion Design allows students the opportunity to further explore the fashion industry and the variety of careers available. This course includes unpaid field experiences in addition to extensive studies in fabrics, fabric production, entrepreneurship opportunities, marketing and merchandising, as well as advanced sewing skills. Students will be expected to develop an advanced technical understanding of the business aspects of fashion with emphasis on promotion and retailing.

A material fee may be required for this course.

**GRAPHIC DESIGN AND ILLUSTRATION I**

**(HHS and NMHS only)**

**Grade Level:**

**Prerequisite:**

**Credit:**

**10-12**

**None**

**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 II \***

**GRAPHIC DESIGN AND ILLUSTRATION II LAB**

**(HHS and NMHS only)**

**Grade Level:**

**Prerequisite:**

**Credit:**

**11-12**

**Graphic Design and Illustration I**

**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.*

**PROFESSIONAL COMMUNICATIONS**

**Grade Level:**

**Prerequisite:**

**Credit:**

**9-12**

**None**

**.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.*

**ANIMATION I**

**Grade Level:**

**Prerequisite:**

**Credit:**

**11-12**

**Business Information Management I &  
Digital Media**

**1 unit**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

**ANIMATION II**

**Grade Level:**

**Prerequisite:**

**Credit:**

**12**

**Animation I**

**1 unit**

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. Students gain knowledge and skills specific to those needed to enter a career in animation and visual effects field or prepare a foundation toward a postsecondary degree in animation, graphic design, and visualization.

**\*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  
Management  
and Administration*

### BUSINESS INFORMATION MANAGEMENT I

**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 II

**Grade Level:**

**10-12**

**Prerequisite:**

**Business Information Management I**

**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:**

**1 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:**

**9-11**

**Prerequisite:**

**None**

**Credit:**

**1 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.

**READY, SET, TEACH! I\* AND II \*****Grade Level:****11-12****Prerequisite:****Principles of Education & Training****Credit:****2 units****Classroom and laboratory instruction in two consecutive class periods**

Ready, Set, Teach! I and II 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 I****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 II (H)****Grade Level:** 11-12**Prerequisite:** Accounting I**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.

**MONEY MATTERS****Grade Level:** 9-12**Prerequisite:** None**Credit:** 1 unit

Students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

## 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

1 unit

Credit:

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 THEORY/HEALTH SCIENCE CLINICAL (H)\*

Grade Level:

11-12

Prerequisite:

Biology, Principles of Health Science

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. 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.*

At the end of the school year, students will take the Patientcare Technician certification exam or EKG certification exam.

\*\*Students are required to purchase their hospital attire, personal liability insurance, TB skin test and influenza vaccine, complete a CPR course, and to comply with all requirements of the health care facilities.

## PRACTICUM IN HEALTH SCIENCE (H) - EMT \*

Grade Level:

12

Prerequisite:

Health Science Theory/Health Science Clinical

Credit:

2 units

Classroom and laboratory instruction in two consecutive class periods

This course extends the learning of Health Science Theory/Health Science Clinical 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.

\*\*Students are required to purchase their hospital attire, personal liability insurance, TB skin test and influenza vaccine, 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.**

## PRACTICUM IN HEALTH SCIENCE (H) - PHARMACOLOGY \*

Grade Level:

12

Prerequisite:

Health Science Theory/Health Science Clinical  
and concurrently enrolled in Anatomy & Physiology  
for DCCCD dual credit eligibility

2 units

Credit:

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.

- Students must meet the requirements for obtaining their Registered Technician Trainee Permit. At the end of the school year, students will take the Pharmacy Technician Certification examination.
- Students are required to purchase their clinical site attire, personal liability insurance, TB skin test and influenza vaccine, complete a CPR course and to comply with all requirements at the health care facilities.
- This class is taught at PHS for students from all high school campuses. Students are required to have their own transportation to PHS and clinical sites.

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



**PRACTICUM IN HEALTH SCIENCE (H)-MEDICAL LABORATORY/PHLEBOTOMY \***

**Grade Level:** 12  
**Prerequisite:** Health Science Theory/Health Science Clinical  
**Credit:** 2 units

**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 Phlebotomy Technician Certification exam.

- This class is taught at WMHS for students from all high school campuses.
- 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 influenza vaccine, and comply with all requirements of the health care facilities.
- Students will take the written portion of a National Phlebotomy Technician Certification exam 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.

**PRACTICUM IN HEALTH SCIENCE (H) - MEDICAL ASSISTANT \***

**Grade Level:** 12  
**Prerequisite:** Health Science Theory/Health Science Clinical  
**Credit:** 2 units

**Classroom and laboratory instruction in two consecutive class periods**

The Practicum in Health Science - Medical Assistant course content includes how to assist physicians with exams, take vital signs, practice aseptic technique, interview patients for medical history, provide documentation, perform clinical procedures, use laboratory techniques, understand medical terminology and understand office procedures. Students will gain valuable knowledge to prepare them to handle both the clinical duties and administrative responsibilities in a variety of healthcare settings. Students who successfully complete the course will have the opportunity to sit for the National Health Career Association Certification as a Certified Clinical Medical Assistant.

- \*\*Students are required to purchase their clinical attire, personal liability insurance, TB skin test and influenza vaccine, complete a CPR course, and to comply with all requirements of the health care facilities.
- This class is taught at NMHS but offered district wide.
- Students are required to have their own transportation to NMHS and clinical sites.

**Note:** Certification by National Health Career Association (NHA) eligibility includes: high school diploma, successfully complete a training program or a minimum of one year of supervised work experience; students must be 18 years of age. Provisional certification is available for up to 12 months for students who are scheduled to graduate or are not 18.

**PRACTICUM IN HEALTH SCIENCE (H) - SPORTS MEDICINE \***

**Grade Level:** 12  
**Prerequisite:** Health Science Theory/Health Science Clinical  
**Credit:** 2 units

**Classroom and laboratory instruction in two consecutive class periods**

Practicum in Health Science - Sports Medicine provides students with an overview of sports medicine and its history. It includes information about the scope of sports medicine practice: injury prevention, evaluation, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, the various associated disciplines and the role they play in the physically active community. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

- \*\*Students are required to purchase their clinical attire, personal liability insurance, TB skin test and influenza vaccine, complete a CPR course, and to comply with all requirements of the health care facilities.
- This class is taught at MHS for students from all high school campuses.
- Students are required to have their own transportation to MHS and clinical sites.

*Career and Technical  
Health Science*

**MEDICAL TERMINOLOGY**

**Grade Level:**

**9-12**

**Prerequisite:**

**None**

**Credit:**

**1 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.

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

**PRINCIPLES OF HEALTH SCIENCE**

**Grade Level:**

**9-10**

**Prerequisite:**

**None**

**Credit:**

**1 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

*Career and Technical  
Hospitality and  
Tourism*

### INTRODUCTION TO CULINARY ARTS

<b>Grade Level:</b>	<b>9-10</b>
<b>Prerequisite:</b>	<b>None</b>
<b>Credit:</b>	<b>1 unit</b>

Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

A materials fee may be required for this course.

### CULINARY ARTS \*

<b>Grade Level:</b>	<b>10-11</b>
<b>Prerequisite:</b>	<b>Introduction to Culinary Arts</b>
<b>Credit:</b>	<b>2 units</b>

**Blocked for two consecutive class periods**

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 ProStart 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.

### ADVANCED CULINARY ARTS \*

<b>Grade Level:</b>	<b>11-12</b>
<b>Prerequisite:</b>	<b>Culinary Arts</b>
<b>Credit:</b>	<b>2 units</b>

**Blocked for two consecutive class periods**

Advanced 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. Advanced 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 I & II\*

<b>Grade Level:</b>	<b>12</b>
<b>Prerequisite:</b>	<b>Advanced Culinary Arts</b>
<b>Credit:</b>	<b>2 units</b>

**Blocked for two consecutive class periods**

Practicum in Culinary Arts I & II is a laboratory-based course that is designed to be a continuation of the Advanced 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 I & 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.

*Career and Technical  
Hospitality and  
Tourism*

**HOSPITALITY SERVICES\***

**Grade Level:**

**11-12**

**Prerequisite:**

**None**

**Credit:**

**2 units**

**Classroom and laboratory instruction in two consecutive class periods**

Hospitality Services provide students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction is delivered in the classroom and through unpaid internships.

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

A material fee may be required for the course.

**PRACTICUM IN HOSPITALITY SERVICES\***

**Grade Level:**

**12**

**Prerequisite:**

**Hospitality Services**

**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:**

**1 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

*Career and Technical  
Human Services*

### CHILD DEVELOPMENT

**Grade Level:** 9-12  
**Prerequisite:** None  
**Credit:** 1 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.

### CHILD GUIDANCE\*

**Grade Level:** 11  
**Prerequisite:** Child Development  
**Credit:** 2 units

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

- This course is taught at MHS for students from all high school campuses.
- Students in this course will work towards their Child Development Associate (CDA) credential.

### COSMETOLOGY I \* AND II \*

**Grade Level:** 11  
**Prerequisite:** At least 12 credits  
**Credit:** 4 units total

**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.

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

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

### PRACTICUM IN HUMAN SERVICES I & II - COSMETOLOGY

**Grade Level:** 12  
**Prerequisite:** Cosmetology I & II  
**Credit:** 4 units total

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

Practicum in Human Services I & II - Cosmetology is designed to provide advanced training for employment in cosmetology careers. Students implement personal and interpersonal skills to strengthen individual performance in the salon environment to make a successful transition to the workforce or post-secondary education. Instruction includes advanced training in the occupational skills required for licensure; professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills. 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 advanced training kit prior to the beginning of the school year.

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

*Career and Technical  
Human Services*

**DOLLARS AND SENSE**

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

**INTERPERSONAL STUDIES**

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

**Grade Level:** 9-12  
**Prerequisite:** None  
**Credit:** .5 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:** 9-12  
**Prerequisite:** None  
**Credit:** .5 - 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 I & II**

**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.**

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

*Career and Technical  
Information  
Technology*

### DIGITAL 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.*

### 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**

### **LAW ENFORCEMENT I & II \***

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

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

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

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

### **PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY \***

**Grade Level:** 12  
**Prerequisite:** Law Enforcement I & II  
**Credit:** 2 units

This practicum course is designed to extend the knowledge gained in Law Enforcement I and II and give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Unpaid practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

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

### **FORENSIC SCIENCE**

**Grade Level:** 11-12  
**Prerequisite:** Biology and Chemistry  
**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.

**\*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.**

**MANUFACTURING***Career and Technical  
Manufacturing***INTRODUCTION TO WELDING****(MHS, WMHS & PHS only)****Grade Level:****9-12****Prerequisite:****None****Credit:****1 unit**

Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards.

**WELDING I****(MHS, PHS & WMHS only)****Grade Level:****10-12****Prerequisite:****Introduction To Welding****Credit:****2 units****Blocked for two consecutive class periods**

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 II \*****(MHS & PHS only)****Grade Level:****11-12****Prerequisite:****Welding I****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:** .5 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 I & II**

**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.**

**SOCIAL MEDIA MARKETING**

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

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

**SPORTS AND ENTERTAINMENT MARKETING**

**Grade Level:** 10-12  
**Prerequisite:** None  
**Credit:** .5 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

*Career and Technical  
Science, Technology,  
Engineering and  
Mathematics*

## PRINCIPLES OF APPLIED ENGINEERING

**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 I

**Grade Level:** 10-12  
**Prerequisite:** Algebra 1  
**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 II

**Grade Level:** 11-12  
**Prerequisite:** Engineering Design and Presentation I,  
Algebra 1 and Geometry  
**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.

*Career and Technical  
Science, Technology,  
Engineering and  
Mathematics*

## **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 Foundation or Endorsement graduation plan only.*

## **SCIENTIFIC RESEARCH AND DESIGN (H)**

**Grade Level:**

**12**

**Prerequisite:**

**Two credits of high school science and advisor approval**

**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

*Career and Technical  
Transportation,  
Distribution  
and Logistics*

### AUTOMOTIVE TECHNOLOGY I: MAINTENANCE AND LIGHT REPAIR \*

**Grade Level:**

**11-12**

**Prerequisite:**

**Introduction to Transportation Technology**

**Credit:**

**2 units**

**Blocked for two consecutive class periods**

In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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.

### AUTOMOTIVE TECHNOLOGY II: AUTOMOTIVE SERVICE \*

**Grade Level:**

**12**

**Prerequisite:**

**Automotive Technology I: Maintenance & Light Repair**

**Credit:**

**2 units**

**Blocked for two consecutive class periods**

In Automotive Technology II: Automotive Service, students will gain advanced knowledge of the major automotive systems, the principles of diagnosing and servicing these systems, and applicable safety and environmental rules and regulations. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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 \*

**Grade Level:**

**11-12**

**Prerequisite:**

**Introduction to Transportation Technology**

**Credit:**

**2 units**

**Blocked for two consecutive class periods**

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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.

### PAINT AND REFINISHING \*

**Grade Level:**

**12**

**Prerequisite:**

**Collision Repair**

**Credit:**

**2 units**

Paint and Refinishing includes advanced knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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

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

### INTRODUCTION TO TRANSPORTATION TECHNOLOGY

**Grade Level:**

**9-12**

**Prerequisite:**

**None**

**Credit:**

**.5 unit**

Introduction to Transportation Technology includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Applicable safety and environmental rules and regulations are also addressed. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**\*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

CAREER PREPARATION I & II  
(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.

*Miscellaneous***COLLEGE PREP**

**Grade Level:** 11-12  
**Prerequisite:** None  
**Credit:** .5 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.

**ASSESSMENT PREP**

**Grade Level:** 9-12  
**Prerequisite:** Teacher recommendation  
**Credit:** .5 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.

(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.

*Special Education*

(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)**

<b>Grade Level:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>Placement by ARD Committee</b>
<b>Credit:</b>	<b>1 unit</b>

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)**

<b>Grade Level:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>Placement by ARD Committee</b>
<b>Credit:</b>	<b>1 unit</b>

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 (1-4)**

<b>Grade Level:</b>	<b>9-10</b>
<b>Prerequisite:</b>	<b>Placement by ARD Committee</b>
<b>Credit:</b>	<b>1 unit</b>

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for English (1-4) and determined by the ARD Committee to be a suitable substitute for English (1-4). English (1-4) focuses on prerequisite skills.

##### **PRACTICAL WRITING SKILLS**

<b>Grade Level:</b>	<b>9-12</b>
<b>Prerequisite:</b>	<b>Placement by ARD Committee</b>
<b>Credit:</b>	<b>1 unit</b>

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****BASIC READING (1-2)****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Basic Reading MTI (Modified TEKS Instruction) courses use general education curriculum in conjunction with individualized goals and objectives. This course 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.

**READING ALT (1-2)****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Basic Reading ALT This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Reading and determined by the ARD Committee to be a suitable substitute for Reading. Reading focuses on prerequisite skills.

**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**

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Algebra 1 and determined by the ARD Committee to be a suitable substitute for Algebra 1. Algebra 1 ALT focuses on prerequisite skills.

**GEOMETRY CO-TEACH****Grade Level:****9-10****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Geometry focuses on the Geometry Curriculum with additional supports. 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.

*Special Education***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. 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 ALT**

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

Geometry ALT this is a locally designed course aligned with the Texas Essential Knowledge and Skills for Geometry and determined by the ARD Committee to be a suitable substitute for Geometry. Geometry ALT focuses on prerequisite skills.

**MATHEMATICAL APPLICATIONS CO-TEACH**

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

Mathematical Models with Applications focus on the Mathematical Models with Applications Curriculum with additional supports. Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1. This mathematics course provides a path for students to succeed in Algebra 2 and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

**MATHEMATICAL APPLICATIONS MTI**

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

Mathematical Applications MTI (Modified TEKS Instruction) focuses on the Mathematical Applications Curriculum in conjunction with individualized goals and objectives. Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra 1. This mathematics course provides a path for students to succeed in Algebra 2 and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

**MATHEMATICAL APPLICATIONS ALT**

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

Mathematical Applications ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Mathematical Applications and determined by the ARD Committee to be a suitable substitute for Mathematical Applications. Mathematical Applications ALT focuses on prerequisite skills.

**ALGEBRA 2 CO-TEACH**

**Grade Level:** 11-12  
**Prerequisite:** Placement by ARD Committee  
**Credit:** 1 unit

Algebra 2 Co-Teach focuses on the Algebra Curriculum with additional support. 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 MTI****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Algebra 2 MTI (Modified TEKS Instruction) focuses on the Algebra 2 Curriculum in conjunction with individualized goals and objectives. 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 ALT****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Algebra 2 ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Mathematical Applications and determined by the ARD Committee to be a suitable substitute for Algebra 2. Algebra 2 ALT focuses on prerequisite skills.

**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) focuses on the Biology Curriculum in conjunction with individualized goals and objectives. 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 ALT****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Biology ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Biology and determined by the ARD Committee to be a suitable substitute for Biology. Biology ALT focuses on prerequisite skills.

**ENVIRONMENTAL SYSTEMS CO-TEACH****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Environmental Systems Co-Teach focuses on the Environmental Systems Curriculum with additional support. 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.

*Special Education***ENVIRONMENTAL SYSTEMS MTI**

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

Environmental Systems MTI (Modified TEKS Instruction) focuses on the Environmental Systems Curriculum in conjunction with individualized goals and objectives. 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; inter-relationships 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 SYSTEMS ALT**

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

Environmental Systems ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Environmental Systems and determined by the ARD Committee to be a suitable substitute for Environmental Systems. Environmental Systems ALT focuses on prerequisite 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.

**IPC MTI**

**Grade Level:** 10-12  
**Prerequisite:** Placement by ARD Committee  
**Credit:** 1 unit

IPC MTI (Modified TEKS Instruction) focuses on the IPC Curriculum in conjunction with individualized goals and objectives. 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.

**IPC ALT**

**Grade Level:** 10-12  
**Prerequisite:** Placement by ARD Committee  
**Credit:** 1 unit

IPC ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for IPC and determined by the ARD Committee to be a suitable substitute for IPC. IPC ALT focuses on prerequisite skills.

**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) focuses on the World Geography Curriculum in conjunction with individualized goals and objectives. 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 ALT**

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

World Geography ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for World Geography and determined by the ARD Committee to be a suitable substitute for World Geography. World Geography ALT focuses on prerequisite skills

**WORLD HISTORY CO-TEACH**

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

World History Co-Teach focuses on the World History Curriculum with additional supports. This course 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 MTI**

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

World History MTI (Modified TEKS Instruction) focuses on the World History Curriculum in conjunction with individualized goals and objectives. This course 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 is a locally designed course aligned with the Texas Essential Knowledge and Skills for World History and determined by the ARD Committee to be a suitable substitute for World History. World History ALT focuses on prerequisite skills.

**UNITED STATES HISTORY CO-TEACH**

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

The United States History Co-Teach focuses on the United States History Curriculum with additional supports. This 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) focuses on the United States History Curriculum in conjunction with individualized goals and objectives. The United States History Co-Teach focuses on the United States History Curriculum with additional supports. This 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.

*Special Education***UNITED STATES HISTORY ALT****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

The United States History ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for United States History and determined by the ARD Committee to be a suitable substitute for United States History. United States History ALT focuses on prerequisite skills.

**GOVERNMENT CO-TEACH****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 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:****.5 unit**

Government MTI (Modified TEKS Instruction) focuses on the Government Curriculum in conjunction with individualized goals and objectives. 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 ALT****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 unit**

Government ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for United States History and determined by the ARD Committee to be a suitable substitute for Government. Government ALT focuses on prerequisite skills.

**ECONOMICS CO-TEACH****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 unit**

Economics Co-Teach will focus on the Economics curriculum with additional supports. The course will cover national, state, and local governments. 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 MTI****Grade Level:****11-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 unit**

Economics MTI (Modified TEKS Instruction) focuses on the Government Curriculum in conjunction with individualized goals and objectives. The course will cover national, state, and local governments. 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:****.5 unit**

Economics ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Economics and determined by the ARD Committee to be a suitable substitute for Economics. Economics ALT focuses on prerequisite skills.



HEALTH AND PHYSICAL EDUCATION**HEALTH ALT****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 unit**

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Health and determined by the ARD Committee to be a suitable substitute for Health. Health ALT focuses on prerequisite skills.

BUSINESS MANAGEMENT AND ADMINISTRATION**BUSINESS INFORMATION MANAGEMENT 1 MTI****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

BIM 1 MTI (Modified TEKS Instruction) focuses on the BIM Curriculum in conjunction with individualized goals and objectives. 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 1 ALT****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

BIM 1 ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for BIM and determined by the ARD Committee to be a suitable substitute for BIM. BIM ALT focuses on prerequisite skills.

**TECHNOLOGY APPLICATIONS ALT****Grade Level:****12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Technology Applications ALT 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. Technology Applications ALT focuses on prerequisite skills. *This course does count for the technology education credit requirement.*

VOCATIONAL**OCCUPATIONAL PREPARATION (1-2)****Grade Level:****11-12****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.

*Special Education***OJT (1-8)****Grade Level:****12****Prerequisite:****Placement by ARD Committee****Credit:****.5 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 - Full Time (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 ALT****Grade Level:****10-12****Prerequisite:****Placement by ARD Committee****Credit:****.5 unit**

Personal Communication Applications ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Personal Communication Applications and determined by the ARD Committee to be a suitable substitute for Personal Communication Applications. Personal Communication Applications focuses on prerequisite 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 (1-2)****Grade Level:****9-12****Prerequisite:****Placement by ARD Committee****Credit:****1 unit**

Daily Living Skills is designed to help students in the areas of functional reading and math, personal social skills, communications, and domestic skills

**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.

**DOLLARS AND SENSE ALT****Grade Level:****9-12****Prerequisite:****None****Credit:****.5 unit**

Dollars and Sense ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Dollars and Sense and determined by the ARD Committee to be a suitable substitute for Dollars and Sense. Dollars and Sense focuses on prerequisite skills.

**LIFETIME NUTRITION AND WELLNESS ALT**

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

Lifetime Nutrition and Wellness ALT is a locally designed course aligned with the Texas Essential Knowledge and Skills for Lifetime Nutrition and Wellness and determined by the ARD Committee to be a suitable substitute for Lifetime Nutrition and Wellness. Lifetime Nutrition and Wellness focuses on prerequisite skills.

**CHILD DEVELOPMENT ALT**

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

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Child Development and determined by the ARD Committee to be a suitable substitute for Child Development. Child Developments focuses on prerequisite skills.

**MONEY MATTERS ALT**

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

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Money Matters and determined by the ARD Committee to be a suitable substitute for Money Matters. Money Matters focuses on prerequisite skills.

**INTERPERSONAL STUDIES ALT**

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

This is a locally designed course aligned with the Texas Essential Knowledge and Skills for Interpersonal Studies and determined by the ARD Committee to be a suitable substitute for Interpersonal Studies. Interpersonal Studies focuses on prerequisite skills.

**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](http://www.mesquiteisd.org).

### GRADUATION PROGRAMS and ASSESSMENT REQUIREMENTS

With the implementation of the STAAR EOC program, assessment requirements for graduation have changed. 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
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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 Texas Education Agency Website

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, EOC, statewide results, and technical information about the testing program can be found at this site.