Administration

Principal ................................................................. Mrs. Debbie Garinger
Academic Dean ........................................................... Mrs. Venus Davis
Assistant Principal ...................................................... Mr. Joseph Holzmann
Assistant Principal ...................................................... Mrs. Analee Smith

Guidance

Director of Guidance and Counselor (Ron – Z) ......................Mrs. Amanda Pedroza
Counselor (A – El) .......................................................... Ms. Stephanie Hughes
Counselor (Em – Le) ........................................................ Ms. Monica McCune
Counselor (Li – Rom) ...................................................... Ms. Magdalena Lopez
College Counselor ....................................................... Mr. Paul Harris
Student Support Counselors .......................................... Mrs. Dawn Hedgepeth & Mrs. Courtney Storment

Department Leads

Career and Technology .................................................. Mrs. Ann Carter
English ........................................................................ Dr. Laura Davenport
Excel Academy .............................................................. Mr. Bob Haak
Fine Arts ..................................................................... Mr. David Stephenson
Mathematics ................................................................. Ms. Rhodessa Morales
Physical Education ........................................................ Mrs. Ann Carter
Science .......................................................................... Mr. Eric Atkins
Social Studies ............................................................... Mrs. Melissa Meza
Special Education ........................................................ Mr. Austin Amaro
World Languages ........................................................ Mrs. Rebecca Marshburn

Athletics

Athletics Director .......................................................... Mr. Norm Collins
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**Note:** Alamo Heights ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in the educational programs, activities, or employment as required by Title IX, Section 504 and Title VI. Courses described in this booklet will not be taught if enrollment is insufficient. Course approval is necessary for any course taken outside of Alamo Heights High School.
# Graduation Requirements

**Class of 2020, 2021, 2022, 2023**

<table>
<thead>
<tr>
<th>FOUNDATION</th>
<th>FOUNDATION + ENDORSEMENT (State Distinguished)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>• English I*</td>
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<tr>
<td></td>
<td>• English II*</td>
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<td></td>
<td>• English III</td>
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<tr>
<td></td>
<td>• An advanced English course</td>
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<tr>
<td></td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>• English I*</td>
</tr>
<tr>
<td></td>
<td>• English II*</td>
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<tr>
<td></td>
<td>• English III</td>
</tr>
<tr>
<td></td>
<td>• An advanced English course</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>• Algebra I*</td>
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<tr>
<td></td>
<td>• Geometry</td>
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<tr>
<td></td>
<td>• An additional math course</td>
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<tr>
<td></td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>• Algebra I*</td>
</tr>
<tr>
<td></td>
<td>• Geometry</td>
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<td></td>
<td>• Algebra II</td>
</tr>
<tr>
<td></td>
<td>• An additional math course</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>• Biology*</td>
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<td></td>
<td>• IPC or an advanced science</td>
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<tr>
<td></td>
<td>• An advanced science course</td>
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<td></td>
<td>4 credits</td>
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<tr>
<td></td>
<td>• Biology*</td>
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<td></td>
<td>• IPC or an advanced science</td>
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<td>• 3rd advanced science**</td>
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<td></td>
<td>• 4th advanced science**</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>3 credits</td>
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<tr>
<td></td>
<td>• World History or World Geography</td>
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<tr>
<td></td>
<td>• US History*</td>
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<td></td>
<td>• Government/Economics</td>
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<td></td>
<td>3 credits</td>
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<tr>
<td></td>
<td>• World History or World Geography</td>
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<tr>
<td></td>
<td>• US History*</td>
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<tr>
<td></td>
<td>• Government/Economics</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2 credits</td>
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<td></td>
<td>• In same language or alternative</td>
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<tr>
<td></td>
<td>2 credits</td>
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<tr>
<td></td>
<td>• In same language or alternative</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 credit</td>
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<td>1 credit</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td>1 credit</td>
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<td>1 credit</td>
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<tr>
<td><strong>Speech</strong></td>
<td>0.5 credit</td>
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<td>0.5 credit</td>
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<tr>
<td><strong>Health</strong></td>
<td>0.5 credit</td>
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<td>0.5 credit</td>
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<tr>
<td><strong>Electives</strong></td>
<td>4 credits</td>
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<td>6 credits</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>22</td>
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<td>26</td>
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</tbody>
</table>

*Course has a required EOC assessment, students must meet Level II: Satisfactory performance on all 5 EOC assessments

**Distinguished level of Achievement**: Must complete 4 levels of Math, including Algebra II, 4 Credits in Science, the remaining curriculum requirements, and the curriculum endorsements for at least one endorsement. Students must earn Distinguished Level of Achievement in order to be eligible for top 10% Automatic Admission to institutions of higher education.

**Performance Acknowledgements may be earned in**: 1) Dual Credit (12 hours) with grade of B or higher, 2) Bilingualism and bi-literacy, 3) AP test (3, 4 or 5), 4) Performance on the PSAT, ACT, or SAT, 5) For earning a nationally or internationally recognized business or industry certification or license.
Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Each student can choose more than one endorsement area. Achieved endorsements will be noted on high school transcripts. Students can earn an endorsement by successfully completing at least one of the “Program of Study” requirements in the endorsement areas listed below. Please see the specific course requirements for each Program of Study area listed in the course catalog. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.

<table>
<thead>
<tr>
<th>ENDORSEMENT AREAS</th>
<th>Arts &amp; Humanities</th>
<th>Business &amp; Industry</th>
<th>Multidisciplinary Studies</th>
<th>Public Services</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs of Study</td>
<td></td>
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<td></td>
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<tr>
<td>• Fine arts:</td>
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<tr>
<td>o Art</td>
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<td>o Band</td>
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<td>o Choir</td>
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<tr>
<td>o Dance</td>
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<tr>
<td>o Orchestra</td>
<td></td>
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<td></td>
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<tr>
<td>o Theatre</td>
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<tr>
<td>• Social Studies</td>
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<tr>
<td>• World Language</td>
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<tr>
<td>o 4 levels of the same language</td>
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</tr>
<tr>
<td>o 2 levels of the same WL and 2 levels of a different WL</td>
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<td></td>
</tr>
<tr>
<td>Programs of Study</td>
<td>Animation</td>
<td></td>
<td>Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics</td>
<td>Four credits in AP/DC courses</td>
<td></td>
</tr>
<tr>
<td>o Art</td>
<td>Audio/Video Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Band</td>
<td>Culinary Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Choir</td>
<td>Debate</td>
<td></td>
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<tr>
<td>o Dance</td>
<td>Graphic Design</td>
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<tr>
<td>o Orchestra</td>
<td>Technology Applications</td>
<td></td>
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<tr>
<td>o Theatre</td>
<td>Video Game Design</td>
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</tr>
</tbody>
</table>

Programs of Study
- Education and Training
- JROTC
- Mathematics
- Robotics
- Rocketry
- Science
The charts below are a guide to help students in creating their four-year plan. Not all courses listed in the recommended sequence are required for an endorsement. Additional course substitution options for completing an endorsement are located in the Program of Study section of the catalog. Courses may be moved or skipped in the recommended sequence, but specific course prerequisites and grade level requirements must be met.

<table>
<thead>
<tr>
<th>ARTS AND HUMANITIES ENDORSEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program of Study</strong></td>
</tr>
<tr>
<td>Fine Arts – Band (4 credits)</td>
</tr>
<tr>
<td>Fine Arts – Choir (4 credits)</td>
</tr>
<tr>
<td>Fine Arts – Dance (4 credits)</td>
</tr>
<tr>
<td>Fine Arts – Orchestra (4 credits)</td>
</tr>
<tr>
<td>World Languages (4 credits same language)</td>
</tr>
<tr>
<td>World Languages (2 credits in same language and 2 additional credits in different language)</td>
</tr>
</tbody>
</table>
### Business and Industry

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>1st Course</th>
<th>2nd Course</th>
<th>3rd Course</th>
<th>4th Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation (4 credits)</td>
<td>Principles of Arts, Audio/Visual Technology, and Communication</td>
<td>Graphic Design and Illustration I</td>
<td>Animation I</td>
<td>Animation II</td>
</tr>
<tr>
<td>Audio/Video Productions (4 credits)</td>
<td>Principles of Arts, Audio/Visual Technology, and Communication</td>
<td>Graphic Design and Illustration I</td>
<td>Audio/Video Productions I (Muletube I)</td>
<td>Audio/Video Productions II (Muletube II)</td>
</tr>
<tr>
<td>Culinary Arts (4 credits)</td>
<td>Principles of Human Services</td>
<td>Lifetime Nutrition and Wellness (0.5) and Professional Communications (0.5)</td>
<td>Food Science</td>
<td>Culinary Arts (Date of offering TBD)</td>
</tr>
<tr>
<td>Debate (4 credits)</td>
<td>Debate I</td>
<td>Debate II</td>
<td>Debate III</td>
<td>1 English Elective: Creative Writing (0.5 – 1), Literary Magazine, Journalism, Yearbook, Newspaper, Visual Media Analysis and Production (0.5)</td>
</tr>
<tr>
<td>Graphic Design (4 credits)</td>
<td>Principles of Arts, Audio/Visual Technology, and Communication</td>
<td>Graphic Design and Illustration I</td>
<td>Graphic Design and Illustration II</td>
<td>Project-Based Research</td>
</tr>
<tr>
<td>Technology Applications (4 credits)</td>
<td>Choose 4 courses from the following: Digital Design and Media Production, Digital Video and Audio Design, Web Design, Independent Study in Evolving/Emerging Technologies I &amp; II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Game Design (4 credits)</td>
<td>Principles of Arts, Audio/Visual Technology, and Communication</td>
<td>Graphic Design and Illustration I</td>
<td>Animation I Video Game Design I</td>
<td>Video Game Design I or II</td>
</tr>
</tbody>
</table>

### Multidisciplinary Studies

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>1st Course</th>
<th>2nd Course</th>
<th>3rd Course</th>
<th>4th Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4x4 (4 credits)</td>
<td>4 credits in each of the four foundation subject areas to include: English IV Chemistry and/or Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| AP/DC (4 credits) | 4 credits in Advanced Placement/Dual Credit selected from four different areas listed below:  
- ELA: AP English III, English III DC, AP English IV, English IV DC  
- Mathematics: AP Calculus AB, AP Calculus BC or AP/DC Statistics  
- Science: AP Chemistry, AP/DC Biology, AP Physics C  
- SS: AP Human Geography, AP World History, AP US History, AP Government (0.5), AP Micro Economics (0.5), AP Macro Economics (0.5), AP Psychology (0.5), AP Comparative Government and Politics (0.5), AP European History  
- WL: AP Spanish IV, Spanish IV DC, AP Spanish V, AP French IV, AP Latin IV  
- FA: AP Music Theory, AP Art 2D Design Portfolio, AP Art Drawing, AP History of Art |
### Public Service

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>1st Course</th>
<th>2nd Course</th>
<th>3rd Course</th>
<th>4th Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 credits)</td>
<td>OR</td>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>Choose 2 of the following 3: Interpersonal</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Studies (0.5), Lifetime Nutrition &amp; Wellness</td>
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<td></td>
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<tr>
<td></td>
<td>(0.5), Professional Communications (0.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JROTC (4 credits)</td>
<td>JROTC I</td>
<td>JROTC II</td>
<td>JROTC III</td>
<td>JROTC IV</td>
</tr>
</tbody>
</table>

### STEM (Science, Technology, Engineering, and Mathematics)

<table>
<thead>
<tr>
<th>Programs of Study</th>
<th>1st Course</th>
<th>2nd Course</th>
<th>3rd Course</th>
<th>4th Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (5 credits)</td>
<td>Algebra II</td>
<td>Choose 2 from the following:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Algebra III, Pre-Calculus, Statistics, AP</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Statistics, AP Calculus, AP Statistics, AP</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Calculus (AB or BC)</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocketry (4 credits)</td>
<td>Concepts of Engineering and Technology</td>
<td>Principles of Manufacturing</td>
<td>Scientific Research and Design I</td>
<td>Scientific Research and Design II</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Science (5 credits)</td>
<td>Physics</td>
<td>Choose 2 from the following:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Astronomy, Environmental Systems, AP Biology,</td>
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<td></td>
<td></td>
<td>AP Chemistry, AP Physics C, Food Science,</td>
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<td></td>
<td>Forensic Science, Scientific Research</td>
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<td></td>
<td></td>
<td>and Design I, or Anatomy &amp; Physiology</td>
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</tr>
</tbody>
</table>
Grade Level Program vs. Pre-AP/AP Program

**What is the Grade Level Program?**
The Grade Level Program at Alamo Heights High School introduces college preparation in curriculum that exceeds the required Texas standards. With extensive teacher support and review to ensure course mastery, the Grade Level Program provides opportunities for students to develop academic and scholarly skills. Students are challenged to work collaboratively and independently toward their pursuit of personal growth and excellence. These courses instruct the knowledge and skills necessary for success in entry-level college and university courses, as well as career readiness.

**What is the Pre-AP/AP Program?**
The Pre-AP/AP Program allows students to participate in both college preparatory and college level courses while still in high school. Pre-AP/AP courses simulate the college environment, training students for the college setting. An Advanced Placement (AP) course is, by design, a college level course taught in the high school setting. AP courses may be offered in any subject area in which the College Board offers a testing program. In general, AP courses are more specialized and go into greater depth than Grade Level courses in the same subject area and are designed for those high school students capable of doing college level work in particular subjects. Students can demonstrate mastery of these college level courses by taking AP exams in May of each school year. With successful completion of AP exams (earning a score of 3, 4, or 5), students can earn college credit with many colleges and universities, saving both time and money. Pre-AP courses introduce concepts and prepare students for the challenging curricula of AP courses. Because the AP curriculum is standardized across the nation, and the depth and breadth of these challenging courses are uniformly recognized, colleges and universities look favorably on students who have completed this course work.

**What are the differences between the Grade Level Program and the Pre-AP/AP Program?**

**Grade Level High School Course**
- **Pace/Assessment** – Course objectives are covered at a moderate pace. Unit tests are given approximately every 2-3 weeks. Daily grades are taken more regularly. In order to reinforce material instructed in class, a student is assigned, on average, up to 110-120 minutes of homework weekly.
- **Student Characteristics** – Student is on grade level and shows average interest in the subject. Student is expected to develop good time management and organizational skills.
- **Depth** – Course objectives are aligned with TEKS and are expanded with AHISD expectations.
- **Expectations** – Student should attend class daily; make good use of time, and complete assignments and homework.

**Pre-AP & AP High School Course**
- **Pace/Assessment** – Course objectives are covered at an accelerated pace. Unit tests, given approximately every 2-3 weeks, are longer in length and are designed to emphasize a high level of critical thinking. Because of the depth and complexity of Pre-AP/AP classes, the workload is more challenging; a student can expect up to 180-240 minutes of homework per week.
- **Student Characteristics** – Student is above grade level and shows considerable interest in the subject. Student should be self-directed, self-motivated, and accomplished in time management and organizational skills.
- **Depth** – Course objectives are aligned with TEKS and extended in depth and content with AHISD and AP College Board expectations.
- **Expectations** – Students should attend class daily, complete all assignments on time, and devote significant time outside of class for research, projects, extended writing and reading assignments.
Who can enroll in a Pre-AP/AP course?

Any student can enroll in a Pre-AP or AP course. In determining a proper choice of level, students should consider their grades and interest in prior courses. Teachers and counselors can help students make informed decisions on the appropriate level of course. Students are cautioned to choose their classes carefully and to pay attention to their overall class load and extra-curricular load.
Career and Technology Education

Career and technology courses are designed to provide students with opportunities for career investigation and skill acquisition. In addition to acquiring a marketable skill, students gain a more realistic and relevant approach to learning. The work program enables students to immediately apply and reinforce skills learned in the classroom to their related job areas. Courses in this section will be sorted by cluster.

[Link to the AHISD CTE Non-Discrimination Statement]

General CTE Courses

Career Preparation 1(1781), 2(1783)
1 Hour Lab (1789), 2 Hour Labs (1787), 3 Hour Labs (1785)
Credit: 1-3
Prerequisite: Must be at least 16. Parental, Counselor, and Teacher consent

This course is a work training program in which the student attends school for three or four classroom periods and then goes to a work training station for three or more hours a day. (The classroom portion will be related to all careers and teach general and specific knowledge through a variety of materials available.) This course will offer students a variety of careers, because the training is not limited to one specific career field. The student will select the career he or she would like to follow. This course will try to place the student in a work related area and offer extensive research in that cluster. Students work 15-25 hours weekly in the afternoon in a business related to the classroom phase. Students must be 16 years of age and maintain a good attendance record. Students are expected to enroll for a minimum of two consecutive semesters.

Project Based Research (1711)
Credit: 1
Grade Placement: 11-12

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Agriculture, Food, and Natural Resources Cluster

Small Animal Management (1760, 1761)
Credit: 0.5

Small Animal Management will give you real world skills in caring for small critters. It is a semester course in which you will be learning how to properly create appropriate habitats, maintain healthy diets, and learn the biology of tiny animals. In this course, information is mastered through hands on experience in caring for a range of various small animals. Suggested small animals for this course of study include, but are not limited to, small mammals, amphibians, reptiles, and birds. You will learn about career opportunities, entry requirements, and industry expectations in veterinary medicine, animal care, and animal habitats.
Arts, Audio/Video Technology, and Communications Cluster

**Professional Communications (1679)**
Credit: 0.5

Students in this required speech course will identify and develop effective communication skills needed for social and professional success in intrapersonal, interpersonal, group, and personal and professional presentations. Critical thinking and problem-solving as well as organization and delivery are emphasized in all assignments. Oral presentations and performance receive the primary emphasis in this class.

**Professional Communications ALT (9914)**
Credit: 0.5
Grade Placement: Enrollment is determined by ARD Committee

This course places an emphasis on maintaining functional communication skills within the community, school, a home or group-home setting, or on-the-job.

**Principles of Arts, Audio/Video, Technology & Communications (1727)**
Credit: 1

This course will introduce students to careers in the Arts, Audio/Video Technology and Communications career cluster. Students will develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills and educational requirements for those careers. Students will explore a wide variety of topics. Careers, history, ethics and safety in Arts, Audio/Video Technology and Communications are discussed and through projects and group work students will develop a creative aptitude, a strong background in computer and technology applications, a strong academic foundation and a proficiency in oral and written communication.

**Graphic Design and Illustration 1 (1731)**
Credit: 1

Graphic design and illustration are the building blocks of exciting and informative multimedia documents, presentations and publications. We use graphics and illustrations in web pages, cartoons, charts, maps, and yes, even textbooks. They’re all around us in print, web pages and electronic files. In order to be successful you need to understand the principles and fundamentals of visual art and design. This course is an introduction to skills required for a career in graphic design and illustration. You will develop knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications careers. You will also develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Graphic Design & Illustration 2 (17312)**
Credit: 1
Prerequisite: Graphic Design & Illustration 1

Graphic Design and Illustration 2 allows students to develop an advanced understanding of graphic design and illustration. The design process will be explored further, and students will be given more challenging graphic tasks and assignments. Students will complete a variety of projects that may be used in their portfolios.
Animation 1 (1729)
Credit: 1

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. This course is for the creative student wanting to explore computer animation. Animation is a growing art form providing a need in multiple careers such as entertainment, advertising commercials, medical and legal fields, and other areas wanting a strong visual impact. Design principles of animation will be used for creating storyboards to develop characters and story lines. Sound will be imported into animations. Multiple file formats and forms of animation will be discussed and explored.

Animation 2 (17292)
Credit: 1
Prerequisite: Animation 1

Animation 2 allows students to apply their knowledge form Animation 1 to complete fully developed projects that may be used in their portfolios. All students will have the opportunity to further their progression by learning lip sync, advanced walk/run/jump cycles, special effects (smoke, fire, fog), and other advanced animation techniques. Students are expected to create animated shorts that can be used by the community and entered into animation/film festivals.

Video Game Design 1 (1715)
Credit: 1

This course is designed to introduce students to the technological and creative aspects of video game design, including the history of gaming. Students will have the opportunity to learn all facets of the creative, business, and technological components required to launch a new video game. Students will develop mastery in the skills of art, science, and technology needed to design video games. In the end, students will be technically proficient and will demonstrate learning by constructing an original game.

Video Game Design 2 (17152)
Credit: 1
Prerequisite: Video Game Design 1

Students will dive into the inner working of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

Muletube (Audio Video Productions) 1(17133), 2 (17135)
Credit: 1
Grade placement: 11-12 * By application and teacher permission only

Muletube is a video broadcasting class where the students will learn the basics of television broadcasting. Members of the crew will create and produce the live daily announcements that are broadcast to the campus. This includes building the script, creating graphics, operating the broadcasting system and running the soundboard. The perfect candidate is organized, energetic, upbeat and possesses the ability to work well with others. Students will learn to organize information and manage themselves and their time wisely. The ability to write and read well is a must and students will also anchor the show once a week so should be comfortable speaking in front of the
camera. Entry into this course is by application only and only a limited number of students can enroll in this course.

**Business Management and Administration Cluster**

*Business English (1794)*  
*New Course 2019-2020*  
Credit: 1  
Prerequisite: English III

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and then apply them to the business environment. Student are expected to plan, draft, and complete written compositions on a regular basis.

*B#usiness Information Management I (1788)*  
Credit: 1.0  
*New Course 2019-2020*

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Students have the potential to earn industry certifications.

**Education and Training Cluster**

*Instructional Practices in Education & Training 1(1739), 2(1741)*  
Credit: 1  
Grade Placement: 11-12  
Prerequisite: Interpersonal Studies and/or Child Development and teacher consent

An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Requires students to participate in field experiences with children in their classroom from Pre-K to high school, in a variety of settings with varied and diverse populations.
Health Science Cluster

Anatomy and Physiology (1353)
Credit: 1  
Grade Placement: 11-12  
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)  
Prerequisite – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from a biological science (Biology)

This course provides an in-depth study of the human body and may provide an introductory background for those students who wish to pursue a career in a medical or health-related field as well as those intellectually curious about the human body. The course will study the form (structure) and function of body parts (cells, tissues, and organs), complexity of homeostatic mechanisms and the application to one’s personal health. A scaled human model of the human body will be created using clay and a skeletal mannequin as a fixed starting point, this is a course requirement and will not be substituted by computer simulations. Computer simulations will be utilized, however, to manipulate physiological scenarios. Video of human dissection will also be used.

Hospitality and Tourism Cluster

Introduction to Culinary Arts (1736)
Credit: 1  
Student Participation Fee: $40 (Scholarships are available for those who qualify)

Introduction to Culinary Arts is the first of a sequential pathway that provides students with a firm foundation in basic food preparation. Industry safety and sanitation standards are stressed with all food labs. Students will be exposed to the latest in food industry technology. This class is lab based however it does include demonstrations, field trips, and speakers. This course is designed to be interactive, student centered, collaborative, cooperative, and relevant.

*Culinary Arts (1750)
Credit: 2  
*New Course 2019-2020  
Student Participation Fee: $40 (Scholarships are available for those who qualify)  
Prerequisite: Introduction to Culinary Arts  
This is a 2 period block course

Culinary Arts will expand on the concepts learned in Introduction to Culinary Arts as well as introduce new topics and time for independent studies. Students will be trained for career opportunities in the food service, culinary arts, and hospitality industry. Students will have the opportunity to learn and practice safety and sanitation procedures, and use and maintain commercial food service equipment. They will perform food preparation techniques as it relates to catering, bakery, restaurant, hospitality, and other food service operations.
Food Science (1393)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of science

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students will analyze the role of acids and bases in the food sciences, study the chemical properties of foods, analyze emulsions, study fermentation of foods, study leavening agents, and study the purposes of food additives. Students will study the physiology of digestion and metabolism. Students will explain how food provides energy and describe the basic nutrients and their specific properties as related to food science. Students will review the responsibilities of the USDA and learn about their packaging guidelines.

Human Services Cluster

Principles of Human Services (1733)
Credit: 1

This course will enable students to demonstrate personal characteristics for success in high-skill and high-demand careers including counseling and mental health, early childhood development, and family and community. Students will establish measurable goals for personal and professional life, analyze the significance of grooming and appearance in personal and professional settings, practice leadership skills, apply the decision-making process in planning the allocation and use of finances, analyze consumer buying techniques, and explain the impact of nutrition on development, wellness, and productivity over the life span.

*Dollars and Sense (1795)
Credit: 0.5
*New Course 2019-2020
Grade Placement: 11, 12

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers. This course explores managing life independently. Areas of study include apartments and housing, healthy living practices, and careers. A focus on money management and consumer practices and responsibilities will prevail throughout the course.

Lifetime Nutrition and Wellness (1734)
Credit: 0.5
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Recommended Prerequisite: Principles of Human Services
Grade Placement: 10-12

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human service, and health sciences.
Interpersonal Studies (1737)
Credit: 0.5
Recommended Prerequisite: Principles of Human Services
Grade Placement: 10-12

Interpersonal Studies 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.

Child Development (1738)
Credit: 1
Grade Placement: 10-12

Child Development provides information relating to the development and care of children. It begins with the impact of parenting on the individual(s). Pregnancy, labor and delivery, and care of a newborn are discussed. The causes and prevention of child abuse are addressed. In-class lab situations give students opportunities to teach young children.

Information Technology Cluster

Computer Programming Pre-AP (1705)
Credit: 1

The Pre-AP Computer Science course is an introductory course. A large part of the course is built around the development of computer programs that correctly solve a given problem. Computer science includes the development and analysis of algorithms and the development and use of fundamental data structures. In addition, this course will implement a Robotics element using the Lego Mindstorms Education Kit. This Robotics Kit will help introduce and reinforce many of the Java concepts. The construction and programming of these robots will help students make visual connections to the Java Language in a fun environment.

Advanced Computer Programming Pre-AP (1707)
Credit: 1
Prerequisite: Computer Programming Pre-AP

Reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts, which are useful in preparation for the Computer Science Advanced Placement (AP) tests. This course continues to use the Lego Mindstorms Education Kit. Students will further their Robotics building skills, programming skills, and have the opportunity to participate in robotics competitions locally and statewide.

*Principles of Cyber Security (1732)
Credit: 1
*New Course 2019-2020

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and
develop and implement security policies to mitigate those risks. Students will examine trends in cyberattacks, common vulnerabilities, and the emergence of cyber terrorism.

**Law, Public Safety, Corrections and Security Cluster**

**Forensic Science (1391)**

Credit: 1  
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)  
Prerequisite – Two units of credit, Chemistry and Biology

Forensic Science focuses on concepts of evidence as it pertains to law in solving crimes. This is a laboratory course that explores crime scene investigations and forensic science methods including evidence gathering and analyses of fingerprints, drugs, fires, hair, fiber, biological evidence, ballistics, identification of skeletal remains, entomological clues, and examination of documents, soil, glass, and water.

**Manufacturing Cluster**

**Principles of Manufacturing (1395)**

Credit: 1  
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)  
Grade Placement: 10

This course is the second in the STEM series that build the skill set required to design and manufacture the high altitude rocket. This is a sophomore level course and is not a prerequisite for Rocket I and II but it is recommended. Students taking this course will gain the ability to design using AutoCAD (Computer Aided Design), read and create technical drawings, read and create schematics and manufacture and test the components they designed. Students will gain skills in using and operating various shop tools including machining and learning about welding in order to complete a final course project.

**Marketing Cluster**

**Heights Business Incubator (1790)**

Credit: 1  
Upon completion of semester 2, students will also receive credit for Professional Communications (½ unit)  
Grade Placement: 11-12 (juniors have priority)

This full year course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product and/or service. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn about marketing, accounting, human resources, how to run experiments on their Business Model Canvas, customer segmentation, pricing, web development, as well as the legal aspects of starting a business. They will have access to a network of professionals to further develop their skills (teamwork, problem solving, presentation, communication) for college and career readiness. First semester concludes with students conducting a Minimum Viable Product (MVP) presentation to secure funding to test their product. Second semester will focus on the development of their business idea in order to gear up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors to pitch their product/service idea with the possibility of being awarded funding that will help turn their business plans into reality.
**Heights Business Accelerator (1791)**
Credit: 1
*New Course 2019-2020
Grade Placement: 12th grade
Prerequisite: Heights Business Incubator and Teacher Approval

This full year course is designed as a second year program for teams that have completed the Heights Business Incubator Year 1, have received funding for their idea, and are ready to begin launching a business. The Accelerator course fosters startup development to transition the business founded in the Incubator program into a sustainable, functioning business. This includes growing customer pipeline and processing, submitting legal documents to become a recognized entity at the state and federal level, creating contracts or terms and agreements for customers, developing the typical operating systems for the business, and continuing to build, test, and iterate the product or service. Student leave the course having gained traction in the marketplace to successfully launch their company.

**Science, Technology, Engineering, and Mathematics Cluster (STEM)**

**Robotics and Automation 1(1709), 2(1710)**
Credit: 1

This course will provide opportunities for students to design, construct, and program their own robotic vehicle, thereby enhancing both mechanical engineering principles and computer programming skills at the same time. Students will work collaboratively on many engineering challenges throughout the year, which will enhance their logical problem solving abilities, and collaborative learning. Another class goal the students will share is working together for competition in venues such as TCEA Robotics competitions and First Tech Challenge (www.USFirst.org). Students will build on their Java programming language by learning how to program in Robot C. We will use curriculum designed and supported by Carnegie Mellon.

**Concepts of Engineering and Technology (1397)**
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)

This course is designed to promote a student’s understanding of innovation, the research and development industry, and work/life skills such as problem-solving, design, development, testing and analysis, leadership, and teamwork, to mention a few. There are 15 modules that provide important information to the student through teacher-user-friendly projects and PowerPoints. The majority of the modules contain hands-on projects within the inquisitive learning curriculum to support real-world discovery of real-world solutions to real-world problems. Students must achieve a passing grade in this class in order to proceed to Principles of Manufacturing.

**Scientific Research & Design 1 (1385)**
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)

This is a program designed to assist students in scientific research and real-world design. Students will experience design and development instruction through the development of a series of four generations of working rockets with each becoming more complex culminating in a rocket capable of exceeding the speed of sound. This physics
based course will rely heavily on the student’s ability to apply the scientific method in the development of the rockets. Students are expected to participate in field trips in which the rockets are launched.

**Scientific Research & Design 2 (1387)**
Credit: 1  
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)  
Grade Placement: 12

This is a continuation of Scientific Research and Design I. The above information applies here and additionally, the student is expected to take a lead role in the design and development of the class rocket, a vehicle capable of reaching an altitude of 100,000 feet, which is launched at the end of the year at WSMR. Students must be prepared to give a significant amount of time out classroom time. This class is considered a high level course for a future college engineering student.

**Technology Applications**

**Digital Design and Media Production (1703)**
Credit: 1

This course allows students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will be introduced to basic graphic design, digital image manipulation, digital design production, basic animation, web design, video editing, and sound editing. Students will also learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

**Digital Video and Audio Design (1713)**
Credit: 1

This course introduces the essential elements of the video production process, its production tools and their use, and its aesthetic factors. It encompasses the full range of today’s electronically delivered moving images. Video Production includes the production processes, how to generate ideas; and deals with the tools necessary to create effective video images and sound. The course concentrates on video recording and editing devices, processes, and involves the studio and field production environments.

**Web Design (1721)**
Credit: 1

Students enrolled in this class will be involved in a comprehensive study of web publishing strategies, computer ethics, communication, and information acquisition. The students will be expected to synthesize and publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video. The course will also require the students to synthesize and generate new information from data gathered from electronic and telecommunications resources, and demonstrate the use of WWW pages, collaborative software, and productivity tools to create new products.

**Independent Study in Technology Application 1 (1717), 2 (1719)**
Credit: 1  
Grade Placement: 11-12
The prerequisite for this course is completion of a high school technology applications course as identified in this subchapter and permission of the instructor/mentor for Independent Study in Technology Applications.

### Dual Language/Spanish Immersion Courses

**Professional Communications (Dual Language/Spanish Immersion) (1679SPA)**

Credit: 0.5

This new fundamental course option will support students in developing public speaking skills as well as Spanish literacy skills. All high school students are required to complete 0.5 credits of professional communication for graduation. The professional communication TEKS will serve as the foundation for this new course, and the scope and sequence will mirror that of the English sections of this same course.

**Health (Dual Language/Spanish Immersion) (1911SPA)**

Credit: 0.5

This new fundamental course option will support students in developing mastery of health as well as Spanish literacy skills. All high school students are required to complete 0.5 credits of Health for graduation. The health TEKS will serve as the foundation for this new course, and the scope and sequence will mirror that of the English sections of this same course.

The following courses are DL/SI courses and are described in the World Languages Section of this Academic Planning Guide:

- Spanish III Pre-AP Immersion (9th grade Spanish Immersion) (1533IM)
- Spanish VI Immersion (12th grade Spanish Immersion) (1549IM)
- AP Spanish Language and Culture (1543)
- AP Spanish Literature and Culture (1545)
- Spanish through Film and Media (Seminar in Language Other Than English) (1535)
- Spanish in the Workplace (Seminar in Language Other Than English) (1536)
English Language Arts

English I
Grade Level (1111)
Pre-AP (1113)
Credit: 1
Grade Placement: 9

English I is a skills-based course of study focusing on literary elements and techniques in diverse genres. Writing grows out of reading with attention to expository, analytical, and creative writing. Working individually, in small groups, and as a class, students will develop higher-order responses to literary and non-fiction works.

English II
Grade Level (1121)
Pre-AP (1123)
Credit: 1
Grade Placement: 10

English II continues the development of reading, writing, and critical thinking skills in addition to building vocabulary and grammar capabilities. Writing instruction emphasizes students’ ability to write with style and sophistication. Genre studies include short stories, poetry, drama, the novel, and nonfiction. English II emphasizes oral communication skills, listening skills, and cooperative work. The composition of a well-developed and thoroughly investigated research paper is a required component of the English II curriculum.

English III
Grade Level (1131)
Credit: 1
Grade Placement: 11

English III focuses on the works of American authors from the Colonial Period to modern day, including nonfiction, short stories, novels, plays, and poems. A review of grammar and usage centers on correcting weaknesses found in students’ writing. The course continues to emphasize vocabulary development and grammar skills. Coherent, clear, and effective communication is developed through a variety of writing, speaking, and listening experiences, including the College & Career project, a major research assignment.

English III AP English Language and Composition (1133)
Credit: 1
Grade Placement: 11
Prerequisite: Successful completion of English I Pre-AP and English II AP are strongly recommended.

Per the AP Language & Composition Course Description: The AP Program offers two courses in English studies, each designed to provide high school students the opportunity to engage in a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing.

AP provides willing and academically prepared students with the opportunity to sit for the AP Language & Composition Exam, where they may earn college credit based on scores.
English III/IV Dual Credit Freshman Composition I and II (English 1301 and 1302)
(1135DC/1145DC)
Credit: 1
Prerequisite: Acceptance by SPC
The courses meet on MWF only. TR are office hours and tutoring.

English 1301/1302 (3 credit hours each) are offered in conjunction with St. Philip’s College. English 1301 (fall semester) centers the study and practice of the writing process, with a focus on rhetoric, argument, and critical thinking. English 1302 (spring semester) focuses on literary analysis and critical interpretation of prose, poetry, and drama. Students must earn a “C” (70) or higher in 1301 in order to take 1302.

English IV
Grade Level (1141)
Credit: 1
Grade Placement: 12

English IV surveys the major authors, periods, forms, and works of British literature. A study of selected examples of world literature is also conducted. Students analyze the major features of literary works, including character, plot, setting, theme, point of view, imagery, style, and tone. Students write in a variety of modes, including literary analysis. Students conduct a formal research project.

English IV AP English Literature & Composition (1143)
Credit: 1
Grade Placement: 12
Prerequisite: Successful completion of English II Pre-AP and English III AP are strongly recommended.

English IV AP, as the College Board course description says, “engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure.” Students in this college-level course closely analyze the features of literary works, particularly novels, drama, and poetry. The course introduces students to the attitudes and styles of the major periods of British literature. Students write in a variety of modes, with emphasis on evidence-centered analysis of literature. Students write a formal research paper. The course prepares students for the AP Literature & Composition Exam.

English IV Dual Credit British Literature I and II (English 2322 and 2323)
(1145DC)
Credit: 1
Prerequisite: “C” (70) or higher in English 1301 and 1302
The courses meet on MWF only. TR are office hours and tutoring.

English 2322/2323 (3 credit hours each) are offered in conjunction with St. Philip’s College. English 2322 (fall semester) surveys the development of British literature from the Anglo-Saxon period to Eighteenth Century. English 2323 continues the survey from the Romantic period to the present.
English Mod 1(1011), 2 (1021), 3 (1031), 4 (1041)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on basic English skills in which a student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in grade level TEKS. Emphasis is placed on concepts and skills in reading, writing, language, and literature.

English Alt 1(9011), 2(9021), 3(9031), 4(9041)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on basic functional listening, speaking, reading, and writing skills to be used in settings such as the community, a home/group setting, or on the job placement. The student will demonstrate an ability to understand a variety of written texts across reading and writing genres. In addition, the student will demonstrate an ability to compose a variety of written texts with a clear, central idea and demonstrate a sufficient development and effective use of language and conventions.

English for Speakers of Other Languages 1(1151), 2(1153)
Credit: 1

ESL classes are offered to those students for whom English is not their first language. 

ESOL I (English for Speakers of Other Languages) is for 9th graders who qualify as a student of limited English proficiency, as determined by the Woodcock Munoz test.

ESOL II is for 10th graders who qualify as a student of limited English proficiency, as determined by the Woodcock Munoz test.

College Preparatory Course: English (1139)
Credit: 1

In this college-preparatory course students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions. This course is designed for students who are not yet college-ready (as indicated by EOC, PSAT, etc.) by the spring semester of their 11th grade.

Debate 1 (1669)
Credit: 1
Prerequisite: Good Academic Standing

The purpose of this course is to introduce students to the logical argument utilized in policy-making and value-based debate. This course is a researched-based course that requires written and oral communication on a weekly basis. Extracurricular involvement in debate-related activities and tournaments is a requirement of this course. This course requires weekend participation.
Debate 2 (1671)
Credit: 1
Prerequisite: Teacher recommendation and completion of Debate 1 with an 85 or better
Upon completion of semester 2, students will also receive credit for Professional Communications (½ unit)

The purpose of this course is to further develop the skills introduced in Debate 1. Advanced debate theory and practice will be introduced. This course is an advanced researched-based course that requires written and oral communication on a weekly basis. Extracurricular involvement in debate-related activities and tournaments is a requirement of this course. This course requires weekend participation.

Debate 3 (1673), 4 (1674)
Credit: 1
Prerequisite: Teacher recommendation, completion of Debate 2 or 3, and having taken part in a competition
Upon completion of semester 2, students will also receive credit for Professional Communications (½ unit)

The purpose of this course is to practice and refine advanced debate theory. This course is an advanced researched-based course that requires written and oral communication on a weekly basis. Extracurricular involvement in debate-related activities and tournaments is a requirement of this course. This course requires weekend participation.

Creative/Imaginative Writing (1177), (1st semester only 11771)
Credit: 0.5-1
Grade Placement: 10-12

This course provides students the opportunity to experiment with various techniques and forms and to develop their voice as writers by creating original narratives, poetry, and scripts. Instruction focuses on strategies to improve the writer’s use of language, structure, point of view, imagery, and other elements of effective writing. Students will read works by professional writers to serve as models for their own writing. Students will frequently share their work and critique others’ work in a workshop setting. Publication and/or public readings are encouraged.

Literary Magazine 1 (1188)
Credit: 0.5 – 1
Grade Placement: 11-12
Prerequisite: Permission of instructor required and completion of 1 year of Creative Writing (1177).

Students enrolled in this class, after meeting prerequisites, form the assistants to the production staff for the high school literary magazine, The Jabberwocky. Activities assigned to class members include assisting in the creation of a book concept, organizing submissions, editing, and designing pages. Students learn basic computer design for publishing, as well as the business side of publication including fundraising and marketing of the magazine.
Literary Magazine 2(1190)
Credit: 0.5 – 1  
Grade Placement: 12  
Prerequisite: Permission of instructor required and completion of 1 year of Literary Magazine 1.

Students enrolled in this class, after meeting prerequisites, form the production staff for the high school literary magazine, The Jabberwocky. Activities assigned to class members include creating a book concept, organizing submissions, editing, and designing pages, and training the students enrolled in Literary Magazine 1. Students improve their computer design for publishing skills, and continue to work on the business side of publication, including fundraising and marketing of the magazine.

Independent Study in Creative Writing 1(1179)
Credit: 0.5 – 1  
Grade Placement: 11-12  
Prerequisite: Permission of instructor required and completion of 1 year of Creative Writing (1177).

This course provides students the opportunity to continue experimenting with various techniques and forms and to develop their voice as writers by creating original creative works. Students are required to create a semester-long written project. Students will read works by professional writers to serve as models for their own writing. Students will frequently share their work and critique others’ work in a workshop setting. Publication and/or public readings are required.

Independent Study in Creative Writing 2 (1180)
Credit: 0.5 - 1  
Grade Placement: 12  
Prerequisite: Permission of instructor required, completion of 1 year of Creative Writing (1177), and Independent Study in Creative Writing 1 (1179).

This course provides students with further opportunity to continue experimenting with various techniques and forms and to develop their voice as writers by creating original creative works. Students are required to create a semester-long written project. Students will read works by professional writers to serve as models for their own writing. Students will frequently share their work and critique others’ work in a workshop setting. Publication and/or public readings are required.

Analysis of Visual Media (1178) (Spring)
Credit: 0.5  
Grade Placement: 11-12

This course emphasizes film as literature with a focus on film history and genres. Using film as text, students explore the relationships in visual media among concept, theme, structure, and technique. Focusing on film as an intellectual and visual puzzle, students are encouraged to develop analytical skills and refine critical standards. Students can expect required readings, writing assignments, discussions, and student projects.

Reading 1(1191), 2(1193), 3(1195)
Credit: 1  
Prerequisite: Testing and English teacher recommendation

This course is designed for the student who is reading at least two years below grade level and would like to improve his/her reading skills. Reading strategies taught include comprehension improvement and vocabulary development. The focus of this course is on reading for information.
Reading Mod 1 (1091), 2 (1093)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on basic reading skills in which a student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in grade level TEKS.

Journalism (1161)
Credit: 1
Grade Placement: 10-12
Prerequisite: Journalism is a prerequisite for publication staffs

Students focus on journalism publication skills – news, features, editorials, and headline writing in Journalism I. Students also learn sports, and column writing. Other units include History of Communication and Legal and Ethical Issues. Students learn a variety of publication methods including newspaper and yearbook publications and will also design practice publications. Students will also learn about digital photography. Cameras do not have to be purchased to be in the class.

Journalism NWP 1(1163), NWP 2(1173), NWP 3(1183) (Newspaper)
Credit: 1
Grade Placement: 11-12
Prerequisite: Sponsor approval & Journalism I

These lab courses offer an advanced study of news media and apply writing and production techniques to create the school newspaper. Students serve as reporters, editors in chief, or section editors on The Hoof Print.

Journalism YB 1(1165), YB 2(1175) (Yearbook)
Credit: 1
Grade Placement: 11-12
Prerequisite: Sponsor approval and Journalism (1161)

This course forms the production staff for The Olmos. Students new to the staff learn the process of creating a yearbook. Students write, edit, and proofread copy; create graphics; layout and design pages; and may also act as a reporter/photographer for the staff. Students work under deadlines and with budget limitations.

Journalism YB 3(1185) (Yearbook)
Credit: 1
Grade Placement: 11-12
Prerequisite: Sponsor approval and Journalism (1161)

Advanced students may be asked to act as editors, staff leaders, and reporter/photographers. Students guide beginning staff members in the production of The Olmos. Advanced students create the theme, “look” of the book, and plan pages; write, edit, and proofread copy; create graphics; layout and design pages; act as reporters/photographers; and work under strict deadlines and budget limitations.
Humanities: Exploring Life’s Big Questions (1181)

Credit: 1
Grade Placement: 11-12
Can be repeated for credit

This course is a year-long course of study in which high school students thoughtfully and seriously explore life’s big questions and have the freedom to investigate what it means to be human in our contemporary culture. The curriculum will be co-created with students based on interest. Guidance on essential questions and readings to explore and study will come from the teacher. Students will read widely and respond to readings through discussions, projects, written expression, and student-chosen creative/multimedia arts all in an effort to reach an understanding, appreciation, and enjoyment of the critical questions of our time.
Courses are offered in music, art, theater arts, speech, and dance. A four-year program in the arts is available; however, a student may enter Art 1, Theatre Arts 1, Dance 1, or Choral Music 1 at any grade level.

**Color Guard 9th (1601), 10th (1603), 11th (1605), 12th (1607)**

Credit: 1  
Prerequisite: By audition with teacher approval; may be repeated for credit each year

Students in the color guard will perform with the marching band. Individual members will use a variety of auxiliary equipment and dance to visually enhance the marching band. The Color Guard performs in conjunction with the marching band in the fall. In the spring semester, the Color Guard continues performance through the Winter Guard program. The PE substitution course for Color Guard is course 16011 (PE Substitution – Marching Band). Each member of the Color Guard should consult his/her counselor to determine if PE credit should be sought.

**Band 9th (1601), 10th (1603), 11th (1605), 12th (1607)**

Credit: 1  
Prerequisite: By audition with teacher approval; may be repeated for credit each year

Students taking this course are provided with a balanced, comprehensive study of music through concert band, marching band and small ensembles. Instruction is designed to allow students to develop skills through four basic strands: perception, creative expression, historical and cultural heritage, and critical evaluation. In band, students develop their intellect and refine their emotions, while understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other areas.

During the fall, the concert bands combine to form the Marching Band. All band students are required to participate in Marching Band and attend all marching rehearsals. Marching Band begins in the first week of August and continues until the conclusion of football season. During the school year, Marching Band rehearses on Monday & Tuesday evenings and two mornings each week. At the conclusion of the Marching Band season, students will attend weekly sectionals and other rehearsals as needed. All Marching Band and Concert Band performances are required. The PE substitution course for Marching Band is course 16011 (PE Substitution – Marching Band). Each member of the Band should consult his/her counselor to determine if PE credit should be sought.

Students will be placed in a concert band for daily instruction. Instrumentation need and the student’s skill level will be assessed in order to determine the appropriate concert band.

**Orchestra 9th (1611), 10th (1613), 11th (1615), 12th (1617)**

Credit: 1  
Prerequisite: By audition with teacher approval; may be repeated for credit each year

The strings program is designed to develop students who are currently enrolled in Strings class to their full potential as ensemble players. The strings experience includes a thorough training of the basic skills needed for successful performance. This program offers a broad range of performance outlets including small ensembles, string orchestra, full orchestra for certain occasions, and pit orchestra, and covers literature of all musical periods, styles, and national origins.

Students will be placed into appropriate sections for daily instruction based on instrumentation needs and skill level of the student.
Choir 9th (1621), 10th (1623), 11th (1625), 12th (1627)
Credit: 1
Prerequisite: By audition with teacher approval; may be repeated for credit each year.

The choral program at AHHS centers itself around opportunities for personal and group advancement and growth by improving the overall musicianship of each singer. Techniques of individual and ensemble singing will be taught as well as basic music theory, sight reading, vocal pedagogy and music history. Students are encouraged to participate in TMEA honor choir auditions as well as UIL Solo and Ensemble competitions. In addition, all choirs participate in seasonal concerts and community performances. Musical theatre opportunities are offered every other year and private voice lessons are available.

Students will be placed into one of three choirs for daily instruction based upon skill level and available space in each ensemble. There are no prerequisites for any of these choirs. All are welcome to join and the course may be repeated for credit each year.

AP Music Theory (1629)
Credit: 1
Grade Placement: 11-12
Prerequisite: Two credits of Music, Level 1, and Music, Level 2 in the corresponding discipline, i.e., Band 1, Band 2, Choir 1, Choir 2, Orchestra 1, Orchestra 2

This rigorous academically challenging course will prepare the student to take the end of year AP Music Theory exam. Students will use aural skills, sight-reading skills, written skills, compositional skills and analytical skills to develop their understanding of theory. They will learn to master pitches, intervals, scales and keys, chords, metric organization and rhythmic patterns. Students will learn to read and write musical notation. This course will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Melodic and harmonic dictation will be taught as well. It is important for students to know that this is a very difficult, academic type class. Some previous experience in music, either through piano, band, choir, orchestra or guitar is very helpful but the course can be taken as well by garage band members or those wanting to expand their music knowledge.

Piano 1, 2, 3, 4 (1608)
Credit: 1

The Piano Program is designed to help students develop individual piano skills and to grow in technical ability, musicianship, artistry, and performance competency. No prerequisite or prior experience is necessary. Students will be assessed and placed in the appropriate level of Beginner, Intermediate, or Advanced Studies. Piano Classes offer an encouraging environment in which to experiment musically and to grow in ability and confidence through playing piano with each other and for each other. Students will participate in a Recital near the end of each semester. Students are encouraged to participate in UIL Solo and Ensemble Contest. Access to a piano or keyboard at home is advantageous but not required.

The course may be repeated for credit each year.
Classical Guitar (Music I Instrumental Ensemble) (1609)
Credit: 1

This classical guitar class is designed to teach the student the basic skills needed to play melodies and chords along with learning to read music notation and basic music theory concepts. Like any musical instrument, the guitar has a right and wrong way to hold and play it. Correct posture and hand placement is emphasized from the beginning. By the end of the year, students will be able to play complete songs. The songs will include bass and melody and possibly a simple chord accompaniment that the student will play all at the same time. Students will also learn how to play as a group in ensemble concerts throughout the year. There will be opportunities for solos throughout the year as well as an option to perform at the UIL Solo and Ensemble Competition. Students may also have group performances outside of school. A willingness and desire to learn the guitar the correct way is a must for anyone to succeed in this course. Students must play on a classical guitar and NOT an acoustic guitar. Some school owned instruments will be available for use but students are encouraged to bring their own personal classical guitar. Students may be placed in one of two levels, beginner/intermediate or intermediate/advanced once they sign up for the class based upon their skills and ability.

Dance 9th (1691), 10th (1693), 11th (1695), 12th (1697)
Credit: 1

The dance curriculum emphasizes creative expression through movement and explores basic dance concepts in a variety of dance forms, i.e., ballet, modern, jazz, and hip hop. Increasing appreciation of dance, as an artistic discipline and developing self-confidence through rehearsal and performance are significant goals toward which the program is directed.

Cheerleading/Dance – 9th (1907), 10th (1909), 11th (1977), 12th (1979)
Credit: 1
Prerequisite: Election by judges during competitive tryouts in the spring of the preceding year

In this course, elected cheerleaders work on cheer/dance routines and physical fitness. The PE substitution course for Cheerleading/Dance is course 19071 (PE Substitution – Cheerleading). Each member of the cheerleading squad should consult her counselor to determine if PE credit should be sought.

Spurs/Dance 9th (1655), 10th (1657), 11th (1658), 12th (1659)
Credit: 1
Prerequisites:
- A cumulative grade average of 75 through the semester preceding the audition, with no more than one “U” in citizenship during the previous semester, and a passing physical examination prescribed by the school.
- Demonstration of acceptable level of skills in dance during an audition before a panel of outside judges. The auditions will be monitored by the Spurs Director, the Chairperson of the Fine Arts Department, and School Administration.
- Must attend summer camp in June.
- Note: Students transferring into the district in the summer should check with principal’s office for information.

This is a Fine Art credit whose students are selected after tryouts the preceding spring. The purpose of this organization is to act as a dancing unit, promote school spirit, maintain the reputation of the school, build character and encourage scholarship. Members will be expected to perform and compete the entire year. Weekend, before and after school time is required. The members shall be enrolled in the Spurs class period for the entire year. The PE substitution credit for Spurs Dance is course 16511 (PE Substitution - Drill Team) and is only earned during the first year of enrollment. All students must try out each year for membership the following year.
Theatre Arts 1 (1661), 2 (1663), 3 (1665), 4 (1667)
Credit: 1
Requirement: Activity fee - $60.00 (Scholarships available for those that qualify)

This course provides an overview of the principles of acting, production techniques, and technical design for theatre. As students progress through the Theatre Arts curriculum they will explore more advanced techniques in acting, directing, and design including costume and makeup design. These courses include an introduction to play analysis as related to production and play reflection. Focus is on short plays and scenes acted and directed by the students within class time.

Performance Theatre (Acting Methods) (1680)
Credit: 1
Grade Placement 9-12
Prerequisite: Instructor Approval
Requirement: Activity fee - $60.00 (Scholarships available for those that qualify)

Performance Theatre students will learn all of the basic fundamentals of theatre performance, including movement, voice, technique, script analysis, classical conventions, musical voice, and audition skills. Students will receive an overview of acting methods including Viewpoints, Leban, and Improvisation. Students will develop at least four audition pieces that they can take into future auditions. This course will culminate in a public performance of their work.

Technical Theatre 1 (1681)
Credit: 1
Grade Placement: 9-12
Requirement: Activity fee - $60.00 (Scholarships available for those that qualify)

Technical Theatre 1 students will identify and apply the principles of scene design, lighting design, and costume design. Students will receive basic training in technical and design software including SketchUp, QLab, and ETC Ion. In addition, students will identify and assume the responsibilities of the traditional technical crews and support staff. All students will be required to be a part of the technical crew for at least one show during the school year and help construct all sets produced at the high school. Students will participate in UIL Theatrical Design program. Students must have teacher’s approval.

Unified Theatre 1 (1662), 2 (1664), 3 (1666), 4 (1668)
Credit: 1
Prerequisite: Successful completion of Theatre Arts 1, Technical Theatre I or Peer Tutor 1 and/or permission of the instructor by interview.

This course focuses on all aspects of theatrical production while collaborating together as students with and without disabilities. This includes acting concepts and skills, production concepts and skills, and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. Involvement in co-curricular production activities outside of the classroom is an integral and essential requirement of theatre production. Students must complete the prerequisite required and receive permission from the instructor to be placed in this course at the end of the previous school year.

*Students in this course will be required to participate in an extra-curricular “Project Unify” production.
Technical Production (Theatre Production) 2(1687), 3(1689), 4(1690)
Credit: 1
Grade Placement: 10-12
Prerequisite: Successful completion of Technical Theatre I and permission of the instructor by audition/interview.
Requirement: Activity fee - $60.00 (Scholarships available for those that qualify)

Students in this course focus on will identify and apply the principles of scene design, lighting design, and costume design. Students will receive advanced training in technical and design tools including SketchUp, QLab, and Ion. In addition, students will identify and assume the responsibilities of the traditional technical crews and support staff. All students will be required to be part of the technical crew for at least three shows during the school year and help construct all sets produced at the high school. Students will participate in UIL Theatrical Design program. Students must have teacher’s approval.

Performance Production (Theatre Production) 2(1687), 3(1689), 4(1690)
Credit: 1
Grade Placement: 10-12
Prerequisite: Successful completion of Performance Theatre and permission of the instructor by audition/interview.
Requirement: Activity fee - $60.00 (Scholarships available for those that qualify)

These courses focus on all aspects of theatrical production: acting concepts and skills, production concepts and skills, and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. Involvement in co-curricular production activities outside of the classroom is an integral and essential requirement of theatre production. Students must complete a successful audition to be placed in this course at the end of the previous school year.

Art Appreciation (1650)
Credit: 1
Requirement: Art fee - $25.00 (Scholarships are available for those who qualify)

Through lectures, readings, online gallery exploration and hands-on activities, students will develop an understanding of the functions of art, a basic vocabulary for describing visual art, a general understanding of the role that art has played throughout Western and non-Western history, and contemporary trends. Emphasis will be given to the creative process. This course is an option for the 1 required Fine Art credit.

Art 1 (1631)
Credit: 1
Requirement: Art fee - $40.00 (Scholarships are available for those who qualify)

Art 1 is designed to provide the basic skills and vocabulary for developing an understanding of the visual arts and the creative processes that put ideas into form. Emphasis is on the principles of design that help to organize ideas and the elements of art into 2-dimensional and 3-dimensional art works. Studio assignments and experience provides a broad exposure for composing works in different media (drawing, painting, printmaking, and sculpture) and in a variety of realistic and abstract styles.
2-D Design 1 (Art 2 Painting) (1633)
Credit: 1
Grade Placement: 10-12
Prerequisite: Art 1
Requirement: Art fee - $50.00 (Scholarships are available for those who qualify)

This course is designed for students who are interested in learning and experiencing various 2-D techniques and art styles. Studio assignments will work with further developing an understanding of line, color, shape, form, value, space, and texture. Students will work with a variety of media, such as: watercolor, acrylic, inks, oil pastels, charcoal, graphite, mixed media, print-making, and some digital media. Works of artists from a variety of cultural backgrounds will be studied and related to the concepts of art so that students may learn to view artwork critically. Students will be able to: Create art using various color schemes; manipulate a variety of media in an appropriate manner; complete a variety of assignments utilizing knowledge of color and design; discuss facts related to artists and their styles, techniques, periods, etc.; and critique art by relating them to various art concepts and using the four steps of art criticism.

2-D Design 2 (Art 3 Painting) (1635)
Credit: 1
Grade Placement: 11-12
Prerequisite: 2-D Design I (Art 2 Painting)
Requirement: Art fee $50.00 (Scholarships are available for those who qualify)

This course is a continuation of 2-D Design 1 (Art II Painting) (1633). Higher expectations with developing projects are expected of 2-D Design 2 students. Students begin to develop individual styles with drawing, painting, and other media.

Art 2 Ceramics (1643)
Credit: 1
Grade Placement: 10-12
Prerequisite: Art 1
Requirement: Art fee $60.00 (Scholarships are available for those who qualify)

Art 2 Ceramics provides a comprehensive introduction to ceramic art offering experiences in the basic clay process steps: coil, pinch, slab, wheel throwing techniques, using a variety of clays, slips, glazes. Emphasis will be on exploration of form and construction, and surface design limitations and potential. Traditional and contemporary styles and techniques will be researched. Students will critique their own, peer, and professional works.

Art 3 Ceramics (1645), Art 4 Ceramics (1647)
Credit: 1
Grade Placement: 11-12
Prerequisite: Art 2 Ceramics
Requirement: Art fee $60.00 (Scholarships are available for those who qualify)

Art 3 and 4 Ceramics studies and experiences the latest trends in general sculpture and ceramic art through advanced approaches to form and construction, and surface design. Emphasis will be developing a theme through three-dimensional media; translating ideas in a variety of three-dimensional media, styles, and techniques through contractual independent projects in functional and non-functional products. Students will critique their own, peer, and professional works.
Art 2 Photography (1651)
Credit: 1  
Grade Placement: 10-12  
Prerequisite: Art I  
Requirement: Sketchbook, digital camera, flash drive, $60.00 art fee for the year (scholarships are available for those who qualify)

Art 2 - Photography will focus on the fundamentals of both digital and film photography, along with exploring more complex ideas, such as Color Theory, narrative, mood, and the history of photography. Students will be introduced to Photoshop and learn correct editing techniques for their photographs. Also, students will spend time in the darkroom. There, they will learn how to develop 35mm and medium format film, and large print photographs.

Art 3 Photography (16513)
Credit: 1  
Grade Placement: 11-12  
Prerequisite: Art 2 Photography  
Requirement: Sketchbook, digital camera, flash drive, $60.00 art fee for the year (scholarships are available for those who qualify)

This course is an extension of Art 2 Photography. Each student will develop an individual plan for the year and will be required to develop a portfolio of quality prints.

AP Art 2D Design Portfolio (1649)
Credit: 1  
Grade Placement: 11-12  
Prerequisite: Art 1 and 2D Design I  
Requirement: Art fee $60 (Scholarships are available for those who qualify)

The 2D Design Portfolio is a rigorous course for serious art students interested in pursuing a career in the arts or further artistic exploration after high school. Students create a minimum of 15 pieces which may include drawing, painting, printmaking, photography, mixed media, or digital design. This portfolio is intended to address two-dimensional design issues, focusing on purposeful decision making while utilizing the elements and principles of art. Projects are individualized, and students spend the year fully investigating a self-selected theme. Dedicated work time outside of class is required to successfully build a body of work. Students have the opportunity to earn college credit upon successful completion and submission of the portfolio to the College Board.

AP Art Drawing (1639)
Credit: 1  
Grade Placement: 11-12  
Prerequisite: Art 1 and 2D Design I  
Requirement: Art fee $60 (Scholarships are available for those who qualify)

The Drawing Portfolio is a rigorous course for serious art students interested in pursuing a career in the arts or further artistic exploration after high school. Line quality, light and shadow, rendering of form, illusion of depth, and surface manipulation are some of the key aspects of the Drawing Portfolio. A minimum of 15 pieces are created which may include drawing, painting, printmaking, and mixed media. This portfolio is intended to address purposeful mark-making, focusing on a sense of quality and masterful integration of the elements and principles of art. Projects are individualized, and students spend the year fully investigating a self-selected theme. Dedicated
time working outside of class is required to successfully build a body of work. Students have the opportunity to earn college credit upon successful completion and submission of the portfolio to the College Board.

**AP History of Art (1653)**

Credit: 1  
Grade Placement: 11-12  
Prerequisite: Two credits in art

AP 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 enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In the course, students examine major forms of art critically, with intelligence and sensitivity, and learn to articulate what they see or experience through formal analysis. Extensive reading and college-level essay writing will be expected. Students are expected to take the AP test in the spring.
The Army Junior Reserve Officers’ Training Corps (JROTC) is a citizenship and leadership development educational program. Course objectives include: the promotion of citizenship, improvement of self-esteem/self-confidence, physical fitness, self-discipline, high school completion, and a drug free environment. The program is sequential; each year builds upon the previous year’s curriculum. **JROTC courses count as an elective and/or physical education credits.**

The goals of the Army JROTC Program are to:
- Promote citizenship
- Develop leadership & critical/creative thinking
- Teach to communicate effectively
- Improve physical fitness
- Provide incentive to live drug-free
- Strengthen positive self-motivation
- Provide global awareness, to include a historical perspective of military service
- Inspire to graduate from High School, attend institutions of higher learning, and pursue meaningful careers

JROTC’s extracurricular teams include: Academic, Color Guard, Drill Team, Leadership, Physical Fitness, and Rifle Marksmanship Teams. JROTC educational activities include: Awards & Commemorative Ceremonies, Fundraisers, Map Reading & Land Navigation, Military Ball, Rappelling, Service-Learning Projects, and Summer Leadership Camp. All necessary uniforms and equipment are provided free of charge.

**JROTC 1 (1991)**
Credit: 1

This course provides lessons on: Foundations of Army JROTC, Rank & Structure, Personal Appearance & Uniform, and Military Traditions, Customs, & Courtesies; as well as, Leadership Theory and Application (Being a Leader, Leadership Skills), Foundations for Success (Knowing Yourself, Learning to Learn, Study Skills, Communication Skills, Conflict Resolution, NEFE High School Financial Planning Program), and Making a Difference with Service-Learning.

**JROTC 2 (1993)**
Credit: 1
Prerequisite: JROTC 1

This course continues with your studies in citizenship and leadership development, to include: Wellness, Fitness, and First Aid; Geography and Earth Science (Map Skills), and Citizenship in American History and Government.

**JROTC 3 (1995)**
Credit: 1
Prerequisite: JROTC 1 and JROTC 2

This course provides more intense leadership training with applied problem solving situations, to include: Basic Command & Staff Principles, Leadership Strategies, Foundations of Leadership (Presentation Skills, Managing Conflict, and Career Planning), and Citizenship in American History and Government.
JROTC 4 (1997)
Credit: 1
Prerequisite: JROTC 1, JROTC 2, and JROTC 3

This is the Army JROTC capstone course, which provides students with the opportunity for assignments to senior leadership positions within the Battalion. It includes lessons on: Service to the Nation (The Department of Defense, Active Army, Army Reserve Components), Leadership Principles (Power Bases & Influences, Styles of Leadership, Management Skills, Communication, and Motivation), and Teaching Skills. Cadets are taught, mentored and coached into administrative, leading, teaching and resource management responsibilities for the entire Cadet Corps.
Mathematics

Algebra I
Grade Level (1211)
Pre-AP (1213)
Credit: 1
Prerequisite: 8th Grade math (Pre-Algebra)

Algebra I is the foundation course in the formal mathematics sequence. Students use a variety of representations (concrete, numerical, algorithmic and graphical), tools and technologies. Students will model mathematical situations to solve meaningful real world problems with a focus on linear and quadratic functions, real numbers, operations with algebraic expressions, solving and graphing equations and inequalities in one or two variables, factoring polynomials, radicals and exponents. This course is intended to provide the mathematics necessary for the successful study of Geometry and Algebra II.

Algebra 1 Mod (1061)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on basic Algebra 1 skills in which a student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in grade level TEKS.

Algebra 1 Alt (9211), Geometry Alt (9221), Math Models Alt (9331)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

These courses focus on practical math to be used in functional settings such as the community, a home/group setting, or on the job. The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

Geometry
Grade Level (1221)
Pre-AP (1223)
Credit: 1
Recommended Prerequisite: Algebra I

Geometry includes basic concepts of plane, solid, and coordinate geometry. The topics include perpendicular and parallel lines, attributes of polygons, congruency and similarity of geometric figures, constructions with compass and straightedge, ratio and proportion, areas and volumes of plane and solid figures, relationships among angles, arcs and segments related to circles and spheres, and demonstrations using geometric software. Algebra skills will be continually reviewed and reinforced throughout the course of study.
**Geometry Mod (1063)**
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on basic Geometry skills in which a student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in grade level TEKS.

**Mathematical Models with Applications (1219)**
Credit: 1
Prerequisite: Algebra I

Mathematical Models with Applications is a two-semester course designed to build on Algebra I foundations as the students expand their understanding to Algebra II level work. Students use a variety of representations (concrete, numerical, algorithmic and graphical), tools, and technology to solve problems. Topics include single- and multi-variable equations, linear, quadratic, exponential, and radical functions, polynomials, exponents, radicals and the applications of all topics. Students who have taken Algebra II may not enroll in this class.

**Math Models Mod (1065)**
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on building Algebra 1 foundations in which a student needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in grade level TEKS.

**College Preparatory Course: Math (1227)**
Credit: 1

In this college-preparatory course, students will study relations and functions, inequalities as well as algebraic expressions and equations. Those expressions and equations will include absolute value, polynomial, radical and rational, with an emphasis on linear and quadratic. This course is designed for students who are not yet college-ready (as indicated by EOC, PSAT, etc.) by the spring semester of their 11th grade.

**Algebra II**
Grade Level (1231)
Pre-AP (1233)
Credit: 1
Prerequisite: Algebra I and Geometry

Algebra II is designed to extend the concepts and skills developed in Algebra I. A major focus of the course is the study of relations and functions over the real and complex number systems, including their real world applications. Functions studied will include linear, quadratic, polynomial, radical, rational, exponential, and logarithmic. Additional topics studied will include matrices, conic sections, and probability.
Algebra III (Independent Study in Mathematics) (12313)
Credit: 1
Prerequisite: Algebra II

Algebra III students continue to build on the Algebra II foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to solve problems. The topics include parent functions, transformations, piece-wise functions, simplifying radicals, zeros of functions, complex numbers, inverses, composites, and trigonometric functions.

Pre-Calculus
Grade Level (1241)
Pre-AP (1243)
Credit: 1
Prerequisite: Algebra II

Pre-Calculus is designed to prepare students in the concepts, technology and applications of advanced mathematics. A solid understanding of Algebra II is strongly recommended in order to achieve student success in pre-calculus. The scope of the course emphasizes the analysis and transformations of functions, with special attention to trigonometric functions, including proving their identities. Students use functions and their properties to model and solve real-life problems. Additional topics include parametric equations, vectors, analytic geometry, complex numbers, sequences, and series. This course is intended to provide the mathematics necessary for the study of calculus and college level science and business courses.

Calculus
AP Calculus AB (1245)
AP Calculus BC (1247)
Credit: 1
Recommended Prerequisite: Pre-Calculus

AP Calculus is a rigorous two-semester course in the calculus of functions in one variable. Students learn the concepts of differential and integral calculus, including limits, derivatives, definite integrals, and indefinite integrals. Each concept is explored graphically, numerically, algebraically, and verbally. There is an additional emphasis on applying the concepts in real world situations.

Statistics
Grade Level (1248)
AP Statistics (1249)
Credit: 1
Prerequisite: Algebra 2

Statistics is a course that involves the study of four main areas: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics. The course teaches students how to use graphing calculators and demonstrates the use of computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations.
Physical Education, Health, and Athletics

Physical education is the process that concerns activities to develop and maintain the human body. The American Alliance for Health, Physical education, Recreation, and Dance states: In an increasingly complex society, probably the most pressing need of the students is to develop the skills and attitudes necessary for solving problems and coping with everyday stress.

Physical education is closely related to educational objectives. Physical education is, however, primarily an activity program in which a student develops health-related fitness, motor skills, basic knowledge of rules and skills in sports, and knowledge and skills for leisure and lifetime sport activities.

Grades in physical education classes are based on three things: participation, skill, and written work (exams). Participation is the most important and carries 70-80% of the grade, with skill and written work making up the balance. Students who are physically unable to participate in the physical education program must present a physician’s statement, which gives reasons for an exception and/or recommends corrective physical activities.

GenFit Education (1903, 1904)
Credit: 1

The GenFit Education method is for middle and high school physical education athletes, previously known as Foundations of Personal Fitness. The method asks PE athletes to split their time 70/30 between functional movement and cognitive activity. In other words, it is “a thinking” sport. The daily class plans prioritize skill and strength first followed by functional aerobic capacity. The class emphasizes a dynamic warm-up for assessment and screening and cool downs that recover the body from the work of the day.

The GenFit method is scaffolded into three levels:
Level 1 is for advanced movers. These kids have strong fitness and movement patterns. They need challenge.
Level 2 are intermediate movers and are developing their aerobic capacity.
Finally, Level 3 athletes are beginners, movement has to be taught, re-taught and practiced more than other levels.

PE Yoga 1(19011, 19021), 2(19053, 19063), 3(19031, 19041)
Credit: 1

This course introduces the discipline of personal development that balances body mind and spirit. Students will learn a series of physical postures as well as practical methods for relaxation, proper breathing and meditation that promote health, reduce stress and increase muscular strength and flexibility.

Mules CrossFit 1(19051, 19052), 2(19055, 19056), 3(19057, 19058)
Credit: 1

Mules CrossFit is designed to bring high school students to the next level in their personal fitness. WODs (Workouts of the Day) will be about 30 minutes and include gymnastic moves, Olympic lifts, body weight movements, speed activities, core stability, and aerobic conditioning. From the beginner athletes to experienced athletes; ALL are welcome. Each WOD is scalable to your specific fitness level. Mules CrossFit will be taught by a Level 1 CrossFit certified trainer.
Personal Foundations ALT (9901)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course places an emphasis on preparing young adults for real world leisure and recreation activities. Activities may include Special Olympics, health and fitness, and leisure activities.

Health Education (1911)
Credit: 0.5

The primary focus is prevention achieved through responsible decision-making. Units of study include mental and emotional health, sex education, family life and responsibility, drug education, chronic and degenerative diseases, communicable diseases, nutrition, environmental health and heredity, consumer health, and first aid.

Health Education ALT (9911)
Credit: 0.5
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on functional health-related skills, such as nutritious food choices, exercise, and sanitation in the kitchen. It also addresses hygiene, grooming, home care, and appropriate social behaviors.

Sports Medicine 1 (1914), 2 (19142)
Credit: 0.5
Recommended Prerequisite: Completion of Health Credit

Sports Medicine 1 & 2 are designed to prepare the student in the science of injury prevention, treatment, and rehabilitation, primarily as it relates to sports. Students will be provided with in-depth knowledge based on the concepts, skills and techniques commonly used in Athletic Training and other medical professions. This course includes classroom and practical sessions. This class is highly recommended for anyone considering a career in the medical field, particularly athletic training, physical or occupational therapy, and even chiropractic and medical school. Most colleges/universities request this class as a prerequisite for entering their Athletic Training program.

Sports Medicine 1 will focus on an introduction into professions within the field of sports medicine, concussions, and head, spinal and upper extremity injuries, and protective taping, wrapping and bandaging.

Sports Medicine 2 will continue where SM1 leaves off, focusing on hip/pelvis and lower extremity injuries, as well as topics like first aid and emergency care, injury assessment, treatment and rehabilitation, and protective taping, wrapping and bandaging.

This class does not count toward the Physical Education or Health credit requirements for graduation.
Sports Medicine 3 (19143)
Credit: 1
Prerequisite: Sports Medicine 1 & 2
Recommended Prerequisite: Completion of Health Credit

Sports Medicine 3 will provide a logical progression for students that have advanced through the Sports Medicine 1 & 2 courses. This class is highly recommended for anyone considering a career in the medical field, particularly athletic training, physical or occupational therapy, and even chiropractic and medical school. Most colleges/universities request this class as a prerequisite for entering their Athletic Training program.

Students will be enrolled during an athletic period and will work with different athletic teams. It is designed as an independent/guided study class with research and practical application components. The research will primarily consist of concepts, skills and techniques commonly used in Athletic Training and Physical Therapy. This course will also provide opportunities for students to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics.

This class does not count toward the Physical Education or Health credit requirements for graduation.

Competitive Athletics (P.E. Substitution)

Competitive athletics is a vital part of the total educational program in the Alamo Heights Independent School District. If a student wishes to become involved in an athletic activity, the process begins with an individual meeting with the coaches of the particular sport. The student must receive written approval from the coach to join the team. Students are encouraged to become involved in more than one sport. Alamo Heights High School offers a wide range of athletic activities, most of which are governed by University Interscholastic League. Students should check with their counselor and coach about how P.E. credits are counted, depending on the type of Academic Achievement Record being pursued.

Boys may compete in the following sports: Baseball, Basketball, Cross-Country, Football, Golf, Soccer, Swimming & Diving, Tennis, Track & Field, and Water Polo

Girls may compete in the following sports: Basketball, Cross-Country, Golf, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Volleyball, and Water Polo
Science

Integrated Physics and Chemistry (IPC) (1303)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)

Integrated Physics and Chemistry is an introductory science course that covers the following topics from the disciplines of physics and chemistry: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will be expected to apply concepts learned in class to laboratory situations. A student wishing to graduate under the Distinguished Achievement Program may not take this course as a science credit.

Integrated Physics and Chemistry (IPC) Alt (9320)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on practical science to be used in functional settings, such as the community, a home or group-home setting, or on-the-job. Students will demonstrate an understanding of properties of matter and energy and their interactions in common objects.

Biology
Grade Level (1311)
Pre-AP (1313)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)

This course emphasizes the fundamental unity of life and diversity of all life forms. This course focuses on the origin and diversity of life, cell structure, function, and transport, cellular metabolism, reproduction, genetics, and energy, all through the view of evolution. Laboratory investigation is an essential component of this course. An End of Course exam in Biology is required for graduation.

Biology Alt (9310)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses on students demonstrating an understanding of the building blocks of cells, and their basic units, structure, and the function of living things.

Chemistry
Grade Level (1331)
Pre-AP (1333)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)

Chemistry is a course that is oriented toward college preparation and is designed to provide a laboratory approach to the study of properties of elements, compounds and mixtures. Investigations of stoichiometric relationships and the periodicity of the elements are conducted. Other topics include atomic spectra, atomic structure, chemical bonding, chemical reactions, acids and bases, nuclear chemistry, solutions, gases, phase changes, and equilibrium. Students will build upon reading, writing, research, and quantitative skills learned in previous grades.
Physics
Grade Level (1335)
Pre-AP (1337)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)

This first-year physics course provides a systematic introduction to classical Newtonian physics and emphasizes the development of problem-solving ability as well as critical thinking skills utilizing conceptual and mathematical models of physical phenomena. The topics include mechanics, waves, sound, light, optics, electricity and magnetism. Students will learn to develop, implement and analyze inquiry based labs involving critical questions about the world around them.

Anatomy and Physiology (1353)
Credit: 1
Grade Placement: 11-12
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from a biological science (Biology)

This course provides an in-depth study of the human body and may provide an introductory background for those students who wish to pursue a career in a medical or health-related field as well as those intellectually curious about the human body. The course will study the form (structure) and function of body parts (cells, tissues, and organs), complexity of homeostatic mechanisms and the application to one’s personal health. A scaled human model of the human body will be created using clay and a skeletal mannequin as a fixed starting point, this is a course requirement and will not be substituted by computer simulations. Computer simulations will be utilized, however, to manipulate physiological scenarios. Video of human dissection will also be used.

Environmental Systems (1375)
Credit: 1
Grade Placement: 11-12
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from a biological science (Biology)

This is a laboratory course that investigates problems that affect long-term survival of the earth. Topics covered include ecology, aquatic and terrestrial ecosystems, water and air pollution, atmospheric science (global warming), waste disposal, conservation of resources, alternative fuel sources, and the earth’s energy sources.

Food Science (1393)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of science

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Students will analyze the role of acids and bases in the food sciences, study the chemical properties of foods, analyze emulsions, study fermentation of foods, study leavening agents, and study the purposes of food additives. Students will study the physiology of digestion and metabolism. Students will explain how food provides energy and describe the basic nutrients and their specific properties as related to food science. Students will review the responsibilities of the USDA and learn about their packaging guidelines.
Forensic Science (1391)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of credit, Chemistry and Biology

Forensic Science focuses on concepts of evidence as it pertains to law in solving crimes. This is a laboratory course that explores crime scene investigations and forensics science methods including evidence gathering and analyses of fingerprints, drugs, fires, hair, fiber, biological evidence, ballistics, identification of skeletal remains, entomological clues, and examination of documents, soil, glass, and water.

Concepts of Engineering and Technology (1397)
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)

This course is designed to promote a student’s understanding of innovation, the research and development industry, and work/life skills such as problem-solving, design, development, testing and analysis, leadership, and teamwork, to mention a few. There are 15 modules that provide important information to the student through teacher-user-friendly projects and PowerPoints. The majority of the modules contain hands-on projects within the inquisitive learning curriculum to support real-world discovery of real-world solutions to real-world problems. Students must achieve a passing grade in this class in order to proceed to Principles of Manufacturing.

Principles of Manufacturing (1395)
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)
Grade Placement: 10

This course is the second in the STEM series that build the skill set required to design and manufacture the high altitude rocket. This is a sophomore level course and is not a prerequisite for Rocket I and II but it is recommended. Students taking this course will gain the ability to design using AutoCAD (Computer Aided Design), read and create technical drawings, read and create schematics and manufacture and test the components they designed. Students will gain skills in using and operating various shop tools including machining and learning about welding in order to complete a final course project.

Scientific Research & Design 1 (1385)
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)

This is a program designed to assist students in scientific research and real-world design. Students will experience design and development instruction through the development of a series of four generations of working rockets with each becoming more complex culminating in a rocket capable of exceeding the speed of sound. This physics based course will rely heavily on the student’s ability to apply the scientific method in the development of the rockets. Students are expected to participate in field trips in which the rockets are launched.
Scientific Research & Design 2 (1387)
Credit: 1
Requirement: Lab fee - $25.00 (Scholarships are available for those who qualify)
Grade Placement: 12

This is a continuation of Scientific Research and Design I. The above information applies here and additionally, the student is expected to take a lead role in the design and development of the class rocket, a vehicle capable of reaching an altitude of 100,000 feet, which is launched at the end of the year at WSMR. Students must be prepared to give a significant amount of time out classroom time. This class is considered a high level course for a future college engineering student.

Astronomy (1377)
Credit: 1
Grade Placement: 11-12
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from the biologic science (Biology). Students who have not already earned credit for physics must be concurrently enrolled in physics.

This course surveys the following topics: the history of astronomy; the origin, motions, and physical nature of the planets and their moons; asteroids and comets along with the physical laws that govern them; the observed properties of stars; stellar evolution; galactic and extragalactic astronomy; our search for life on other planets; and cosmology. The aim is to develop an appreciation of the physical universe and the scientific methods we use to understand it. The laboratory portion of this course involves astronomical observations including the use of telescopes, star charts, and deep space object charts. Observations of the moon, sun, planets, stars, nebulae, and other galaxies add to a deeper understanding of astronomy.

AP Biology (1355)/Dual Credit (1355DC)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite: Biology and Chemistry.

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course. Topics of discussion include cellular structure and function, genetics, molecular biology, organismal anatomy and physiology and evolution as a unifying theme. As a college preparatory course a focus is placed on the development and implementation of self-guided inquiry experimentation. Biology AP meets the needs of the student who plans to major in science or an allied field as well as the intellectually curious non-science major.

AP Physics (1365)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite: Physics

This second-year course in physics is intended to serve the needs of those students who plan to major in science or mathematics in college; especially the physical sciences (Physics, Chemistry, Geology), engineering, architecture, or medical profession development (Pre-Med, Pre-Vet, Pre-Dent). The topics cover an in-depth study of classical Newtonian mechanics including kinematics, dynamics, energy, momentum, rotational motion, harmonic oscillations, and gravitation. The course is calculus-based, though enrollment in calculus is not a prerequisite, it is suggested.
AP Chemistry (1363)
Credit: 1
Requirement: Lab fee - $10.00 (Scholarships are available for those who qualify)
Prerequisite: Chemistry

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course will enable them to undertake second-year work in the chemistry sequence in college; or to register for other courses where chemistry is a prerequisite. For others, the AP Chemistry course fulfills the laboratory science requirement thereby providing time for other courses. The course stresses the importance of many theoretical aspects of chemistry. Topics such as the structure of matter, stoichiometry, kinetic theory of gases, thermodynamics, periodic trends, molecular bonding and geometry, phases, solutions, chemical equilibrium, acid-base properties, chemical kinetics, electrochemistry, nuclear reactions, and organic chemistry nomenclature will be covered in considerable depth. The difference between college chemistry and the usual chemistry course is especially evident in the complexity of laboratory work. Additionally, the AP Exam includes questions based on experiences and skills students acquire in the laboratory-for example, making observations of chemical substances and reactions; recording data, and calculating and interpreting results based on the quantitative data obtained.

Laboratory Management (1371) (Local Credit)
Credit: 1
Prerequisite: Recommendation of science teacher and approval of the department lead and supervising science teacher.

This is an individualized course offering practical experience in maintaining and preparing laboratory equipment and materials for the completion of science labs. Assignment to this course requires that the student be able to function responsibly with minimal supervision. This course is given a grade but is not calculated into a student’s GPA.
Social Studies

World Geography
World Geography (1411)
Credit: 1

World Geography focuses on the relationships among people, places, and environments that result in geographic patterns on Earth. Students use methods of geography to analyze how landforms, climates, and resources have influenced history, patterns of settlement, and the cultural, economic, and political characteristics of world regions. This study will enable students to develop an understanding of and an appreciation for the diversity of people and cultures in the world today.

World Geography Alt (9410)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course will focus on the ways that geography influences history, political systems, political activity, and civic processes. The student will understand the processes that influence political divisions, relationships, and policies.

AP Human Geography
AP Human Geography (1413)
Credit: 1

Advanced Placement Human Geography is a college preparatory course. It undertakes a systematic study of the patterns and processes by which humans understand, use, and alter the Earth. Students will learn and apply spatial concepts and landscape analysis using the methods and tools developed by geographers to examine the interaction between humans and their environment.

World History
Grade Level (1421)
Credit: 1

This course offers balanced global coverage of Africa, the Americas, Asia and Europe. Special emphasis is placed on understanding the evolution of global processes and interactions of different types of human societies. Students are required to spend considerable time and effort on not only factual knowledge but on the development of analytical skills such as essay writing and interpretation of historical documents. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge and skills in analyzing different types of historical evidence.

World History Alt (9420)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course will focus on the issues and events in world history from 1750 to the present. Students will understand traditional historical points of reference in world history.
AP World History
AP World History (1423)
Credit: 1

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. The focus coverage for the AP Exam will be from 1200 CE to the present, but begins with the Neolithic Revolution. The course investigates significant events, individuals, developments, and historical processes. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This is a reading and writing intensive course that includes a college-level textbook, multiple handouts, and on-line study material to be completed outside the classroom.

U.S. History
Grade Level (1431)
Credit: 1

Content for this second year of United States history (the first year is offered in 8th grade) covers significant people, issues, and events that helped to shape American culture and democracy from 1877 to the present. Among the major themes that will be studied are America’s transition from a rural to an urban nation, the impact of technology, urbanization, migration, and unionization on the economic development of the nation, and the factors involved in the United States’ emergence and continuing role as a world power.

U.S. History Alt (9430)
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course will focus on students demonstrating an understanding of issues and events in U.S. History. Students will understand the concept of American history and the impact of this history within their community.

AP U.S. History
AP US History (1435)
Credit: 1

AP U.S. History covers the span of a full-year (the equivalent of two courses) of college-level coursework. This section of U.S. History covers American topics from colonization to the present. Please note the differences in the scope and sequence of this course from U.S. History, as students who may transfer at the semester out of this course will have a gap in U.S. History covering 1877 to 1945. AP U.S. History concepts are aligned with the TEKS and significantly expanded with AP College Board expectations. This is a reading and writing intensive course that includes a college-level textbook, multiple handouts, and on-line study material to be completed outside the classroom.
U.S. Government
Grade Level (1441)
Credit: 0.5

This course will provide students with knowledge of Texas and United States Government that will enable them to participate effectively in civic life in America and their community. The goal will be to equip a student to become a culturally literate and engaged citizen. **Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.** Students will examine fundamental primary and secondary historical documents; identify contributions of major principles, ideas, philosophies, and individuals; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; analyze the impact of political changes brought about by individuals, political parties, interest groups, elections, or the media, past and present; the policy-making process; comparative government and foreign policy; and the American economic system.

U.S. Government Alt (9443)
Credit: 0.5
Grade Placement: Enrollment is determined by ARD Committee

This course is designed to teach students requiring alternative curriculum their civic responsibilities within their community as they approach transition into post-secondary independence through laboratory-type community-based activities.

AP U.S. Government
AP US Government (1443)
Credit: 0.5

AP Government provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. Students also engage in disciplinary practices that require reading and interpretation of data, making comparisons and applications, and developing evidence-based arguments. In addition, students complete a political science research or applied civics project.

Economics
Grade Level—Free Enterprise (1446)
Credit: 0.5

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
Economics Alt (9444)
Credit: 0.5
Grade Placement: Enrollment is determined by ARD Committee

This course is designed to teach students requiring alternative curriculum the essential money decision-making skills for independent living within their community as they approach transition into post-secondary independence through laboratory-type community-based activities.

AP Macro-Economics
AP Macro-Economics (1445) Offered only in the Spring
Credit: 0.5

AP Macroeconomics is a course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognized the global nature of economics and provides ample opportunities for students to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Micro-Economics
AP Micro-Economics (1444) Offered only in the Fall
Credit: 0.5

AP Microeconomics is a course that focuses on the principles of economics that apply to the functions of individual economic decision-makers, both consumers and producers, within the economic system. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They will also examine the behaviors of households and businesses in factor markets, and learn how the determination of prices, wages, interest, and rent influence the distribution of income in a market economy. The course offers opportunities to consider instances in which private markets may fail to allocate resources efficiently and to examine various policy alternatives aimed at improving the efficiency of private markets. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Sociology (1461)
Credit: 0.5
Grade Placement 11, 12

This exciting course is designed for any student who has an interest in the examining society and the social behavior of human beings. Special emphasis is placed on understanding the social nature and interdependence of human beings, as well as investigating modern society and current events. The fun and interactive nature of this course requires the examination of culture, social structure, social control, social change, deviance and crime, social class, poverty, race and discrimination, social movements, and collective behavior.
Psychology (1462)
Credit: 0.5
Grade Placement: 11, 12

This interactive course designed as an introduction to the science of psychology. Students will study the biological, psychological, and environmental factors that influence human thought and behavior through influential psychologists, their theories, and current events. They will also investigate how these concepts apply to their own lives. Specific areas of focus include the biology of behavior, states of consciousness, learning and memory, cognition, development, personality, and psychological disorders.

Sociology for AP Psychology (1465)
Credit: 0.5
Grade Placement: 11, 12

This course is a prerequisite for AP Psychology and must be taken in the Fall semester. Please see AP Psychology for course description.

AP Psychology (1466)
Credit: 0.5
Grade Placement: 11, 12

This exciting and interactive class is designed to provide students with an in-depth introduction to the scientific study of the behavior and mental processes of human beings. Students will investigate influential psychologists and their theories, in addition to applying psychological concepts to their own lives and current events. Topics of interest include neurobiology, human development, sensation and perception, intelligence, motivation and emotion, states of consciousness, personality, psychological disorders, therapy, and social psychology.

AP European History (1453)
Credit: 1
Grade Placement: 11, 12

This course studies European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Sports Psychology (Special Topics in Social Studies) (1498)
Credit: 0.5

Sports Psychology will provide students with knowledge about psychological factors that affect performance in sports such as motivation, concentration, focus, confidence, anxiety and relaxation. Students will also be introduced to mental skills that will enhance performance, make athletic participation more enjoyable, and learn skills that can be transferred to other aspects of their lives. Specific skills to be covered in this class will include: how to set measurable goals, and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries.
AP Comparative Government and Politics (1497) (fall)
Credit: 0.5
Grade Placement: 11, 12

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete examples, noting that not all concepts will be equally useful in all country settings.

Philosophy (Special Topics in Social Studies) (1499)
Credit: 0.5
Grade Placement: 11, 12

How do I know what is right? How should we structure society? What does it mean to be a person? What is scientific evidence? Does God exist? How can I know anything? These are some of the questions we will discuss in this course, which is an overview of the major ideas, themes, trends, and individuals associated with the study of Western philosophy. Students taking this course will be critically aware of the major concepts in the Western philosophical tradition through discourse and examining the lives and writings of major philosophers such as Plato, Aristotle, Locke, Hume, Mill, Marx, Hegel, Kant, Nietzsche, Russell, Rawls and others.

Comparative Religion (Special Topics in Social Studies) (1496) (spring)
Credit: 0.5
Grade Placement: 11, 12

This semester course introduces students to five major religions of the world—Hinduism, Buddhism, Judaism, Christianity, and Islam—as well as the study of religion as an academic discipline. In our study, we will not only focus on what people believe, but what they do; we will look at both "doctrine" and ritual, and how they interact. In addition to reading and discussing foundational primary texts of these religions, as well as essays and other secondary sources by scholars of religion, the course will explore religion through the eyes and experiences of those who believe and practice. Likewise, the course will emphasize the development of religion and religious pluralism in the United States.

Personal Finance Literacy (1485)
Credit: 0.5

Personal Finance Literacy is a course that will cover concepts that students need in order to become self-supporting adults who can make informed decisions relating to personal financial matters. The concepts include understanding interest and credit card debt; home ownership; starting a small business; investments; savings and bank accounts; and loans, insurance, and charitable giving.
World Languages

French

French I
Grade Level (1551)
Pre-AP (1553)
Credit: 1
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

Students learn to communicate in French in everyday social and school contexts, interacting in French with the teacher and other students daily, using their growing knowledge of words and phrases. Grammar is presented and practiced in the context of communication, ultimately resulting in students being able to express their own thoughts about a certain topic. Students read, watch and listen to authentic materials to learn about the culture of the French speaking world. At the end of Level 1, students will be able to read and listen to French about familiar topics, grasping the main idea and some details; and will be able to initiate and engage in simple, conversations in familiar contexts with moderate accuracy. On average, students can expect to spend one and a half hours a week on homework and outside class practice.

French II
Grade Level (1521)
Pre-AP (1523)
Credit: 1
Prerequisite: French I
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

In French 2, students expand their ability to understand and use spoken and written French in common situations found both locally and during travel to French speaking countries. They interact in French with the teacher and other students daily, and read, listen to and view authentic video clips, songs, short articles, advertisements and charts in the language. Students develop their vocabulary and grammar skills, combining learned words and expressions in new ways to communicate their ideas. Students deepen their cultural awareness through the study of the diverse cultures of the French speaking world, and compare these with their own culture. At the end of Level 2, students will be able to read and listen to French and a wider variety of familiar topics, grasping the main idea and some details, and will be able to initiate and engage in everyday conversations with French speakers.

French III
Grade Level (1531)
Pre-AP (1533)
Credit: 1
Prerequisite: French 2 or French 2 Pre-AP
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

French 3 continues the development of the intermediate skills of communication where students communicate their own ideas in the language, both orally and in writing. Oral skills are emphasized, as in levels 1 and 2, and are developed through the consistent use of French in the classroom by students and teacher. In addition, students increase their listening and reading skills as well as their cultural understanding by using authentic newspaper and magazine articles, websites, short stories, radio programs, video clips and songs. Students writing includes instant messages, short blog posts on their daily activities, journal writing and reports on cultural topics. Assessments include spoken and written performance tasks in rehearsed and un rehearsed contexts.
French IV (1579)
Credit: 1
Prerequisite: French 3 or French 3 Pre-AP
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

French 4 continues to develop students’ Intermediate level proficiency with the goal of increasing their ability to use the language they have learned in French 1, 2 and 3 with greater confidence and fluency. Emphasis is on using and understanding spoken French in the practical situations encountered in the local community, including work contexts, and while travelling in the French-speaking world. Students increase their listening and reading skills and cultural understanding by using authentic newspaper and magazine articles, websites, short stories, radio programs, video clips and songs. Study of geography, history and cultures of the French-speaking world helps students understand cultural aspects and make connections with their other course work. Assessment includes spoken and written performance tasks in rehearsed and unheashed contexts. On average, students can expect two hours of homework and outside class study per week.

AP French Language and Culture (1581)
Credit: 1
Prerequisite: French 3 Pre-AP with a suggested average of 80, or French 3 with a suggested average of 90.
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

The AP French Language and Culture course focuses on developing students’ ability to communicate in the interpersonal, presentational and interpretive modes. Students expand their knowledge of the diverse cultures of the French speaking world through exposure to authentic material including radio programs, videos, interviews and podcasts as well as authentic readings such as excerpts of literary texts, letters, maps, graphics and charts. Students analyze cultural products, practices and perspectives from the French speaking world and compare them with their own culture. Communication in the classroom is almost exclusive in French. Students engage in debates, round table discussions, presentations and conversations to develop speaking skills and refine their writing skills to include longer essays and more complex messages. The course prepares students to present the AP French Language and Culture exam. The course addresses the six AP World Language and Culture Themes: Personal and Public Identities, Families and Communities, Contemporary Life, Global Challenges, Science and Technology and Beauty and Aesthetics.

French V (1583)
Credit: 1
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

French 5 continues to develop students’ ability to communicate in the interpersonal, presentational and interpretive modes. Students deepen their knowledge of the French-speaking world expanding their work the AP Themes with the opportunity to pursue areas of personal interest in the French Language and Culture. Students may choose to (re) take the AP French exam after this course.
Latin

Classical Roots for Building Vocabulary (1597)
Credit: 1

Students will build their English vocabulary while learning about common Latin and Greek roots. Students will also explore the use of Latin and Greek in legal, medical, and scientific disciplines. The course will examine the influence of Latin on romance languages, especially Spanish and French. In addition, references to classical mythology and literature will be included.

Latin I
Grade Level (1587)
Pre-AP (1588)
Credit: 1

Students begin to develop the skills necessary to comprehend texts written in Latin. As students learn grammar and syntax rules in Latin and use English derivatives to infer the meaning of new Latin words, they are able to become more proficient at reading Latin. As students listen to the language read aloud and speak simple phrases, they develop a more complete understanding of the Latin language. Students learn about the cultural practices of the ancient Romans as they read stories in Latin as well as resources in English.

Latin II
Grade Level (1589)
Pre-AP (1591)
Credit: 1
Prerequisite: Latin 1 or Latin 1 Pre-AP

Students expand their ability to comprehend increasingly more advanced texts in Latin. As students develop their vocabulary and grammar skills, they not only increase their reading comprehension, but also their ability to speak and write at a higher level in Latin. Students continue to examine the cultural practices of the ancient Romans and the influence of the ancient Romans on our and other civilizations.

Latin III
Grade Level (15931)
Pre-AP (1593)
Credit: 1
Prerequisite: Latin 2 or Latin 2 Pre-AP

Students expand their ability to comprehend increasingly more advanced texts in Latin. As students develop their vocabulary and grammar skills, they not only increase their reading comprehension, but also their ability to speak and write at a higher level in Latin. Students are also introduced to authentic prose and poetry readings and learn to identify literary devices and how to scan dactylic hexameter.
Latin IV (1594)
Credit: 1
Prerequisite: Latin 3 or 3 Pre-AP

Students will read portions of what is included in the Advanced Placement course, all of which will be excerpts from authentic Latin literature. In addition to continuing to improve reading comprehension, students will identify literary devices and scan dactylic hexameter.

AP Latin IV (1595)
Credit: 1
Prerequisite: Latin 3 Pre-AP with a suggested average of 90

In this course, students will analyze, understand, and appreciate excerpts of Latin literature as laid out by the College Board in its course syllabus in preparation for the Advanced Placement examination. This is the capstone course in the sequence of Latin classes.

Latin V (1596)
Credit: 1
Prerequisite: Latin 4 or AP Latin 4

This course is designed for students who began their study of Latin in middle school and have already completed Latin 4 or the AP Latin course. Students will have the opportunity to continue reading authentic Latin texts while reinforcing vocabulary and grammar.
Spanish

**Spanish I**
Grade Level (1511)
Pre-AP (1513)
Credit: 1
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

Students learn to communicate in Spanish in everyday social and school contexts. They interact in Spanish with the teacher and other students daily, using their growing knowledge of words and phrases. Grammar is presented and practiced in the context of communication, ultimately resulting in students being able to express their own thoughts about a certain topic. Students read, watch and listen to authentic materials to learn about the culture of the Spanish speaking world. At the end of Level 1, students will be able to read and listen to Spanish about familiar topics, grasping the main idea and some details; and will be able to initiate and engage in simple, conversations in familiar contexts with moderate accuracy. On average, students can expect to spend one and a half hours a week on homework and outside class practice.

**Spanish II**
Grade Level (1521)
Pre-AP (1523)
Credit: 1
Prerequisite: Spanish 1
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

Students expand their ability to understand and use spoken and written Spanish in common situations found both locally and during travel to Spanish speaking countries. They interact in Spanish with the teacher and other students daily, and read, listen to and view authentic video clips, songs, short articles, advertisements and charts in the language. Students develop their vocabulary and grammar skills, combining learned words and expressions in new ways to communicate their ideas. Students deepen their cultural awareness through the study of the diverse cultures of the Spanish speaking world and compare these with their own culture. By working both inside and outside the classroom, the students will gain insight into the impact of the Spanish speaking culture in their own community. At the end of Level 2, students will be able to read and listen to Spanish and a wider variety of familiar topics, grasping the main idea and some details, and will be able to initiate and engage in everyday conversations with Spanish speakers.

**Spanish III**
Grade Level (1531)
Pre-AP (1533)
Credit: 1
Prerequisite: Spanish 2
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

Spanish 3 continues the development of the intermediate skills of communication where students communicate their own ideas in the language, both orally and in writing. Oral skills are emphasized, as in levels 1 and 2, and are developed through the consistent use of Spanish in the classroom by students and teacher. In addition, students increase their listening and reading skills as well as their cultural understanding by using authentic newspaper and magazine articles, websites, short stories, radio programs, video clips and songs. Students writing includes instant messages, short blog posts on their daily activities, journal writing, reports on cultural topics. Assessment include spoken and written performance tasks in rehearsed and unrehearsed contexts.
Spanish III Pre-AP Immersion (9th grade Spanish Immersion) (1533IM)
Credit: 1
Prerequisite: Spanish 2 Pre-AP Immersion; teacher recommendation
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

This multidisciplinary course develops students’ academic Spanish language skills (reading literary and non-fiction texts, listening and note taking, formal academic writing, oral presentation) while also building oral fluency and accuracy through classroom and community based oral interaction. Thematic units include humanities, social science and science/math topics to ensure vocabulary and communications skills over a variety of subject areas. In addition, students are assessed through their spoken and written performance in unrehearsed contexts. On average, students can expect to spend three hours a week on homework.

Dual Credit Spanish IV (1541DC)
Credit: 1
Prerequisite: Spanish 3 Grade Level, Spanish 3 Pre-AP, or Spanish 3 Pre-AP Immersion.

This year-long course provides students with a High School Spanish 4 credit and 8 hours of college credit in conjunction with Saint Phillip’s College. The course reviews the fundamentals of the Spanish language and culture in order to develop listening, speaking, reading and writing skills, and also challenges students to apply these skills in communication at the Intermediate mid to Intermediate high level in a variety of contexts. Materials for the course include a college level introductory Spanish textbook and additional materials assigned by the instructor. A student in this course should be self-directed, self-motivated, and accomplished in time management skills in order to experience success with the college level curriculum. All assignments are expected when due; late work is penalized. Unit tests are given approximately every 2-3 weeks; typically, re-takes, and corrections are not offered. In order to prepare students for college, fewer grades are taken, and examination and performance grades are weighted more heavily than daily grades. Saint Phillip’s requires all students to take final exams for both 1411 and 1412.

AP Spanish Language and Culture (1543)
Credit: 1
Prerequisite: Spanish 3 Pre-AP with a suggested average of 80, Spanish 3 with a suggested average of 90, or Spanish 3 Pre-AP Immersion.
Requirement: Language lab fee - $10.00 (Scholarships are available for those who qualify)

The AP Spanish Language and Culture course focuses on developing students’ ability to communicate in the interpersonal, presentational and interpretive modes. Students expand their knowledge of the diverse cultures of the Spanish speaking world through exposure to authentic material including radio programs, videos, interviews and podcasts as well as authentic readings such as excerpts of literary texts, letters, maps, graphics and charts. Students analyze cultural products, practices and perspectives from the Spanish speaking world and compare them with their own culture. Communication in the classroom is almost exclusive in Spanish. Students engage in debates, round table discussions, presentations and conversations to develop speaking skills and refine their writing skills to include longer essays and more complex messages. The course prepares students to present the AP Spanish Language and Culture exam.
**AP Spanish Literature and Culture (1545)**
Credit: 1  
Prerequisite: AP Spanish Language and Culture OR Spanish 4 Dual Credit.

This course covers the major movements in Hispanic literature from the medieval period through the latest literary trends. It breaks down the barriers of national literatures to illustrate the ties that exist between the cultural productions of both sides of the Hispanic world. The literary text is taught, not as an end in itself, but as a cultural and historical construct from which the student can glean many aspects of Hispanic studies – from simple customs to basic values. The goal of the course is to learn the tools of analysis in order to extract this vital information from a given text. The course is conducted in Spanish only and students are required to communicate with teacher and peers in the targeted language.

**Spanish VI Immersion (12th grade Spanish Immersion) (1549IM)**
Credit: 1  
Prerequisite: Seniors who have completed AP Spanish Literature and Culture.

The Spanish 6 Immersion provides a service / internship or independent study experience with the study of the major regions, current events and historical background of the Spanish speaking world. Students spend 3 class days a week assisting teachers in bilingual and immersion classes in grades K-12, or an equivalent time in an outside internship, service or research experience involving Spanish. Two class periods a week are spent in classroom study and projects relating to Spanish speaking communities within and beyond the district. In addition, guest speakers and outside interviews provide community connections affording students opportunities to interact with professionals and individuals in the city’s communities.

**Spanish through Film and Media (Seminar in Language Other Than English) (1535)**
Credit: 0.5  
Prerequisite: Spanish 3 Grade Level, Spanish 3 Pre-AP, or Spanish 3 Pre-AP Immersion. Language lab fee - $10.00. (Scholarships are available to those who qualify).

This course is designed to develop oral and written Spanish skills at the Intermediate Mid to Intermediate High proficiency level through Film and Media. Documentary, feature films, short films and other visual media are used to provide language input, topics for discussion and insights into cultural products, practices and perspectives. Films and media are selected to provide knowledge of the diversity of the Spanish speaking world, showcase historical and contemporary issues, and raise awareness of the contributions to the film and media industry by professionals from the Spanish-speaking world. In addition to viewing and discussing film and media, students read, write and make presentations relating to the topics featured. Students in the course commit to up to 2 hours of week of film and media viewing outside of class, in addition to classroom viewing. Language lab fee - $10.00 (Scholarships are available to those who qualify).

**Spanish in the Workplace (Seminar in Language Other Than English) (1536)**
Credit: 0.5  
Prerequisite: Spanish 3 Grade Level, Spanish 3 Pre-AP, or Spanish 3 Pre-AP Immersion. Language lab fee - $10.00. (Scholarships are available to those who qualify).

This course develops oral and written Spanish skills at the Intermediate Mid to Intermediate High proficiency level with concrete applications in commercial and work-related contexts. Students will develop skills at oral interactions such as retail and restaurant interactions with customers and co-workers, Spanish in health-care settings, interview skills and basic phone etiquette. Readings and audiovisual materials are selected to develop background knowledge of the economies and businesses of the Spanish speaking world. Students in the course commit to making an exploration of Spanish in the workplace outside of the classroom through visits and interviews with community members who use Spanish regularly in their professional lives.
Excel Academy

EXCEL ACADEMY (30033)
Prerequisite: Placement must be approved by committee.

The Excel Academy is a nontraditional strand of the high school. It offers an accelerated paced curriculum with alternative scheduling. Excel Academy affords students the opportunity to complete their education with their specific needs in mind. The program is open to second year high school students and above. Interested students should see their guidance counselor for information on the application process.
Other Opportunities

**Academic Intervention Mentoring (1069), (1070) (Local Credit)**
Credit: 1

AIM is designed for students who are hearing impaired and require additional academic support to be successful in the general education curriculum. AIM assists students with assignments, audio-logical management, as well as test taking strategies. The course requires prior approval of the teacher for the Auditory Impaired prior to enrollment in the course.

**PAL (Peer Assistance and Leadership) (1770)**
Credit: 1
*New Course 2019-2020*
Prerequisites: Application process for Grades 11-12

PAL® Peer Assistance and Leadership is an award-winning, Nationally Recognized Evidence-Based Prevention Program owned and operated by the non-profit organization. The mission of the PAL® Peer Assistance and Leadership program is to enable young people to use their potential to make a difference in their lives, schools and communities (cited from PAL website). The PALs year long course offers selected 11th and 12th grade high school students the opportunity to work in community service, peer and cross-age mentoring, and as trained mediators to assist other students in resolving their conflicts in a peaceful way. They will learn to adapt the power of peer pressure to positively influence others and ultimately make a difference in the lives of their peers.

**Peer Coaching for Students (Peer Tutoring)**
1(1471/1472) – Peer Coaching for Students I/II
2(1477/1478) – Peer Coaching for Students III/IV
3(1479/1480) – Peer Assistance for Students with Disabilities I
Credit: 1
Grade Placement: 10-12
Prerequisite: Recommendation of supervising teacher

This course offers a unique and rewarding experience for students who wish to have an opportunity for service as an integral part of a community-reference and activity-based program, which addresses the needs of young students with different learning essentials, as they prepare to meet the post high school world. Course objectives include increased awareness of learning modalities, normalization principles, and instruction techniques.

**MAPS (Methodology for Academic and Personal Success) 1 and 2 (1-1823/2-1824)**
Credit: 1

The Methodology for Academic and Personal Success courses focus on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time management, organization, and study skills. The courses focus on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of the goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.
College Transition (1825)
Credit: 1

College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal-setting, effective time management, handling stress, note-taking, active reading, test-taking strategies, and conducting research. The College Transition course provides the means and training for students to research financial scholarships and grant opportunities, complete application, and explore technical schools, colleges and universities.

Path-College/Career Prep (1827)
Credit: 1

All students deserve academic and social support to help prepare them for the colleges they must face after high school graduation. The Path-College/Career Prep course advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper level of thinking and reasoning in the four core content areas. This course focuses on developing the habits and skills that are expected in college study and the workforce.

Student Leadership (Student Council) (1881)
Credit: 1
Prerequisite: Student Council sponsor approval

The course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include the structure of leadership, organization and managerial skills, citizenship, goal setting, group processes, and communication.

UIL Academic Competition Class (1895)
Non-Credit Only

This course provides students the opportunity to explore academic areas in order to prepare for UIL competition against other schools in the spring semester. Students are encouraged to research and practice for areas of interest, such as mathematics, social studies, and poetry and prose. Skills and abilities should include being self-motivated in order to spend time studying independently and in-group competition. Students should be prepared to spend several weekends a year participating in UIL competition events towards the end of the year.

SAT/ACT Prep Course (1899)
Non-Credit Only
Prerequisite: Students in this course should have passed or are concurrently taking Algebra 2.

The course is designed to help students prepare for the rigors of taking the SAT/ACT tests offered by the college Board and ACT. The primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. There will be a fee to this course for the cost of materials, but students who qualify for free or reduced lunch may qualify for a fee waiver. A calculator (TI-83 or TI-84) is required.
**Academic Decathlon (1896)**
Non-Credit Only

Academic Decathlon is a ten-event themed academic competition in which a team of nine students of varied GPA level competes in every one of the ten events. There is a new theme annually that determines the content in seven of the events: social science, science, art, music, economics, language and literature, and essay. The remaining events – Speech, interview, and math are not themed. The most recent past topics include World War II, India, Alternative Energy, World War I, Russia, The Age of Empire, and The Great Depression. There are regional, state, and national competitions annually. Competition at state or national level opens up opportunities for scholarships.

**Academic Support Center (1821)**
Non-Credit Only
Prerequisite: Counselor Recommendation required

This course is a tutorial period during which teachers re-teach concepts and skills, re-explain assignments, teach study skills, and assist students with projects. Often, accommodations such as extended time or oral reading of tests for mainstream classes are provided during this time. It is a non-credited course that requires student participation.

**Credit Recovery (6001)(6002)**
Grade Placement: 10-12
Prerequisite: Counselor Recommendation required

In an independent self-paced study, students may earn credits in courses previously failed. The purpose of the course is to provide 10th through 12th grade students the opportunity to gain credits in order that they may graduate on schedule.

**Alternative Classroom for Education “ACE” (1071/1072) (Local Credit)**
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course teaches and emphasizes skills for students requiring an Individualized Education Plan with the instruction and support of a special education teacher to address a student’s need for stress management, coping skills, self-management, self-regulation, and problem-solving.

**Career Foundations (1013)**
Credit: 1
Grade Placement: Enrollment is determined by ARD Committee
Prerequisite: ARD Placement

The career development process is unique to every person and evolves throughout one’s life. Students will use decision-making and problem-solving skills for further education. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to explore the world of work. Students will use inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements and training needs. The district will have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.
**Vocational Experience 1 (8011), 2 (8021), 3 (8031), 4 (8041), 5 (8051), 6 (8061), 7 (8071)**

Credits will be determined by the ARD Committee
Grade Placement: Enrollment is determined by ARD Committee

Also known as “VAC” this vocational experience program provides opportunities for vocational training and/or work experience for students receiving special education services. Students may be enrolled as a part-time student and a part–time employee, or enrolled as a student while employed as a full-time employee as determined by the ARD Committee while receiving vocational support and/or training in the community or on the campus.

**Work Related Skills 1 (9411), 2 (9421), 3 (9431), 4 (9441)**

Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course places an emphasis on preparing young adults for the world of work. Course activities may range from in-class vocational readiness skills to campus work, to job sampling in the community.

**Community Based Vocational Instruction (CBVI) 1 (9711), 2 (9721), 3 (9731), 4 (9741)**

Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course focuses all instruction in the area of employability. Students are assigned to community sites for all or a part of their day to demonstrate employability skills needed to exit public school and to obtain paid employment.

**General Employability Skills (9783)**

Credit: 1
Grade Placement: Enrollment is determined by ARD Committee

This course is specifically designed to meet a student’s transition plan and post-secondary goals for completion of an Individual Educational Plan. This General Employability Skills course will focus on a student’s post-secondary transition goal dependent on appropriate formal and/or informal assessments performed with the student and family. General Employability Skills will be a state accredited course which provides a student with a foundational experience in the 5 different pathways that are available for a student to explore as they consider future volunteerism and/or potential paid employment: Business & Office systems pathway, Horticulture/Life Science Pathway, Human Services pathway, Technology and Industry pathway, Multidisciplinary pathway.

**Office Administrative Procedures (non-credit)**

| Attendance Office Assistant | (1883)(1884) |
| Principal’s Office Assistant | (1885)(1886) |
| Guidance Office assistant | (1889)(1890) |
| College Ambassador | (1893)(1894) |
| Library Office Assistant | (1887)(1888) |
| Athletic Office Assistant | (1849)(1850) |

Students may have the opportunity to assist in one of the four office areas listed above. These are highly visible positions of responsibility, which require maturity, conscientious effort, and cooperation. In-person, written, and telephone contacts occur with teachers, staff, students, parents, patrons, and the public.

**Classroom Aide (non-credit) (1891)(1892)**

Prerequisite: Teacher recommendation required
English Language Learner Aide (non-credit) (1856)
*New Course 2019-2020
Prerequisite: Teacher recommendation required

This course offers a unique and rewarding experience for students who wish to have an opportunity for service as an integral part of a community-reference and activity-based program, which addresses the needs of young students whom English is not their native language. Students will be assigned to ESL and Spanish classrooms as well as ASC to help support and encourage our English Learner (EL) population.

*Technology Aide (non-credit) (1855)
*New Course 2019-2020
Grade Placement: 10-12 with referral by a teacher

Student technology aides assist in technical repair, hardware and software assistance, and troubleshooting on the AHHS campus. The students will be trained by the Alamo Heights Technology Department staff to complete the following services:

- **Repair:** cracked screens, missing keys, broken computer cameras
- **Troubleshoot:** computer devices, projectors, visual connectivity, sound systems, Wi-Fi connectivity, phone connections
- **Train others:** Google Drive, Google Chrome, Google Classroom
- **Device Recycling and breakdown**

Study Hall (non-credit) (1897)(1898)

Off Campus (non-credit) First Period (8001)(8002) Seventh Period (8007)(8008)
Prerequisite: Parent signature required

Work Permit 6th (non-credit) (8005)(8006)
Grade Placement: 12th grade only
Prerequisite: Parent and Principal signature required & Letter from employer required
The following internships/apprenticeships are available through the Alamo Community College District:

**Alamo Area Aerospace Academy**
Grade Placement: 10 and select 11 and 12

The Alamo Area Aerospace prepares students for careers in the aerospace industry such as aerospace maintenance. Students have the opportunity to pursue careers and jobs in the aerospace industry with companies such as Boeing, Chromalloy Power Services, 433 Airlift Wing, and Lockheed Martin with average starting salaries over $10 per hour progressing to $15 per hour with additional schooling and experience. High school students spend ½ day at their home campus and ½ day at an academy location: Advanced Technology Center, St. Philip's College Southwest Campus, or other satellite sites.

**Information Technology and Security Academy**
Grade Placement: 10 and select 11 and 12

The Information Technology and Security Academy prepares students for careers in computer programming, web development, and information security. Students have the opportunity to pursue careers and jobs with local IT companies such as ATT, Rackspace, dNvus, On Board Software and other IT companies. The program offers students multiple paths to a four-year degree with UTSA and other colleges and universities. High School students spend ½ day at their home campus and ½ day at an academy location: Advanced Technology Center, St. Philip’s College Southwest Campus, or other satellite sites.

**Manufacturing Technology Academy**
Grade Placement: 10 and select 11 and 12

The Manufacturing Technology Academy prepares students for careers such as a CNC tool operator or a manufacturing operations maintenance assistant. Students have the opportunity to pursue outstanding manufacturing careers with companies such as Cox MFG, KLN Steel Products or Kinetic Concepts with average starting salaries over $10 per hour progressing to $15 per hour with additional schooling and experience. High school students spend ½ day at their home campus and ½ day at an academy location: Advanced Technology Center, St. Philip’s College Southwest Campus, or other satellite sites.

**Texas Virtual School Network – TxEVN**

Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The TxEVN offers courses for grades 9-12 that are aligned with the Texas Essential Knowledge and Skills (TEKS) as well as the National Standards of Quality for Online Courses (iNACOL) and taught by Texas-certified instructors. In addition, instructors have completed a TxEVN-approved professional development on effective online instruction. TxEVN options include courses not currently offered in the traditional setting. Students interested in learning more about online course offerings through TxEVN should visit with their professional school counselor.

Last updated: November 1, 2019