

***ALAMO HEIGHTS
HIGH SCHOOL***



**Course Description Booklet
2018 - 2019**

Administration

Principal ----- Dr. Cordell Jones
Academic Dean ----- Mrs. Venus Davis
Assistant Principal ----- Mrs. Analee Smith
Assistant Principal ----- Mr. Norm Collins

Guidance

Director of Guidance and Counselor (F – Le) ----- Ms. Dana Cole
Counselor (A – E) ----- Ms. Stephanie Hughes
Counselor (Li – Rh) ----- Ms. Magdalena Lopez
Counselor (Ri – Z) ----- Mrs. Amanda Pedroza
College Counselor ----- Mr. Paul Harris
Student Support Counselors ----- Mrs. Dawn Hedgepeth & Mrs. Courtney Storment

Department Chairpersons

Career and Technology ----- Mrs. Ann Carter
English ----- Dr. Laura Davenport
Interrelated Arts ----- Mrs. Cathy Klumpp
World Languages ----- Ms. Catherine Picot
Mathematics ----- Mrs. Patrice Bartlett
Physical Education ----- Mrs. Ann Carter
Robbins Academy ----- Mrs. Roberta Jacobson
Science ----- Mr. Ron Malasky
Social Studies ----- Mrs. Melissa Meza
Special Education ----- Mrs. Jennifer Nuckles

Athletics

Athletics Director ----- Ms. Jennifer Roland

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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 PROGRAM for CLASS of 2019, 2020, 2021, 2022

| Foundation High School Program 22 Credits | | | |
|--|--|--|---|
| <p>English (4 credits)</p> <ul style="list-style-type: none"> • English I* • English II* • English III • One additional English course selected from the following: English IV, Creative Writing, Debate III, AP English Literature and Composition, or College Preparatory Course: English | <p>Mathematics (3 credits)</p> <ul style="list-style-type: none"> • Algebra I* • Geometry • One additional Math course selected from the following: Math Models, Algebraic Reasoning, Algebra II, Precalculus, Algebra III, Statistics, AP Statistics, AP Calculus AB, or AP Calculus BC | <p>Science (3 credits)</p> <ul style="list-style-type: none"> • Biology*, • 1 lab-based course selected from the following: IPC, Chemistry, Physics, or AP Chemistry • 1 additional lab-based course selected from the following: Chemistry, Physics, Astronomy, Environmental Systems, AP Biology, AP Chemistry, AP Physics C, Anatomy and Physiology, Food Science, Forensic Science, or Scientific Research and Design. | <p>Social Studies (3 credits)</p> <ul style="list-style-type: none"> • US History* • Government (.5 Credit) • Economics (.5 Credit) • One additional credit selected from the following: World History, or World Geography |
| <p>Language Other Than English (2 credits) Same Language (with substitutions and/or exceptions)</p> | <p>Fine Arts (1 credit)</p> | <p>Physical Education (1 credit)</p> | <p>Electives (4 credits)</p> <p>Local Requirements (.5 credits) – Health (.5 credits) – Speech</p> |

* Course has a required EOC assessment, students must meet Level II: Satisfactory performance on all 5 EOC assessments (English I, English II, Algebra I, Biology, and US. History)

| Endorsements – 26 Credits | | |
|--|---|---|
| Requires the Foundation Program Plus the Following | | |
| Mathematics <ul style="list-style-type: none"> One additional Math credit selected from the following: College Preparatory Course: Math, Algebraic Reasoning, Algebra II, Precalculus, Algebra III, Statistics, AP Statistics, AP Calculus AB, or AP Calculus BC | Science <ul style="list-style-type: none"> One additional Science credit selected from the following: Chemistry, Physics, Astronomy, Environmental Systems, AP Biology, AP Chemistry, AP Physics C, Anatomy and Physiology, Food Science, Forensic Science, or Scientific Research and Design | Electives 2 additional Elective Credits |

| Endorsement | |
|--|---|
| STEM (Science, Technology, Engineering, and Mathematics) | <ul style="list-style-type: none"> Algebra II, Chemistry, Physics AND one of the following: <ul style="list-style-type: none"> Coherent sequence in STEM cluster <ul style="list-style-type: none"> Computer Programming PAP, Advanced Computer Programming PAP, Robotics & Automation I, & II Concepts of Engineering and Technology, Principles of Manufacturing, Scientific Research and Design I, & II Advanced Math (Algebra II, plus 2 more) Advanced Science (Chemistry, Physics, plus 2 more) |
| Business and Industry | <ul style="list-style-type: none"> Coherent sequence in Arts, Audio/Video Technology, and Communication Cluster <ul style="list-style-type: none"> Principles of Arts, A/V Technology, and Communications, Graphic Design and Illustration, Animation, or Video Game Design track Coherent sequence in Audio Video Productions <ul style="list-style-type: none"> Principles of Arts, A/V Technology, and Communications, Graphic Design and Illustrations, Muletube I, Muletube II Coherent sequence in Hospitality and Tourism Cluster <ul style="list-style-type: none"> Principles of Human Services, Professional Communications, Lifetime Nutrition and Wellness, Food Science, Culinary Arts 4 English Electives, including 3 levels in Debate 4 Technology Application Courses |
| Public Services | <ul style="list-style-type: none"> Coherent sequence in Education and Training Cluster (Instructional Practices in Education and Training II) 4 courses in JROTC |
| Arts and Humanities | <ul style="list-style-type: none"> 5 Social Studies courses 4 levels of the same World Language 2 levels of the same World Language, and 2 levels of a different World Language 4 credits of a coherent sequence in one or two areas of fine arts (Band, String, Choir, Arts, Theatre, Dance) |
| Multidisciplinary Studies | <ul style="list-style-type: none"> 4 credits, 1 each in 4 core to include English IV, chemistry and/or physics 4 AP/DC credits |

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 biliteracy, 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.

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

STEM Option 1: Robotics

| | |
|--------|--------------------------------------|
| Step 1 | Computer Programming Pre-AP |
| Step 2 | Advanced Computer Programming Pre-AP |
| Step 3 | Robotics and Automation I |
| Step 4 | Robotics and Automation II |

*Steps 2 and 3 may be taken in the same year.

STEM Option 2: Rocketry

| | |
|--------|--|
| Step 1 | Concepts of Engineering and Technology |
| Step 2 | Principles of Manufacturing |
| Step 3 | Scientific Research and Design 1 |
| Step 4 | Scientific Research and Design 2 |

*Steps 1 and 2 may be taken in the same year.

STEM Option 3: Mathematics

| | |
|--------|---|
| Step 1 | Algebra II |
| Step 2 | Choose 2 courses from the following: Algebra III, Precalculus, Statistics, AP Statistics, AP Calculus (AB or BC) |
| Step 3 | |
| Step 4 | |

STEM Option 4: Science

| | |
|--------|--|
| Step 1 | Physics |
| Step 2 | Choose 3 courses from the following: Astronomy, Environmental Systems, AP Biology, AP Chemistry, AP Physics C, Food Science, Forensic Science, or Scientific Research and Design 1 |
| Step 3 | |
| Step 4 | |

Business and Industry Endorsement

Business and Industry Option 1: Video Game Design

| | |
|--------|--|
| Step 1 | Principles of Arts, Audio/Video Technology, and Communications |
| Step 2 | Graphic Design and Illustrations 1 |
| Step 3 | Animation 1 |
| Step 4 | Video Game Design 1 |

Business and Industry Option 2: Culinary Art

| | |
|--------|---|
| Step 1 | Principles of Human Services, and Professional Communications |
| Step 2 | Lifetime Nutrition and Wellness |
| Step 3 | Food Science |
| Step 4 | Culinary Arts (Date of offering TBD) |

Business and Industry Option 3: Audio Video Productions (Muletube)

| | |
|--------|--|
| Step 1 | Principles of Arts, Audio/Video Technology, and Communications |
| Step 2 | Graphic Design and Illustrations |
| Step 3 | Audio Video Productions I (Muletube I) |
| Step 4 | Audio Video Productions II (Muletube II) |

Business and Industry Option 4: Debate

| | |
|--------|---|
| Step 1 | Debate I |
| Step 2 | Debate II |
| Step 3 | Debate III |
| Step 4 | 1 English Elective credit to be taken at any step: Creative Writing (.5 – 1), Literary Magazine, Journalism, Yearbook, Newspaper, Visual Media Analysis and Production (.5) |

Business and Industry Option 5: Technology Applications

| | |
|--------|--|
| Step 1 | Choose 4 courses from Technology Applications: Digital Design and Media Production, Digital Video and Audio Design, Web Design, Independent Study in Evolving/Emerging Technologies I & II |
| Step 2 | |
| Step 3 | |
| Step 4 | |

Business and Industry Option 6: Animation

| | |
|--------|--|
| Step 1 | Principles of Arts, Audio/Video Technology, and Communications |
| Step 2 | Graphic Design and Illustrations |
| Step 3 | Animation 1 |
| Step 4 | Animation 2 |

Business and Industry Option 7: Graphic Design

| | |
|--------|--|
| Step 1 | Principles of Arts, Audio/Video Technology, and Communications |
| Step 2 | Graphic Design and Illustrations 1 |
| Step 3 | Graphic Design and Illustrations 2 |
| Step 4 | Problems and Solutions 1 (Independent Study) |

Public Service Endorsement

Public Service Option 1: Education and Training

| | |
|--------|---|
| Step 1 | Principles of Human Services, and Professional Communications |
| Step 2 | Interpersonal Studies & Child Development |
| Step 3 | Instructional Practices in Education and Training I |
| Step 4 | Instructional Practices in Education and Training II |

*Steps 3 and 4 may be taken in the same year

Public Service Option 2: JROTC

| | |
|--------|---------|
| Step 1 | JROTC 1 |
| Step 2 | JROTC 2 |
| Step 3 | JROTC 3 |
| Step 4 | JROTC 4 |

Arts and Humanities Endorsement

Arts and Humanities Option 1: Social Studies

| | |
|--------|---|
| Step 1 | Choose 5 credits from the following: World Geography, AP Human Geography, World History, AP World History, US History, AP US History, AP Macro Economics, Sociology, Psychology, Sociology for AP Psychology, AP Psychology, AP European History, AP Comparative Government and Politics, Philosophy, Comparative Religion, Sports Psychology |
| Step 2 | |
| Step 3 | |
| Step 4 | |

Arts and Humanities Option 2: Same Language

| | | | |
|--------|-------------|------------|-----------|
| Step 1 | Spanish I | French I | Latin I |
| Step 2 | Spanish II | French II | Latin II |
| Step 3 | Spanish III | French III | Latin III |
| Step 4 | Spanish IV | French IV | Latin IV |

Arts and Humanities Option 3: Two Languages (any order)

| | | | |
|--------|------------|------------|-----------|
| Step 1 | Spanish I | Spanish I | French I |
| Step 2 | Spanish II | Spanish II | French II |
| Step 3 | Latin I | French I | Latin I |
| Step 4 | Latin II | French II | Latin II |

Arts and Humanities Option 4:** Band

| | |
|--------|----------|
| Step 1 | Band I |
| Step 2 | Band II |
| Step 3 | Band III |
| Step 4 | Band IV |

Arts and Humanities Option 5:** Strings

| | |
|--------|-------------|
| Step 1 | Strings I |
| Step 2 | Strings II |
| Step 3 | Strings III |
| Step 4 | Strings IV |

Arts and Humanities Option 6:** Choir

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|--------|-----------|
| Step 1 | Choir I |
| Step 2 | Choir II |
| Step 3 | Choir III |
| Step 4 | Choir IV |

Arts and Humanities Option 7:** Art

| | | |
|--------|--|----------------|
| Step 1 | Art I | |
| Step 2 | Art 2 Painting | Art 2 Ceramics |
| Step 3 | Choose 2 credits from the following courses: | |
| Step 4 | Art 2 Photography, Art 3 Painting, Art 3 Ceramics, Art 3 Photography, Art 4 Painting, Art 4 Ceramics, AP Art 2D Design, AP Art Drawing, AP Art History | |

Arts and Humanities Option 8:** Theatre

| | | |
|--------|---|----------------------------|
| Step 1 | Theatre Arts 1 or Theatre Productions 1 | |
| Step 2 | Theatre Arts 2 | Theatre Productions 1 or 2 |
| Step 3 | Theatre Arts 3 | Theatre Productions 2 or 3 |
| Step 4 | Theatre Arts 4 | Theatre Productions 3 or 4 |

Arts and Humanities Option 9:** Dance

| | | | |
|--------|---------|---------|---------|
| Step 1 | Dance 1 | Spurs 1 | Cheer 1 |
| Step 2 | Dance 2 | Spurs 2 | Cheer 2 |
| Step 3 | Dance 3 | Spurs 3 | Cheer 3 |
| Step 4 | Dance 4 | Spurs 4 | Cheer 4 |

**Options 4 – 9: You can combine 2 years of one option with two years of a second option

Multidisciplinary Studies Endorsement

Multidisciplinary Studies Option 1: 4X4

| | |
|--------|--|
| Step 1 | 4 credits in each of the four foundation subject areas to include: English IV Chemistry and/or physics |
| Step 2 | |
| Step 3 | |
| Step 4 | |

Multidisciplinary Studies Option 2: AP/DC

| | |
|--------|---|
| Step 1 | 4 advanced placement courses to include one credit in each of the four foundation subjects: <u>ELA</u> : AP English III, English III DC, AP English IV, English IV DC <u>Mathematics</u> : AP Calculus AB, AP Calculus BC or AP/DC Statistics <u>Science</u> : AP Chemistry, AP/DC Biology, AP Physics C <u>Social Studies</u> : AP Human Geography, AP World History, AP US History, AP Government (.5), AP Micro Economics (.5), AP Macro Economics (.5), AP Psychology (.5), AP Comparative Government and Politics (.5), AP European History <u>LOTE</u> : AP/DC Spanish IV, AP Spanish V, AP French IV, AP Latin IV <u>Fine Arts</u> : AP Music Theory, AP Art 2D Design Portfolio, AP Art Drawing, AP History of Art |
| Step 2 | |
| Step 3 | |
| Step 4 | |

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, and 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.

New Courses for 2018-2019

Career Technology

Intro to Culinary Arts (1736)

1 Year Course

½ Unit per Semester

“Do you like to cook?” “Do you imagine yourself being a chef, owning a restaurant, or simply wanting to impress your family and friends with delicious food?” Culinary Arts is the class for you!

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification and/or a Texas Culinary Specialist Certification.

Student Partition Fee: \$40

Prerequisite: None

Heights Business Incubator (1790)

1 Year Course

½ Unit per Semester

This 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.

Grade Placement: open to 11th and 12th graders only

Prerequisite: None

Small Animal Management (1760,1761)

1 Semester Course

½ Unit per Semester

Do you love learning about and caring for animals? Have you ever thought about a career in animal care or veterinary medicine? Small Animal Management will give you real world skills in caring for small critters. Small Animal care 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. We will also learn about career opportunities, entry requirements, and industry expectations for this field. So, if you enjoy working with animals or have an interest in veterinary medicine, or animal care as a career consider signing up for the Small Animal Management

Prerequisite: None

Physical Education/Health/Athletics

GenFit Education (1903,1904)

1 Year Course

½ Unit per Semester

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 and movement has to be taught, re-taught and practiced more than other levels.

Prerequisite: None

English Language Arts

English I

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 9

Grade Level (1111)

- **Pace** – In order to experience success with grade-level curriculum, students should expect to read, write, and discuss both in and out of a classroom context. Skills are introduced, modeled, practiced, and reviewed constantly. The expected rate of reading and writing is proficient; students should expect to do fifty percent of reading and writing during classroom time, with at least that much accomplished at home. All assignments are expected when due; late work is penalized.

- **Depth** – This class is skills-based, designed for higher-order thinking.
Reading in an English I class is focused and intense. This reading builds upon readings done in previous English courses, with an emphasis on teaching reading and vocabulary strategies. Students will take the time to absorb from fiction, non-fiction, and poetry, focusing on the devices in the work and the larger meaning these devices engender.

Writing is an area of great focus in an English I course. Writing assignments focus on producing organized, coherent, and mechanically sound pieces, with special emphasis on expository essays and short answer responses. Creative writing is interspersed throughout various units. The goal of both types of writing is to increase students' ability to explain clearly and in an organized fashion what they understand about literature on an interpretive level.

- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; tests are shorter than those in a Pre-AP course, and they emphasize both comprehension of a work and higher-order thinking. Re-takes and corrections are offered per department policy.
- **Homework** –A student is assigned, on average, up to 110 minutes of homework weekly.

Pre-AP (1113)

- **Pace** – In order to experience success with the Pre-AP curriculum, students should expect to read, write, and discuss extensively in and out of class. Skills are introduced, modeled, practiced, and reviewed constantly, with additional enrichment activities as warranted. The expected rate of reading and writing is beyond proficient; students should expect to do over nearly all reading and at least fifty percent of writing outside of class. All assignments are expected when due; late work is penalized.

- **Depth** – This class is skills-based, designed for higher-order thinking.
Reading in a Pre-AP course is both wide and deep. This reading builds upon and complements the reading done in previous English courses so that by the time students complete the course, they will have read from several genres and time periods. Students will take the time to absorb a work's complexity, reflect on the social and historical context it embodies, and interprets the artistry, social message, and historical context of a work.

Writing is an integral part of a Pre-AP English Literature and Composition course. Writing assignments focus on the critical analysis of literature and include expository and analytical essays as well as short answer responses. Although critical writing makes up the bulk of this course, students also construct creative writing assignments designed to view the work as an author rather than exclusively as a reader. The goal of both types of writing is to increase students' ability to explain clearly, cogently, and elegantly what they understand about literature on an interpretive level.

- **Assessment** - Major tests, projects, and/or essays are given approximately every 2-3 weeks; tests are longer in length, timed, and are designed to emphasize higher-order thinking and to introduce the AP testing format. Re-take and corrections are offered per department policy.
- **Homework** –A student is assigned up to 180 minutes of homework per week. Most reading is accomplished outside of class, and reading simultaneous texts is routinely expected.

English II

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 10

Grade Level (1121)

- **Pace** – Introduce, model, practice, and review; repeat and review as needed skills are embedded and practiced in a spiraling mode throughout the year. Much of the required reading is accomplished during classroom time. All assignments are expected when due; late work is penalized.
- **Depth** – Writing and literacy concepts are aligned with TEKS and expanded with AHISD expectations. Writing instruction emphasizes logical organization and the use of specific evidence to support a thesis statement. Expository writing is emphasized. The “keystone” knowledge and skills necessary for students to achieve facility and fluency and, thus, to be college and career ready are emphasized in each unit of study. These skills include proficiency in grammar, mechanics, vocabulary, reading comprehension, and writing. English is mastered in the context of challenging content that requires students to think deeply and to exercise discipline in order to demonstrate understanding in both writing and reading, to raise appropriate questions, and to present ideas coherently.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; a study guide is critical. Daily grades taken more regularly.
- **Homework** – In order to reinforce material instructed in class, a student is assigned, on average, up to 110 minutes of homework weekly.

Pre-AP (1123)

- **Pace** – A student in this course should be self-directed, self-motivated, and accomplished in time management skills in order to experience success with the accelerated curriculum. The expected rate of reading and writing is beyond proficient. All assignments are expected when due; late work is penalized.
- **Depth** – An intensive study of both literature and language designed to prepare the serious student for advanced studies in English. TEKS spiral and are addressed throughout the year. Writing and literacy concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations. This course encompasses a close study of fiction and nonfiction as a vehicle for style analysis, rhetorical analysis, and research. Recommended for the 10th grade student who is planning to take Advanced Placement English in 11th and 12th grade.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; tests are longer in length, timed, and are designed to emphasize higher level thinking and to familiarize students with AP testing format. Typically, re-takes, and corrections are not offered. Because this course is the threshold to AP English, regular writing assignments are designed to develop the students' command of various modes and methods of writing.
- **Homework** – Because Pre-AP classes have more intellectual depth and complexity, the workload is more challenging, and students can expect up to 180 minutes of homework per week. Almost all reading is accomplished outside of class, and reading simultaneous texts is routinely expected.

English III

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11

Grade Level (1131)

- **Pace** – Introduce, model, practice, and review; repeat and review as needed skills are embedded and practiced in a spiraling mode throughout the year; some of the required reading is accomplished during classroom time. All assignments are expected when due; late work is penalized.
- **Depth** – Writing and literacy concepts are aligned with TEKS and expanded with AHISD expectations. To ensure college and career readiness, students are expected to employ a range of subject-specific reading and writing strategies and techniques applicable for all majors and professions. Beyond reading and writing, these skills also include conducting research, understanding and using data, utilizing technology, reasoning, and problem solving. Specific foundational proficiencies are emphasized, such as critically analyzing textual information and writing in a variety of forms for various audiences and purposes. A major unit of study focuses on college investigation, preparation of application essays, and higher education readiness.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; study guide is critical.
- **Homework** – In order to reinforce material instructed in class, a student is assigned, on average, up to 120 minutes of homework weekly.

AP English Language and Composition (1133)

- **Pace** – 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. The expected rate of reading and writing is beyond proficient. All assignments are expected when due; late work is penalized.
- **Depth** – This college level course engages students in the analysis of literature and language, with a focus on nonfiction and rhetorical works. Students produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions. The course emphasizes high-level critical thinking skills through discussion and student presentations. Although the course requires a variety of products from the students, the curriculum will concentrate on reading and writing assignments specifically designed to prepare students for the Advanced Placement Language & Composition Exam. Based on their exam scores, students may earn college credit.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; tests are longer in length, timed, and frequently reinforce the AP testing format. Typically, re-takes, and corrections are not offered. In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades.
- **Homework** – Because AP classes have more intellectual depth and complexity, students can expect an average of 240 minutes of homework per week. Almost all reading is accomplished outside of class, and reading simultaneous texts is routinely expected. An AP-English specific summer reading assignment is required for this course.

English III/IV Dual Credit (1135DC/1145DC) – Freshman Composition

- **Pace** – 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. The expected rate of reading and writing is beyond proficient. All assignments are expected when due; late work is penalized.
- **Depth** – This year-long course is comprised of two semester-long courses, English 1301 and 1302, which are offered in conjunction with St. Phillip’s College. The first semester, 1301, offers intensive study and practice of the writing process, with an emphasis on rhetoric, argument, and critical thinking. In this course, students are required to write academic essays, and all reading and writing will be on or about nonfiction texts. While 1301 focuses on non-fiction analysis, the second semester of Dual Credit, 1302, places emphasis on literary analysis. 1302 offers intensive study and practice of the writing and critical thinking processes, with an emphasis on fiction, poetry, and drama. Students may earn three hours per semester of college credit. The textbooks for these courses are selected by St. Phillip’s college, and are supplemented by other readings as assigned by the instructor.
- **Assessment** – Comprehensive essay assignments and individual and/or group projects 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 essay grades are weighted more heavily than daily grades. St. Phillip’s requires all students to take final exams for both 1301 and 1302. Exam exemption policy is not applicable to this course.
- **Homework** – Because college level classes have more intellectual depth and complexity, the workload is more challenging, and students can expect up to 240 minutes of homework per week. Almost all reading is accomplished outside of class, and reading simultaneous texts is expected.
- **Class Structure** – Class will meet formally on Monday, Wednesday and Friday; where Tuesday and Thursday will be considered ‘office hours’ for students unless the teacher deems it necessary for the student to attend.

English IV

1 Year Course

½ Unit Per Semester

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 a literary work: character, plot, setting, theme, point of view, imagery, style, tone, figurative language, and allusion. Directed individual research reinforces class study. This course also emphasizes the analysis of ideas in written and oral discourse, including forms of logical reasoning, common fallacies, and techniques of persuasive language. Students follow an intensive writing program. A detailed research paper is required.

Grade Placement: 12

Grade Level (1141)

- **Pace** – Introduce, model, practice, and review; repeat and review as needed skills are embedded and practiced in a spiraling mode throughout the year; some of the required reading is accomplished during classroom time. All assignments are expected when due; late work is penalized.
- **Depth** – Writing and literacy concepts are aligned with TEKS and expanded with AHISD expectations, keyed to what students can be projected to have mastered by the time they complete high school in order to ensure readiness for college or the skilled workforce. These competencies include the ability to read and communicate well, to think critically, and to write in a variety of forms for various audiences and purposes. Students will be able to describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods. Writing techniques emphasize the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. Course expectations establish what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education, encompassing writing, reading, speaking, listening, and research skills.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; study guide is critical.
- **Homework** – In order to reinforce material instructed in class, a student is assigned, on average, up to 120 minutes of homework weekly.

AP English Literature and Composition (1143)

- **Pace** – Pace – 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. The expected rate of reading and writing is beyond proficient. All assignments are expected when due; late work is penalized.
- **Depth** – This course engages students in the careful reading and critical analysis of imaginative literature. This college level course includes intensive study of representative works from various genres and periods focusing on the work's artistry, social and historical context, textual detail, interpretation, and evaluation. This course continues to develop the reading and writing skills present in the AP Language course, focusing now on the analysis of poetry, fiction, and drama. Although the course requires a variety of products from the students, the curriculum will concentrate on reading and writing assignments specifically designed to prepare students for the Advanced Placement Examination in Literature and Composition. The course emphasizes and encourages high level critical thinking skills through discussion and student presentations. As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students who achieve an acceptable score on the AP Exam may earn college credit in English.
- **Assessment** – Major tests, projects, and/or essays are given approximately every 2-3 weeks; tests are longer in length, timed, and frequently reinforce the AP testing format. Typically, re-takes, and corrections are not offered. In order to prepare students for college, fewer grades are taken and examination and essay grades are weighted more heavily than daily grades.
- **Homework** – Because AP classes have more intellectual depth and complexity, students can expect an average of up to 240 minutes of homework per week. Almost all reading is accomplished outside of class, and reading simultaneous texts is routinely expected. An AP-English specific summer reading assignment is required for this course.

English IV Dual Credit (1145DC) - British Writers

- **Pace** – 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. The expected rate of reading and writing is beyond proficient. All assignments are expected when due; late work is penalized.
- **Depth** – This yearlong course is comprised of two semester-long courses, English 2322 and 2323, which are offered in conjunction with St. Phillip’s College. The first semester, 2322, offers a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. The second semester of Dual Credit, 2323, continues the survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Students may earn three hours per semester of college credit. The textbooks for these courses are selected by St. Phillip’s college and are supplemented by other readings as assigned by the instructor.
- **Assessment** – Comprehensive essay assignments and individual and/or group projects are given approximately every 2-3 weeks; typically, re-takes, and corrections are not offered. An annotated bibliography and at least one research paper (critical study) is required. In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. St. Phillip’s requires all students to take final exams for both 2322 and 2323. Exam exemption policy is not applicable to this course.
- **Homework** – Because college level classes have more intellectual depth and complexity, the workload is more challenging, and students can expect up to 240 minutes of homework per week. Almost all reading is accomplished outside of class, and reading simultaneous texts is expected.
- **Class Structure** – Class will meet formally on Monday, Wednesday and Friday; where Tuesday and Thursday will be considered ‘office hours’ for students unless the teacher deems it necessary for the student to attend.

Prerequisite: 70 or better in 1135DC

English For Speakers of Other Languages 1(1151), 2(1153)

1 Year Course

½ Unit Per Semester

Students who score at level 1 and level 2 will take this class for two periods per day; and level 3 & 4, one period per day.

English For Speakers of Other Languages serves students of limited English proficiency. The four basic skills emphasized in the course are listening, speaking, reading, and writing. The class is composed of students of varying abilities in the four basic skills mentioned; thus the course is structured for each student's needs and abilities.

The Woodcock-Munoz testing instrument is utilized to determine a student's English oral language, reading and writing proficiency. The instrument has a grading scale of levels 1-5. All students who score a level 1-4 are placed in the English For Speakers of Other Languages program. A student's standardized test scores in the areas of language and reading are also taken under consideration.

College Preparatory Course: English (1139)

1 Year Course

½ Unit Per Semester

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)1 Year Course½ Unit Per Semester

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)1 Year Course½ Unit Per Semester

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.

Prerequisite: Teacher recommendation and completion of Debate 1 with an 80 or higher

Debate 3 (1673)1 Year Course½ Unit Per Semester

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

Prerequisite: Teacher recommendation and completion of Debate 2 with an 80 or higher

Creative/Imaginative Writing (1177), (1st semester only 11771)½ - 1 Year Course½ Unit Per Semester

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.

Grade Placement: 10-12

Literary Magazine 1 (1188)½ - 1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Permission of instructor required and completion of 1 year of Creative Writing (1177).

Literary Magazine 2(1190)½ - 1 Year Course½ Unit Per Semester

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.

Grade Placement: 12

Prerequisite: Permission of instructor required and completion of 1 year of Literary Magazine 1.

Independent Study in Creative Writing 1(1179)½ - 1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Permission of instructor required and completion of 1 year of Creative Writing (1177).

Independent Study in Creative Writing 2 (1180)½ - 1 Year Course½ Unit Per Semester

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.

Grade Placement: 12

Prerequisite: Permission of instructor required, completion of 1 year of Creative Writing (1177), and Independent Study in Creative Writing 1 (1179).

Analysis Of Visual Media (1178) (Spring)1 Semester Course½ Unit Per Semester

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.

Grade Placement: 11-12

Reading 1(1191), 2(1193), 3(1195)1 Year Course½ Unit Per Semester

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.

Grade Placement: 9-12

Prerequisite: Testing and English teacher recommendation

Journalism (1161)1 Year Course½ Unit Per Semester

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.

Grade Placement: 10-12

Prerequisite: Journalism is a prerequisite for publication staffs

Journalism NWP 1(1163), NWP 2(1173), NWP 3(1183) (Newspaper)1 Year Course½ Unit Per Semester

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*.

Grade Placement: 11-12

Prerequisite: Sponsor approval & Journalism I

Journalism YB 1(1165), YB 2(1175) (Yearbook)1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Sponsor approval, and Journalism (1161)

Journalism YB 3(1185) (Yearbook)1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Sponsor approval, and Journalism (1161)

Mathematics

Algebra I

1 Year Course

½ Unit Per Semester

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.

Prerequisite: 8th Grade math (Pre-Algebra)

Block (1211B & 1805B)

- **Pace** – New units are covered, on average, every 2 – 4 weeks. Typically, a new topic or expansion of topic will be covered each day. The block class meets for two consecutive periods every day. During the 50 minutes, students are introduced to either a new topic or an expansion of a topic from the previous class. During the second hour, students will have guided practice on the skills they have learned.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Students are expected to show all the necessary steps, as appropriate for the topic being covered, in order to justify their work.
- **Assessment** – Comprehensive tests are given, on average, every 2 – 3 weeks. Additional assessments may also include projects, quizzes and other formative assessments.
- **Homework** – Students are generally not assigned homework to do outside of the classroom. However, the expectation is that students will spend some time reviewing what they have learned in class each evening.

Grade Level (1211)

- **Pace** – New units are covered, on average, every 2 – 4 weeks. Typically, a new topic or expansion of topic will be covered each day.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Students are expected to show all the necessary steps, as appropriate for the topic being covered, in order to justify their work.
- **Assessment** – Comprehensive tests are given, on average, every 2 – 3 weeks. Additional assessments may also include projects, quizzes and other formative assessments.
- **Homework** – Students are generally assigned an average of 120 minutes of homework per week to reinforce and enrich classroom concepts, with the expectation that they will spend some time studying for Algebra I each evening.

Pre-AP (1213)

- **Pace** – New sections are covered, on average, every 2 days. Students are expected to read text in preparation for class instruction.
- **Depth** - Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Students are expected to analyze and interpret real-world situations and justify solutions to problems both orally and in clear, concise, well-written sentences. Additional topics may include trigonometric functions and linear regression.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are longer in length, timed and presented in a format designed to emphasize higher-level thinking and to introduce AP testing format. Typically, retakes and corrections are not offered.
- **Homework** – Because Pre-AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of **three hours** of course work per week outside of class to reinforce and expand on classroom concepts.

Geometry

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Algebra I

Grade Level (1221)

- **Pace** – New sections are covered, on average, every 1-2 days. Students are expected to read the text in conjunction with class instruction.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations, in order to achieve the level of math proficiency necessary for college and career readiness. Students are expected to justify their work as appropriate for the topic being covered.
- **Assessment** – Comprehensive tests are given, on average, every 2-3 weeks. Additional assessments may also include projects, quizzes and other formative assessments.
- **Homework** – Students are assigned 20-30 minutes of homework 3-5 times a week (for an average of 120 minutes per week) to reinforce and enrich classroom concepts, with the expectation that they will spend some time studying for Geometry each evening.

Pre-AP (1223)

- **Pace** – Generally, new sections are covered every day. Students are expected to read the text and form conjectures in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Students are expected to communicate their reasoning both orally and in clear, concise, well-written sentences, with a strong emphasis on justification and proof. Additional topics include symbolic logic and non-Euclidean geometry.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are longer in length, timed and presented in a format designed to emphasize higher-level thinking. Alternative forms of assessment may include performance products and projects. Typically, retakes and corrections are not offered.
- **Homework** – Because Pre-AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of three hours of course work per week outside of class, to reinforce and expand on classroom concepts.

Mathematical Models with Applications (1219) 1 Year Course ½ Unit Per Semester

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. This course can be taken concurrently with Geometry.

Prerequisite: Algebra I

- **Pace** – New sections / concepts are introduced, on average, every 1 - 2 days. New units are introduced every two weeks or so. Students are expected to seek help if concepts are unclear
- **Depth** - Concepts are aligned with TEKS and expanded with AHISD expectations to include Algebra II topics, in order to achieve the level of math proficiency necessary for college and career readiness. Students are expected to show all the necessary steps, as appropriate for the topic being covered, in order to justify their work.
- **Assessment** – Comprehensive tests are given, on average, every 1½ - 2 weeks. Quizzes or alternate assessments are generally given weekly.
- **Homework** – On average, students are assigned homework 3 - 5 times a week (for an average of 120 minutes) to reinforce and enrich classroom concepts.

Algebraic Reasoning (1225) 1 Year Course ½ Unit Per Semester

In Algebraic Reasoning, students will build on the knowledge and skills for Algebra I, and continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

Prerequisite: Algebra I

- **Pace** – New sections / concepts are introduced, on average, every 1 - 2 days. New units are introduced every two weeks or so. Students are expected to seek help if concepts are unclear
- **Depth** - Concepts are aligned with TEKS in order to achieve the level of math proficiency necessary for college and career readiness. Many of the TEKS are similar to those listed in Algebra II, so this course will give students an introduction to Algebra II topics.
- **Assessment** – Comprehensive tests are given, on average, every 1½ - 2 weeks. Quizzes or alternate assessments are generally given weekly.
- **Homework** – On average, students are assigned homework 3 - 5 times a week (for an average of 120 minutes) to reinforce and enrich classroom concepts.

College Preparatory Course: Math (1227) 1 Year Course ½ Unit Per Semester

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

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Algebra I and Geometry

Grade Level (1231)

- **Pace** – New units are introduced, on average, every 2 – 3 weeks. Students are expected to read the text in conjunction with class instruction.
- **Depth** - Concepts are aligned with TEKS and expanded with AHISD expectations, in order to achieve the level of math proficiency necessary for college and career readiness. Students are expected to justify their work orally, algebraically, and in clear, concise, well-written sentences
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks. Quizzes or alternate assessments are generally given weekly.
- **Homework** – On average, a student is assigned 120 minutes of homework each week, to reinforce and enrich classroom concepts, with the expectation that they will spend some time studying for Algebra II each evening.

Pre-AP (1233)

- **Pace** – New units are introduced, on average, every 2 – 3 weeks. Students are expected to read the text in preparation for class discussion.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations. Students are expected to analyze and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences. Some additional topics may include parametric equations and three-dimensional graphing.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are timed and presented in a format designed to emphasize higher level thinking and to familiarize students with AP testing format. Typically, retakes and corrections are not offered.
- **Homework** – Because Pre-AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of 210 minutes per week outside of class, to reinforce and expand on classroom concepts.

Algebra III (Independent Study in Mathematics) (12313)

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Algebra II

- **Pace** – New sections are covered, on average, every 2-3 weeks. Students are expected to read text in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS and expanded with AHISD expectations, in order to achieve the level of math proficiency necessary for college and career readiness. Students are expected to justify their work orally, algebraically, and in clear, concise, well-written sentences.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks. Quizzes or alternate assessments are generally given weekly.
- **Homework** – On average, a student is 120 minutes of homework per week, to reinforce and enrich classroom concepts.

Pre-Calculus

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Algebra II

Grade Level (1241)

- **Pace** – New units are covered, on average, every 2-3 weeks. Students are expected to read the text in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS and expanded with AHISD and AP College Board expectations, in order to achieve the level of math proficiency necessary for college and career readiness. Students are expected to justify their work both orally and in clear, concise, well-written sentences.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are timed and designed to introduce AP testing format.
- **Homework** – On average, a student is assigned homework 3 - 5 nights a week totaling about 120 minutes, to reinforce and enrich classroom concepts, with the expectation that they will spend some time studying for pre-calculus each evening.

Pre-AP (1243)

- **Pace** – New units are covered, on average, every 2 weeks. Students are expected to read text in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations. Students are expected to analyze and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences. Some additional topics may include inverse tangent functions and three-dimensional vectors.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are longer in length, timed and presented in a format designed to emphasize higher level thinking and to familiarize students with AP testing format. Typically, retakes and corrections are not offered.
- **Homework** – Because Pre-AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of 210 minutes of course work per week outside of class, to reinforce and expand on classroom concepts.

Calculus

1 Year Course

½ Unit Per Semester

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.

AP Calculus AB (1245)

- **Pace** – New sections are covered, on average, every 2-4 days. Students are expected to read text in preparation for class instruction. This course is equivalent to one semester of calculus at the college level.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations. Students are expected to read and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are longer in length with a format designed to emphasize higher level thinking and to introduce AP testing format. Typically, retakes and corrections are not offered. In order to prepare students for college, examination grades are weighted more heavily than daily grades.
- **Homework** – Because AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of four hours of course work per week outside of class, to reinforce and expand on classroom concepts.

AP Calculus BC (1247)

- **Pace** – New sections are covered, on average, every 2-3 days. Students are expected to read text in preparation for class instruction. Topics are studied at the same theoretical level as in Calculus AB, but at faster pace, thus requiring students to grasp concepts more quickly. This course is equivalent to two semesters of calculus at the college level.
- **Depth** – Concepts are covered in the same depth as in Calculus AB, with greater emphasis placed on the applications of calculus. Some additional topics include infinite series, polar coordinates, vector functions and parametric equations.
- **Assessment** – Comprehensive tests are given, on average, every 1½ weeks; tests are longer in length with a format designed to emphasize higher level thinking and to introduce AP testing format. Typically, retakes and corrections are not offered. In order to prepare students for college, examination grades are weighted more heavily than daily grades.
- **Homework** – Because AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of four hours of course work per week outside of class, to reinforce and expand on classroom concepts.

Statistics

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Algebra 2

Grade Level (1248)

This course is designed to prepare students to take an entry-level Statistics class in college.

- **Pace** – New sections are covered, on average, every 1.5 weeks. Students are expected to read the text in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS. Students are expected to read and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences.
- **Assessment** – Comprehensive tests are given, on average, every 3 weeks. Generally, two or three projects will be assigned each semester.
- **Homework** – Students are expected to commit to an average of two hours of course work per week outside of class, to reinforce and expand on classroom concepts.

AP Statistics (1249)

This course is a college-level class for which students may earn college credit through the AP Exam.

- **Pace** – New sections are covered, on average, every 2 days. Students are expected to read the text in preparation for class instruction.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations. Students are expected to read and interpret problem situations and explain solutions to problems both orally and in clear, concise, well-written sentences.
- **Assessment** – Comprehensive tests are given, on average, every 2 weeks; tests are longer in length with a format designed to emphasize higher level thinking and to introduce AP testing format. Generally, a project will be assigned each 6-weeks. Typically, retakes and corrections are not offered.
- **Homework** – Because AP classes have more intellectual depth and complexity, the workload is more challenging, and students are expected to commit to an average of four hours of course work per week outside of class, to reinforce and expand on classroom concepts.
- Students may take this course as dual credit by meeting the specified requirements.
- Students are expected to have mathematical maturity and quantitative reasoning ability, in order to be successful in AP Statistics. Maturity means having a complete working knowledge of the graphical and algebraic concepts through Algebra II.

Science

Integrated Physics and Chemistry (IPC) (1303) 1 Year Course ½ Unit Per Semester

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 as well. Concepts will be applied, data collected, and concepts analyzed. A student wishing to graduate under the Distinguished Achievement Program may not take this course as a science credit.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with TEKS and expanded with AHISD expectations. This is an activity-based introductory course consisting of one semester each of physics (1st semester) and chemistry (2nd semester). Students will explore motion, waves, heat, electricity, magnetism, and basic chemical interactions. Application of these topics to daily life will be emphasized. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Biology

1 Year Course

½ Unit Per Semester

This course emphasizes the fundamental unity of life and diversity of all life forms. Laboratory investigation is an essential component of this course. An End of Course exam in Biology is required for graduation.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1311)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Biology is a course designed around the study of living things. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, projects, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Pre-AP (1313)

- **Pace** – Covering a chapter per week is typical. The pace is highly accelerated above the grade level class.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations and AP College Board expectations. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Pre-AP Biology will strive for the higher levels of learning, creative thinking and application of the content areas in the past, present, and future situations. Pre-AP Biology will be a lab-oriented course designed for students exhibiting an advanced achievement level in the biological sciences. Outside projects and in-depth comprehensive labs are common.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks; tests are longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills and to introduce the AP testing format. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, formal written lab reports, projects, and tests.
- **Homework** – Students are expected to commit to an average of three hours of course work per week outside of class over a unit of study.

Chemistry

1 Year Course

½ Unit Per Semester

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, and solution equilibria. Students will build upon reading, writing, research, and quantitative skills learned in previous grades.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1331)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Chemistry is a course designed around the study of matter. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Pre-AP (1333)

- **Pace** – Covering a chapter per week is typical. The pace is highly accelerated above the grade level class.
- **Depth** - Concepts are aligned with TEKS and significantly expanded to meet AP College Board expectations. This course will exceed the content and depth of a standard course both in the classroom and laboratory experiences. Pre-AP Chemistry will strive for the higher levels of learning, creative thinking and application of the content areas in the past, present, and future situations. Pre-AP Chemistry will be a lab-oriented course designed for students exhibiting an advanced achievement level in the physical sciences. Outside projects and in-depth comprehensive labs are common.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks; tests are longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills and to introduce the AP testing format. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, formal written lab reports, and tests.
- **Homework** – Students are expected to commit to an average of three hours of course work per week outside of class over a unit of study.

Physics

1 Year Course

½ Unit Per Semester

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.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1335)

- **Pace** – Covering a chapter every one and one-half weeks is typical.
- **Depth** – Concepts are aligned with TEKS and expanded with AHISD expectations. This course provides a foundation for students who plan to take at least one physics course in college. This would include students who plan to study medical technology or other health-career related fields, life sciences, technology training, or other areas of study where a non-calculus based physics course is required. It also serves the needs of non-science majors whose horizons can be broadened by an understanding and appreciation of the physical world. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2 – 3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Pre-AP (1337)

- **Pace** – Covering a chapter per week is typical. The pace is highly accelerated above that of the grade level Physics I class.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations and AP College Board expectations. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Pre-AP Physics will strive for the higher levels of learning, creative thinking and application of the content areas in the past, present, and future situations. Pre-AP Physics will be a lab-oriented course designed for students exhibiting an advanced achievement level in the physical science. Outside projects and in-depth comprehensive labs are common. The topics covered in the Pre-AP Physics class are the same as the grade level physics class but with more detail and emphasis requiring greater mathematical skill and ability in the topics of kinematics, dynamics, energy, harmonic motion, waves, physical optics, electricity, and magnetism than the grade level Physics I course. The course serves as a pre-cursor to the second-year AP Physics course and should meet the needs of students who plan for a career in the physical sciences, engineering, or architecture.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks; tests are longer in length, timed, and presented in a format designed to emphasize higher-level thinking skills and to introduce the AP testing format. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, formal written lab reports, and tests. Typically, re-takes, test corrections are not offered.
- **Homework** – On average, a student is assigned 60 minutes of homework two to four times per week.
- **Prerequisite** – completion of one credit Algebra II

Anatomy and Physiology (1353)

1 Year Course

½ Unit Per Semester

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, scientific, or health-related field. 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.

Grade Placement: 11-12

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every two weeks is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Anatomy and Physiology is a course designed around the study of living things. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.
- **Prerequisite** – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from a biological science (Biology).

Environmental Systems (1375)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11-12

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter per week is typical.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Outside projects and in depth labs are common. Environmental Systems will strive for the higher levels of learning, creative thinking, application of the content areas in the past. Present and future situations. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – One comprehensive exam and one project are given once per nine weeks. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average a student is assigned two hours of homework per week over a unit of study.
- **Prerequisite** – Two units of credit, one from a physical science (IPC, Chemistry, Physics, RDD) and one from a biological science (Biology).

Forensic Science (1391)

1 Year Course

½ Unit Per Semester

This is a laboratory course that explores forensic science methods and investigations. Topics include crime scene analyses of fingerprints, hair, fiber and biological evidence; ballistics; identification of skeletal remains; evidence gathering; and examination of documents, soil and water.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter per two weeks is typical.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Outside reading and labs are common. Forensic science will foster the development of critical thinking skills and promote analytical, creative problem solving, allowing for an application of the content areas in present and future situations. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Generally two comprehensive exams and one project are given per nine weeks. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average a student is assigned two hours of homework per week over a unit of study.
- **Prerequisite** – Two units of credit, Chemistry and Biology.

Food Science (1393)

1 Year Course

½ Unit Per Semester

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 also 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 also review the responsibilities of the USDA and learn about their packaging guidelines.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every two weeks is typical.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Food science will foster the development of critical thinking skills and promote analytical, creative problem solving, allowing for an application of the content areas in present and future situations. A primary focus is a full range of knowledge and skills that students need to succeed in career choices related to physical fitness, personal training, dieting, nutrition, and culinary fields.
- **Assessment** – Generally two comprehensive exams and one project are given per nine weeks. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average a student is assigned two hours of homework per week over a unit of study.
- **Prerequisite** – Two units of science.

Scientific Research & Design I (1385)

1 Year Course

½ Unit Per Semester

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 working rockets. 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.

Requirement: Lab fee - \$25.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Astronomy (1377)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11-12

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Astronomy is a course designed around appreciating the development of our understanding of the universe we live in on various macroscopic scales, through the integration of core sciences including physics, chemistry, biology, and geology. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. The third test may occasionally be replaced by a project including research and/or multimedia products. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.
- **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.

AP Biology (1355)/Dual Credit (1355DC)

1 Year Course

½ Unit Per Semester

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course. 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. The course is designed for successful students after the completion of a first course in Biology and Chemistry.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering one unit every two to three weeks with each unit ranging from two to six chapters.
- **Depth** – Fundamental topics from Biology 1 are covered in greater depth with three general areas of concentration: molecules and cells, genetics and evolution, and organisms and populations. Laboratory work is an integral part of the course. The textbooks and laboratory experiments used for the course are those used by colleges for their Introductory Biology courses. Students are expected to take the Advanced Placement Exam given in the spring.
- **Assessment** – Comprehensive tests are given at the conclusion of each unit. Advanced Placement exam format is stressed with multiple choice and essay format exams. There will be mandatory sessions before or after school for some of the lab work required.
- **Homework** – On average, a student is assigned four hours of homework per week over a unit of study.
- **Recommendations** – A student should have at least an 80 or above in Biology Pre-AP, Chemistry Pre-AP or 90 or above in Biology and Chemistry.

AP Physics (1365)

1 Year Course

½ Unit Per Semester

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 covered a more in-depth study of classical Newtonian mechanics from Pre-AP Physics including kinematics, dynamics, energy, momentum, rotational kinematics and dynamics, harmonic oscillations, and gravitation. The course is calculus-based, though enrollment in calculus is not a pre-requisite. The course is designed for successful students after the completion of a first course in Physics.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Covering one unit every two to three weeks.
- **Depth** – AP Physics is a course designed to cover material typically found in the freshman level college general physics course and is for the college-bound science/engineering/pre-medical/pre-dental/pre-veterinary/architectural student. Fundamental topics in physics are covered in much greater depth than in Physics I, with an emphasis on mathematical calculation and problem solving. Advanced laboratory investigations involve student design and inquiry, are a major part of the course. Students will take the AP Physics-C exam in order to earn college credit depending on their exam score.
- **Assessment** – The main assessment is by the comprehensive tests that are given approximately every 2-3 weeks. The tests are based on typical AP and college course exams with a heavy emphasis on mathematics and problem solving skills. Other assessments include laboratory investigations, computer simulation activities, quizzes, practice problem sets, and projects. In order to prepare students for college, examination and laboratory grades are weighted more heavily than daily grades.
- **Homework** – On average, a student is assigned four hours of homework per week over a unit of study. In addition, students are required to complete some on-line activities and formal laboratory reports.
- **Recommendations** – A student should have at least an 80 or above in Biology Pre-AP, Chemistry Pre-AP or 90 or above in Biology, Chemistry, and Physics.

AP Chemistry (1363)

1 Year Course

½ Unit Per Semester

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.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – Approximately 10 chapters of a college-level text are covered per semester. The pace of the course takes into account the expectation of solid fundamental chemistry knowledge from Chemistry I.
- **Depth** – AP Chemistry is a course designed to cover material typically found in the freshman level college general chemistry course and is for the college-bound student expecting to major in a physical or life science. Fundamental topics in chemistry are covered in greater depth than in Chemistry I, with an emphasis on mathematical calculations and problem solving. Advanced laboratory investigations involving independent data analysis and study are a major part of the course. Students may take the AP exam in order to earn college credit depending on their exam score.
- **Assessment** – The main assessment is the completion of formal laboratory reports. Additionally, comprehensive tests are given approximately every 4-5 weeks. The tests are based on typical AP and college course exams with a heavy emphasis on mathematics and problem solving skills. Other assessment includes chapter homework assignments styled in the AP format. In order to prepare students for college, fewer grades are taken, and laboratory and exam grades are weighted more heavily than daily grades.
- **Homework** – On average, a student is assigned five hours of homework per week over a unit of study. In addition, students should dedicate review time on a weekly basis as prescribed by the College Board.
- **Recommendations** – A student should have at least an 80 or above in Biology Pre-AP, Chemistry Pre-AP or 90 or above in Biology and Chemistry. Discuss the expected chemistry background that is needed for success in this course with the science department chairperson if needed.

Laboratory Management (1371) (Local Credit)

1 Year Course

½ Unit Per Semester

This is an individualized course offering practical experience in (1) maintaining and preparing laboratory equipment and materials and/or (2) in carrying out an independent science research project. Projects may be prepared for presentation and/or competition. 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.

Prerequisite: Recommendation of science teacher and approval of the department chair and supervising science teacher.

Social Studies

Geography

1 Year Course

½ Unit Per Semester

Through a study of physical and human environments, this course's concern is the earth, from its climates and landforms to its peoples and their cultures. This course emphasizes the study of the five themes of World Geography: location, place, human-environment interaction, movement, and regions.

World Geography (1411)

- **Pace** – Basic Geography concepts are addressed in the first six-weeks and thereafter modeled, practiced, and reviewed in regional units that are typically covered in three- or four-week intervals. Most reading and assignment expectations are accomplished during classroom time. More collaborative work takes place in the classroom.
- **Depth** – World Geography provides a comprehensive interpretation of the historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Emphasis is placed on applying the five themes of Geography—location, place, human-environment interaction, movement, and regions—to the nine regions of the world. Provides experiences that lead to an understanding of the interactions of Earth's physical systems and the spatial consequences of physical processes across Earth's surfaces. Helps students to learn how to use geographic knowledge, skills, and perspectives to analyze problems and make decisions. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Assessment** – Daily grades are taken more regularly. Collaborative assignments and projects more frequently. Comprehensive tests are given approximately every 2 weeks. Tests are usually multiple choice with some short answer questions.
- **Homework** – On average, a student is assigned 30 minutes to 1 hour of homework at least twice weekly, including study sheets, textbook reading, and preparation for quizzes.

AP Human Geography (1413)

- **Pace** – Intensive study of physical geography, human geography, and social studies skills are combined to prepare students for advanced Social Studies courses. Reading intensive course that includes two textbooks, three novels, and many handouts; readings students are expected to complete outside of the classroom.
- **Depth** – This college-level course introduces students to the relevance of geographic concepts to human problems. Geography concepts are aligned with TEKS and significantly expanded with the Human Geography components and AP College Board expectations; course of study recommended for the 9th grade student who is planning to take Advanced Placement Social Studies courses in 10th, 11th, and 12th grades. The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. The focus of this course is on *applying* geography to the world in which we live.
- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Regular weekly assessments include map tests, vocabulary tests, and content-related multiple choice quizzes. Comprehensive exams are given each six weeks with both multiple choice and free-response (essay) components. Exams are longer in length, timed, and presented in a format designed to emphasize higher-level thinking and to introduce AP testing format. Typically, exam retakes, and exam corrections are not offered.
- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important.

World History

1 Year Course

½ Unit Per Semester

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 types of historical evidence.

Grade Level (1421)

- **Pace** – The first semester of World History focuses on pre-history to 1750, while the second semester continues from 1750 to modern times. World History units are typically covered in 1 to 2 weeks. Most reading and assignment expectations are accomplished during classroom time. More collaborative work takes place in the classroom.
- **Depth** – World History provides a comprehensive interpretation of the historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Students will practice skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Assessment** – Daily grades are taken more regularly. Collaborative assignments are given approximately 1-2 times weekly. Each six weeks a major review project is required. Unit exams are given approximately every 7-10 school days.
- **Homework** – On average, a student is assigned 30 minutes to 1 hour of homework at least twice weekly, including study sheets, textbook reading/ notebook completion, and preparation for quizzes. Many homework assignments are extensions of assignments provided in the classroom.

AP (1423)

- **Pace** – The course begins with the Neolithic Revolution about 10,000 B.C.E., the focus is primarily on the last thousand year of global experience. The course covers the concept of periodization and includes such specific themes as the impact of interaction among major societies and the impact of technology, economics, and demography on people and the environment. This is a reading intensive course that includes a college-level textbook, multiple handouts, and on-line study materials to be completed outside of the classroom.
- **Depth** – The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. AP World History concepts are aligned with TEKS and significantly expanded with AP College Board expectations; course of study recommended for the 10th grade student who is planning to take Advanced Placement Social Studies courses in 11th, and 12th grades. Rigorous interpretation and analysis of primary and secondary source readings; writing assignments emphasize logical organization and the use of textual and historical evidence in structural, critical, and comparative historical analysis; use of a variety of historical methodologies in analyzing and defending historical arguments.
- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Subject specific assessments are given in the form of daily reading quizzes and chapter exams approximately once a week. Comprehensive exams are given each six-weeks, with both multiple choice and free-response (essay) components. Exams are longer in length, timed, and presented in a format designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, exam retakes, and exam corrections are not offered.
- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important.

U.S. History

1 Year Course

½ Unit Per Semester

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 1865 to the present. Among the major themes that will be studied are American'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. The AP section of this course covers U.S. History from colonization to the present.

Grade Level (1431)

- **Pace** – U.S. History covers material from the Civil War (1861 – 1865) through World War I (1917 – 1918) by the end of the first semester, and from 1920 through the Present in the second semester. Most reading and assignment expectations are accomplished during classroom time. More collaborative work takes place in the classroom. Pacing may vary according to current events and historical connections.
- **Depth** – U.S. History provides a comprehensive interpretation of the historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Emphasizes how history affects the present; making connections to the present utilizing current events. Emphasis on analysis, evaluation, cause and effect. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Assessment** – Multifaceted, such as evaluatory writing, multiple choice tests, reading quizzes, vocabulary checks, projects, and TEKS/TAKS reinforcement. Comprehensive/benchmark tests are given approximately each 6 weeks. (Common vocabulary tests given). Collaborative assignments and projects more frequently.
- **Homework** – Typically 90 minutes per week assigned, including study sheets, textbook reading, and preparation for quizzes. Many homework assignments are extensions of assignments provided in the classroom.

AP (1435)

- **Pace** – AP U.S. History covers the span of a full-year (the equivalent of two courses) of college-level coursework. The first semester is dedicated to the study of pre-Columbian American societies (1492) through the Civil War and Reconstruction (1877). The second semester covers the period from Reconstruction (1877) to the present. *Please note the differences in the scope & 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 roughly 1920.* Reading intensive course that includes a college-level textbook, multiple handouts; on-line study materials to be completed outside of the classroom.
- **Depth** – AP United States History concepts are aligned with TEKS and significantly expanded with AP College Board expectations. Rigorous interpretation and analysis of primary and secondary source readings; writing assignments emphasize logical organization and the use of textual and historical evidence in structural, critical, and comparative historical analysis. Success in this course depends heavily on consistency and hard work from students.
- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Subject specific assessments are given in the form of daily reading quizzes and chapter exams approximately once a week. Comprehensive exams are given each six-weeks, with both multiple choice and free-response (essay) components. Exams are longer in length, timed, and presented in a format designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, exam retakes, and exam corrections are not offered.
- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Students will average 10 to 12 pages of college-level reading nightly. There is a direct correlation between those who do their reading/note-taking thoroughly and their AP exam/course grade. Students are expected to devote extensive time preparing for class.

U. S. Government

1 Semester Course

½ Unit Per Semester

These courses are concerned with the nature of the American political system and how various governmental institutions have developed and how they work today. The study of political science techniques and the major institutions - the executive, legislative, and judicial branches of the United States and Texas government - is the objective of this one semester course.

Grade Level (1441)

- **Pace** – Basic Government concepts are addressed in the first six weeks and thereafter modeled, practiced and reviewed in chapter and unit tests in 2-week intervals. Most reading and assignment expectations are accomplished outside of class. Collaborative work takes place in the classroom.
- **Depth** – Government provides a comprehensive interpretation of the historical, political, and economic concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Concepts basic to a thorough understanding of Government, such as checks and balances, separation of powers and federalism, are addressed at length and applied throughout the course. Assists students in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life. Emphasis is placed on applying current events on state and national institutions. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Assessment** – Comprehensive tests are given approximately every 2 weeks. Daily grades taken more regularly. A research methods project is an ongoing semester assignment that is counted per grading period as a test grade.
- **Homework** – On average, a student is assigned 30 minutes to 1 hour of homework at least twice weekly, including study sheets, textbook reading, and preparation for quizzes. Many homework assignments are extensions of assignments provided in the classroom.

AP (1443)

- **Pace** – AP content objectives and basic concepts are addressed in the first six weeks and thereafter modeled, practiced and reviewed in chapter quizzes on a weekly basis. All textbook reading assignments are accomplished outside of class. Collaborative work takes place outside and inside of the classroom.
- **Depth** – Government concepts and Social Studies skills are aligned with TEKS and expanded with AHISD expectations. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Topics of study range from Constitutional underpinnings to modern public policy debates regarding Civil Rights and Liberties. Emphasis is placed on applying current events on state and national institutions.
- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Daily grades taken at least three times a week. Comprehensive exams are given each six-weeks, with both multiple choice and free-response (essay) components. Exams are longer in length, timed, and presented in a format designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, exam retakes, and exam corrections are not offered. A policy paper project is an ongoing semester research assignment that is counted per grading period as a test grade.
- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. On average, a student is assigned 45 minutes of homework each night, including vocabulary, Supreme Court cases, textbook reading, and research assignments. Students are expected to devote extensive time preparing for class.

Economics

1 Semester Course

½ Unit Per Semester

These introductory courses are designed to provide students with information about basic terms and concepts as found in economics. Topics examined include: characteristics and goals of the free enterprise system and other economic systems, the operation of the theories of supply and demand; the factors of production, the rights and responsibilities of the consumer; and the role of government, business, and labor in the economy. The AP courses include a study of key principles of economics in greater depth and complexity than the grade level course, such as a comparative review of various economic systems, the implications of supply and demand theories for the consumer and the producer, economic graphs and calculations, market structures effect on pricing, the workings of the national economy, and international trade. Students may take AP Microeconomics and/or AP Macroeconomics.

Grade Level—Free Enterprise (1446)

- **Pace** – Basic Macroeconomic concepts are addressed in the first six weeks and thereafter modeled, practiced and reviewed in chapter and unit tests in two-week intervals. Most reading and assignment expectations are accomplished outside of class. Collaborative work takes place in the classroom.
- **Depth** – Economics provides a comprehensive interpretation of the economic, political, and historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Basic Macroeconomic and Microeconomic concepts are addressed at length and applied throughout the course. Emphasis is placed on applying current economic topics to units of study. Guest speakers from the community provide extended and professional financial information. Opportunities to engage in the understanding of the economic aspects of public policy decisions. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Assessment** – Comprehensive tests are given approximately every 2 weeks. Daily grades taken more regularly. A Banking/Credit and Tax project is an ongoing semester assignment that is counted per six weeks as a test grade.
- **Homework** – On average, a student is assigned 30 minutes to 1 hour of homework at least twice weekly, including study sheets, textbook reading, and preparation for quizzes. Many homework assignments are extensions of assignments provided in the classroom.

AP Micro-Economics (1444)

- **Pace** – AP Macroeconomic and Microeconomic concepts are addressed in the first six weeks and thereafter modeled, practiced and reviewed in daily chapter quizzes. All textbook reading assignments are accomplished outside of class. Collaborative work takes place inside of the classroom.
- **Depth** – Economic concepts and Social Studies skills are aligned with TEKS and expanded with AHISD expectations. Content objectives focus on how households, businesses and government make economic decisions. The course includes both the study of basic economic concepts and the application of economic principles and theories. Topics of study include: the structure of markets; the theory of the firm; product market models; the factor market; market failures and the role of government in the economy; specialization based on comparative advantage; and international trade. Emphasis is placed on applying current economic topics to units of study. Guest speakers from the community provide extended and professional financial information.
- **Assessment** – Comprehensive tests, multiple choice and free response questions, are given at the end of each grading period. Daily grades are taken each day in class. Students will choose a book from the selected reading list and complete the book by the end of the first grading period. During the second grading period students write a timed essay.
- **Homework** – On average, a student is assigned 30 minutes of homework each night, including textbook reading, and selected reading assignments.

AP Macro-Economics (1445)

- **Pace** – AP Microeconomic and Macroeconomic concepts are addressed in the first nine weeks and thereafter modeled, practiced and reviewed in daily chapter quizzes. All textbook reading assignments are accomplished outside of class. Collaborative work takes place inside of the classroom.
- **Depth** – Economic concepts and Social Studies skills are aligned with TEKS and expanded with AHISD expectations. Content objectives focus on measuring national economic performance, the financial sector, economic stabilization policies, and international trade. The course includes both the study of basic economic concepts and the application of macroeconomic principles and theories. Topics of study include: measurement of economic performance, national income and price determination (including unemployment and inflation), the financial sector, monetary and fiscal stabilization policies, economic growth, and international trade and finance. Emphasis is placed on applying current economic topics to units of study. Guest speakers from the community provide extended and professional financial information.
- **Assessment** – Comprehensive tests, multiple choice and free response questions, are given at the end of each grading period. Daily grades are taken in class. Students will complete outside reading and assessments. During the second grading period students write timed essays.
- **Homework** – On average, a student is assigned 30 minutes of homework each night, including textbook reading, and selected reading assignments.

Sociology

1 Semester Course

½ Unit Per Semester

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.

Grade Placement: 11, 12

Grade Level (1461)

- **Pace** – The social nature of human beings and the structure of society are covered in the first 6 weeks and used as a basis for investigating selected current events and areas of study. Class discussions and demonstrations help insure that the vast majority of required content is covered in class. The class covers 10 selected chapters in a semester course, allowing for roughly 2 weeks to be spent on each chapter. A high school level text is the primary course resource.
- **Depth** – Sociological provides a comprehensive interpretation of the historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Basic sociological concepts are addressed at length and applied throughout the course. Emphasis is placed on the social nature of human beings and interdependence created by social structure.
- **Assessment** – Chapter tests are given approximately every 2 weeks. Individual and group projects are occasionally substituted for chapter tests. Quizzes are given less frequently and may include real-world applications of psychological concepts. All tests and quizzes are untimed. Tests include multiple choice, matching, true/false, and short answer questions. Provides developmentally appropriate challenging experiences to emphasize college-readiness/preparedness.
- **Homework** – On average a student is assigned 15 to 45 minutes of homework once a week. Homework includes short text reading assignments, worksheets, psychological experiments, self-assessments, and formal assessment preparation.

Sociology For AP Psychology (1465)

See AP Psychology for course description, pacing, depth, assessment, and homework information.

Psychology

1 Semester Course

½ Unit Per Semester

As a high school elective, Psychology is designed as an introduction to the methods and theories of major psychologists. Included in the content are the study of factors involved in learning, the elements of human growth and development, patterns of human behavior, and applicable psychological terminology. The AP Psychology course is intended for any student who is willing to accept the rigorous challenge of an entry-level college course. This exciting and interactive class is designed to introduce students to the systematic study of the behavior and mental processes of human beings. Topics of interest include neurobiology, human development, sensation and perception, intelligence, motivation and emotion, states of consciousness, personality, psychological disorders, and therapy.

Grade Placement: 11, 12

Grade Level (1462)

- **Pace** – The scientific and biological basis of human behavior is covered in the first 6 weeks and is used as a basis for investigating selected areas of human behavior. Class discussions and demonstrations help insure that the vast majority of required content is covered in class. The class covers 9 selected chapters in a semester course, allowing for 2 weeks to be spent on each chapter. A high school level text is the primary course resource.
- **Depth** – Psychological provides a comprehensive interpretation of the historical concepts and Social Studies skills outlined in the TEKS and expanded with AHISD expectations. Basic Psychological concepts are addressed at length and applied throughout the course. Emphasis is placed on the social and cognitive psychological influence on human behavior.
- **Assessment** – Chapter tests are given approximately every 2 weeks. Individual and group projects are occasionally substituted for chapter tests. Quizzes are given less frequently and may include real-world applications of psychological concepts. All tests and quizzes are untimed. Tests include multiple choice, matching, true/false, and short answer questions.
- **Homework** – On average a student is assigned 15 to 45 minutes of homework once a week. Homework includes short text reading assignments, worksheets, psychological experiments, self-assessments, and formal assessment preparation.

AP (1466)

- **Pace** – A heavy and detailed emphasis is placed on the scientific nature of psychology and the biological basis for human behavior in the first 6 weeks. This foundation is used to investigate a comprehensive list of human behavioral topics. While considerable class time is spent on discussions and demonstrations of important psychological concepts, the student is responsible for learning many concepts outside of class. The class covers 18 chapters in year-long course, allowing for roughly 2 weeks to be spent on each chapter. A college level test is the primary course resource.
- **Depth** – Psychological concepts and social studies skills are aligned with TEKS and greatly expanded to meet the College Board standards. Course content and assessment is designed to meet the requirements of a college level introductory psychology course and prepare students to excel on the AP Psychology exam. While the social and cognitive influences on human behavior are investigated, special emphasis is placed on the biological basis of behavior.
- **Assessment** – Chapter tests are given approximately every 2 weeks. Reading quizzes are given at least once a week. In the spring semester, emphasis is placed on preparing students for the written portion of the AP exam. Students are required to write multiple free-response (FRQ) essays during this time period. All tests, quizzes, and FRQ responses are timed. Tests and quizzes are comprised entirely of AP style, college-level multiple choice questions.
- **Homework** – On average a student is assigned 30 minutes to one 1 hour of homework 4 times a week. Homework includes nightly reading, study guide completion, and quiz and exam preparation.

AP European History (1453)

1 Year Course ½ Unit Per
Semester

Grade Placement: 11, 12

The study of 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.

- **Pace** – Reading intensive course that includes a college-level textbook, multiple handouts, on-line study materials to be completed outside of the classroom.
- **Depth** – In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Rigorous interpretation and analysis of primary and secondary source readings; writing assignments emphasize logical organization and the use of textual and historical evidence in structural, critical, and comparative historical analysis. Students will develop parallel college-level skills such as note-taking, critical thinking, and time management. Skills and knowledge learned in this course will help students in other courses, AP or otherwise. Success in this course depends heavily on consistency and hard work from students.
- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Subject specific assessments are given in the form of daily reading quizzes and chapter exams approximately once a week. Unit exams cover critical AP European History themes and content. Comprehensive exams are given each six-weeks, with both multiple choice and free-response (essay) components. Exams are longer in length,

timed, and presented in a format designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, exam retakes, and exam corrections are not offered.

- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Students will average 10 pages of college-level reading nightly. There is a direct correlation between those who do their reading/note-taking thoroughly and their AP exam/course grade. Students are expected to devote extensive time preparing for class.

AP Comparative Government and Politics (1497) (fall)
1 Semester Course ½ Unit Per Semester

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 example, noting that not all concepts will be equally useful in all country settings.

- **Pace** – Reading intensive course that includes a college-level textbook, multiple handouts, and on-line study materials to be completed outside of the classroom.
- **Depth** – In addition to providing a basic comparative framework for understanding world governments, the goals of the course include (1) developing an understanding of major comparative political concepts, themes, and generalizations; (2) gaining knowledge of important facts pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia; (3) developing an understanding of typical patterns of political processes and behavior and their consequences; (4) being able to compare and contrast political institutions and processes across countries and derive generalizations; and (5) be able to analyze and interpret basic data relevant to comparative government and politics. Students will develop parallel college-level skills such as note-taking, critical thinking, and time management. Skills and knowledge learned in this course will help students in other courses, AP or otherwise. Success in this course depends heavily on consistency and hard work from students.

- **Assessment** – In order to prepare students for college, fewer grades are taken, and examination and essay grades are weighted more heavily than daily grades. Subject specific assessments are given in the form of daily reading quizzes and chapter exams approximately once a week. Comprehensive exams are given each six-weeks, with both multiple choice and free-response (essay) components. Exams are longer in length, timed, and presented in a format designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, exam retakes, and exam corrections are not offered.
- **Homework** – As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to approximately four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Students will average 10 pages of college-level reading nightly. There is a direct correlation between those who do their reading/note-taking thoroughly and their AP exam/course grade. Students are expected to devote extensive time preparing for class.

Philosophy (Special Topics in Social Studies) (1499)

1 Semester Course ½ Unit Per Semester

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.

- **Pace** – Reading intensive course that includes a textbook, multiple handouts, and on-line study materials to be completed outside of the classroom.
- **Depth** – In addition to providing a basic narrative of philosophers and their ideas, this course will rely heavily on the Socratic method of inquiry and discussion of major ideas. Students will be required to deepen their critical thinking and discuss complex ideas and their evolution over time.
- **Assessment** – Assessments will vary in this course. Quizzes over reading, graded discussion, and written assessments will provide the bulk of the grades for this course.
- **Homework** – Students are expected to commit to approximately two hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. There is a direct correlation between those who do their reading/note-taking thoroughly and actively participate in class and course grades.

Comparative Religion (Special Topics in Social Studies) (1496) (spring)

1 Semester Course ½ Unit Per Semester

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 discussion of 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.

- **Pace** – Reading intensive course that includes a textbook, multiple handouts, and on-line study materials to be completed outside of the classroom.
- **Depth** – In addition to providing a basic narrative of events and movements, the goals of this course are to provide students with foundational knowledge of the world's major religions, their founders, beliefs, and major texts, and to explore the development of religious pluralism in the United States. Students will likewise develop parallel college-level skills such as note-taking, critical thinking, and time management. Skills and knowledge learned in this course will help students in other courses.
- **Assessment** – Subject specific assessments are given in the form of daily reading quizzes and chapter exams approximately once a week, in addition to essays, and are presented in a format designed to emphasize higher-level thinking.
- **Homework** – Students are expected to commit to approximately three to four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. There is a direct correlation between those who do their reading/note-taking thoroughly and their course grade.

Sports Psychology (Special Topics in Social Studies) (1498)

1 Semester Course
Semester

½ Unit Per

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.

Personal Finance Literacy (1485)

1 Semester Course ½ Unit Per
Semester

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 care debt; home ownership; starting a small business; investments; savings and bank accounts; and loans, insurance, and charitable giving.

World Languages

French

French I (1551)

1 Year Course

½ Unit Per Semester

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.

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1551)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary expansion, and a variety of communication expressions.
- **Depth** – Class activities build intermediate proficiency and expose students to language needed to communicate in past, present and future time frames. Students communicate on a widening number of topics including those of cultural interest.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1553)

- **Pace** – Frequent use of more extensive authentic learning, viewing and reading materials, and broader coverage of cultural information result in a faster paced class. Basic TEKS concepts spiral and are addressed throughout the year.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization as well as accuracy in communication in past, present and future time frames. Reading and listening assignments emphasize critical reading of authentic texts incorporation many of the AP Themes (see AP Language and Culture course description below). This is the course of study recommended for students who plan to take Advanced Placement French.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

French II

1 Year Course

½ Unit Per Semester

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.

Prerequisite: French 1

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1561)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary and basic communication expressions.
- **Depth** – Class activities reinforce novice proficiency and build to the intermediate low level and focus on fulfilling basic communicative needs and essential cultural information and concepts for successful interaction.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1563)

- **Pace** – Intensive study of authentic readings including literature, more extensive use of listening materials, and broader coverage of cultural information result in a faster paced class.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization, while reading and listening assignments emphasize critical reading of authentic texts. This is the course of study recommended for students who plan to take Advanced Placement French.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

French III

1 Year Course

½ Unit Per Semester

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 unrehearsed contexts.

Prerequisite: French 2

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1531)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary expansion, and a variety of communication expressions.
- **Depth** – Class activities build intermediate proficiency and expose students to language needed to communicate in past, present and future time frames. Students communicate on a widening number of topics including those of cultural interest.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1533)

- **Pace** – Intensive study of authentic readings including literature, more extensive use of listening materials, and broader coverage of cultural information result in a faster paced class.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization as well as accuracy in communication in past, present and future time frames. Reading and listening assignments emphasize critical reading of authentic texts incorporation many of the AP Themes (see AP Language and Culture course description below). This is the course of study recommended for students who plan to take Advanced Placement French.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

French IV (1579)

1 Year Course ½ Unit Per
Semester

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 unrehearsed contexts. On average, students can expect two hours of homework and outside class study per week.

Prerequisite: French 3 or French 3 Pre-AP
Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

AP French Language and Culture (1581)

1 Year Course ½ Unit Per
Semester

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.

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)

- **Pace** – The integration of independent and in class reading, the wide range of cultural information included, and the review of language structures with the goal of increasing linguistic accuracy, result in a fast paced class.
- **Depth** – Assignments emphasize higher order thinking skills, logical organization, and integration of information from different disciplines as well as insights into cultural products, practices and perspectives.
- **Assessment** – The major part of the student's grade is based on the ability to communicate effectively and accurately in French in a variety of situations. Performance assessments measure the students' ability to use the language spontaneously, integrate skills and learn new information from listening and reading in French. Comprehensive tests and/or performance assessments are given approximately every 3 weeks, and include all skills and formats from the AP Exam.
- **Homework** – On average, students are expected to commit to spending four hours per week on homework, including extensive outside of class reading, and assignments requiring access to technology.

French 5 (1583)

1 Year Course ½ Unit Per
Semester

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.

Requirement: Language lab fee - \$10.00
(Scholarships are available for those who qualify)

Spanish

Spanish I

1 Year Course

½ Unit Per Semester

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.

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1511)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary expansion, and a variety of communication expressions.
- **Depth** – Class activities build intermediate proficiency and expose students to language needed to communicate in past, present and future time frames. Students communicate on a widening number of topics including those of cultural interest.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1513)

- **Pace** – Intensive study of authentic readings including literature, more extensive use of listening materials, and broader coverage of cultural information result in a faster paced class.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization as well as accuracy in communication in past, present and future time frames. Reading and listening assignments emphasize critical reading of authentic texts incorporation many of the AP Themes (see AP Language and Culture course description below). This is the course of study recommended for students who plan to take Advanced Placement Spanish.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

Spanish II

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Spanish 1

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1521)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary and basic communication expressions.
- **Depth** – Class activities reinforce novice proficiency and build to the intermediate low level and focus on fulfilling basic communicative needs and essential cultural information and concepts for successful interaction.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1523)

- **Pace** – Intensive study of authentic readings including literature, more extensive use of listening materials, and broader coverage of cultural information result in a faster paced class. Basic TEKS concepts spiral and are addressed throughout the year.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization, while reading and listening assignments emphasize critical reading of authentic texts. This is the course of study recommended for students who plan to take Advanced Placement Spanish.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

Spanish III

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Spanish 2

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Level (1531)

- **Pace** – Students have frequent opportunities to practice and reinforce concepts in class in the target language. Reinforcement may include oral and written practice emphasizing vocabulary expansion, and a variety of communication expressions.
- **Depth** – Class activities build intermediate proficiency and expose students to language needed to communicate in past, present and future time frames. Students communicate on a widening number of topics including those of cultural interest.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1533)

- **Pace** – Intensive study of authentic readings including literature, more extensive use of listening materials, and broader coverage of cultural information result in a faster paced class.
- **Depth** – Learning activities in the pre-AP level include a wider range of topics and require more elaboration and accuracy than those in the grade level class. Oral and written presentations emphasize logical organization as well as accuracy in communication in past, present and future time frames. Reading and listening assignments emphasize critical reading of authentic texts incorporation many of the AP Themes (see AP Language and Culture course description below). This is the course of study recommended for students who plan to take Advanced Placement Spanish.
- **Assessment** Formative assessment is ongoing, providing students with feedback on learning. Summative tests and/or Performance Based Assessments are given approximately every 3 weeks.
- **Homework** – On average, pre-AP students are expected to commit to spending three hours a week on homework and out of class practice, and need to monitor their progress and adjust their study accordingly. Assignments regularly require access to technology.

Spanish IV (1541)

1 Year Course

½ Unit Per Semester

Spanish 4 continues to develop students' Intermediate level proficiency with the goal of increasing their ability to use the language they have learned in Spanish 1, 2 and 3 with greater confidence and fluency. Emphasis is on using and understanding spoken Spanish in the practical situations encountered in the local community, including work contexts, and while travelling in the Spanish-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 Spanish-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 unrehearsed contexts. On average, students can expect two hours of homework and outside class study per week.

Prerequisite: Spanish 3 or Spanish 3 Pre-AP

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

AP Spanish Language and Culture (1543), (1543DC),

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Spanish 3 Pre-AP with a suggested average of 80, or Spanish 3 with a suggested average of 90. Students enrolling for dual credit must fulfill Alamo Community College District requirements.

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

- **Pace** – The integration of independent and in class reading, the wide range of cultural information included, and the review of language structures with the goal of increasing linguistic accuracy, result in a fast paced class.
- **Depth** – Assignments emphasize higher order thinking skills, logical organization, and integration of information from different disciplines as well as insights into cultural products, practices and perspectives.
- **Assessment** – The major part of the student's grade is based on the ability to communicate effectively and accurately in Spanish in a variety of situations. Performance assessments measure the students' ability to use the language spontaneously, integrate skills and learn new information from listening and reading in Spanish. Comprehensive tests and/or performance assessments are given approximately every 3 weeks, and include all skills and formats from the AP Exam.
- **Homework** – On average, students are expected to commit to spending four hours per week on homework, including extensive outside of class reading, and assignments requiring access to technology.

AP Spanish Literature and Culture (1545)

1 Year Course ½ Unit Per Semester

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.

Prerequisite: AP Spanish Language and Culture OR Spanish 4 with a recommended average of 90 and teacher recommendation

- **Pace** – Intensive study of authentic text from seven centuries of Peninsular and Latin American Literature. There is extensive textual and thematic analysis, literary term usage, and poetry analysis. Basic TEKS concepts spiral and are addressed throughout the year.
- **Depth** – Writing and literary concepts are aligned with TEKS and significantly expanded with AHISD and AP College Board expectations; course of study recommended for 11th grade Spanish Immersion students and 12th grade students who have completed Spanish Language course. Rigorous interpretation and analysis of literature; writing assignments emphasize logical organization and the use of authentic readings.
- **Assessment** – Comprehensive tests are given approximately every 3 weeks. Tests require interpretive and analytical skills as well as reading comprehension. Essays are also assigned approximately every 4 weeks; essays require thematic, textual, or poetry analysis. AP style rubrics are used in grading. Tests are longer in length, timed, and are designed to emphasize higher-level thinking and to reinforce AP testing format. Typically, re-takes, and corrections are not offered.
- **Homework** – Reading is required outside of classroom most of the time. A summer assignment is required and will be assessed the first week of school. Students are expected to commit to spending an average of 4 hours on homework per week; time required will vary based on the student's pace while reading the authentic literature required in this college level course.

Spanish Immersion

Spanish III Pre-AP Immersion (9th grade Spanish Immersion) (1533IM)

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Spanish 2 Pre-AP Immersion; teacher recommendation

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

AP Spanish Language and Culture (10th grade Spanish Immersion) (1543)

1 Year Course

½ Unit Per Semester

This course continues to develop students' academic Spanish language skills involving extensive reading and academic writing and an increasing emphasis on accuracy in expression. The course is taught with a goal of preparing the students for the AP Language Exam in May. Immersion students are co-enrolled in sections with AP Spanish Language and Dual Credit Spanish.

Prerequisite: Spanish 3 Pre-AP Immersion; teacher recommendation.

Requirement: Language lab fee - \$10.00 (Scholarships are available for those who qualify)

AP Spanish Literature and Culture (11th grade Spanish Immersion) (1545)

1 Year Course

½ Unit Per Semester

This course explores the literature and cultures of the Spanish-speaking world, and prepares students for the AP Spanish Literature and Culture exam in May. Immersion students are co-enrolled in AP Spanish Literature and Culture.

Prerequisite: AP Spanish Language and Culture; teacher recommendation.

Spanish VI Immersion (12th grade Spanish Immersion) (1549IM)

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Seniors who have completed AP Spanish Language and Culture or AP Spanish Literature and Culture

Latin

Classical Roots for Building Vocabulary (1597) 1 Semester Course ½ Unit Per Semester

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 discussed.

Latin I 1 Year Course ½ Unit Per Semester

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. On average, students can expect to spend one and a half hours a week on homework and outside class practice.

Grade Level (1587)

- **Pace** – Students reinforce vocabulary and develop their ability to comprehend what they are reading in familiar contexts.
- **Depth** – The focus of study is to comprehend spoken or written Latin rather than to translate from English into Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1588)

- **Pace** – Students engage in more extensive translation practice and examine a broader selection of readings.
- **Depth** – Students will work more on translating from English to Latin to help deepen their understanding of grammar and syntax. This is the course of study recommended for students who plan to take Advanced Placement Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** - On average, Pre-AP students are expected to commit to spending three hours a week on homework and out of class practice.

Latin II

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Latin I

Grade Level (1589)

- **Pace** – Students reinforce vocabulary and develop their ability to comprehend what they are reading in familiar contexts.
- **Depth** – The focus of study is to comprehend spoken or written Latin rather than to translate from English into Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1591)

- **Pace** – Students engage in more extensive translation practice and examine a broader selection of readings.
- **Depth** – Students will work more on translating from English to Latin to help deepen their understanding of grammar and syntax. This is the course of study recommended for students who plan to take Advanced Placement Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** - On average, Pre-AP students are expected to commit to spending three hours a week on homework and out of class practice.

Latin III

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Latin II

Grade Level (15931)

- **Pace** – Students reinforce vocabulary and develop their ability to comprehend what they are reading in familiar contexts.
- **Depth** – The focus of study is to comprehend spoken or written Latin rather than to translate from English into Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** – On average, students can expect to spend one and a half hours a week on homework and out of class practice.

Pre-AP (1593)

- **Pace** – Students engage in more extensive translation practice and examine a broader selection of readings.
- **Depth** – Students will work more on translating from English to Latin to help deepen their understanding of grammar and syntax. This is the course of study recommended for students who plan to take Advanced Placement Latin.
- **Assessment** – Formative assessment is ongoing, providing students with feedback on learning. Summative tests are given approximately every 3 weeks.
- **Homework** – On average, Pre-AP students are expected to commit to spending three hours a week on homework and out of class practice.

AP Latin (1595)

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Latin 3 Pre-AP with a suggested average of 80, or Latin 3 with a suggested average of 90

- **Pace** – A greater quantity of lines for which students are required to be able to translate, interpret and scan result in a faster paced class.
- **Depth** – Students examine the use of language in authentic poetry and prose readings while identifying literary devices and stylistic variations. Students work on translating as literally as possible from Latin to English.
- **Assessment** – Comprehensive tests are given approximately every 3 weeks; tests are longer in length with a format designed to emphasize higher-level thinking and to reinforce the AP testing format. AP style rubrics are used in grading.
- **Homework** – On average, students are expected to commit to four hours of course work per week outside of class. Some reading is accomplished outside of class.

Latin V (1596)1 Year Course½ Unit Per Semester

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

Prerequisite: AP Latin

Interrelated Arts

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)

1 Year Course

½ Unit Per Semester

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.

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

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

1 Year Course

½ Unit Per Semester

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.

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

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

1 Year Course

½ Unit Per Semester

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.

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

Choir 9th(1621), 10th(1623), 11th(1625), 12th(1627)

1 Year Course

½ Unit Per Semester

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.

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

AP Music Theory (1629)

1 Year Course

½ Unit Per Semester

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.

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

Class Piano (Music II Instrumental Ensemble)(1608)

1 Year Course

½ Unit Per Semester

This class is for students who are interested in learning to play the piano. Students will learn how to read music in treble and bass clefs. They will also learn proper piano technique and basic music theory. Students will begin learning to play songs in a group format, but will develop the confidence and knowledge necessary to practice and perform musical pieces individually. Near the end of each semester, students will be required to perform a piano piece they have learned in class in a piano recital. Having access to a piano or keyboard at home is advantageous but not required. A few small school-owned keyboards are available to check out for at-home practice on a first-come, first-served basis. Students may be placed in one of two levels, beginner or intermediate/advanced once they sign up for the class based upon their skills and ability.

Classical Guitar (Music I Instrumental Ensemble) (1609)

1 Year Course

½ Unit Per Semester

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 cord 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)

1 Year Course

½ Unit Per Semester

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)

Full Year Course

½ Unit Per Semester

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.

Prerequisite: Election by judges during competitive tryouts in the spring of the preceding year

Spurs/Dance 9th(1655), 10th(1657), 11th(1658), 12th(1659)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 9-12

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 Interrelated 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.

Theatre Arts 1 (1661)1 Year Course ½ Unit Per Semester

This course provides an introduction to the basic principles of acting, production techniques, and technical design for theatre. Elementary directing principles are also explored. After completing the introduction to all elements, students may focus on either performance or the technical aspects of theater.

Grade Placement 9-12

Performance Theatre (Acting Methods) (1680)1 Year Course½ Unit Per Semester

Performance Theatre students will learn all of the basic fundamentals of theatre performance, including movement, voice, technique, script analysis, classical conventions, improvisation, musical voice, audition skills, etc. Students will develop at least four monologues that they can take into future auditions. This course will culminate in a public performance of their work.

Grade Placement 9-12

Prerequisite: Instructor Approval

Technical Theatre 1 (1681)1 Year Course½ Unit Per Semester

Technical Theater 1 students will identify and apply the principles of scene design, lighting design, and costume design. 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 one show during the school year and help construct all sets produced at the high school. Students must have teacher's approval.

Grade Placement: 9-12

Unified Theatre 1 (1662), 2 (1664), 3 (1666), 4 (1668)1 Year Course½ Unit Per Semester

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.

Grade Placement 9-12

Prerequisite: Successful completion of Theatre Arts 1, Technical Theatre I or Peer Tutor 1 and/or permission of the instructor by interview.

Theatre Arts 2(1663), 3(1665), 4(1667)1 Year Course ½ Unit Per Semester

Theatre Arts 2, 3, and 4 presents an advanced study of acting (theories and techniques) and the principles of directing and design (costume, make-up, stage). The course includes an introduction to play analysis as related to production. Focus is on short plays acted and directed by students within class time.

Grade Placement: 10-12

Prerequisite: Successful completion of Theatre Arts 1 and permission of the instructor

Theatre Productions 1(1685)1 Year Course ½ Unit Per Semester

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.

Grade Placement: 9-10

Prerequisite: Successful completion of 8th Grade Theatre Production or High School Theatre Arts 1 and permission of the instructor by audition/interview.

Requirement: Production fee - \$75.00 (Scholarships available for those that qualify)

Theatre Productions 2(1687), 3(1689), 4(1690)1 Year Course ½ Unit Per Semester

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.

Grade Placement: 10-12

Prerequisite: Successful completion of Theatre Production I and permission of the instructor by audition/interview.

Requirement: Production fee - \$75.00 (Scholarships available for those that qualify)

Art Appreciation (1650)1 Year Course½ Unit Per Semester

Through lectures, readings, gallery visits 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 credit of Fine Art requirement.

Grade Placement: 9-12

Art 1 (1631)1 Year Course½ Unit Per Semester

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.

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

2-D Design 1 (Art 2 Painting) (1633)1 Year Course½ Unit Per Semester

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.

Grade Placement: 10-12

Prerequisite: Art 1

Requirement: Art fee - \$50.00 (Scholarships are available for those who qualify)

2-D Design 2 (Art 3 Painting) (1635)1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: 2-D Design I (Art 2 Painting)

Requirement: Art fee \$50.00 (Scholarships are available for those who qualify)

Art 2 Ceramics (1643)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 10-12

Prerequisite: Art 1

Requirement: Art fee \$60.00 (Scholarships are available for those who qualify)

Art 3 Ceramics (1645), Art 4 Ceramics (1647)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Art 2 Ceramics

Requirement: Art fee \$60.00 (Scholarships are available for those who qualify)

Art 2 Photography (1651)

1 Year Course

½ Unit Per Semester

The focus of first semester will be darkroom photography. It is designed to give students the opportunity to explore the expressive nature of *black and white* photography. Students will study the elements of composition, learn effective exposure settings of the 35mm camera, learn how to develop their own film, learn how to make contact sheets, and learn how to make enlargements of their images. Each student will be required to develop a portfolio of quality prints. Students must provide their own 35mm film camera (with manual functions), 35mm film and photographic paper. The focus of the second semester will be *digital photography*. Where the emphasis is still placed on framing in the camera, and making an expressive statement with an image. Rule-of-Thirds and Depth-of-Field are explored further. Digital “darkroom” skills will be learned. Using Adobe Photoshop, students will learn to crop, enhance color/saturation, correct imperfections, correct resolution, and size image for digital printing.

Grade Placement: 10-12

Prerequisite: Art I

Requirement: Camera (35 mm SLR) and Digital Camera, lab fee \$60.00 for the year (Scholarships are available for those who qualify)

Art 3 Photography (16513)

1 Year Course

½ Unit Per Semester

Students in Art 3 Photography will choose whether they want to continue with Darkroom photography, or pursue Digital photography. Students will continue to study the elements of composition. Students will explore further techniques within photography. Larger format printing, colorization, studio lighting, tinting, Adobe Photoshop editing, and other advanced techniques will be investigated. This course is an extension of Art 2 Photography. Each student will develop an individual plan for the year. Each student will be required to develop a portfolio of quality prints. Students must provide their own 35mm film camera (with manual functions) and/or digital camera. If students continue with darkroom photography, they will need to provide their own 35mm film and photographic paper.

Grade Placement: 11-12

Prerequisite: Art 2 Photography

Requirement: Camera (35 mm SLR) and/or Digital Camera, lab fee \$60.00 for the year (Scholarships are available for those who qualify)

AP Art 2D Design Portfolio (1649)

1 Year Course

½ Unit Per Semester

2-D Design Portfolio requires students to produce a minimum of 24 works of art that reflect issues related to 2-D design. Drawing, Painting, Printmaking, Photography, Mixed Media, Digital Design, and Collage are all appropriate means for expressing design principles. This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. AP work involves commitment and accomplishment in portfolio development, and the motivation to produce work outside of class. The AP course addresses three major concerns: 1) a sense of quality in a student's work, 2) the student's concentration on a particular visual interest, 3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. Students will be expected to submit a portfolio in May to the College Board.

Grade Placement: 11-12

Prerequisite: Art 1 and 2-D Design 1 (Art 2 Painting)

Requirement: Art fee \$60.00 (Scholarships are available for those who qualify)

AP Art Drawing (1639)

1 Year Course

½ Unit Per Semester

The Drawing Portfolio requires students to produce a minimum of 24 works of art that address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. There is no preferred (or unacceptable) style or content. Using computer programs merely to manipulate work through filters, adjustments or special effects is **not** appropriate for the Drawing Portfolio. AP work involves commitment and accomplishment in portfolio development, and the motivation to produce work outside of class. The AP course addresses three major concerns: 1) a sense of quality in a student's work, 2) the student's concentration on a particular visual interest, 3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. Students will be expected to submit a portfolio in May to the College Board.

Grade Placement: 11 or 12

Prerequisite: Art 1 and 2-D Design 1 (Art 2 Painting)

Requirement: Art fee \$60.00 (Scholarships are available for those who qualify)

AP History of Art (1653)1 Year Course½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Two credits in art

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.

General CTE Courses

Career Preparation 1(1781), 2(1783)

1 Year Course

1½ Units Per Semester

1 Hour Lab (1789), 2 Hour Labs (1787), 3 Hour Labs (1785)

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.

Prerequisite: Must be at least 16. Parental, guidance, and teacher consent

Arts, Audio/Video Technology, and Communications Cluster

Professional Communications (1679)

1 Sem. Course

½ Unit Per Semester

Students in this required speech course will identify and develop effective communication skills needed for social and professional success in 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.

Principles of Arts, Audio/Video, Technology & Communications (1727)

1 Year Course

½ Unit Per Semester

This course will introduce students to careers in the Arts, Audio/Video Technology and Communications career cluster, and is the first course in the coherent sequence for the Business and Industry Endorsement. 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)1 Year Course½ Unit Per Semester

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, and is another course in the coherent sequences for the Business and Industry Endorsement. 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)1 Year Course½ Unit Per Semester

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.

Grade Placement 11-12

Prerequisite: Graphic Design & Illustration 1

Animation (1729)1 Year Course½ Unit Per Semester

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, including 2D and 3D animation. Adobe software will be used and a portfolio of student work will be created. This course is a course in the coherent sequences for the Business and Industry Endorsement.

Animation 2 (17292)1 Year Course½ Unit Per Semester

Animation 2 allows students to apply their knowledge from Animation I 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.

Grade Placement 11-12

Prerequisite: Animation 1

Video Game Design 1 (1715)1 Year Course½ Unit Per Semester

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 to 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)1 Year Course½ Unit Per Semester

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.

Prerequisite: Video Game Design 1

Video Game Design 3 (17153)1 Year Course½ Unit Per Semester

Students will develop mobile applications.

Prerequisite: Video Game Design 1 & 2

Muletube (Audio Video Productions) 1(17133), 2 (17135)1 Year Course½ Unit Per Semester

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.

Prerequisite: Technology Applications or Computer Science course

Grade placement: 11-12 * By application and teacher permission only

Intro to Culinary Arts (1735)1 Year Course½ Unit Per Semester

“Do you like to cook?” “Do you imagine yourself being a chef, owning a restaurant, or simply wanting to impress your family and friends with delicious food?” Culinary Arts is the class for you!

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification and/or a Texas Culinary Specialist Certification.

Student Partition Fee: \$40

Prerequisite: None

Heights Business Incubator (1790)

1 Year Course

½ Unit Per Semester

This 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.

Grade Placement: open to 11th and 12th graders only

Prerequisite: None

Small Animal Management (1760,1761)

1 Semester Course

½ Unit Per Semester

Do you love learning about and caring for animals? Have you ever thought about a career in animal care or veterinary medicine? Small Animal Management will give you real world skills in caring for small critters. Small Animal care 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. We will also learn about career opportunities, entry requirements, and industry expectations for this field. So, if you enjoy working with animals or have an interest in veterinary medicine, or animal care as a career consider signing up for the Small Animal Management

Prerequisite: None

Education and Training Cluster

Instructional Practices in Education & Training 1(1739), 2(1741)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: Interpersonal Studies and/or Child Development and teacher consent

Hospitality and Tourism Cluster

Food Science (1393)

1 Year Course

½ Unit Per Semester

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 also 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 also review the responsibilities of the USDA and learn about their packaging guidelines.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Placement: 11-12

- **Pace** – Covering a chapter every two weeks is typical.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Food science will foster the development of critical thinking skills and promote analytical, creative problem solving, allowing for an application of the content areas in present and future situations. A primary focus is a full range of knowledge and skills that students need to succeed in career choices related to physical fitness, personal training, dieting, nutrition, and culinary fields.
- **Assessment** – Generally two comprehensive exams and one project are given per nine weeks. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average a student is assigned two hours of homework per week over a unit of study.

Human Services Cluster

Principles of Human Services (1733) (fall)

1 Semester Course

½ Unit Per Semester

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.

Lifetime Nutrition and Wellness (1734)

1 Year Course

½ Unit Per Semester

This is a cooking and eating course! Students cook once a week and learn to prepare many types of foods. The course includes information on making good food choices and developing cooking skills. Food demonstrations occur once a week and include foods like enchiladas, yeast breads, muffins, and more.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Placement: 10-12

Interpersonal Studies (1737) (fall)1 Semester Course½ Unit Per Semester

This technical laboratory course is designed to focus on knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality childcare, career options related to the care and education of children, and the management of multiple family, community, and family roles.

Grade Placement: 10-12

Child Development (1738) (spring)1 Semester Course½ Unit Per Semester

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.

Grade Placement: 10-12

Information Technology Cluster**Computer Programming Pre-AP (1705)**1 Year Course½ Unit Per Semester

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)1 Year Course½ Unit Per Semester

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.

Prerequisite: Computer Programming Pre-AP

Law, Public Safety, Corrections and Security Cluster

Forensic Science (1391)

1 Year Course

½ Unit Per Semester

This is a laboratory course that explores forensic science methods and investigations. Topics include crime scene analyses of fingerprints, hair, fiber and biological evidence; ballistics; identification of skeletal remains; evidence gathering; and examination of documents, soil and water.

Requirement: Lab fee - \$10.00 (Scholarships are available for those who qualify)

Grade Placement: 11-12

- **Pace** – Covering a chapter per two weeks is typical.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations. Outside reading and labs are common. Forensic science will foster the development of critical thinking skills and promote analytical, creative problem solving, allowing for an application of the content areas in present and future situations. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Generally two comprehensive exams and one project are given per nine weeks. Other assessments include class work, homework, quizzes, lab activities, and lab reports.
- **Homework** – On average a student is assigned two hours of homework per week over a unit of study.
- **Prerequisite** – Two units of credit, Chemistry and Biology.

Manufacturing Cluster

Principles of Manufacturing (1395)

1 Year Course

½ Unit Per Semester

This course is the second in the 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 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.

Requirement: Lab fee - \$25.00 (Scholarships are available for those who qualify)

Grade Placement: 10

- **Pace** – Ability to produce 3-5 technical drawings per week.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Principles of Manufacturing is a course designed to develop skills in research, design and manufacturing. It includes developing isometric drawings, AutoCAD and the use of tools to fabricate components out of metal. A primary focus is the acquisition knowledge and skills that students need to succeed in Rocket I and Rocket II as well as college level courses in the engineering field.
- **Assessment** – Assessments include numerous technical drawings, as well as class discussion and participation, homework, quizzes, computer simulation activities, practical application of theory by fabricating several components and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

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

Robotics and Automation 1(1709), 2(1710)

1 Year Course

½ Unit Per Semester

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) 1 Year Course

½ Unit per Semester

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.

Requirement: Lab fee - \$25.00 (Scholarships are available for those who qualify)

- **Pace** - Covering a chapter every week and a half is typical.
- **Depth** - A freshman, full-year curriculum, designed to meet CTE course TEKS objectives, to align with a four-year sequenced STEM endorsement, to provide knowledge of the R&D industry and its fundamentals, and to promote both application of the student's R&D knowledge base and the development of R&D work and life skills. The course aligns, and always will, with SystemsGo's mission to help develop the most valued engineers to compete in the global market.
- **Assessment** - Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Scientific Research & Design (1385)

1 Year Course

½ Unit Per Semester

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 working rockets. 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.

Requirement: Lab fee - \$25.00 (Scholarships are available for those who qualify)

- **Pace** – Covering a chapter every week and a half is typical.
- **Depth** – Concepts are aligned with the TEKS and expanded with AHISD expectations. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course. A primary focus is a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks. Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, lab reports, and tests.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Scientific Research & Design 2(1387)

1 Year Course

½ Unit Per Semester

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, which is launched at the end of the year. 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.

Requirement: Lab fee - \$25.00 (Scholarships are available for those who qualify)

Grade Placement: 12

- **Pace** – Covering a chapter per week is typical. The pace is highly accelerated above that of the grade level SCIRD I class.
- **Depth** – Concepts are aligned with TEKS and significantly expanded with AHISD expectations and AP College Board expectations. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. SCIRD II will strive for the higher levels of learning, creative thinking and application of the content areas in the past, present, and future situations. SCIRD II will be a lab-oriented course designed for students exhibiting an advanced achievement level in the physical science. Outside projects and in-depth comprehensive labs are common. The topics covered in the SCIRD II class are the same as the grade level SCIRD I class but with more detail and emphasis requiring greater mathematical.
- **Assessment** – Comprehensive tests are given approximately every 2-3 weeks; Assessments include class discussion and participation, homework, quizzes, computer simulation activities, laboratory experiments, formal written lab reports, and tests. Typically, re-takes, test corrections are not offered.
- **Homework** – On average, a student is assigned two hours of homework per week over a unit of study.

Technology Applications

Digital Design and Media Production (1703)

1 Year Course

½ Unit Per Semester

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. This course meets the technology applications requirements for graduation.

Digital Video and Audio Design (1713)

1 Year Course

½ Unit Per Semester

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. Students will gain knowledge of Final Cut Pro, professional editing software used heavily in the video industry. At the end of the course students will be prepared to take the Level I Final Cut Pro User Certification Test. This course meets the technology applications requirements for graduation.

Web Design (1721)1 Year Course½ Unit Per Semester

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. This course meets the technology applications requirements for graduation.

Independent Study In Technology Application 1 (1717), 2 (1719)1 Year Course½ Unit Per Semester

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. This course may be taken at grades 11 – 12. This course meets the technology applications requirements for graduation.

Physical Education, Health, and Athletics

Physical Education

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+% 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)

1 Year Course

½ Unit Per Semester

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 and movement has to be taught, re-taught and practiced more than other levels.

Prerequisite: None

PE Aerobics (1905) (fall), (1906) (spring)

½ - 1 Year Course

½ Unit Per Semester

This course is an intense class of advanced fitness through the means of aerobic exercises. The class includes fitness walking, advanced aerobic routines, swimming, body toning through the use of weights and rope jumping.

PE Yoga

½ - 1 Year Course

½ Unit Per Semester

Year 1 – Personal Foundations

(19011 – Grade 12)(19011G – Grades 9-11) (fall),
(19021 – Grade 12)(19021G – Grades 9-11) (spring)

Year 2 – Aerobic Activity

(19053 – Grade 12)(19053G – Grades 9-11) (fall)
(19063 – Grade 12)(19063G – Grades 9-11) (spring)

Year 3 – Individual or Team Sports

(19031 – Grade 12)(19031G – Grades 9-11) (fall)
(19041 – Grade 12)(19041G – Grades 9-11) (spring)

Course introduced 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

½ - 1 Year Course

½ Unit Per Semester

Year 1 - Aerobic Activity

(19051 – Grade 12)(19051G – Grades 9-11) (fall)
(19052 – Grade 12)(19052G – Grades 9-11) (spring)

Year 2 – Individual or Team Sports

(19055 – Grade 12)(19055G – Grades 9-11) (fall)
(19056 – Grade 12)(19056G – Grades 9-11) (spring)

Year 3 – Personal Foundations

(19057 – Grade 12)(19057G – Grades 9-11) (fall)
(19058 – Grade 12)(19058G – Grades 9-11) (spring)

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.

Outdoor/Adventure Education (19022) (spring)

Semester Course

½ Unit Per Semester

Students will develop knowledge and skills for outdoor activities that promote an active lifestyle for a lifetime of enjoyment. Instructional activities include learning skills for orienteering, hiking, camping, fishing, backpacking, canoeing, firearm safety, hunter education, archery, wilderness survival, and basic first aid.

Prerequisite: Foundations of Personal Fitness

Requirement: Parent permission and PE fee - \$25 (scholarships available)

JROTC 1 (1991)

1 Year Course

½ Unit Per Semester

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. This course is a PE Substitution credit.

Grade Placement: 9-12

Health Education (1911)

Semester Course

½ Unit Per Semester

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.

Grade Placement: 9-12

Sports Medicine 1 (1914)

1 Semester Course

½ Unit Per Semester

Sports Medicine 1 is 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. This course includes classroom and practical sessions. The student will also be required to put in 4-8 hours of practical work with the various athletic teams per week. This class is highly recommended for anyone considering a career in the medical fields, particularly Sports Medicine and Physical Therapy. Most colleges/universities request this class as a prerequisite for entering their Athletic Training and Sports Medicine programs. **This class does not count toward the Physical Education or Health credit requirements for graduation.**

Recommendation: Completion of Health Credit

Sports Medicine 2 (19142)

1 Semester Course

½ Unit Per Semester

Sports Medicine 2 is designed as an independent study class with research and practical application components. Students will be enrolled during an athletic period and will work with different athletic teams before and after school. The research will primarily consist of concepts, skills and techniques commonly used in Athletic Training and Physical Therapy. This class is highly recommended for anyone considering a career in the medical fields, particularly Sports Medicine and Physical Therapy. **This class does not count toward the Physical Education or Health credit requirements for graduation.**

Prerequisite: Sports Medicine 1

Sports Medicine 3 (19143)

1 Year Course

½ Unit Per Semester

Sports Medicine 3 will provide a logical progression for students that have advanced through the Sports Medicine 1 & 2 courses. This course will provide opportunities for advanced students to research, investigate, prepare, and present article reviews, case studies, research projects, visual poster presentations, and multimedia presentations on instructor-approved topics.

Prerequisite: Sports Medicine 1 & 2

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 | Soccer |
| Basketball | Swimming |
| Cross-Country | Tennis |
| Football | Track and Field |
| Golf | Water Polo |

Girls may compete in the following sports:

| | |
|---------------|-----------------|
| Basketball | Swimming |
| Cross-Country | Tennis |
| Golf | Track and Field |
| Soccer | Water Polo |
| Softball | Volleyball |

Academic Intervention Mentoring (1069), (1070) (Local Credit)

1 or 2 Semester Course Per Year

½ Unit Per Semester

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, audiological 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.

Peer Coaching for Students (Peer Tutoring) 1 or 2 Semester Course ½ Unit Per Semester

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

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.

Grade Placement: 10-12

Prerequisite: Recommendation of supervising teacher

Special Education

Students are placed in Special Education instructional arrangements only by decision of the Admission, Review, Dismissal, "ARD" Committee. General Guidelines considered when placing a student in Modified or Applied courses are: 1) Review of student progress with accommodations in general education; 2) Significant modifications to the curriculum in a general education mainstream course; and/or 3) Other factors that preclude successful progress in the grade level curriculum and warrant a more restrictive placement.

Special education content-area classes are designed to serve students for whom placement in the corresponding mainstream classes is inappropriate as determined by the Admission, Review, Dismissal Committee ("ARD"). The curricula are adapted to use grade level TEKS with appropriate modifications as decided by the ARD Committee.

English 1 Mod (1011), 2 (1021), 3 (1031), 4 (1041) 1 Year Course ½ Unit Per Semester

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.

Reading Mod 1 (1091), 2 (1093)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

Algebra 1 Mod (1061)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

Geometry Mod (1063)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

Math Models Mod (1065)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

Alternative Classroom for Education "ACE" (1071/1072) (Local Credit)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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)

1 Year Course

Local Credit Only

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.

Prerequisite: ARD Placement

Vocational Experience 1 (8011), 2 (8021), 3 (8031), 4 (8041), 5 (8051), 6 (8061), 7 (8071)

Credits will be determined by the "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.

Learning in Applied Environments

Students participating in courses within the Applied Environment discover and engage in classes requiring significant support to access the general curriculum and may require assistance involving communication, response style, physical access, or daily living skills. Students require direct, intensive, and individualized instruction in a variety of settings to accomplish the acquisition, maintenance, and generalization of basic skills. These courses participate in TEKS through activities that focus on prerequisite skills in order to learn new topics. A student in an applied course may demonstrate their knowledge and skills daily in class. In addition, a student in an applied course may demonstrate performance objectives that may include real-life applications of the TEKS as appropriate to the student's abilities and needs as determined by the ARD Committee.

Students enrolled in Applied Environment English, Math, Social Studies, and Science courses will address alternative academic standards.

English Alt 1(9011), 2(9021), 3(9031), 4(9041)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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

Algebra 1 Alt (9211), Geometry Alt (9221), Math Models Alt (9331)

1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

IPC Alt (9320) 2 Semester Course Per Year ½ Unit Per Semester

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 Alt (9310) 2 Semester Course Per Year ½ Unit Per Semester

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.

World Geography Alt (9410) 1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

World History Alt (9420) 1 or 2 Semester Course Per Year ½ Unit Per Semester

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.

US History Alt (9430) 2 Semester Course Per Year ½ Unit Per Semester

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.

Government Alt (9443) 1 Semester Course Per Year ½ Unit Per Semester

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.

Economics Alt (9444) 1 Semester Course Per Year ½ Unit Per Semester

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.

Health 1 ALT (9911) 1 Semester Course ½ Unit Per Semester

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.

Communication Applications ALT (9914) 1 Semester Course ½ Unit Per Semester

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

Personal Foundations ALT (9901)1 or 2 Semester Course ½ Unit Per Semester

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.

Work Related Skills 1 (9411), 2 (9421), 3 (9431), 4 (9441)1 or 2 Semester Course Per Year ½ Unit Per Semester

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)1 or 2 Semester Course Per Year ½ Unit Per Semester

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)1 Year Course½ Unit Per Semester

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 credited 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.

Grade Placement 9-10

JROTC

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 extra-curricular 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 Cadets are also eligible to earn college academic credits while still in high school. Through the ASU-RTG College Credits for Cadets' Program, Cadets are guaranteed that up to 16 credits, taken and passed with a 'C' or better, will transfer into an Associates of Arts, or an Associates of Science Degree at Adams State University.

JROTC 1 (1991)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 9-12

JROTC 2 (1993)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 10-12

Prerequisite: JROTC 1

JROTC 3 (1995)

1 Year Course

½ Unit Per Semester

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.

Grade Placement: 11-12

Prerequisite: JROTC 1 and JROTC 2

JROTC 4 (1997)1 Year Course½ Unit Per Semester

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.

Grade Placement: 12

Prerequisite: JROTC 1, JROTC 2, and JROTC 3

Elective Credit Opportunities

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

1 Year Course

½ Unit Per Semester

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)

1 Year Course

½ Unit Per Semester

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 (1827)

1 Year Course

½ Unit Per Semester

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)

1 Year Course

½ Unit Per Semester

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.

Prerequisite: Student Council sponsor approval

The following internships/apprenticeships are available through the Alamo Community College District:

Alamo Area Aerospace Academy

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, 433rd 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.

Grade Placement: 10 and select 11 and 12

Information Technology and Security Academy

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, dNovus, 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.

Grade Placement: 10 and select 11 and 12

Manufacturing Technology Academy

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.

Grade Placement: 10 and select 11 and 12

ROBBINS ACADEMY (30033)

The Robbins Academy is a nontraditional strand of the high school. It offers an accelerated paced curriculum with alternative scheduling. Robbins 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.

Prerequisite: Placement must be approved by committee.

OTHER OPPORTUNITIES

UIL Academic Competition Class (1895)

½ - 1 Year Course

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)

1 Semester Course

Non-Credit Only

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 reduces lunch may qualify for a fee waiver. A calculator (TI-83 or TI-84) is required.

Prerequisite: Students in this course should have passed or are concurrently taking Algebra 2.

Academic Decathlon (1896)

1 Year Course

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)

½ - 1 Year Course

Non-Credit Only

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.

Grade Placement: 9-12

Prerequisite: Counselor Recommendation required

Credit Recovery (6001)(6002)

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.

Grade Placement: 10-12

Prerequisite: Counselor Recommendation required

Internships/Apprenticeships (8009)(8010)

Students may earn credit for Internships or Apprenticeships that are carefully selected to meet their career goals.

Prerequisite: Principal approval is required for placement

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)

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

Texas Virtual School Network – TxVSN

Senate Bill 1788 established a state virtual school network to provide online courses for Texas students. The TxVSN 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 TxVSN-approved professional development on effective online instruction. TxVSN options include courses not currently offered in the traditional setting. Students interested in learning more about online course offerings through TxVSN should visit with their professional school counselor.