



## HARMONY SCHOOL OF ADVANCEMENT



## Course Selection Guide

**2014 – 2015**

At critical decision points in your high school career, you must review your educational and career goals thoughtfully to develop a program of study that will help you achieve. We hope that this guide will help you and your parents plan your schedule while at Harmony School of Advancement. Each student at Harmony Public Schools is college ready, career ready and life ready



## INTRODUCTION

“Our mission at Harmony is to prepare each student for higher education by providing a safe, caring and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on math, engineering, science and technology.

“Our vision is to lead our students from the classroom into the world as productive and responsible citizens, and even Nobel laureates.”

Harmony School of Advancement gives young people of great intellectual promise an opportunity to reach their maximum potential in our global community. We emphasize problem solving, exploration, abstract reasoning, and creativity through a rich program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

We hope that this guide will help you and your parents plan your school program while at Harmony School of Advancement. At critical times in your high school career, you must review your educational and career goals with your counselor and thoughtfully develop a program of study that will help you achieve your goals.

Graduation requirements are designed to give you a balanced program helping you develop the understanding and skills necessary to become a well-educated person. A wide range of courses and electives is available. Thus, if wisely selected, will help you explore and develop your own interests and abilities.

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## College Counselling

The college admission process is an integral part of the total experience of a Harmony Public Schools' education. The College Guidance Office (CGO) recognizes the vast diversity in students and families and therefore provides individual guidance in college selection. The college counselling program is grounded in the belief that discovering good matches between students and universities is what the college admissions process is all about. This process is an exciting one, filled with opportunities for self-discovery, but it can also be a time of some anxiety for students and parents.

### Process in HS-Advancement

- Meet with parents to discuss college planning.
- Publicize dates of college admissions tests, scholarships, etc.
- Review and process students' college applications.
- College fairs / college-night programs.
- College Trips

### Process Timetable

While students are encouraged to take advantage of the resources of the College Counselling Office throughout their time at HS-High, the college planning process takes place in the following stages:

#### **8<sup>th</sup> GRADE-INCOMING To-do List**

- Get ready to challenge in high school. "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." by MLK, Jr.
- Learn more about high school graduation requirements.

#### **9<sup>th</sup> GRADE-FRESHMEN To-do List**

- Start working on PSAT/SAT or ACT Tests..
- Be open and honest about your interests when you meet with your counselor to discuss course registration for the next school year.
- Find one or more extracurricular activities that interest you - consistency and commitment! Colleges like to see that you've done something outside your coursework for four years.
- Create a file to keep copies of report cards, a record of honors and awards, and a list of extracurricular activities (i.e. Clubs and/or sports involvement at school, volunteer work, community service, and paid employment).
- ADVANCEMENT FIELD TRIP ACTIVITY: Campus Visit to University of Houston and Rice University

- ADVANCEMENT PARENT ACTIVITY: Student/parent Nights first week of October.

### **10<sup>th</sup> GRADE-SOPHOMORE To-do List**

- Continue working on PSAT-SAT and plan to take the PSAT in October.
- When you meet with your counselor to discuss course registration for the next school year, make sure you are pursuing a curriculum that reflects your ability and potential - are you challenging yourself sufficiently? Talk to your teachers about course selections.
- During school breaks, visit a few colleges to get a feel for different campus sizes (small, medium, large) and locations (urban, suburban, rural).
- Continue to expand and document your extracurricular involvements and outside interests.
- Attend College Fair in Houston, TX –It is offered each year in APRIL at GRB. -
- ADVANCEMENT ACTIVITY: Campus Visit with Sam Houston State University and Trinity University.
- ADVANCEMENT PARENT ACTIVITY: Student/parent Nights last week of September.

### **11<sup>th</sup> Grade-JUNIOR To-do List FALL SEMESTER**

- Take the PSAT in October (National Merit qualifying test).
- Discuss SAT/ACT test prep options with your counselor.
- Attend High School College Fairs in April of each year in Houston.
- Continue extracurricular commitments - consider a leadership role!
- ADVANCEMENT ACTIVITY: Campus Visit to Texas A&M University and Military Academies Field Trip.
- ADVANCEMENT PARENT ACTIVITY: Student/parent Nights first week of September.

#### **SPRING SEMESTER**

- January - March: Set up an appointment with your counselor to discuss standardized test registration, courses for senior year, and to create a preliminary list of colleges.
- Register/Take the SAT ([www.collegeboard.com](http://www.collegeboard.com)) and ACT ([www.act.org](http://www.act.org)) at least once, and preferably twice.
- Find out if any SAT: Subject Tests are required by the colleges you are considering.

*We urge our students to take 2 SAT SUBJECT tests and 2 SAT test before the application deadline, which start in November 1 of Senior Year.*

- Research college list using, guidebooks, the internet, and college visits. Talk to current students and alumni.
- Modify and update college list as your interests become clearer.
- Update your resume with current activities and leadership roles.
- Investigate sources of merit aid at schools of interest.
- ADVANCEMENT ACTIVITY: Campus Visit to UT-Austin and West Coast (California) or East Coast (New York- New Jersey) Field Trip.

- ADVANCEMENT PARENT ACTIVITY: Student/parent Nights first week of March.

### **12<sup>th</sup> Grade-SENIOR To-do List FALL SEMESTER**

- Schedule an appointment with your college counselor.
- Decide what major you are interested in, what you like and what you want TO BE.
- Check whether the colleges you may apply have the major you are interested in.
- If needed, register to re-take SAT/ACT.
- Know your application deadlines!
- Send SAT/ACT scores to colleges.
- Pay attention to scholarship announcements and deadlines.
- Meet with college representatives as they visit our campus.
- If possible, visit your top college choices - go to classes and stay overnight in a dorm.
- Apply for a PIN # for the FAFSA: [www.pin.ed.gov](http://www.pin.ed.gov)
- ADVANCEMENT ACTIVITY: Campus Visit to MIT, Harvard, Yale and Brown University (Massachusetts-Boston) Field Trip.
- ADVANCEMENT PARENT ACTIVITY: Student/parent Nights last week of August.

### **SPRING SEMESTER**

- Fill out the FAFSA online - available January 1: <http://www.fafsa.ed.gov/>
- Get financial aid advices from colleges.
- May 1: Students notify colleges of their enrollment. Be sure to send your deposit.
- June: Final transcripts sent to colleges by counseling office.
- Enjoy your final months at HSA, and do your best to finish the year on an academic high note.
- ADVANCEMENT ACTIVITY: Campus Visit to prospective colleges' field trip. (OPTIONAL FIELD TRIP)
- ADVANCEMENT PARENT ACTIVITY: Student/parent FINANCIAL aid Night last week of January.

### **ALUMNI of HS-Advancement To-do List**

- Stay Connected.
- Attend Alumni relations' activities.
- Graduate within 4 years of high school graduation date.

## **Course Request/ Scheduling**

One of the most critical functions performed by a school is the pre-registration of students. Based upon this information, courses are scheduled and teachers are employed for the next school year. Therefore, it is important that course selection be given serious consideration, because requests to change schedules will not be honored.

Schedule changes based on teacher preference will not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, equalize class balances, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons. These administrative changes generally take place only within the first week of each semester.

### Schedule Changes / Dropping Courses

Early in the Spring Semester, students complete the registration/request process for the following year. After carefully reviewing available courses, students, parents, and teachers choose an appropriate and realistic course plan.

Parents are strongly encouraged to attend one of the help sessions or schedule an appointment with the school counselor.

Course requests will be final at noon on May 23. After this date, only changes to classes that require auditions or courses to be completed during the summer will be made. Students who are concerned about scheduling should meet with a counselor prior to the May deadline.

Additionally, electives will not be altered if listed as the first choice or an alternate. Students should carefully think through their choices during the registration period.

### Level Change Procedures

For students enrolled in AP, Pre-AP, or Honors courses, the following guidelines will need to be met in order to transfer to a less rigorous section:

- ❖ Parent and student will communicate with the class instructor about problems being experienced in the class.
- ❖ For a year-long course, a student can change from an advanced to a lower level of the same course before the end of the 1st marking period; otherwise the student will remain in the class until the end of the first semester.
- ❖ After a semester, the student may transfer if the student has an average of 70 or lower for the first semester, or with teacher's approval. (*for Pre-AP courses only*)
- ❖ Necessary paperwork (*Level Change Request Form*) must be completed with all signatures and turned in to the Counseling Office.
- ❖ Grades for the dropped course will be carried into the added course, if the level change in the middle of the quarter. No adjustment in grades from AP, Pre-AP, or Honors will be made to the new course.
- ❖ If a student exits a course where no transfer levels are available, after the first quarter, a grade of Dropped is recorded for that course. When computing the semester GPA, WP, and WF are not included.

### Transcripts

Newly enrolled students will only receive a transcript in January. Sophomore, Junior and Senior transcripts include current GPA. All copies requested will cost \$3.00 per page.



## **Safety Net Program**

In the event that a student should be failing or in danger of failing a class, HSA has a program in place called the Safety Net Program that will help each student regain a passing grade. There are several different strategies that HSA will use in order to help struggling students. Students who are struggling in a class are required to attend tutorials for that class. If tutorials are not sufficient enough for a student, other strategies will be employed. The strategies within the Safety Net Program are:

### **Harmony Public Schools (HPS) Online Database**

HPS offers parents and students access to grades, homework, test scores, schedules, and DPS points from their home computer through the use of a password to connect to the school database. Students and parents should check the database frequently to keep updated on grades and conduct in each class.

### **Progress Reports**

Progress reports and report cards are sent out every 5 and 9 weeks respectively. Progress reports are handed out specifically for students and parents to see how students are doing in their classes. Progress reports may be used to determine which tutorials students should be attending.

### **Tutorials/Office Hours**

Every teacher has designated times during the week that they hold tutorials and/or office hours. Students who are struggling should immediately take advantage of these tutorials, as they represent the best way for a teacher to help with whatever is causing the student to struggle. Many teachers have tutorials multiple days of the week. Some teachers will require tutorials, while others are available for student help, should the student seek that help. Students should be proactive in seeking help in a course they are struggling in.

### **Counselor**

HS-Advancement provides a grade level counselor to help students get on track academically for their future education goals. If students are struggling academically, speaking to a counselor for strategies or help should be an option. The counselors will help students find out what they are missing, check their grades and help, contact the teacher for information on how a student may improve his/her grades.

### **Peer Tutoring Program**

HS-Advancement's National Honor Society may provide peer tutoring to struggling students throughout the year. If students are interested in this program, they should see the

NHS Sponsor teacher. Peer mentors will help students with time management, homework help, and visiting teachers of classes that students are struggling in.

## **Grading Scale & GPA**

### **Rank in Class**

Harmony School of Advancement is a non-ranking school. Due to the policies of many universities, Harmony School of Advancement will identify students who are among the top 10% of their class.

### **Grade Point Average**

The grade point average (GPA) is determined using the standard 4.0 system. A weighted scale is applied for AP courses. The GPA is calculated as follows:

<b>Grade</b>	<b>Regular</b>	<b>AP &amp; Dual Credit</b>
90-100	4	5
80-89	3	4
70-79	2	3
Below-69	0	0

## **Graduation Requirements**

In order for a student to graduate at Harmony School of Advancement, students must fulfil:

- ❖ High school credit requirements
- ❖ Texas State Assessment (STAAR)
- ❖ Proof admission by a 4 year college
- ❖ At least 100 community service hours
- ❖ Capstone Project in senior year

### Course-by-Credit Summary

Course	Recommended High School Program(RHSP)	Distinguished Achievement Program (DAP)
English	4	4
Mathematics	4	4
Science	4	4
Social Studies	3.5	3.5
Economics	0.5	0.5
Physical Ed.	1	1
Languages other than English	2	3
Fine Arts	1	1
Speech	0.5	0.5
Electives	5.5	4.5
Local Credit Courses	4 LC	4 LC
<b>TOTAL</b>	<b>26 credits+4 LC</b>	<b>26 credits+4 LC</b>

### State of Texas Assessments of Academic Readiness (STAAR) Implementation for Graduation

High School students are required to meet the requirements for STAAR in the courses given below;

- ❖ English I, English
- ❖ Algebra I,
- ❖ Biology
- ❖ U.S. History.

To graduate under STAAR, a student must achieve a cumulative score from each foundation content area (English/language arts, mathematics, science, and social studies) that indicates satisfactory performance.

### College Admission

To graduate, students are required to apply several colleges, to follow the steps of admission and to receive a proof of admission from a 4 year college.

### Community Service

The following guidelines may be used for what qualifies as a community service:

- ❖ Students cannot get paid for the work, nor can they fill a position that would normally be a paid position.
- ❖ Service MAY NOT be performed for family members or for profit making organizations.
- ❖ The community service must be completed at a non-profit organization; therefore, students should ask the organization or business if they are non-profit prior to performing activities. The term “non-profit” does not relate to whether or not the student pays for the activities performed. As a general rule, activities performed at places like libraries, schools, Meals on Wheels, hospices, Habitat for Humanity and faith-based organizations are acceptable. Please keep in mind that hair salons, barber shops, martial arts studios, doctors’ offices and physical therapy facilities are for profit businesses and therefore unacceptable, even if you volunteer to help with them. It is the responsibility of the student to make sure that the hours are properly logged in by the organization.
- ❖ Membership in a service club or organization does not count as service. Still, if the club performs service activities in the community or school beyond club meeting times, this can be counted as service.
- ❖ Service must be performed before or after school and/or during weekends.

### **Exceptions**

Activities performed at faith-based organizations such as churches, synagogues or mosques will be counted towards the community service requirement as long as the activities are NOT religious in nature. For example, activities performed at an after school program housed in a church will count, but assisting in a worship service or Bible Study does not count.

### **Record Keeping**

It is the responsibility of the student to make sure that the hours are properly logged by the organization. Students will turn in the service letters to the Dean of Academics office. Letters that describe service performed must be on official letterhead produced by the organization. Letters must include the organization’s official work phone numbers only; cell phone numbers are not acceptable. Community service letters cannot be written on behalf of a family member or relative. Certificates are not acceptable as proof of service performed.

## **Senior Capstone Project**

Senior Project is to afford you the opportunity to demonstrate the skills, talents, and maturity, you have developed during your high school career and to discover ways in which you can contribute to your community. You will choose a topic that not only interests you, but one which will allow you to grow and mature in ways that are exciting and challenging.

### **The Four Components of Senior Project**

Website, Product, Portfolio and Presentation

**Senior Project Plan:**

The senior Plan is the first big step in this process. This is the document that you will use to communicate to the approval committee what you would like to do for your Senior Project.

**Letter of Intent:**

The letter of intent is a letter written in a business format that expresses to the committee what you intend to do you for your senior project.

**Board and Sign of Commitment**

The board commitment is a poster board that you will design.

**Tri -fold Display Board**

The tri-fold display board is the visual aid that you will use during the oral presentation.

## **Endorsements**

A student shall specify an endorsement the student intends to earn upon entering grade 9. A student must earn 26 credits to earn an endorsement, and demonstrate proficiency in the following:

- The curriculum requirements for the Foundation High School Program.
- A fourth credit in mathematics
- A fourth credit in science.
- Two additional elective credits.

A student may earn any of the following endorsements.

- Science, technology, engineering, and mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Please see the table on the next page to see the requirements of the endorsements.

## **Distinguished Achievement Plan**

The DAP recognizes students who demonstrate levels of performance equivalent to college students. As a college preparatory system, Harmony Public Schools strongly encourages students to follow the DAP. In order to graduate with advanced measures under the DAP, a student must complete any combination of four of the following advanced measures:

1. Original research/project that is:
2. Judged by a panel of professionals in the field that is the focus of the project; or
3. Conducted under the direction of mentor(s) and reported to an appropriate audience; and
4. Related to the required curriculum relating to Essential Knowledge and Skills;
5. Test data where a student receives:
6. A score of three or above on the College Board advanced placement examination;
7. A score of four or above on an International Baccalaureate examination; or
8. A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or
9. College academic courses, advanced technical credit courses, and dual credit courses with a grade of 3.0 or higher.

No substitutions are allowed in the Distinguished Achievement High School Program, except as specified by state Title 19, Chapter 74, Texas Administrative Code.

## **Advanced Placement (AP) Program**

### **Purpose**

The purpose of the AP entrance and exit guidelines is to provide information to parents and students and to facilitate students' success in academically challenging courses. AP classes in Harmony School of Advancement stimulate and challenge students to perform at an advanced academic level. Therefore, AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

### **Entrance Guidelines**

#### **Academic Considerations**

AP curriculum is designed with two grade levels above traditional curriculum. Instruction is fast-paced and much of the work is done outside of class. Therefore, AP students should be

independent learners who have demonstrated prior success in the subject area as demonstrated by:

- ❖ *Previous grades in that discipline:* An “A” in a particular subject required to enroll in AP. It indicates that the student has the academic ability to succeed at the AP level in that subject.
- ❖ *Standardized Test Scores:* SAT-PSAT-STAAR test in that subject is a good predictor of success in an AP class, therefore it is required.
- ❖ *Teacher Recommendations:* Students who want to enroll in any one or more AP Courses listed in the class selection sheet must have teacher recommendation(s) from a teacher in the same subject (English, Social Studies, and Science etc.)

**Performance Considerations**

AP classrooms are fast-paced and challenging environments, with most lesson preparation done out of the classroom. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. AP students should be independent learners who demonstrate:

- ❖ Motivation and Commitment
- ❖ Time Management skills
- ❖ A positive attitude toward challenging coursework
- ❖ A strong work ethic

*The Student agrees to meet the following requirements:*

<b>HS-Advancement AP Placement Policy</b>						
<b>Grade Level</b>	<b>AP Potential*</b>	<b>Grades*</b>	<b>Previous AP test Score Average*</b>	<b>ReadiStep/PSAT/SAT scores</b>	<b>Teacher Recommendation</b>	<b>AP Qualifying Exam*</b>
9th grade	1	90+	n/a	Readistep - 11	<b>Teacher Recommendation from subject area is required i.e. for AP US History, recommendation from Social Studies teacher required</b>	n/a
	2	90+	n/a	Readistep - 13		n/a
10th grade	1	90+	n/a	Readistep - 11, PSAT - 110		<b>Applicable</b>
	2	90+	n/a	Readistep - 13, PSAT - 130		
	3	90+	3+	PSAT-140		
	4	90+	3+	PSAT - 160		
11th grade	1	90+	n/a	PSAT - 120		
	2	90+	n/a	PSAT - 130		
	3	90+	3+	PSAT - 150		
	4	90+	3+	PSAT - 170		

	5	90+	3+	PSAT-180	
12th grade	1	90+	n/a	PSAT - 120, SAT - 1200	
	2	90+	n/a	PSAT - 130, SAT - 1300	
	3	90+	3+	PSAT - 150, SAT - 1500	
	4	90+	3+	PSAT - 170, SAT - 1700	
	5	90+	3+	PSAT - 180, SAT - 1800	
	6	90+	3+	PSAT - 190, SAT - 1900	

### HSA AP Course Eligibility Criteria Descriptions

**AP Potential:** Approved maximum number of AP courses

**Grades:** Grades in the related field in which AP course is requested

**Previous AP Tests:** If a student took AP test(s) previously, the scores could be used as a determinant

**Standardized Test Scores:** Due to the fact that AP's are college level courses, ReadStep/PSAT/SAT scores are used as a college readiness index to assess student AP potential

**AP Qualifying Exam:** Departments may choose to administer AP Qualifying Exams to assess student AP readiness

\*Students with missing credits are not eligible for AP courses

### Student Guidelines

#### AP Exam Required

Enrollment in AP course requires that the student take the AP Exam. If the student named in the contract does not take the AP Exam for the subject class, the class credit earned for the satisfactory completion of the course will be reflected on the academic transcript as a regular level (rather than "AP"). Further, if a student does not take the required exam, s/he will pay for the Harmony School of Advancement any and all the fees for each exam ordered and paid for by the Harmony School of Advancement. Currently, each exam costs \$86.00 and there is an additional fee charged by the College Board for each AP Exam not taken. (This fee will be \$13.00 or greater)

#### Academic Credit for AP Courses

AP level credit will be granted to students who successfully completed the required course work AND who take the related AP Exam. Any student who passes AP Class but not take the test will receive "regular" level credit for that course. NO AP Credit will be granted to students who: ☐ Does not take the related test ☐ Who violates a College Board Exam Policy ☐ Cancels his/her score In such instances listed above, the course credit reflected on the transcript will be



listed as “Regular” rather than “AP”.

### Students Withdrawal Guidelines from AP Course

Students may withdraw from AP Courses without any penalty, if withdrawal is submitted on or before two weeks after the start of the AP Class. Any student enrolled in an AP Course who withdraws from the course after that date may be placed into regular class depending on the availability of the class. In such conditions, the student may be faced with a lower level of course credit being taken, or other undesirable course schedule adjustments being required. Students are expected to complete and turn in the summer assignment during the first week of the school. In most of the AP classes, students will be given a test/essay over the summer assignments in the first two weeks of school. Students with unsatisfactory test/essay performance will be exited from the program. AP teachers will notify students in the first week of school if the test/essay will be given. Students should maintain a minimum average of 80% on their first 9-week report card. Otherwise, they will be exited from the AP Course and will be scheduled into an academic class in that subject. It is the student’s responsibility to track his/her grades, missing course work and absences and to contact with the AP teacher in regards to these.

### Additional AP Guidelines

- Students are expected to maintain their school attendance on the AP Testing days.
- Students must attend after school and/or Saturday tutorial sessions if provided.
- Students taking AP course(s) are not exempted from semester final exams.
- In order to receive credit in AP class, students must attend at least 90% of the days the class is offered. These include both excused and unexcused absences.

### List of AP Courses Offered at Harmony School of Advancement

AP Courses	On Level Equivalent
AP Calculus AB or BC	Mathematics
AP Statistics	Mathematics
AP Chemistry	Science
AP Physics 1	Science
AP Physics 2	Science
AP Physics C	Science
AP Biology	Science
AP Environmental Science	Science
AP English Language	English Language Arts

AP English Literature	English Language Arts
AP Human Geography	Social Studies
AP World History	Social Studies
AP U.S. History	Social Studies
AP Psychology	Social Studies
AP European History	Social Studies
AP US Government	Social Studies
AP Computer Science	Computer Sciences
AP Spanish Language	Languages Other Than English
AP French Language	Languages Other Than English
AP Art History	Arts
AP Studio Art Drawing	Arts

## Dual Credit Program

A dual credit is a college level course offered to a high school student for which the student earns both college and high school credit. Dual credit courses are typically taught at the high school.

- HS Advancement has an agreement with Lone Star CyFair Campus.
- STAAR EOC courses (Algebra 1, English 1, English 2, Biology, and US History) not to be taken as a dual credit.
- Students are responsible for Application & Registration for summer, fall, and spring.

### **Lone Star Dual Credit Eligibility Requirements**

In order for students to be eligible for dual credit, the following requirements must be met:

- The high school must have a dual credit agreement with Lone Star College System. Please view our current list of school districts with dual credit agreements.
- The student is currently enrolled in a public or private high school or home school;
- Completion of the new online Enrollment Guide is required;
- The student has a current admissions application on file with LSCS;
- The student has an exceptional admission form with approvals from their high school administrator, college designee and parent/guardian;
- The student has taken an approved assessment:
  1. **TSI Assessment** (reading, writing, and/or math relevant to the courses being taken) or
  2. TSI Exempt scores based on **ACT, SAT, or STAAR EOC\***
  3. For students enrolling in 11th grade, **STAAR EOC\*** scores may be used. **These students do not need to retest for eligibility during the 12th grade.**

4. For students enrolling in 11th grade, **PSAT or PLAN** scores may be used. Students must achieve a combined score of 107 on the PSAT with a minimum of 50 on the critical reading and/or mathematics test relevant to the courses to be taken. Students must achieve a composite score of 23 on the PLAN with a 19 or higher in mathematics and English. **However, students meeting eligibility with either of these tests must retest or earn a grade of C or better in courses listed to satisfy TSI requirements for dual credit eligibility in the 12th grade.**

- For dual credit students who do not have an exemption or placement scores in **all** sections of STAAR EOC, SAT, ACT, PSAT, or PLAN additional assessment will be required;
- The student must meet prerequisites in the areas that are applicable to the course, including reading, writing and math, where appropriate;
- The student may be TSI exempt to enroll in eligible Level One certificate workforce education dual credit courses in the eleventh and/or twelfth grade.
- Per Texas Administrative Code, high school students shall not be enrolled in more than 2 dual credit classes per semester.
- Students must maintain a grade of "C" or better in each class to remain in the program.

### **Lone Star Dual Credit Course Curricula and Grading**

A dual credit course is a college course in all respects. The curriculum is the curriculum for the college course. The textbooks are the same books used in the college campus and the grading standard is the same.

High school administrators sometimes want to enrich the college course. They may want to include course materials that are part of the high school curriculum that are not stressed in the college course or to add materials to satisfy AP requirements. This goal can best be accomplished by adding hours to the college course and assigning a high school instructor to enrich the curriculum. Because of the length of high school periods and the length of the high school semesters, more class time is usually available than is needed for the 48-hour college course.

The college instructor, will assign grades on the standard LSCC grading scale: 90-100 percent is a grade of A, 80-89 percent is a B, 70-79 percent is a C, 60-69 percent is a D, and less than 60 percent is a failing grade. College students have the option of withdrawing from the class and may be withdrawn by their instructor if they have excessive absences.

College instructors will work with the high school administration to provide periodic grade reports for school records. The rules of dual credit allow college faculty to use two grading scales, one for the high school class and the other for the college class. Consequently, a

student could master the course material at a level satisfactory to pass the high school class while failing the college course.

### **TXVSN.org Dual Credit Course**

Lamar University and the University of Texas at Arlington offer online dual credit courses and allow students to earn college and high school credit at the same time, 100% online.

Find More Information on:

UT-Arlington:

<http://www.dualcredit.com/uta.aspx>

Lamar University:

<http://www.dualcredit.com/lamar.aspx>

## **College and Career Pathways**

Harmony School of Advancement prepares students for college and beyond. The idea of choosing a career is intimidating, and it feels like it's far in the future. There's little time in the commotion of classes, activities, sports, work, and fun to think about what career you want to pursue after graduation from high school or college. It pays, though, to take the time to think about your future career.

The truth is that you'll save a lot of time and money if you have a direction in life, as opposed to just finishing high school and worrying about it later. It's really a matter of dollars and sense. If you choose a career direction now, you can select classes and activities that will make you highly marketable—and highly paid—when you look for work. And it only makes sense to have an idea of what you want to do rather than just wandering aimlessly through school.

We would like our students to choose an elective pathway for this purpose. The possible elective pathways to be considered are the Science, Math, Engineering and Technology (STEM) Pathway; the English Language Arts Pathway; the Fine Arts Pathway; and the Social Studies Pathway. You may see each of the pathways below. Please remember this is only provided to give an idea to the student, and does not guarantee that all classes will be available for students to take.

## **PSAT/SAT Program**

Harmony School of Advancement understands the importance of the SAT exam to the college admission process, major criteria by which college admissions weigh students' high school academic success. Through stimulating yet rigorous curriculum, HS-Advancement makes

it a priority to prepare students for the national exam. The curriculum offers but not limited to individual counseling, group study, practice tests, access to online courses, and waivers for the official test. Along with the many extracurricular activities, students can add to their resumes, a high SAT score enables students to stand out among others in the eyes of college admission officers. Many students that went through the curriculum were rewarded with high scores and acceptance to the nation's top colleges.

## **Summer School/Alternative Credits**

### **Credit by Exam Remediation/Exam For Acceleration**

Credit by exam (CBE) is available for students who failed a course with 60 or above. A student failing the spring semester course must take CBE during fall of the next year.

#### **Important CBE/EA Dates**

**FALL CBE:** First week in September

**SPRING CBE:** First week in February

**Procedure:** Parents/Students need a counselor approval to order a CBE. Once approved, parents/students pay \$45 (fee subject to change) per semester at the front office. It takes approximately a week for a test to arrive, another week or two to receive the scores from UT Austin.

**Important:** In order for a student to take a fall CBE, the arrangements outlined above need to be carried out in a timely manner. So, in order to test the first week of September, order needs to be placed at least between August 20<sup>th</sup>-25<sup>th</sup>. Likewise, Spring Exam approval and order must be finalized in the month of January. Late orders will NOT be accepted and CBE/EA will only be administered within the outlined above time frame.

CBE is designed for credit recovery with a required passing grade of 70 or above. Exam for Acceleration (EA) is offered for course acceleration and the required grade is 90 or above as regulated by HS-Advancement. CBE/EA must be completed with the official grade reported to the counselor's office in order to participate in graduation exercises. **The exam fee must be paid by a student/parent/guardian.** Students must make prior arrangements for testing. CBE/EA grades (if required standard met) will be recorded on the transcript for credit, and will be averaged into the overall grade point average.

HS-Advancement does not offer CBE/EA during summer. Students who wish to take these exams outside HS-Advancement, need prior counselor approval. CBE/EA taken without counselor approval will not be given any credit. Test Centers outside school could be located by contacting UT Austin K-16 Education Center at <http://www.utexas.edu/ce/k16/contact-us/>

## **Correspondence Courses/Summer School**

Credits may be earned by taking correspondence courses from other high schools. Correspondence courses are to be used as enrichment or in case of emergency and are not a substitute for the regular school program. Students should get approval from their counselor prior to enrolling in any correspondence course and should obtain a counselor signature and exam date prior to ordering a final exam. All correspondence work must be completed with the final grade reported to HS-Advancement in order to participate in graduation exercises. Correspondence course grades will be used in the overall grade point average.

## **Athletics**

Harmony School of Advancement has a wide variety of athletic options, offering six sports during three seasons. HS Advancement is affiliated with the Texas Association of Charter Schools. TAPPS also offers a district schedule with a playoff format similar in nature to UIL public institutions.

### **Practices**

All sports conduct practices various times a week in preparation for completions, matches, or meets. Practices are primarily after school, and most are one and a half to two hours in length. Winter Season teams practice during Christmas break.

### **Sports in Competition**

Fall Sports (Girls): Volleyball	Fall Sports (Boys): Flag Football
Winter Sports (Girls): Basketball	Winter Sports (Boys): Basketball
Spring Sports (Girls): Soccer	Spring Sports (Boys): Soccer

### **Mandatory Participation forms**

Bring the following completed forms to your tryout:

1. Permission slip
2. Transportation form
3. Athletic Policy
4. Texas Charter and UIL Student Acknowledgement of Rules form

All forms must have parent signatures to be accepted

## **Extracurricular Activities**

### **Drama Club**

This club will train students in several areas of acting, directing and writing for theatre. It will help students understand and appreciate different performance and acting techniques as well as master all basic dramatic performance skills. It will also introduce students to the drama production process and to the techniques needed for performances and participation at evening and weekend theatrical events. Students have to take the class to be in the club.

### **Debate Club**

The Speech and Debate club is a competition intensive endeavor with the ultimate purpose and goal of preparing its members to be better students, better job and scholarship candidates, better community members, and better decision-makers. The study and practice of debate are essential to these goals and provide countless advantages and opportunities to those who show dedication (including competition trips to major universities, such as Harvard, for those who meet the qualifications). Participation in at least one tournament a month is crucial to development. The Speech and Debate team will also have a built in study support groups to ensure that all members set the correct academic example for their peers and remain high-achieving students able to take advantage of the opportunities that the Speech and Debate provides. Enrollment in the class is HIGHLY encouraged.

### **Book Club**

The Book Club is open to all HS Advancement students. The students will select books to read as a group, and we will have weekly meetings to discuss the readings for each week. Through this club, students would gain more knowledge in different genres, learn how to discuss books as readers, and enhance their vocabulary. Students will be responsible for finding their own copies of the books we read, and they will decide how much reading should be done each week.

### **Art Club**

The Art Club is a student directed club. Art Club meets weekly and is open to all HSA students. Art Club participates in fun drawing activities, learns new art techniques, and much more. Activities include, but do not exclude, after school visits to museums, galleries and college art departments, providing art-relative services for community programs, painting murals, running an anime screening, art movies and hosting a school-wide art exhibit party. Most importantly, you will be demonstrating your fun and creative ideas for school events, for example, Science Fair, Spanish and Turkish Olympiad, Talent Show, Sporting Events, Gala, Prom and more.

### **NHS**

The National Honor Society is a prestigious organization that stands for hard work, dedication, and high academic status. The four characteristics that are the criteria for qualification include scholarship, leadership, service and character.

### **Language Olympiads**

An outlet for the multiple languages taught throughout the Harmony School system. Students will perform poems, songs, cultural dances, and other talents centered on language and culture, in this competition based program.

### **Student Leadership/Council**

This course provides opportunities to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding of the need for civic responsibility.

### **Orchestra**

Orchestra II students will develop musicality and technical mastery of their string instrument through sectional rehearsals and full rehearsals. The students will perform in school concerts and will be working towards performing at a music festival and U.I.L. This club is required of all Orchestra II students.

### **Fitness Club**

Learn multiple ways to get physically fit. Train your physique through upper body, lower body, and total body workouts. You will learn cardiovascular exercises, resistance training, plyometric, self-defense and more. Get more energy throughout the day.

### **Guitar Club**

Ever wanted to play along with your favorite songs? Do you air guitar in the elevator? Then this is the club for you! This is a club for both beginners and advanced players,



and lessons/guidance will be provided according to a student's skill level on the guitar. During the year students will learn music theory and how it applies to the guitar, as well as techniques that are integral to playing the guitar.

### Science Olympiad

Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division (Division C is high school). Each year, a portion of the events is rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Through Science Olympiad, students, teachers, parents, principals and business leaders bond together and work toward a shared goal.

### Science Competitions

Harmony School of Advancement participates in TSTEM based extracurricular competitions that teach scientific concepts as mouse trap, bottle rocket, spaghetti bridge, and a variety of other competitions.

### Robotics

Teams of up to 10 students are responsible for designing, building, and programming their robots to compete in an alliance format against other teams. Teams, including students, coaches, mentors, and volunteers, are required to develop strategy and build robots based on sound engineering principles.

### Atlas

This group provides students an opportunity to earn valuable community service hours (which just so happen to be required for graduation) while having some fun in the process! Student-founded and student-run, ATLAS' mission is simple, to help the less fortunate in the community through service and contribute to the positive nature of society overall. In the past ATLAS members worked with at-risk youth in an innovative partnership with a local elementary school where Harmony students volunteered as mentors and "big brothers/big sisters" to the elementary students. During the upcoming school year, ATLAS members will choose what volunteer program(s) and what types to engage in while staying true to the organization's mission. In addition, all members will be asked to actively engage in fundraisers held throughout the year.

*All extracurricular activities are offered based upon teachers' availability, students' preference and administrator's approval. Thus, it may vary from semester to semester.*

## **Internships**

Students from HS-Advancement may be partnered with research professors at Universities each year. The goal of the program is to provide an authentic science research experience for the intern. Each intern develops and researches a question of their own, designs, protocols for data collection, and collects data over the course of the year under the guidance of a professor, degree candidate, postdoctoral candidate or research associate. During the program, the interns gain valuable experience both in the scientific process, in the form of experimentations while gaining insight into future college environments. As the year ends and during the spring semester, interns write a formal research paper and design a scientific poster. The concluding event of the program is a scientific poster session, which allows the interns to communicate their findings to a larger audience and also to celebrate the completion of their internship with associates from the university, teachers, friends and family.

## **Summer Programs**

### **Rice Business Summer Program**

The Rice Summer Business Institute (RSBI) introduces students to the world of business and finance. Throughout the course, students address questions such as: How does the stock market work and how do I manage a portfolio? How does Nike maintain brand dominance? I have a great idea for a new business – how do I make it happen? How do I make ethical business decisions and inspire others to follow me? RSBI offers an introduction to many general business topics.

### **Leadership Camp**

Students will have the opportunity to build their confidence and leadership abilities in this Harmony School System based summer camp. With June students will have outdoor activities while staying in cabins for a camping experience. Students will receive team based assignments in developing team and leadership skills.

### **SAT Junior Camp**

This intensive SAT study held at the end of May will be an SAT crash course held at the Seven Coves cabins in Conroe or any preferred locations. Students will be given practice exams and will work in groups along with an instructor to understand SAT style questions in preparation for the exam.

### **Harmony Summer Program**

This in day time summer program is held for a week at the Harmony campus. The course consists of SAT preparation, a critical component of the college process. This program focuses on SAT preparation, including an introduction to the Texas Instruments standard calculators. This intensive program consists of practice test as well as developing individual testing strategies.

### Language Summer Study Abroad

This once in a lifetime experience spans a month long course studied in another country. Students will see and experience a new language and culture, while gaining credit during their time. The International summer program in Turkish Language and Culture is widely accepted and attended by many middle and high school students on the campus. This program offers Courses at three basic levels of Turkish language instruction taught by Harmony schools' staff specialized in teaching Turkish as a foreign language. The program provides intensive instruction in Turkish to high school learners while offering them an opportunity to experience first-hand the Turkish culture. Students will also prepare for SAT and PSAT.

For more summer programs, opportunities, please see the google document below.

[https://docs.google.com/a/harmonytx.org/spreadsheet/ccc?key=0Anxg6M6DWBlddDN6R2J1WDR1WUJXSHlzTlBadlhITGc&usp=drive\\_web#gid=0](https://docs.google.com/a/harmonytx.org/spreadsheet/ccc?key=0Anxg6M6DWBlddDN6R2J1WDR1WUJXSHlzTlBadlhITGc&usp=drive_web#gid=0)

### Local Credit Courses

Local credit courses complement and prepare students for Advanced Placement and college level courses. While they do not count for graduation required high school credits, these mandatory classes influence a student's GPA.

#### **Math Enrichment (*Math Lab*)**

**Grade:** 9, 10 **Prerequisite:** NWEA MAP Mathematics percentile rank **Credit:** 1.0

This course is an intensive review of material covered in previous math courses for 9<sup>th</sup> and 10<sup>th</sup> grades preparing for Algebra I, Geometry, and Algebra II. This course is designed to help students maximize their potential on the Math skills on how to answer the open response questions in a well-organized, detailed manner. The NWEA MAP Mathematics percentile rank will be the determinant of students' eligibility for the additional Math Enrichment course offered to 9<sup>th</sup> and 10<sup>th</sup> grade students as local credit.

#### **SAT Preparation**

**Grade:** 11 **Prerequisite:** N/A **Credit:** 1.0

This course is designed to prepare students to SAT test. This SAT course will familiarize students with the format of the SAT, teach testing techniques and strategies. A diagnostic test will first be given. Then each class will consist of a timed practice test, followed by a

discussion of any questions the students have about problems they could not successfully work.

### **Writing for Academia / Capstone Project**

**Grade:** 12 **Prerequisite:** N/A **Credit:** 1.0

This class is offered to our seniors the opportunity to demonstrate the skills, talents, and maturity which seniors have developed during your high school career. The project will be presented to the senior project committee.

## **Course Descriptions: English**

The Harmony School of Advancement English Department strives to instill in our students a genuine love of language through interaction with a variety of texts as well as to provide one-on-one assistance in developing an authentic writing style and the ability to use rhetorical techniques in their own writing. To these ends, we create a safe and comfortable learning environment which offers multiple opportunities for experimentation, creativity, craftsmanship in writing, in corrective reading, and critical thinking. We rely heavily on a variety of discussion techniques to encourage connectivity among ideas, and holistic thinking; we focus on the “why” as well as the “what.” Our special mission is to help our students experience the pleasure and excitement of studying literature as a unique and specialized sub-category of written expression that enables us to connect to the human experience.

### **English I**

**Grade:** 9 **Prerequisite:** 8<sup>th</sup> Grade English **Credit:** 1.0

In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities

### **English II**

**Grade:** 10 **Prerequisite:** English I **Credit:** 1.0

In English II, students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis.

### **English III**

**Grade: 11 Prerequisite:** English II **Credit:** 1.0

Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

### **English IV**

**Grade: 12 Prerequisite:** English III **Credit:** 1.0

In English IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures.

### **Pre-AP English I and II**

**Grade:**9-10 **Prerequisite:** Counselor Approval **Credit:** 1.0

In 9th and 10th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

### **AP English Language and Composition**

**Grade: 11 Prerequisite:** English II, Counselor Approval **Credit:** 1.0

Teachers create a course audit approved by College Board for accreditation. The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

### **AP English Literature and Composition**

**Grade: 12 Prerequisite:** English III, Counselor Approval **Credit:** 1.0

This course includes the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods - from the sixteenth to the twenty-first century but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention

to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

### **Journalism**

**Grade:** 9-12 **Prerequisite:** NA **Credit:** 1.0

In this class, students will learn the history of Journalism, the techniques used by journalists, the skills needed to be an effective member of a journalism staff and basic elements of design. Students will be expected to complete all reading, writing, editing, and designing assignments. Students must complete this class before they will be given the opportunity to be a part of either production staffs.

### **Adv. Journalism Newspaper I & II**

**Grade:** 10-12 **Prerequisite:** Application **Credit:** 1.0

This is a workshop course in which students produce the school Newsmagazine, The Hawk's Herald. The Hawk's Herald is a print news magazine created monthly by students for students. Students learn every aspect of news reporting, writing, editing, publishing and advertising. Students will apply for positions within the staff and will be led by their Editor In Chief(s) and their Page Editors. The Newsmagazine Staff will learn journalism concepts and terminology through hands-on work with each phase of news magazine production. Students learn how to use computer software for desktop publishing, specifically InDesign and Microsoft Word. All journalism students are required to master this software in order to perform the writing, editing, and layout phases of news magazine publishing. All students interested in being on the Newsmagazine Staff must complete an application before they will be considered.

### **Adv. Journalism Yearbook I & II**

**Grade:** 10-12 **Prerequisite:** Application Required **Credit:** 1.0

This is a workshop course in which students produce the school yearbook. The school yearbook captures and preserves all aspects of the academic year. All aspects of yearbook production will be taught. As a team, the students will combine their skills of layout and design techniques, photojournalism, copywriting, and fitting, advertising graphics, marketing and ad sales to make the yearbook staff function as an efficient business. The students will learn to work and plan toward deadlines and to work with each other in the publication of a good yearbook. All students interested in being on the Yearbook staff must complete an application before they will be considered.

### **Debate I**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

Students will learn the fundamentals of public speaking and speech/argument writing as well as become familiar with and participate in competitive speech and debate in and around the Houston area. Students are required to research and present information on current even and will participate in group work as well as give speeches on a regular basis. Organization, following deadlines, and keeping up with materials are important skills that will be practiced in

this class. Many opportunities will be available through this class for students to travel, develop leadership skills, and earn scholarships/build their resumes.

### **Debate II**

**Grade:** 10-12 **Prerequisite:** Debate I **Credit:** 1.0

Students must have already taken at least one semester of debate. This course builds off of debate 1 and focuses more on various types of debate and argumentation. Students will leave the class with a detailed knowledge of domestic and world politics, philosophy, and legal policy. Debate II offers an increased opportunity for students to make the most of their high school experience through travel opportunities, scholarships, and leadership skills.

### **Creative Writing**

**Grade:** 9-10 **Prerequisite:** N/A **Credit:** 1.0

In this workshop-based course, students will imagine structure, develop, revise, and polish original literary contributions to multiple writing genres, which may include poetry, prose, narrative fiction, drama, or teleplay. Lessons will show students specific features of exemplary works of art and literature which students will emulate in their own writing. Students will present, share, and submit their work according to established deadlines, possibly leading up to publication.

### **Literary Genres: The Classics**

**Grade:** 10-11 **Prerequisite:** English I **Credit:** 1.0

This course explores works within the literary canon that are often titled as “The Classics”. We use the word “classics” for those books that are treasured by those who have read and loved them; but they are treasured no less by those who have the luck to read them for the first time in the best conditions to enjoy them. One of the best conditions to enjoy such texts is in the company of our peers. During this class, students will explore novels that have been deemed of high literary merit and conduct meaningful discussions of the text in a small-group setting.

### **Humanities: World Literature**

**Grade:** 10-12 **Prerequisite:** N/A **Credit:** 1.0

This course exposes students to a wide variety of authors from countries around the world other than the United State and Britain (these writers will be studied in English III and English IV). Students will learn about the motifs, universal themes, cultural significance, and historical contexts of these works. During this class, students will explore these texts and conduct meaningful discussions in a small-group setting.

### **Humanities II: Manga and the Graphic Novel as Literary Forms**

**Grade:** 10-12 **Prerequisite:** N/A **Credit:** 1.0

This course exposes students to a wide variety of authors who write either Manga or Graphic Novels. Students will learn about the history, style, voice, illustrations, motifs, and themes within these popular literary forms. Authors of study could include: Alan Moore, Marjane

Satrapi, Art Spiegelman, Frank Miller, Neil Gaiman, Osamu Tezuka, Akira Toriyama, Naoko Takeuchi, Katsuhiko Otomo and Mangaka Tatsuya Egawa. During this class, students will explore these texts and conduct meaningful discussions in a small-group setting.

### **Advanced Broadcast Journalism**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

This is a year-long course available to students who have already taken Audio Video Production. This course may be taken multiple times at higher level proficiency for higher course credit. This class will provide the opportunity for students to delve deeper into specific aspects of video production. The students will focus on creating live shows for broadcast on NEWSCAST and coordinating with electives, extracurricular, athletics, and especially newspaper and yearbook students create content for the school website. Advanced Students will also assist in the training and mentoring students in Audio Video Production on use of the studio and equipment. Student work will be highly independent and result driven. Overall, this class will provide enormous potential for self-directed student work and creativity.

## **Course Descriptions: Mathematics**

The Mathematics Department provides a comprehensive and extensive program of study for all students. The curriculum will enhance and further develop computational proficiency, problem-solving techniques, critical thinking skills and the conceptual understanding of the language and science of mathematics in all students. In keeping with the recommendations formulated by the National Council of Teachers of Mathematics in their Standards for Secondary School Mathematics Curriculum Guide, independent research, mathematical modelling, and the use of new technological aids, such as the graphic calculator, and the computer; are paramount to the instructional program. We require that a student successfully complete four full- year mathematics courses, at harmony. Students may take more than the minimum four full-year courses; any course taken beyond the required four courses is an elective.

### **Algebra I**

**Grade:** 9 **Prerequisite:** 8<sup>th</sup> Grade Math **Credit:** 1.0

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience, students will encounter at the Advanced Placement level. Algebra I provide a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course.



## **Geometry**

**Grade:** 9-10 **Prerequisite:** Algebra I **Credit:** 1.0

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students, many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.

## **Algebra II**

**Grade:** 12 **Prerequisite:** Geometry **Credit:** 1.0

This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function.

## **Pre- AP Geometry**

**Grade:** 9-10 **Prerequisite:** Algebra I, Counselor and Teacher Approval **Credit:** 1.0

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed.

## **Pre- AP Algebra II**

**Grade:** 10-11 **Prerequisite:** Geometry, Counselor and Teacher Approval **Credit:** 1.0

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra and provides further development of the concept of a function.

## **Pre-Calculus**

**Grade:** 11-12 **Prerequisite:** Algebra II, Counselor and Teacher Approval **Credit:** 1.0

In Pre-Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations.

### **Pre AP Pre-Calculus**

**Grade:** 11-12 **Prerequisite:** Algebra II, Counselor and Teacher Approval **Credit:** 1.0

In Pre AP Pre-Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations.

### **Statistics**

**Grade:** 11-12 **Prerequisite:** Algebra II **Credit:** 1.0

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real- world phenomena. Upon completion of this course, students are well prepared and expected to take the Advanced Placement Statistics in Senior Year which can result in one semester of college credit.

### **Statistics**

**Grade:** 11-12 **Prerequisite:** Algebra II **Credit:** 1.0

Advanced Placement Statistics is an excellent option for any high school student who possesses sufficient mathematical maturity and quantitative reasoning ability. The purpose AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

### **AP Calculus AB**

**Grade:** 11-12 **Prerequisite:** Pre-Calculus, Counselor and Teacher Approval **Credit:** 1.0

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus).

## **Course Descriptions: Science**

Science courses are offered at all levels. Four years of science are required. Laboratory exercises are integrated with lecture and hands-on activities. The Science Department views nature as an integral part of the human experience. It is felt that an understanding of nature enhances one's life experience by offering awareness of how one affects the other. A respect for nature may lead to increased self-respect, and an understanding of nature and its processes may lead to increased understanding of self. This important link is viewed as a worthy goal for our students. The department makes extensive use of laboratory facilities and up to date equipment and technology. Local experts and university facilities are utilized to pursue research goals. A bridge is built between the sciences and math through statistical data analysis, computer applications and quantitative explanations for natural phenomena.

### **Biology**

**Grade: 9 Prerequisite: N/A Credit: 1.0**

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms of our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

### **Pre-AP Biology**

**Grade: 9 Prerequisite: Counselor Approval Credit: 1.0**

Pre-AP Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms of our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

### **Chemistry**

**Grade: 10 Prerequisite: Biology Credit: 1.0**

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

### **Pre-AP Chemistry**

**Grade:** 10-11 **Prerequisite:** Biology, Algebra I, Counselor Approval **Credit:** 1.0

Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry, including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry.

### **Physics**

**Grade:** 11 **Prerequisite:** Biology and Chemistry **Credit:** 1.0

Physics as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory in the real world and appreciate the beauty of the natural world.

### **Environmental Systems**

**Grade:** 12 **Prerequisite:** Biology, Chemistry, and Physics **Credit:** 1.0

Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported by lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive to environmental issues.

### **AP Physics 1**

**Grade:** 9, 10 and 11 **Prerequisite:** Biology, Counselor Approval **Credit:** 1.0

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the scientific practices.

### **AP Physics 2**

**Grade:** 11 and 12 **Prerequisite:** AP Physics 1, Counselor Approval **Credit:** 1.00

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetic;

physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the scientific practices.

### **AP Physics C**

**Grade:** 12 **Prerequisite:** AP Physics 1 and AP Physics 2 or an equivalent course and concurrently taking Pre-Calculus Counselor Approval **Credit:** 1.00

There are two AP Physics C courses — Physics C: Mechanics and Physics C: Electricity and Magnetism, each correspond to one semester of an introductory, calculus-based college course.

Physics C: Mechanics are taught prior to Physics C: Electricity and Magnetism. Both courses are taught over the course of a year, approximately equal time is given to each. Both courses utilize guided inquiry and student centered learning to foster the development of critical thinking skills and use introductory differential and integral calculus throughout the course.

Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Physics C: Electricity and Magnetism provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

### **AP Chemistry**

**Grade:** 10-12 **Prerequisite:** Biology, Chemistry, Algebra II Counselor Approval **Credit:** 1.0

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

### **AP Biology**

**Grade:** 11-12 **Prerequisite:** Biology, Chemistry, and Counselor Approval **Credit:** 1.0

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparation of students for the College Board AP Biology Exam given in the spring. The course syllabus therefore follows the course outline recommended by the AP Biology Committee. Topics covered include: biochemistry; cell biology; energy transformations; molecular genetics; heredity; evolution; systematic; microbiology; plant diversity and structure; animal diversity and physiology; and selected topics from ecology.

### **AP Environmental Science**

**Grade:** 11-12 **Prerequisite:** Biology, Chemistry, Algebra II and Counselor Approval **Credit:** 1.0  
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

### **Forensic Science**

**Grade:** 10-12 **Prerequisite:** Biology and Chemistry **Credit:** 1.0  
This course is designed as a preparatory program for students who are interested in pursuing careers in Biotechnology, psychology, anthropology, pathology, and criminal justice field. The course is designed for students who want a more detailed explanation of the collection and analysis of evidence found at a crime scene. Major themes of study in Forensic science are pathology, anthropology, Odontology, ballistics, trace evidence, biological fluids, DNA, fingerprints, impression evidence, questioned documents and forensic psychiatry/psychology. The class is student, and inquiry centered with a primary focus on laboratory investigations and writing. Students must meet the 40% laboratory and fieldwork requirement. Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of forensic. Students in Forensics will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics.

### **Anatomy & Physiology**

**Grade:** 10-12 **Prerequisite:** Biology **Credit:** 1.0  
This course is designed as a preparatory program for students who are interested in pursuing careers in the Allied Health fields, physical education, art, psychology, and anthropology. The course is designed for students who want a more detailed explanation of the structure and functions of the human body beyond those already covered in biology or health classes. The topics to be studied during Anatomy & Physiology are: Human Body Overview and Terminology, Biochemistry, Tissue Structure and Function, The Integumentary System, The Skeletal System, The Muscular System, and The Nervous System.

### **Astronomy I & II (Dual)**

**Grade:** 11-12 **Prerequisite:** Please Check Dual Credit Requirements **Credit:** 1.00 (2 semesters)  
an introductory lecture course dealing primarily objects beyond the solar system. The

course briefly discusses the historical development of astronomy, telescopes, and spectroscopy. The major topics covered are the birth and death of stars, the structure and evolution of galaxies, exotic objects such as pulsars, white dwarfs, black holes, radio galaxies, quasars and some of the current theories of cosmology.

## **Course Descriptions: Social Studies**

Social Studies courses intend to broaden student understanding of themselves, their society, and the world in which they live, through studying and analyzing man's past and present in a developmental sequence that enhances a critical and appreciative understanding of the present and prepares students to be more creative, active participants in the social dynamics of their time. All social studies courses require research.

### **World Geography**

**Grade: 9 Prerequisite: N/A Credit: 1.0**

World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **AP Human Geography**

**Grade: 9 Prerequisite: Counselor Approval Credit: 1.0**

World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision making skills to ask and answer geographic questions.

### **World History**

**Grade: 10 Prerequisite: World Geography Credit: 1.0**

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

### **AP World History**

**Grade:** 10 **Prerequisite:** Counselor Approval **Credit:** 1.0

The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

### **United States History since Reconstruction**

**Grade:** 11 **Prerequisite:** World History **Credit:** 1.0

In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students use critical thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

### **AP United States History**

**Grade:** 11 **Prerequisite:** Counselor Approval **Credit:** 1.0

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

### **U.S. Government**

**Grade:** 12 **Prerequisite:** U.S. History **Credit:** 0.5

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

### **Economics with Emphasis on the Free Enterprise System and Its Benefits**



**Grade: 12 Prerequisite:** U.S.-Government **Credit:** 0.5

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

### **Government I & II (Dual Credit)**

**Grade: 12 Prerequisite:** Counselor Approval **Credit:** 1.0 (2 semesters)

A study of theories of American democracy and other ideologies, United States and Texas constitution federalism, state and local government, political economy, political socialization and public opinion, the media, interest groups and political parties and elections. This course is a study of the executive, legislative, and judicial branches of government at both the national and state levels; economic and regulatory policy; social policy and foreign policy.

### **AP European History**

**Grade: 11 - 12 Prerequisite:** Counselor Approval **Credit:** 1.0

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

### **Project History**

**Grade: 11-12 Prerequisite:** N/A **Credit:** 1.0

Have you ever wondered what historians do in the “real world” besides teach? In this class you will learn about an exciting field called “public history” and get to embark on projects similar to those historians are actively working on outside of school settings. You will learn about the different ways historians document history at the local, regional, national, and global levels through the recording of oral interviews, the creation of historical documentaries, the development of history exhibits, websites, reenactments and performances, and the writing of high quality, advanced research papers. This is a student- driven, research and project-based course which means that as you learn about how historians create these projects you will be working on creating your own history projects as well. You will be allowed to choose whether

to create an exhibit, website, documentary, performance, or paper and the topic will be of your own choosing, but it will relate to a central theme which will be provided at the beginning of the school year. All students will showcase their work in a school-wide history fair at the end of the fall semester. This course does require a high amount of self-discipline and motivation. Winners of the school history fair will be selected to advance to the regional history fair competition, which is a qualifying event for Texas History Day. Texas History Day is the statewide competition for students wishing to compete at National History Day. National History Day is a nationally recognized program in which students compete with their projects for recognition and awards.

### **AP U.S. Government**

**Grade:** 12 **Prerequisite:** Economics **Credit:** 1.0

The AP US Government course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses.

### **Psychology**

**Grade:** 10-11 **Prerequisite:** N/A **Credit:** 0.5

In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

### **Sociology**

**Grade:** 10-11 **Prerequisite:** N/A **Credit:** 0.5

Students explore the concepts and theories necessary to systematic understanding of our social worlds. Topics may include considering sociology as science, the nature of large- and small-scale groups, social stratification, historical eras and social change, and race, ethnic and gender relations.

### **AP Psychology**

**Grade:** 10- 12 **Prerequisite:** Student Interest **Credit:** 1.0

This course extends the study of psychology to include an in-depth approach to both human and animal behavior through experimental, correlational, and clinical research. Students have opportunities to apply statistical methods for the interpretation of data, while preparing students to perform successfully on the AP Examination. This course may be used to meet only elective course requirements for state graduation.

## **Course Descriptions: Language Other Than English**

### **Spanish I**

**Grade: 9 Prerequisite: N/A Credit: 1.0**

This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

### **Spanish II**

**Grade: 10 Prerequisite: Spanish I Credit: 1.0**

This class serves to further develop the student's ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

### **Spanish III**

**Grade: 11 Prerequisite: Spanish II Credit: 1.0**

This class serves to further develop the student's ability to use the Spanish language. More emphasis is placed on the culture of Spanish-speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

### **AP Spanish Language**

**Grade: 10-12 Prerequisite: Counselor Approval Credit: 1.0**

The AP course in Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition, and grammar. Course content might best reflect intellectual interests shared by the students and the teacher (the arts, history, current events, literature, culture, etc.). Materials include recordings, films, newspapers and magazines. The course seeks to develop language skills that are useful in themselves and those students can apply to various activities and disciplines rather than to the mastery of any specific subject matter.

### **Turkish I**

**Grade: 9 Prerequisite: N/A Credit: 1.0**

Introduction to Turkish Language is an introductory course which aims to have its attendants to grasp the logic of Turkish Language, that is, the logic of its pronunciation, and the logic of its grammar, including word and sentence structure. Our objective is to get familiar with the Turkish sounding and obtain the necessary vocabulary for higher levels.

### **Turkish II**

**Grade: 10-11 Prerequisite: Turkish I Credit: 1.0**

Turkish -II is an introductory class which aims to have its attendants grasp the logic of Turkish Language, that is, the logic of its pronunciation, and the logic of its grammar, including word and sentence structure. Our objective is to be able to make three-word sentences and to be able to understand pre- intermediate level of conversations by the end of the term.

### **Turkish III**

**Grade: 11 Prerequisite: Turkish II Credit: 1.0**

The goal of this course is to have its students to gain a command of the Turkish language by which they are going to be able to communicate with native speakers of this language on simple daily settings. For this purpose, this year's curriculum includes all basic tenses and sentence structures in grammar- like the present, future and past tenses, must, need to, etc.; basic conversation examples in speaking and listening- like "at the bus station", "in the restaurant", etc.; related words in vocabulary; basic information about Turkish Culture; and improving writing skills in dictation. Last year in Turkish-II, we underscored grammar and we tried to grasp the logic of the language. This year we continue with the application of the skills we got, namely, we are going to build conversation skills.

### **French I**

**Grade: 9 Prerequisite: N/A Credit: 1.0**

This course is designed for students who wish to take French for the first time, as well as for students who have taken French at other schools and wish to strengthen their oral-comprehension skills. Students will develop competencies in speaking, listening to, reading and writing French.

### **French II**

**Grade: 10 Prerequisite: French I Credit: 1.0**

This course begins, after a brief review of French I, with an in-depth study of the passé compose verb tense. Then the course continues its study of the French verb with the reflexive verbs, in both present and passé compose followed by the conditional, the future and the subjunctive tenses. The course includes a study of French pronouns, the uses and positions of adverbs and adjectives, and numerous complex sentences with only one dependent clause, usually introduced by well-known simple conjunctions. Teachers direct conversation to ensure correct grammatical habits.

### **French III**

**Grade: 11-12 Prerequisite: French II Credit: 1.0**

This course helps each student achieve proficiency in more complex listening, reading, speaking, and writing of French. Combined with daily practice at home, this course will give each student a well-rounded understanding of French and the cultures of its speakers throughout the world. We will learn how to communicate in more detail about families, food, health, school, sports, travel, work, among other subjects.

### **AP French Language**

**Grade:** 11-12 **Prerequisite:** French III, Counselor Approval **Credit:** 1.0

The AP French Language and Culture course emphasize communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strive not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engage students in an exploration of culture in both contemporary and historical contexts.

The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### **Cultural Studies**

**Grade:** 11-12 **Prerequisite:** French II **Credit:** 1.0

The course is designed for students who are interested in learning about other cultures. The ultimate goal of the course is that students will gain awareness and appreciation of and insight into the other world cultures. By the end of this course, the students will be familiar with the general, social, psychological and political underpinnings of different cultures existed.

### **Course Descriptions: Fine Arts**

The arts engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-confidence, and instill respect for other cultures. They enrich our lives through self-expression and study of world art. We encourage students to pursue arts electives as an essential part of a balanced, well-rounded education.

#### **Art I**

**Grade:** 9-10 **Prerequisite:** N/A **Credit:** 1.0

This course will help students use observational skills to express their perception of the world. Students will experience basic drawing and painting techniques through a variety of media. They will also use elements of art (line, shape/form, space, texture, and value) in illustrations as they study concepts of proportion, scale, and perspective. Students will participate in self-evaluation and critique, keep a sketchbook of their ideas, and add to a portfolio of their work. Most of the main art history movements will be covered: Renaissance, Impressionism, Cubism, Pointillism, Modernism, Contemporary, and Pop Art. Students will produce works using the techniques and styles found in each of the art history movements. The students will come away from the class as better artists and with knowledge of basic art history.

#### **Beginning Orchestra**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

Students with no previous experience will have the opportunity to learn how to play the violin, viola, cello, or double bass. Students develop skills in bowing and fingering and demonstrate a controlled tonal quality. They learn to perform an assigned part in ensemble playing. In addition, students learn to observe musical terms and apply them to a variety of music literature, developing an awareness of musical styles. Beginning Orchestra students will perform in school concerts.

### **Chamber Orchestra**

**Grade:** 10-12 **Prerequisite:** Beginning Orchestra **Credit:** 1.0

This course gives students who have successfully completed one year or more of string study experience in performing music of various styles and periods as they continue to develop skills in fingering and bowing. Musical interpretation and ensemble playing are stressed, and opportunities for public performance are provided. Students continue to develop good tone, intonation, articulation, and style of playing by studying solo, ensemble, and orchestra literature. Orchestra members participate in school concerts and local performance opportunities. In addition to the regular class period, Chamber Orchestra students will have Orchestra Club one day per week after school.

### **Music Theory**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

In this course, students will gain basic knowledge of music theory and practice—note identification, note and rest durations, time signatures, intervals, key signatures, and the circle of fifths—through composition, analysis, musicianship, and other applications. Daily class activities will include practical music theory exercises from the textbooks, score analysis, and sight-singing and dictation examples. Sight-singing examples will cover both rhythmic and melodic exercises.

### **AP Art History**

**Grade:** 11-12 **Prerequisite:** N/A **Credit:** 1.0

The AP Art History course prepares students for the AP Art History Exam. The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course students engage in both visual and historical studies about art and its contexts. Students develop an understanding of artworks in their context, considering issues of patronage, gender, politics, religion, and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience, and the role of both the artist and work of art in a particular society. Throughout the study of AP Art History, students examine how and why the work looks

the way it does, what it means within its particular context, and how and why it has this meaning.

### **Choir**

**Grade:** 9-12 **Prerequisite:** Teacher Approval **Credit:** 1.0

This course is designed to provide the student with a basic knowledge of choral music. This course will include foundational studies in vocal techniques, sight singing, music theory concepts, and music history. The rehearsing and performing of choral music with an emphasis in classical works and folk music will achieve the application of these principles. Students in the choir are required to perform in a concert each semester and may be required to perform at other times throughout the year. The choir is open by audition to all students with an interest in singing choral music.

### **Art II: Drawing**

**Grade:** 10-12 **Prerequisite:** Art I **Credit:** 1.0

This course will help students use observational skills to express their perception of the world. The focus will be on individual development of style and painting skills as students communicate effectively to an audience. Students will experience drawing techniques through a variety of media. They will also use elements of art (line, shape/form, space, texture, and value) in illustrations as they study concepts of proportion, scale, and perspective. Students will participate in self-evaluation and critique, keep a sketchbook of their ideas, and add to a portfolio of their work. Students will produce many drawings based on the following art movements and techniques: Realistic, nonobjective, Abstract, Baroque, Impressionism, Post-Impressionism, Fauvism, Surrealism and Pop Art.

### **Art II: Painting**

**Grade:** 10-12 **Prerequisite:** Art I **Credit:** 1.0

This course will help students use observational skills to express their perception of the world. The focus will be on individual development of style and painting skills as students communicate effectively to an audience. Students will experience drawing and painting techniques through a variety of media. They will also use elements of art (line, shape/form, space, texture, and value) in illustrations as they study concepts of proportion, scale, and perspective. Students will participate in self-evaluation and critique, keep a sketchbook of their ideas, and add to a portfolio of their work.

### **Art II: Sculpture/Ceramics**

**Grade:** 10-12 **Prerequisite:** Art I **Credit:** 1.0

Sculpture is an intermediate course for students who enjoy working with clay, plaster, wood, wire, and mixed media. The course concentrates on developing technical skills and artistic appreciation of successful three-dimensional artwork. Studio projects will be tied to discussion of art historical topics and/or uses of art in modern societies. Lessons will include studio work and class discussions in which students are required to participate. Students should bring with them some understanding of the elements and principles of art and other concepts

fundamental to art making, which will be further developed. Students will use a variety of methods, including assemblage, casting, carving, and modelling.

### **Art II: Printmaking**

**Grade:** 10-12 **Prerequisite:** Art I **Credit:** 1.0

This course introduces students to basic design principles, art elements and their applications to printmaking techniques and media. Students will be involved in learning and practicing printmaking skills using a variety of materials. Exercises will focus on encouraging creative thinking and problem solving. Techniques that will be introduced include monoprints, etching and engraving, stencil and linocut prints. Various inks and printing (paper) surfaces will also be explored.

### **Theatre Arts I**

**Grade:** 10-12 **Prerequisite:** N/A **Credit:** 1.0

This course is an introduction to theatre and basic acting. Principles of improvisation, theatre history and theatre as an art form are covered the first semester. Stage blocking, monologues, ensemble acting, short dramas, basic makeup and basic stage craft are covered in the second semester. The course is a performance class. Students are expected to work diligently toward an excellent product. Reading, writing, rehearsing and memorizing is vital to success in Theatre Arts. The class is interactive and energetic. Play attendance and critique are required each quarter. Contribution on some level to the school play(s) is also required.

### **Beginning Guitar Class**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

This is an elective course for beginning guitarists with little or no experience on the instrument. Students will learn open chords, power chords, moveable chords, single note (melody) playing, accompaniment techniques, and a variety of playing techniques and styles, including both pick style and finger style approaches to the guitar. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature. In addition, students will be encouraged to attend performances, as well as perform or compete themselves. Students will need to furnish their own instrument.

## **Course Descriptions: Technology Electives**

### **Web Technologies**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

The World Wide Web (www) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.



### **Digital and Interactive Media**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

DGA is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. The student will use the computer's set of tools, common to bit mapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools.

### **Audio Video Production**

**Grade:** 9-12 **Prerequisite:** N/A **Credit:** 1.0

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

### **Computer Science 1**

**Grade:** 9-10 **Prerequisite:** Counselor Approval **Credit:** 1.0

This course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

### **Computer Science 2**

**Grade:** 10-11 **Prerequisite:** Computer Science 1 **Credit:** 1.0

This course is designed to introduce students to programming and the role of the computer in society. The areas of major emphasis in the course will be on object-oriented programming methodology, algorithms, data structures and ethics. Topics will include program design, program implementation, standard data structures, and standard algorithms.

### **AP Computer Science**

**Grade:** 11-12 **Prerequisite:** Computer Science 1,2 **Credit:** 1.0

This course will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

### **Concepts of Engineering and Technology**

**Grade:** 9-10 **Prerequisite:** Teacher/Project Approval **Credit:** 1.0

This course is designed for students who want to pursue engineering as a career. Students use 3D solid modelling, design software to help them design solutions proposed to solve problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students explore concepts related to basic industrial wiring, serial and parallel electrical circuits. They will also learn about designing and etching solid state electronic projects.

### **Engineering Design and Presentation**

**Grade:** 10-11 **Prerequisite:** Concepts of Engineering and Technology **Credit:** 1.0

Students will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer, advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

### **Advanced Engineering Design and Presentation**

**Grade:** 11-12 **Prerequisite:** Engineering Design and Presentation **Credit:** 1.0 (2.0 credits may be earned)

This course explores concepts related to basic residential wiring, serial and parallel electrical circuits, and wiring connections. The students will also learn about designing and etching a solid state electronic project. Projects will allow students to design and build computer interface boards, learn basic computer programming, and master the control of simple robot functions. Other skills covered include soldering, metering, and working with L.E.D.'s, resistors.

## **Course Descriptions: Speech**

**Communication Application/Oral Interpretation Grade: 11-12 Prerequisite: N/A Credit: 1.0**

The student will learn how to demonstrate knowledge of various communication processes in professional and social contexts and use appropriate interpersonal communication strategies in professional and social contexts and make formal and informal professional presentations. The student communicates effectively in groups in professional and social context.

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
<p>Students may earn a STEM endorsement by selecting and completing the requirements from among these 4 options.</p> <p><b>Note:</b> Algebra II, Chemistry, and Physics are required for the STEM endorsement <u>regardless</u> of the option the student selects from below.</p> <p><b>Option 1: CTE</b> Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster that lead to a final course in the STEM cluster. At least one (1) of the courses must be an advanced CTE course (3<sup>rd</sup> year or higher course in a sequence).</p> <p><b>Option 2: Math</b> Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.</p> <ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Calculus AB or BC</li> <li>• Statistics AP</li> <li>• College Algebra I</li> </ul> <p><b>Option 3: Science</b> Students take Biology, Chemistry, and Physics, AND two (2) of the following courses.</p> <ul style="list-style-type: none"> <li>• Chemistry AP</li> <li>• Biology AP</li> <li>• Anatomy &amp; Physiology</li> <li>• Environmental Science AP</li> <li>• AP Physics I</li> <li>• AP Physics C</li> <li>• Astronomy</li> <li>• Environmental Systems</li> <li>• AP Physics II</li> </ul> <p><b>Option 4: Combination</b> Students take Algebra II, Chemistry, and Physics, an additional math course, an additional science course, AND three (3) additional credits from Option 1 (Computer Science) and/or Option 2 (CTE) in the STEM endorsement.</p>	<p>Students may earn a Business &amp; Industry endorsement by selecting and completing the requirements from among these <u>2</u> options.</p> <p><b>Option 1: English</b> Students take four (4) English elective credits that include three levels in one for the following areas</p> <ul style="list-style-type: none"> <li>• Advanced Journalism: Newspaper</li> <li>• Debate</li> </ul> <p><b>Option 2: Technology</b> Students take four (4) technology credits selected from of the following courses.</p> <ul style="list-style-type: none"> <li>• Digital Art and Animation</li> <li>• Web Technologies</li> <li>• Audio/Video Production</li> <li>• 3-D Modeling and Animation</li> </ul>	<p>Students may earn a Public Services endorsement by selecting and completing the requirements from among these 1 option.</p> <p><b>Option 1: CTE</b> Students earn four (4) credits of the following area</p> <ul style="list-style-type: none"> <li>• Biomedical Sciences (PLTW)</li> </ul> <p>With a least one (1) advanced (3<sup>rd</sup> year or higher course in the sequence).</p>	<p>Students may earn an Arts &amp; Humanities endorsement by selecting and completing the requirements from among these <u>3</u> options.</p> <p><b>Option 1: Foreign Language</b> Students take four (4) levels of the same foreign language.</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take two (2) levels of one foreign language AND two (2) levels of a different foreign language (two levels in each of two different foreign languages for 4 credits).</p> <p><b>Option 2: Fine Arts</b> Students take four (4) courses in the same fine arts area for 4 credits</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take two (2) courses in one fine arts area AND two (2) courses in a different fine arts area (two courses in each of two different fine arts areas for 4 credits).</p> <p><b>Option 3: English</b> Students take four (4) elective credits selected from the following courses.</p> <ul style="list-style-type: none"> <li>• English IV</li> <li>• Literary Genres</li> <li>• Creative Writing</li> <li>• Humanities</li> <li>• AP English Literature &amp; Comp</li> <li>• Communication Applications</li> </ul>	<p>Students may earn a Multidisciplinary Studies endorsement by selecting and completing the requirements from among these <u>3</u> options.</p> <p><b>Option 1: Four by Four (4 X 4)</b> Students take four (4) courses in each of the four core content areas.</p> <ul style="list-style-type: none"> <li>• Four (4) English credits including English IV</li> <li>• Four (4) math credit</li> <li>• Four (4) science credits including biology and chemistry and/or physics</li> <li>• Four (4) social studies credits</li> </ul> <p><b>Option 2: AP or Dual</b> Students take four (4) Advanced Placement (AP) courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.</p> <p style="text-align: center;"><u>OR</u></p> <p>Students take four (4) Dual credit courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.</p> <p><b>Option 3: CTE</b> Students take four advanced courses for four (4) credits that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.</p>

DISTINGUISHED LEVEL OF ACHIEVEMENT  
Eligible for Top 10% Automatic Admission

ALGEBRA II

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ENDORSEMENT-26 CREDITS

STEM  
1 MATH OR CTE  
MATH  
1 SCIENCE OR CTE  
SCIENCE  
2 ELECTIVES

BUSINESS &  
INDUSTRY  
1 MATH OR CTE  
MATH  
1 SCIENCE OR CTE  
SCIENCE  
2 ELECTIVES

ARTS &  
HUMANITIES  
1 MATH OR CTE  
MATH  
1 SCIENCE OR CTE  
SCIENCE  
2 ELECTIVES

PUBLIC SERVICES  
1 MATH OR CTE  
MATH  
1 SCIENCE OR CTE  
SCIENCE  
2 ELECTIVES

MULTI-  
DISCIPLINARY  
STUDIES  
1 MATH OR CTE  
MATH  
1 SCIENCE OR CTE  
SCIENCE  
2 ELECTIVES

FOUNDATION – 22 CREDITS  
4 ENGLISH LANGUAGE ARTS (ELA I, II, III, & Literary Genres)  
3 MATHEMATICS (Algebra I, Geometry & Algebra II)  
3 SOCIAL STUDIES (World Geography or World History or combined course, US History, & Government/Economics)  
3 SCIENCE (Biology and two additional advanced sciences)  
2 FOREIGN LANGUAGES  
1 FINE ARTS  
1 PHYSICAL EDUCATION  
5 ELECTIVES