PUBLIC NOTIFICATION of Non-Discrimination in Career and Technology Education Programs:

Sunnyvale High School offers career and technology education programs in Business, Agriculture, Education, Health Science, and Criminal Justice/Law. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of Sunnyvale High School not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
How to Use This Planning Guide
Planning Your High School Program

You have a unique opportunity to make some decisions that will influence your future. The planning of your high school program is an important transition in your life. This process does not need to be overwhelming, but it should be taken seriously. Keep in mind that the decisions you make with regard to your high school program will affect the rest of your life.

College students change their majors an average of three times, and you will probably change your mind about your career several times. You do need to be aware that each decision you make now will affect the options you will have later. It is better to develop a plan that keeps all of your options open rather than to create one that may limit you later. For that reason, it is important for you to plan as challenging a program as you can. If your career plans change, then it will be easier to move to another program. You should try to find courses that meet your needs and that prepare you for all of your potential careers rather than just taking courses that will allow you to graduate.

On the following pages you will see the graduation requirements and the graduation plans that are available to you. These pages should assist you in personalizing your plan. You will then find a description of the courses offered along with any information on prerequisites or grade level placement. Please devote time to make a serious effort in planning YOUR future.

High School Students and Parents:

- Review the graduation requirements for the year in which you enter high school as a freshman on pages 5-7. Review records of the high school courses you have already taken.

- Think about your post-secondary education plans and career goals. Decide which college and/or articulated credit opportunities you might want to pursue in high school.

- Review the core course descriptions beginning on page 16.

- Update your Four Year Graduation plan as needed.

- Choose courses for next year’s schedule that support your 4 year plan and career goals. Be sure you have completed the prerequisite requirements for the courses you select.

- Complete the on-line registration process by the required deadline.
## Graduation Plans (for 2015-2016 Juniors & Seniors)

### Distinguished Plan

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4.0</td>
<td>English I, II, III, &amp; IV</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4.0</td>
<td>Algebra I, Algebra II, Geometry and a fourth math course for which Algebra II is a prerequisite</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4.0</td>
<td>Biology, Chemistry, Physics, plus an additional lab-based course*</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4.0</td>
<td>World History (1.0) World Geography (1.0) U.S. History (1.0) U.S. Government (0.5) Economics (0.5)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
<td>Students may earn up to four credits athletics</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>3.0</td>
<td>Any three levels of the same language</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>(Must take one Fine Arts during freshman year)</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>SISD Enrichment Program</td>
<td>2.0</td>
<td>Health (0.5) College Transition (0.5) Technology Class (1.0) 4th Year of Foreign Lang (1.0) Debate or Public Speaking (1.0) Dual Credit outside Grad Requirement (1.0) Career Prep (1.0) Practicum level courses – 1.0 CTE course not classified as a Technology Class – 1.0</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

*Advanced Measures
Students must complete four advanced measures as designated in the DAP graduation plan.

### Recommended Plan

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4.0</td>
<td>English I, II, III, &amp; IV</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4.0</td>
<td>Algebra I, Algebra II, Geometry and a fourth math course</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4.0</td>
<td>Biology, Chemistry, Physics, plus an additional lab-based course*</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4.0</td>
<td>World History (1.0) World Geography (1.0) U.S. History (1.0) U.S. Government (0.5) Economics (0.5)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
<td>Students may earn up to four credits athletics</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>2.0</td>
<td>Any two levels of the same language</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>(Must take one Fine Arts during freshman year)</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>SISD Enrichment Program</td>
<td>2.0</td>
<td>Health (0.5) College Transition (0.5) Technology Class (1.0) 4th Year of Foreign Lang (1.0) Debate or Public Speaking (1.0) Dual Credit outside Grad Requirement (1.0) Career Prep (1.0) Practicum level courses – 1.0 CTE course not classified as a Technology Class – 1.0</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

### Minimum Plan**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4.0</td>
<td>English I, II, III, &amp; IV</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3.0</td>
<td>To include: Algebra I and Geometry</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2.0</td>
<td>Biology and IPC</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3.0</td>
<td>World History (1.0) or World Geography (1.0) U.S. History (1.0) Must include: U.S. Government (0.5) Economics (0.5)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
<td>Students may earn up to four credits athletics</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>(Must take one Fine Arts during freshman year)</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Academic Elective</td>
<td>1.0</td>
<td>Social Studies or Science Course</td>
</tr>
<tr>
<td>SISD Enrichment Program</td>
<td>2.0</td>
<td>Health (0.5) College Transition (0.5) Technology Class (1.0) 4th Year of Foreign Lang (1.0) Debate or Public Speaking (1.0) Dual Credit outside Grad Requirement (1.0) Career Prep (1.0) Practicum level courses – 1.0 CTE course not classified as a Technology Class – 1.0</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Graduation under this plan requires the approval of the student’s parents and high school principal.**
The Foundation High School Program is a more flexible graduation program that allows students to pursue their interests. The program contains four parts:

*A 22-credit foundation program which is the core of the new Texas high school diploma

*Five endorsement options that allow students to focus on a related series of courses

  - STEM
  - Business and Industry
  - Public Service
  - Arts and Humanities
  - Multi-Disciplinary

*A higher performance category called Distinguished Level of Achievement

*Performance Acknowledgments that note outstanding achievement

Foundation Requirements (22 credits)

- English 4 credits
- Mathematics 3 credits
- Science 3 credits
- Social Studies 3 credits
- Languages Other Than English 2 credits
- Physical Education 1 credit
- Fine Arts 1 credit
- Electives 5 credits
- Speech – Demonstrated proficiency

Endorsements - 4 extra credits (Total credits with endorsements-26)

A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

Sunnyvale Enrichment Program - 2 extra credits (Total credits with SEP-28)

Enhancements – Additionally, a student may earn the Distinguished Level of Achievement and/or Performance Acknowledgement for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas Public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

* Foundation Program requirement
* 4 credits in math including Algebra 2
* 4 credits in science
* At least 1 endorsement

Performance Acknowledgements

* Dual Credit Course
  * Bilingualism and biliteracy
  * PSAT, ACT Plan, SAT or ACT
  * Advanced Placement or IB exam
  * Earning a nationally or internationally recognized business or industry certification or license
General Information

High School Requirements

Classification of Students
After the ninth grade, students are classified according to the number of credits earned toward graduation.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (9th)</td>
<td></td>
</tr>
<tr>
<td>Sophomore (10th)</td>
<td>7</td>
</tr>
<tr>
<td>Junior (11th)</td>
<td>14</td>
</tr>
<tr>
<td>Senior (12th)</td>
<td>21</td>
</tr>
</tbody>
</table>

Awarding of Credit
Credit for students in grades 9-12 are awarded on a semester by semester basis - ½ credit per semester. However, if a student fails the first semester of a full-year course and passes the second semester in the same academic year, the two semester grades will be averaged to determine whether the student has earned a passing grade for the year. Students who are awarded a half-credit for one semester of a two-semester course must retake the failed semester and earn a grade of 70 to gain the other required half-credit.

Attendance for Credit
To receive credit in a class, a student must attend at least 90 percent of the days the class is offered (Texas Education Code 25.092). A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

Grading System
A combination of numbers and letters is used in grading. The number or letter represents the quality of work done by the student.

- 90-100 A  Outstanding progress and mastery of subject matter
- 80-89  B  Good progress and mastery of subject matter
- 70-79  C  Average progress and understanding of material
- 69-Below F  Student has not met the class requirements

Requirements for a Diploma
To receive a high school diploma from the district, a student must successfully complete the required number of credits, pass state required courses, and pass state mandated testing requirements.

Requirements for Distinguished Achievement Program (DAP)
The Distinguished Achievement Program requires high performance beyond that usually expected of students in high school. In addition to specific course requirements, the DAP requires that all students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or work equivalent to that done by professionals in the arts, sciences, business, industry, or community service. These measures are judged by external sources of evaluation.

- Original research and/or project
- Test data (PSAT that qualifies for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation)
- College/Dual Credit Courses with a grade of 3.0 or higher

SISD Community Service Program
The Community Service Program is an integral component of the Honor Graduate Program. The program is a way to encourage ninth through twelfth grade students to take a challenging high school curriculum and perform 75 hours of approved community service. As explained in the SHS Raider Pride Community Service booklet, the Honor Graduate and community service programs challenge students in their course selections. Those students meeting the outlined requirements will be recognized at graduation.

Class Schedules
Once a student has registered, no schedule changes are to be made except in the case where an error has been made in scheduling or to equalize the teacher’s load. No student is to leave class to change his or her schedule unless called by the office. Requests to change teachers are not granted except when deemed necessary by the campus principal.

Course Designations
Courses are designated in various ways to meet the skills and interests of students. Many courses are offered as academic, Honors, and Dual Credit courses. A student’s course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

Academic Courses
These core courses and electives prepare students for college and postsecondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem solving skills as well as master core content.

Honors and Dual Credit Courses
Honors and Dual Credit courses are designed to challenge motivated students and prepare them for success in college-level coursework taken during high school and college. These courses typically move at a faster pace, are more academically challenging, and require more independent learning and homework than academic courses.

Entrance Guidelines for Honors and Dual Credit

Entrance Guidelines for Honors Courses
Students may enroll in an Honors course with a teacher recommendation and having met one of the following guidelines:

- To proceed from an Honors course to the next Honors course, students must have an average of 80 at the end of the year.
- To move from an Academic course to an Honors course, students must have an average of 90 at the end of the year.

Entrance Guidelines for Dual Credit Courses
Detailed entrance guidelines for each dual credit course offered may be found on page 11 of this course description guide.

NOTE: Due to the curricular differences between academic courses and Honors/Dual Credit and for the benefit of students, entry into an Honors/Dual Credit course from an academic course is limited to the beginning of each year. Exceptions must have principal approval.

A student or parent may appeal a decision to deny a student enrollment in an Honors or Dual Credit course in accordance with policy FNG (Local).

Standards for Honors Courses
Students will be placed on academic probation if their nine weeks average is below 70 in any Honors course. They will be required to attend mandatory tutorials for that subject area. Students will be removed from the Honors course if they receive a second nine weeks average below a 70 or failed to attend the mandatory tutorials.

Students will begin the school year in probation if they received a nine week average below 70 during the 4th nine week period in the prior year.
Standards for Dual Credit Courses
Students must maintain an average of 70 or higher to remain in a dual credit course. Any student receiving a grade below a 70 on their report card for a dual credit class will be removed from the class.

Detailed entrance guidelines for each dual credit course offered may be found on page 11 of this course description guide.

Academic Honors and Class Rank

Valedictorian/Salutatorian
The valedictorian and salutatorian shall be the eligible students with the highest and second highest weighted grade average, respectively. To be eligible for valedictorian and salutatorian honors, a student must have been enrolled in the District high school no later than the thirty-first day of instruction of the student’s junior year. The student must be continuously enrolled for four semesters preceding graduation and must have completed either the Recommended High School Program or the Advanced/Distinguished Achievement Program.

The valedictorian shall be the honor student who has the highest weighted grade average, calculated to the fifth decimal place at the time of progress reports for the fourth quarter grading period of the senior year. The salutatorian shall be the honor student with the second highest weighted grade average, calculated to the fifth decimal place at the time of progress reports for the fourth quarter grading period of the senior year. Courses used in this computation shall be only the first four completed courses required for graduation in each of the core areas; i.e. English Language Arts, Mathematics, Science, Social Studies, and Economics. A maximum of 17 courses shall be used in this determination.

In the event that the student with the first or second highest total weighted grade average is not eligible, the next highest-ranking student(s) who is eligible shall receive the honor. In cases of ties in weighted grade averages in the determination of valedictorian, co-valedictorians shall be declared, and no salutatorian shall be recognized. If co-valedictorians are declared, the numerical grade average of core dual credit courses taken by the co-valedictorians shall be used to determine the student who shall receive scholarships and awards designated for the highest ranking graduate.

In order to qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct in violation of the Student Code of Conduct during his or her final two semesters that resulted in removal to a DAEP, a three-day suspension, or expulsion.

Highest Ranking Graduate
The honor graduate certificate provided by TEA shall be presented to the highest ranking graduate in the senior class. For purposes of the honor graduate certificate, the student with the highest weighted grade average shall be named the recipient. Since the eligibility criteria used to determine valedictorian shall not apply for this purpose, the recipient of the honor graduate certificate may be different than the student named valedictorian.

Top Ten Percent
All students whose weighted grade averages make up the top ten percent of the graduating class and qualify for automatic admission in accordance with state law shall be recognized. Courses used in this computation shall be only the first four completed courses required for graduation in each of the core areas; i.e. English Language Arts, Mathematics, Science, Social Studies, and Economics. A maximum of 17 courses shall be used in this determination.

Residency requirements used to determine valedictorian and salutatorian (or other local honor positions) shall not apply to the procedure for determining the top ten percent. The official top ten percent of students in the graduation class shall be computed up to the fifth decimal place at the end of the final grading period of the senior year. These designated students may be different from students previously honored.

Class Rank for Juniors and Seniors in 2015-2016
Class rank shall be based on a weighted grade average using semester grades earned in grades 9-12 and in any high school course taken prior to ninth grade for which a student earned state graduation credit. Courses used in this computation shall be only the first four completed classes required for graduation in each of the core areas; i.e. English Language Arts, Mathematics, Science, Social Studies, and Economics. A maximum of 17 courses shall be used to determine class rank. Courses in this computation must be taken in the District; exception is for courses taken prior to enrollment in the District. The semester grades shall be converted to weighted grade averages according to the District’s weighted grade scale. Grades earned in electives shall not be included in class rank.

Class rank shall be calculated at the time of progress reports for the fourth quarter grading period of the senior year. The average of the third quarter grade and the grade at the time of progress reports for the fourth quarter grading period in the semester prior to graduation shall count as a semester grade for the purposes of determining honor graduate status, valedictorian, and salutatorian.

The courses used in calculating valedictorian, salutatorian, class rank, and top ten percent are listed below:

**English Language Arts:** English I; English II; English III; English IV

**Mathematics:** Algebra I; Algebra II; Geometry; and a fourth math.

**Science:** Biology; Chemistry; Physics; One advanced laboratory based course: Environmental Systems; Aquatic Science; Astronomy; Anatomy and Physiology of Human Systems; AP Biology; AP Chemistry; AP Physics; AP Environmental Science; Scientific Research and Design; and Engineering.

**Social Studies:** World Geography; World History; US History (since Reconciliation); US Government; Economics.

Class Rank for Freshmen and Sophomores in 2015-2016
The District shall include in the calculation of class rank only grades earned in the first four completed classes required for state graduation credit in the following subjects: English, mathematics, science, social studies, and Economics with Emphasis on the Free Enterprise System and its Benefits.

The District shall include in the calculation of class rank only grades earned in the four core areas, as indicated below:

- **The four highest weighted credits in English Language Arts,** taken from:
  - English I;
  - English II;
  - English III; and
  - English IV, or other foundation advanced course meeting the English credit requirement.

- **The three highest weighted credits in mathematics,** taken from:
  - Algebra I;
  - Geometry; and
  - Algebra II, or other foundation advanced course meeting the math credit requirement.

- **The three highest weighted credits in science,** taken from:
  - Biology;
  - Chemistry, or other foundation advanced course meeting the second science credit requirement; and
  - Physics, or other foundation advanced course meeting the third science credit requirement.
The three highest weighted credits in science, taken from:
• U.S. History;
• World geography, World History, or World History/Geography combined course; and
• Government and Economics.

Class rank shall be calculated at the time of progress reports for the fourth quarter grading period of the senior year. The average of the third quarter grade and the grade at the time of progress reports for the fourth quarter grading period in the semester prior to graduation shall count as a semester grade for the purposes of determining honor graduate status, valedictorian, and salutatorian.

Transfer Credit
A student who transfers into the District’s high school with higher-level course credits shall receive similar credits counted toward his or her weighted grade average for all courses that are offered in the District. The District’s weighted grade scale shall be used to determine weighting of transferred courses. All transfer grades counted as a state high school credit shall be accepted for class rankings; however, course weight shall be awarded to grades transferred for honors/dual credit courses only when the same honors/dual credit courses are offered in the District.

Early Graduate
A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates, using the same method of calculation as all other students in the graduating class regardless of the school year in which the student entered grade 9 or the graduation program under which the student completes requirements for graduation. For ranking purposes, a school year begins on the first day of school and ends the last day of summer school. A student must declare their intent to be an early graduate to the principal or designee prior to the end of the first semester of the year they plan to graduate. A student who wishes to graduate in fewer than four years shall complete a written application in the counselor’s office. Written parental approval shall be required to be submitted with the application. The student shall receive counseling regarding requirements and schedules. Early graduates shall be eligible for all honors recognitions and positions.

Honor Graduate
The honor graduate designations are as follows:
1. Students who completed the Advanced/Distinguished Achievement Program and earned a cumulative weighted grade average of 97 or higher, and successfully completed the senior project and 75 community service hours shall be designated as Summa Cum Laude graduates.
2. Students who completed the Advanced/Distinguished Achievement Program or the Recommended High School Program with a weighted grade average of 94 to 96.999999, and successfully completed the senior project and 75 community service hours shall be designated as Magna Cum Laude graduates.
3. Students who completed the Advanced/Distinguished Achievement Program or Recommended High School Program with a weighted grade average of 90 to 93.999999, and successfully completed the senior project and 75 community service hours shall be designated as Cum Laude graduates.

Course Weighting
Courses shall be designated as dual credit/AP, honors/GT, regular, and modified. The courses in each category shall be listed annually in the student handbook and/or the course description guide. Weights shall be assigned to semester grades for purposes of class ranking only, as follows:

Dual Credit/AP courses receive 20 points
AP/Honors/GT courses receive 10 points
Regular and Modified courses receive no weight

All AP/Honors and Dual Credit courses at Sunnyvale High School have been designated for UIL No Pass/No Play exemption.
Preparing to be “College Ready”

Steps Toward College

Seventh Grade-Fall
- Look at possibilities for taking courses for high school credit.

Eighth Grade-Fall
- Understand yourself. Recognize your strengths and interests. Choose your high school courses with these strengths and interests in mind.

Eighth Grade-Spring
- Analyze high school courses available. Don’t forget to look at Dual Credit courses for college credit and tech prep courses.
- Create your four-year plan for graduation from high school and for admission to the college/work and/or technical training institute of your choice using the district graduation program and anticipated college requirements as guides. Note prerequisites for desired high school courses.
- Access information related to college requirements and opportunities by using web sites such as College For Texans. (www.CollegeForTexans.com)

Freshman Year-Fall
- Focus on the importance of high school and make good academic decisions.
- Become familiar with careers that relate to your abilities and interests.
- Get involved in extracurricular activities sponsored by your school and/or community service. (Colleges and sources of employment take note of your involvement, participation, teamwork, and leadership).
- Begin to develop a student resume portfolio that lists all of your activities, awards, and honors.
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
- Talk with your parents about planning for college expenses.
- Get to know your counselor and visit the counseling office. Become familiar with the college and career resources available on your campus.

Freshman Year-Spring
- Investigate summer enrichment programs.
- Evaluate your course selections for your sophomore year and adjust your four-year graduation plan if necessary. Investigate Pre-AP/Honors and Dual Credit classes.
- Access information related to college requirements and opportunities by using web sites such as College For Texans. (www.CollegeForTexans.com)

Sophomore Year-Fall
- Continue to focus on the importance of high school and make good academic decisions.
- Write to all colleges of interest and request catalogues and information about their programs.
- Do your best on the PSAT in October. The test is given at school during the school day. Your counselor will provide more information.
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
- Get involved in activities outside the classroom. Work toward leadership positions in activities you like best.
- Become involved in community service and other volunteer activities.
- Get to know your counselor and visit the counseling office. Become familiar with the college and career resources available on your campus.

Sophomore Year-Spring
- Continue to monitor college/work and/or technical training entrance requirements for changes. Modify your four-year graduation plan if changes in the entrance requirements and/or changes in interests warrant it. Be flexible and proactive! Investigate Pre-AP/Honors and Dual Credit classes.
- Analyze all careers of interest. Research education/training needed for these careers.
- Investigate scholarship and financial aid options. Conference with your counselor.
- Consult your counselor regarding the Texas Success Initiative (TSI).
- Access information related to college requirements and opportunities by using web sites such as College For Texans.
- (www.CollegeForTexans.com)

Junior Year-Fall
- Do your best on PSAT in October. This is the qualifying test for National Merit Semifinalists. The test is given during the school day at your high school. Your counselor will provide more information.
- Begin to visit college/technical institute campuses of interest to you. Check the district policy on absences related to these visits.
- Narrow down the features that are important to you in a post secondary institution.
• Speak to college representatives.
• Continue to focus on the importance of high school and make good academic decisions.
• Learn about alternatives that are available after graduation. Continue to explore career interests.
• Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
• Research all financial aid, scholarships, loans, and grants that are available from the college/technical institute of your interest or available through the school and/or public/private agencies, churches, and organizations.
• Collect information about college application procedures, entrance requirements, tuition and fees, room and board costs, student activities, course offerings, faculty composition, accreditation, and financial aid.
• Get to know your counselor and visit the counseling office. Become familiar with the college and career resources available on your campus.

Junior Year-Spring
• Continue to conference with your counselor about your future and to make sure you are on track for graduation.
• Take the SAT or ACT or achievement tests in the spring or early summer.
• Review your four-year plan and course work; increase challenge if necessary. Investigate Pre-AP/Honors and Dual Credit classes.
• Check your class rank. It’s never too late to improve. Colleges like to see an upward trend.
• Continue to add to your resume.
• Develop, write, and perfect college essays.
• Stay involved with your extracurricular activities.
• Visit college campuses and begin to fill out applications.

Senior Year-Fall
• Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
• Take SAT or ACT again if necessary.
• Narrow down choices for colleges/universities or technical institutes. Keep in mind cost, admission requirements, and academic offerings.
• Observe deadlines for admissions, housing, and financial aid.
• Continue to apply for scholarships announced on your high school campus.
• Continue to visit college campuses and technical institutes of interest. Include a visit to the Financial Aid Office for information.
• Meet with college representatives.
• Perfect and update college essays.
• Ask your counselor and teachers for recommendation letters early in the year.
• Turn in all college applications at least 2 weeks prior to the stated deadline.
• Investigate and apply for scholarships. Meet deadlines.
• Make a calendar showing application deadlines for admission, financial aid, and scholarships.

Senior Year-Spring
• Order and send transcripts by deadline.
• Observe deadlines for admissions, housing, and financial aid.
• Apply for FAFSA.
• Continue to apply for scholarships announced on the high school campus.
• Continue to participate in extracurricular and volunteer activities.

This is intended to encourage you to think about your future.
Always seek information from parents, teachers, counselors, and college personnel.

Ask questions!
Entrance Guidelines for Dual Credit Courses (Juniors & Seniors only)

**ENGL 1301 (Composition I; English 3 – 1st semester)**
- Met Texas Success Initiative (TSI) Reading
- Met Texas Success Initiative (TSI) Writing
- DCCCD Writing score prerequisite requirement
- **A final average of 90 or above in English 2**
- **A final average of 85 or above in Honors English 2**
- Teacher recommendation

**ENGL 1302 (Composition II; English 3 – 2nd semester)**
- English 1301

**ENGL 2321 (British Literature; English 4 – 1st semester)**
- English 1301
- English 1302

**MATH 1314 (College Algebra)**
- Two years of high school Algebra
- Met Texas Success Initiative (TSI) Math – 270 on THEA Math
- **A semester average of 90 or above in Algebra 2**
- **A semester average of 85 or above in Honors Algebra 2 85th percentile on TAKS Math**
- Teacher recommendation

**MATH 1316 (Plane Trigonometry)**
- MATH 1314

**MATH 2412 (Precalculus Mathematics)**
- MATH 1316

**MATH 2513 (Calculus I)**
- MATH 2412

**MATH 2342 (Introductory Statistics)**
- Two years of high school Algebra
- Met Texas Success Initiative (TSI) Math
- Teacher recommendation

**BIOL 1406 (Biology for Science Majors I)**
- Met Texas Success Initiative (TSI) Reading
- Met Texas Success Initiative (TSI) Writing
- DCCCD Writing score prerequisite requirement
- **Classified as a senior**
- **A final average of 90 or above in Biology and a final average of 85 in Physics**
- **A final average of 85 or above in Honors Biology and a final average of 80 in Honors Physics**
- Teacher recommendation

**BIOL 1407 (Biology for Science Majors II)**
- BIOL 1406

**BIO 1408 (Biology for Non-Science Majors I)**
- Met Texas Success Initiative (TSI) Reading
- Met Texas Success Initiative (TSI) Writing
- DCCCD Writing score prerequisite requirement
- Teacher recommendation

**BIO 1409 (Biology for Non-Science Majors II)**
- BIOL 1408

**HIST 1301 (History of United States)**
- Met Texas Success Initiative (TSI) Reading
- Met Texas Success Initiative (TSI) Writing
- DCCCD Writing score prerequisite requirement
- **A semester average of 90 or above in regular World History**
- **A semester average of 85 or above in Honors World History**
- Teacher recommendation

**HIST 1302 (History of United States)**
- HIST 1301

**GOVT 2301 (United States Government)**
- Met Texas Success Initiative (TSI) Reading
- Met Texas Success Initiative (TSI) Writing
- **A semester average of 90 or above in regular World History**
- **A semester average of 85 or above in Honors World History**
- Teacher recommendation

**ECON 2301 (Principles of Economics I)**
- Met Texas Success Initiative (TSI) Reading
- Teacher recommendation

**SGNL 1301 (Beginning American Sign Language I)**
- ASL II
- Met Texas Success Initiative (TSI) Writing
- **A final average of 80 or above in ASL I and ASL II**
- Teacher recommendation

**ARTS 1303 (Survey of Art History)**
- Met Texas Success Initiative (TSI) Reading

**ARTS 1304 (Survey of Art History)**
- ARTS 1303
Students may enroll in the PreAP/Honors or DC programs by an identification process. Also, students may move in or out of the PreAP/Honors or DC programs at the beginning of each year.
Students may enroll in the PreAP/Honors or DC programs by an identification process. Also, students may move in or out of the PreAP/Honors or DC programs at the beginning of each year.
ENGLISH – MULTIDISCIPLINE – 4 CREDITS

9th
English I
English I Honors

10th
English II
English II Honors

11th
English III
English III Honors
English III Honors
Dual Credit

12th
English IV
English IV Honors
English IV Dual Credit

MATH – MULTIDISCIPLINE – 4 CREDITS

9th
Algebra I
Algebra II
Algebra II Honors

10th
Algebra II
Algebra II Honors
Geometry
Geometry Honors

11th
Geometry
Geometry Honors
Precalculus Honors
College Algebra/Trig Dual Credit

12th
Algebra III
Precalculus Honors
College Alg/Trig DC
Precal/Calculus I DC
College Alg/Statistics DC

SCIENCE – MULTIDISCIPLINE – 4 CREDITS

9th
Biology
Biology Honors

10th
IPC
Chemistry
Chemistry Honors
Physics
Physics Honors

11th
Chemistry
Chemistry Honors
Physics
Physics Honors
Anatomy & Physiology DC
Advanced Animal Science

12th
Anatomy and Physiology DC
Advanced Animal Science
Biology Dual Credit

SOCIAL STUDIES – MULTIDISCIPLINE – 4 CREDITS

9th
World Geography
World Geography Honors
World History
World History Honors

10th
World Geography
World Geography Honors
World History
World History Honors

11th
US History
US History Honors
US History Dual Credit

12th
Government
Government Honors
Government DC
Economics
Economics Honors
Economics Dual Credit

FINE ARTS – ARTS AND HUMANITIES

9th
Art 1
Music (choir or band)
Theatre I
Tech Theatre I

10th
Art II
Music II (choir or band)
Theatre II
Tech Theatre II
Music Theatre I

11th
Art III
Music III (band or choir)
Theatre III
Tech Theatre III
Music Theatre II

12th
Art IV
Music IV (choir or band)
Theatre IV
Tech Theatre IV
**LANGUAGE OTHER THAN ENGLISH – ARTS AND HUMANITIES**

4 levels of the same language or 2 levels of the same language and 2 levels of a different language

- Spanish I
  - German I
  - ASL I
  - Mandarin Chinese I

- Spanish II
  - German II
  - ASL II
  - Mandarin Chinese II

- Spanish III
  - German III
  - ASL III
  - Mandarin Chinese III

- Spanish IV
  - German IV
  - ASL IV
  - Mandarin Chinese IV

**NOTE:** If you choose to take any of the STEM courses, you are required to take Algebra II (Regular or Honors), Chemistry (Regular or Honors), and Physics (Regular or Honors) at some point in your high school career.

**ENGINEERING - STEM**

- Principles of Technology
- Scientific Research and Design I
- Scientific Research and Design II
- Engineering Mathematics

**COMPUTER SCIENCE – STEM**

- Computer Science I
- Computer Science II
- Computer Science III
- Game Programming & Design

**MATHEMATICS – STEM**

- Algebra I
- Algebra II
- Geometry
- Precalculus Honors
- College Alg/Trig DC
- Precal/Calculus I DC
- Engineering Mathematics
- Independent Study in Mathematics

**SCIENCE – STEM**

- Biology
- Chemistry
- Physics
- Biology Dual Credit
- Anatomy and Physiology DC
- Advanced Animal Science
- Scientific Research and Design
INFORMATION TECHNOLOGY – BUSINESS AND INDUSTRY

- Principles of Information Technology
- Digital and Interactive Media
- Web Technologies
- Computer Programming
- Advanced Computer Programming

EDUCATION AND TRAINING – PUBLIC SERVICES

- Principles of Education and Training
- Human Growth and Development
- Instructional Practice in Education and Training
- Practicum in Education and Training

HST – PUBLIC SERVICE

- Principles of Health Science Technology
- Medical Terminology
- Health Science
- Practicum in Health Science I
- Practicum in Health Science II
1120 English II
Prerequisite: English I
Credit: One
In English II, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error-free drafts. They practice various forms of writing including literary responses, reflective essays, and autobiographical narratives. Students read and study selected stories, dramas, novels, and poetry. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

1130 English III
Prerequisite: English II
Credit: One
In English III, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error-free drafts. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. Students read extensively in multiple genres from American literature. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

1140 English IV
Prerequisite: English III
Credit: One
In English IV, students master previously learned skills. They plan, draft, and complete written compositions on a regular basis. Editing their papers for clarity and the correct use of the conventions and mechanics of written English, students produce final, error-free drafts. They write in a variety of forms including business, personal, literary, and persuasive texts. Students read extensively in multiple genres from British literature and other world literature. They learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

1121 English II Honors
Prerequisite: English I and meet Honors guidelines
Credit: One
English II Honors students continue to increase and refine reading, writing, and evaluative skills in a fast-paced, challenging academic environment. Students will read literary texts written in a variety of periods, disciplines, rhetorical contexts, and literary genres. They will analyze these texts for structure and literary elements including style, theme, figurative language, imagery, symbolism, and tone. Additionally, students will consider a work’s literary merits as well as the social and historical context reflected in the text. Writing assignments will focus on the critical analysis of literature and include expository, analytical, argumentative, and persuasive essays. The number of major works required of students during the school year will be typically 6-9.

1131 English III Honors
Prerequisite: English II and meet Honors guidelines
Credit: One
English III Honors students continue to develop and refine their critical and analytical skills and strategies in reading, writing, and verbal communication as they encounter more complex ideas and concepts. Students are expected to read a variety of genres that address varying historical periods, disciplines, and rhetorical contexts. From such endeavors, students will apply stylistic and rhetorical strategies and techniques in order to enhance their own writing. Major elements of nonfiction and American Literature are examined.

Prerequisite for ALL Dual Credit Classes:
DCCCD entrance requirements, and junior or senior classification (See Page 11)

1132 Dual Credit English III
Prerequisite: English II and DCCCD entrance requirements.
Credit: One
(DCCCD ENG 1301 – 1 semester course – offered 1st semester, only)
This college level course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. Students will compose essays that adhere to grammatical and stylistic standards of academic American English and that follow Modern Language Association (MLA) style. Essays will need to adhere to topic and length requirements designated for each assignment. Correctly following specific assignment guidelines, grammatical instruction, and MLA style will impact the student’s success in the course.
• Fulfills one-half credit of English III requirement
• DCCCD core curriculum course, three (3) DCCCD semester hours credit
(DCCCD ENG 1302 – 1 semester course – offered 2nd semester, only)
In this college level course, students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper.
• Continuation of DCCCD English 1301
• Fulfills one-half credit of English III requirement
• DCCCD core curriculum course, three (3) DCCCD semester hours credit
• Upon successful completion of these courses, students will receive six (6) hours of college credit at DCCCD and one credit of English III.

1141 English IV Honors
Prerequisite: English III and meet Honors guidelines
Credit: One
English IV Honors includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit, offering students opportunity to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Writing to explain a literary work will involve analysis and interpretation of meaning, as well as how various aspects of language and structure affect meaning. Students will study a selection of prose and poetry of British and World authors, written from the sixteen century to contemporary times.

9004 ENGLISH IV DC./HONORS
1142 Dual Credit English IV
Prerequisite: DCCCD entrance requirements, and senior classification
Credit: One-half
(DCCCD ENG 2321 – 1 semester course – offered 1st semester only)
This course includes selections in British literature organized by movements, schools, periods, or themes.
• Fulfills one-half credit of English IV requirement
• DCCCD core curriculum course, three (3) DCCCD semester hours credit
• Upon successful completion of the course, students will receive three (3) hours of college credit at DCCCD and one-half credit of English IV (1st semester only).

English IV Honors (1143 2nd semester only)
Prerequisite: English IV Dual Credit first semester

Students enrolling in any high school English Pre AP/Honors course will have a summer reading assignment
Algebra II Honors provides an in-depth treatment of algebraic concepts through the study of functions using a transformational approach. The level of instruction/curriculum will focus on preparing the student for Dual Credit courses.

1220 Geometry
Prerequisite: Algebra II
Credit: One
Students study properties and relationships of geometric figures having to do with size, shape, location, and direction of these figures. The relationship between geometry, other mathematics, and other disciplines will also be studied.

1221 Geometry Honors
Prerequisite: Algebra II and meet Honors guidelines
Credit: One
In addition to the topics covered in Geometry, a strong emphasis will be placed on a student using deductive reasoning. The level of instruction/curriculum will focus on preparing the student for Dual Credit courses.

1232 Algebra III
Prerequisite: Algebra II & Geometry
Credit: One
This course will include a more in-depth study of concepts from Algebra II, along with some elementary Pre-calculus concepts. These will include algebraic, graphical and numerical methods to analyze, translate and solve quadratic, polynomial, rational, exponential and logarithmic functions. Algebra III will also include a study of trigonometric functions, right triangles, and oblique triangles.

1251 Pre-Calculus Honors
Prerequisite: Algebra II and Honors guidelines
Grade: 11-12
Credit: One
This course will include a more in-depth study of polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise defined functions. A strong emphasis will be placed on students using deductive reasoning.

Prerequisite for ALL Dual Credit Classes: DCCCD entrance requirements, and junior or senior classification [See Page 11]

1260 Dual Credit College Algebra/Trig (College Algebra - DCCCD Math 1314)
Prerequisite: DCCCD entrance requirements.
Grade: 11-12
Credit: One-half
(Take Algebra 1st semester and Trig 2nd semester)
This is a college-level course taught for one semester. This course is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, proofs, and applications.

Dual Credit College Plane Trigonometry (Trigonometry - DCCCD Math 1316)
Prerequisite: DC College Algebra
Credit: One-half
(Take Algebra 1st semester and Trig 2nd semester)
This college level course is a study of angular measures, functions of angles, identities, solutions of triangles, equations, inverse trigonometric functions, and complex numbers.

1261 Dual Credit College Algebra/Stats (College Algebra - DCCCD Math 1314)
Prerequisite: DCCCD entrance requirements.
Grade: 11-12
Credit: One-half
(Take Algebra 1st semester and Stats 2nd semester)
This college level course consists of the study of algebraic and trigonometric topics including polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Conic sections, polar coordinates, and other topics of analytic geometry will be included.

Dual Credit Introductory Statistics (Stats - DCCCD Math 2342)
Prerequisite: DC College Algebra
Grade: Seniors Only
Credit: One-half
(Take Algebra 1st semester and Stats 2nd semester)
This course is a study of collection and tabulation of data, bar charts, sampling, measures of central tendency and variability, correlation, regression, index numbers, statistical distributions, probability, analysis of variance, the use of statistical software, and applications to various fields.

1262 Dual Credit Pre-Calculus/Stats (Pre-Cal - DCCCD Math 2412)
Prerequisite: DC Trigonometry
Credit: One-half
(Take Pre-Cal 1st sem. and Stats 2nd sem.
This is a college-level course taught through DCCCD for one semester. This college level course consists of the study of algebraic and trig topics including polynomial, rational, exponential, and logarithmic and trigonometric functions and their graphs. Conic sections, polar coordinates, and other topics of analytic geometry will be included.

Dual Credit Introductory Statistics (Stats - DCCCD Math 2342)
Prerequisite: DC College Algebra
Credit: One-half
(Take Algebra 1st semester and Stats 2nd semester)
This course is a study of collection and tabulation of data, bar charts, sampling, measures of central tendency and variability, correlation, regression, index numbers, statistical distributions, probability, analysis of
1263 Dual Credit Pre-Calculus/Cal I (Pre-Cal - DCCCD Math 2412)  
(Pre-Cal 1st sem. and Cal I 2nd sem.)  
Prerequisite: DC Trigonometry - DCCCD entrance requirements.  
Credit: One-half  
This is a college-level course taught through DCCCD for one semester. This college level course consists of the study of algebraic and trig topics including polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Conic sections, polar coordinates, and other topics of analytic geometry will be included. 

1233 Independent Study in Math  
Grade: 12  
Credit: One  
This course designed for students at the 12th grade level whose performance on an EOC assessment instrument does not meet college readiness standards or whose performance on coursework, a college entrance examination, or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework. Includes real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculators are not allowed during Module 1, calculator use is not allowed on the course final examination, and should be limited in use during Modules 2-6. Cumulative review should occur throughout the course. Successful completion of the course and the final examination will result in student readiness for entry level college mathematics.

Science  
1330 Chemistry  
Prerequisite: Biology and Algebra I required  
Credit: One  
This course is a study of the broad concepts and models upon which modern chemistry rests. Atomic structure, chemical bonding, types of chemical reactions, stoichiometry, gas laws, and an introduction to nuclear chemistry make up the major part of this course. Laboratory work is closely related to class discussion with problem-solving techniques emphasized throughout the course. Chemistry is an important course for anyone planning to enter such fields as engineering, biology, agriculture, forestry, and medicine including nursing and pharmacy.

1331 Chemistry Honors  
Prerequisite: Biology, Algebra I credit required and meet Honors guidelines  
Credit: One  
This study includes the same topics covered in Chemistry, but with more complex mathematical problems. Also included are some additional concepts more abstract than those covered in the academic level. The level of instruction/curriculum will focus on preparing the student for additional college level science courses.

1340 Physics  
Prerequisite: Algebra I and Geometry I credit required; Chemistry recommended  
Credit: One  
This course investigates the historical development and physical principles involved with the concepts of mechanics, matter phases, thermodynamics, wave theory, sound and light, electricity and magnetism. Understanding these concepts requires qualitative and quantitative application. A primary goal is to develop analytical problem-solving skills that apply to technological achievements.

1341 Physics Honors  
Prerequisite: Algebra I and Geometry credit required; Chemistry recommended; meet Honors guidelines  
Credit: One  
The Physics Honors topics and objectives are essentially the same as Physics. These topics, investigation, and studies will be covered in greater depth, intensity, and with higher academic expectations.

1819 Advanced Animal Science  
Grade: 12  
Credit: One  
Acquire knowledge related to animal systems regarding career opportunities entry requirements and industry standards. This course examines the interrelatedness of human, scientific and technological dimensions of livestock production to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. This course will count as a fourth year science or as an elective credit. It cannot be used to satisfy the first three required science classes.

Prerequisite for ALL Dual Credit Classes: DCCCD entrance requirements, and junior or senior classification (See Page 11)

1370 Dual Credit Biology Science Majors (DCCCD BIO 1406 and BIO 1407)  
Prerequisite: Biology - Prerequisite: DCCCD entrance requirements.  
Grade: 12  
Credit: One  
This course is an introductory survey of contemporary biology for students majoring in the sciences. Topics emphasized will include the chemical basis of life, structure and function of cells, energy transformations, and molecular biology and genetics.

SEE PAGE 28 FOR THESE ADDITIONAL SCIENCE COURSE:  
1923 Anatomy and Physiology DC
substantial enrichment experiences. In the Honors class, students are expected to achieve a greater depth of understanding through thoughtful discussion and reading. The level of instruction/curriculum will focus on preparing the student for Dual Credit social studies courses.

1430 U.S. History Studies
Prerequisite: 1410 World Geography or 1420 World History
Credit: One
This course is a one-year study of the nation’s political, social, and economic development from the Reconstruction period to the present. This survey includes the rise of Industrialism, World War I, the New Deal, World War II, and the modern challenges of war and peace.

1431 U.S. History Studies Honors
Prerequisite: 1410 World Geography or 1420 World History and meet Honors guidelines
Credit: One
This course is a study of United States history from its beginning to the present. The course is rigorous; fast paced and requires extensive reading and writing.

Prerequisite for ALL Dual Credit Classes: DCCCD entrance requirements, and junior or senior classification (See Page 11).

1432 Dual Credit U.S. History
Prerequisite: DCCCD entrance requirements
Credit: One
(DCCCD HIST 1301 – 1 semester course – offered 1st semester only)
This is a college level course in which the history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1877.

(DCCCD HIST 1302 – 1 semester course – offered 2nd semester only)
This is a college level course in which the history of the United States is surveyed from the Reconstruction era to the present day. The study includes social, economic, and political aspects of American life. The development of the United States as a world power is followed. Students will receive six (6) hours of college credit at DCCCD. This course requires an instructor who meets both the credential requirements of SISD and DCCCD. As such, it may not be offered each year.

9001 GOVERNMENT/ECONOMICS
1440 United States Government
Prerequisite: Senior classification
Grade: 12
Credit: One-half (1st Semester) tied to 1450 Economics
This one-semester course is designed to provide an understanding of national, state, and local governments. It is a functional study of the national level, stressing the origins and development of the American government, the nature of American politics, and the functions of the various branches.

1450 Economics
Prerequisite: Senior classification
Credit: One-half (2nd Semester) tied to 1440 United States Government
This one-semester course offers a study of the processes by which people earn a living and the relationships between production, distribution, and consumption of wealth and income. The basic principles of economics, the relationship of economics and government, and comparative economics are emphasized. The development and operation of the American free enterprise system are emphasized.

9002 GOVERNMENT/ECONOMICS HONORS
1441 United States Government Honors
Prerequisite: Senior classification and meet Honors guidelines
Grade: 12
Credit: One-half (1st Semester) tied to 1451 Economics
This course includes all requirements of the corresponding academic level class plus substantial enrichment experiences. This is a one-semester study of the various institutions, groups, beliefs, and ideas that make up the American political reality. The course is rigorous; fast paced and requires extensive reading and writing.

1451 Economics Honors
Prerequisite: Senior classification and meet Honors guidelines
Credit: One-half (2nd Semester) tied to 1441 United States Government Honors
This course is a one-semester study of the principles of economics that apply to an economic system as a whole with particular emphasis on the study of national income and price determination, and also develops students’ familiarity with economic performance measures, economic growth and international economics. This course is rigorous; fast paced and requires extensive reading.

9003 GOVERNMENT/ECONOMICS DC
1442 Dual Credit United States Government
(DCCCD GOVT 2301)
Prerequisite: Senior classification and DCCCD entrance requirements.
Grade: 12
Credit: One-half (1st Semester) tied to 1452 Economics
This college level course is an introduction to the study of political science. Topics include the origin and development of constitutional democracy (United States and Texas), federalism and intergovernmental relations, local government, parties, politics, and political behavior. This course requires an instructor who meets both the credential requirements of SISD and DCCCD. As such, it may not be offered each year.

1452 Dual Credit Economics

(DCCCD ECO 2301)
Prerequisite: Senior classification and DCCCD entrance requirements.
Grade: 12
Credit: One-half (2nd Semester) tied to 1442 United States Government
One-semester course offers a study of the processes by which people earn a living and the relationships between production, distribution, and consumption of wealth and income. Basic principles of economics, the relationship of economics and government, and comparative economics are emphasized. The development and operation of the American free enterprise system are emphasized. This course requires an instructor who meets both the credential requirements of SISD and DCCCD. As such, it may not be offered each year.

Health Education

9011 SPEECH/HEALTH
1500 Health Education
Grade: 9-12
Credit: One-half - tied to course 1600 Professional Communications
This one-semester course explores a variety of health issues that influence the well being of an individual throughout the life cycle. Students will be given an opportunity to develop a personal philosophy of wellness and self-responsibility for health through self-assessment, investigation of factors affecting one’s health and the examination of behavior modification strategies. This course also provides practical instruction in cardiopulmonary resuscitation (CPR/AED) and first aid. Health issues included relevant to students are basic human anatomy and physiology, mental/emotional health, use and abuse of drugs, tobacco, alcohol, human sexuality, communicable diseases, environmental and consumer health.

1970 Sports Medicine I
Grade: 9-12
Credit: One
Study of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise.

Speech

9011 SPEECH/HEALTH
1600 Professional Communications
Grades: 9-12
Credit: One-half — tied to course 1500 Health Education
This course will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

1610 Oral Interpretation I
Grade: 10-12
Credit: One
The student will communicate with an audience through the oral reading of literature. The course will include a study of the universal appeal as well as the uniqueness of literary works and different styles and literary types. As an interpreter, the student will study and experience the determination of meaning, the selection of literature, the analysis of literature, the adaptation of literature, and performance techniques necessary to communicate the understanding and emotions of prose, poetry, and dramatic reading. Students will be expected to participate in speech/drama tournaments in interpretive reading events.

1611 Oral Interpretation II
Prerequisite: Oral Interpretation I
Grades: 11-12
Credit: One
This course will provide the student with advanced study and performance of the essential elements learned in Oral Interpretation I as well as participating in speech tournaments.

1620 Debate I
Grades: 9-12
Credit: One
The student will learn critical thinking and research skills. Students will develop arguments on both the affirmative and negative sides of policy and value issues using Lincoln-Douglas and Cross Examination debate formats. They will learn and understand about current issues in our society and develop argumentation and speaking skills. They will also learn courtroom and congressional debating. Students will be required to participate in competitive debate/speech tournaments.

1621 Debate II
Prerequisite: Debate I
Grades: 10-12
Credit: One
This course will provide the student with advanced study of essential elements studied in Debate I as well as participation in speech tournaments.

1622 Debate III
Prerequisite: Debate II
Grades: 11-12
Credit: One
This course will provide the student with advanced study of essential elements studied in Debate I as well as participation in speech tournaments.

Fine Arts

1850 Music I – Marching Band /Concert Band
1851 Music II - Marching Band/Concert Band
1852 Music III – Marching Band/Concert Band
1853 Music IV – Marching Band/Concert Band
Prerequisite: Previous instrumental experience is strongly recommended
Credit: One
These courses are for first semester marching band and may be counted as waiver for Physical Education. These courses stress the ability to play a variety of music, develop performance and marching skills, as well as leadership, organizational abilities, and cultural awareness, with greater proficiency and expectations each succeeding year. Skill development through competitions such as UIL Concert and Sight Reading Contest, Solo and Ensemble Contest, as well as other contest throughout the year. Out of town competitive trips are also offered through the year.

1854 Music I – Jazz Band/Ensemble Skills
1855 Music II - Jazz Band/Ensemble Skills
1856 Music III - Jazz Band/Ensemble Skills
1857 Music IV - Jazz Band/Ensemble Skills
Prerequisite: Previous instrumental experience is strongly recommended; however talk to band director about your music reading skills.
Credit: One
These courses provide an opportunity for students to express their creativity and appreciation of music while developing vocal skills. This course should be selected for this group may require evening, weekend, and out of-town commitments.

1858 Marching Band/Concert Band
Prerequisite: Audition ONLY; Director Approval; prior choral experience
Credit: One
This course is offered to any non-band student that wants to learn how to play an instrument. No experience is required; however we would encourage the use of our lesson program to master instrument successfully. Also could be used for any color guard members in the spring semester wanting to learn a band instrument.

1872 - Choir I (Mixed Choir 1st year)
1873 - Choir II (Mixed Choir 2nd year)
1874 - Choir III (Mixed Choir 3rd year)
1875 - Choir IV (Mixed Choir 4th year)
No audition is required.
Credit: One
This course provides an opportunity for students to express their creativity and appreciation of music while developing vocal skills. This course should be selected by any freshman, sophomore, junior, or senior interested in choir, regardless of experience. This class will have before school, after school and evening co-curricular rehearsals and events. All singers will compete at UIL Choir Contest and have the opportunity to participate at Solo & Ensemble.

1876 Vocal Ensemble I – Daybreak
1877 Vocal Ensemble II – Daybreak
1878 Vocal Ensemble III – Daybreak
1879 Vocal Ensemble IV – Daybreak
Prerequisite: Audition ONLY; Director Approval; prior choral experience
Credit: One
Daybreak is the premier Varsity performing choir in Sunnyvale. Members of this elite group will experience all types of music. Requirements include auditioning for All-State Choir, UIL Solo & Ensemble, UIL Choir Contest, and major Christmas and spring productions. Performances and/or rehearsals for this group may require evening, weekend, and out-of-town commitments. Students are limited to one Varsity Choir membership.

187A Vocal Women’s Ensemble I - True Colors
187B Vocal Women’s Ensemble II - True Colors
187C Vocal Women’s Ensemble III - True Colors
187D Vocal Women’s Ensemble IV - True Colors
Prerequisite: Audition ONLY; Director Approval; prior choral experience
Credit: One
True Colors is the Varsity Women’s performing choir in Sunnyvale. Members of this 12...
187E Vocal Men's Ensemble
187F Vocal Men's Ensemble
187G Vocal Men's Ensemble
187H Vocal Men's Ensemble
Grade: 9-12
Credit: One
Prerequisite: Audition ONLY; Director Approval; prior choral experience
True Colors is the Varsity Women's performing choir in Sunnyvale. Members of this 12 member group will experience all types of music. Requirements include auditioning for All-State Choir, UIL Solo & Ensemble Contest, UIL Choir Contest, and major spring productions. Performances and/or rehearsals for this group may require evening, weekend, and out-of-town commitments. Students are limited to one Varsity Choir membership.

1880 Theatre I
Grade: 9-12
Credit: One
This course is an introduction to theatre with an emphasis on the development of basic performance skills, basic acting techniques, interpretation of dramatic literature, and the historical evolution of performance styles. Basic principles of production are studied and applied through performance. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular activities.

1881 Theatre II
Prerequisite: Theatre I (one credit)
Credit: One
Theatre II is a continuation in the theatre course sequence with emphasis on the development and application of acting; directing, and production skills through participation in public performance. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular activities.

1882 Theatre III
1883 Theatre IV
Prerequisite: Theatre II or Theatre III; Credit: One
These upper level courses are a study of the cultural contribution of the theatre, its plays and performances. These courses also continue student development in production styles and techniques through advanced acting, directing, and production applications. Students will develop and perform college-level audition materials and participate in public performances. Production work required.

Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular activities.

1884 Technical Theatre I
Grade: 9-12
Credit: One
This course combines the study of various theories of design and stagecraft techniques with the actual construction and operation of the many varied components of technical theatre. Students will study staging, design, scenery, properties, lighting, costuming, makeup, and sound. Extra hours outside of the class day are required for student to exhibit knowledge and "hands on skills" of the objectives taught in the course. Enrollment is limited due to safety requirements. There are only 12 spots available.

1885 Technical Theatre II
1886 Technical Theatre III
1887 Technical Theatre IV
Prerequisite: Prior Tech Theatre level and/or prior SHS Production experience, Director Approval Required
Credit: One
Technical Theatre II is a continuation in the study and application of design, stagecraft, and construction operation of the technical theatre components through an increasing variety and complexity of production experiences and requirements. Design applications are emphasized.
Students will work towards a specific design concentration, and will create design materials for professional portfolios for entrance into a university theatre program or theatrical career. Theatre Department production participation is required. Enrollment is limited due to safety requirements.

1888 Art I
Grade: 9-12
Credit: One
Art I is an introduction to art as a high school credit course. It offers the opportunity to develop a greater sensitivity to the visual world, its formal order, and its overall unity. The students develop a vocabulary for art, and the skill to graphically express their own inner ideas and attitudes.

1889 Art II
Prerequisite: Art I
Grade: 9-12
Credit: One
The subject of Art II expands the application of art elements and principals through ceramic techniques; the use of papers, cardboard, and fabrics in combination with charcoal, pastels, pen and ink, brushes, mixed media and electronic multimedia; various styles of paintings, including contemporary; the use of wire, wood, plaster, and other materials.

1890 Art III
Prerequisite: Art I & II with Teacher Approval
Grade: 10-12
Credit: One
Art III is a student-initiated class. The student will have the choice of medium and the choice of subject matter in the pursuit of a style. The instructor will guide and facilitate this pursuit. This guidance and facilitation will be in the form of subject suggestions, the gathering of materials and technique research.

1891 Art IV
Prerequisite: Art I, II & III with Teacher approval
Grade: 11-12
Credit: One
The objective of this course is for the student to build a portfolio of their work that displays the student's technical skill along with progression and growth. Art IV, therefore, is even more student-directed than Art III. The student will be required to produce a series of pieces in a variety of media. The student, within the requirements of the course, will decide the subject matter and its progression.

Prerequisite for ALL Dual Credit Classes: DCCCD entrance requirements, and junior or senior classification (See Page 11)

1894 Dual Credit Art History
DCCCD ARTS 1303 and 1304
Prerequisite: DCCCD entrance requirements, and junior or senior classification
Grade: 11-12
Credit: One
Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. It explores the cultural, geophysical, and personal influences on art styles, as well as the cultural, geophysical, and personal influences on art styles.

Foreign Languages

1900 Spanish I
Grade: 9-12
Credit: One
This course serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, writing, viewing and sharing skills are developed. Communication skills are the primary focus of this course. At the end of Level I, students will be able to express themselves and engage in simple conversation in Spanish within the limits of their knowledge of vocabulary and structure.

1901 Spanish II
Prerequisite: Spanish I
Credit: One
The basic skills learned in Spanish I are broadened to include all verb tenses and grammatical structures, in addition to a greatly expanded vocabulary. Listening, speaking, reading, writing, viewing and presenting skills are stressed with an emphasis on oral language proficiency. Students also study ancient Aztec, Incan, and Mayan cultures as well as modern Hispanic customs. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interactions all contribute to and enhance the communicative language learning experience.

1902 Spanish III Honors
Prerequisite: Spanish II and meet Honors guidelines
Credit: One
The Spanish III honors course provides the opportunity for a more detailed study of the language and culture. Students will work on developing a broader base in their spoken and written communication in the target language. Students will be introduced to Hispanic literature through magazine articles, short stories, and poetry. Cultural awareness is enhanced through independent and group projects. Emphasis is placed on oral competency.

1903 Spanish IV Honors
Prerequisite: Spanish III and meet Honors guidelines
Credit: One
Spanish IV honors (Spanish Language) gives the student the opportunity to comprehend formal and informal spoken Spanish. Emphasis is placed on the student's ability to compose expository passages and to express ideas orally with accuracy and fluency. The acquisition of vocabulary and a grasp of structures allow the student to read newspapers, magazine articles, and literature with ease and accuracy. This course will prepare the students for the College Board Advanced Placement Spanish Language Examination.

1905 American Sign Language I
Grade: 9-12
Credit: One
This class is designed to introduce students to American Sign Language. Students will begin developing skills needed to communicate with deaf persons – such as finger spelling, signed words, mime, and gestures. Focus on communicative competence. Students will have the opportunity to use the skills learned in class to communicate with deaf persons. Students are responsible for inquiring and ensuring that the college they are planning to attend will accept ASL as their foreign language requirement.

1906 American Sign Language II
Prerequisite: American Sign Language I
Credit: One
Students will continue to build skills learned in Sign Language I. New vocabulary will be added as students learn to increase their speed of expressive and receptive signing. Films and media will provide opportunities for students to learn about deaf people and their culture. Students are responsible for inquiring and ensuring that the college they are planning to attend will accept ASL as their foreign language requirement.

1907 American Sign Language III Honors
Prerequisite: American Sign Language II and meet Honors guidelines
Grade: 10-12
Credit: One
This course is designed for students who have successfully completed American Sign Language II. Students will be introduced to more advanced vocabulary, and continue to develop their knowledge of ASL grammar and structures. Students are responsible for inquiring and ensuring that the college they are planning to attend will accept ASL as their foreign language requirement.

1908 American Sign Language IV Honors
Prerequisite: American Sign Language III and meet Honors guidelines
Grade: 10-12
Credit: One
This course is designed for students who have successfully completed American Sign Language III. Students will be introduced to more advanced vocabulary, and continue to develop their knowledge of ASL grammar and structures. Students are responsible for inquiring and ensuring that the college they are planning to attend will accept ASL as their foreign language requirement.

1911 German I
Grade: 9-12
Credit: One
This course serves as an introduction to the German language and culture. Students will be able to understand short utterances when listening in the target language. In addition, students will respond with acquired words, phrases and sentences when speaking and writing. Students will be able to detect main ideas in familiar material when listening and reading as well as make lists, copy accurately and write from dictation. Recognizing the importance of communication and culture as well as accuracy of expression utilizing language components will be a focus during the first year.

1912 German II
Prerequisite: German I
Credit: One
Students continue to expand their ability to perform tasks learned in Level I as well as develop their ability to perform new tasks for Level II. Students will be able to participate in simple face-to-face communication and to create statements and questions to communicate independently when speaking and writing. In Level II, the knowledge of the language components will be used to increase the accuracy of expression.
1913 German III Honors  
**Prerequisite:** German II and meet Honors guidelines  
**Credit:** One  
Students continue to expand their ability to perform tasks learned in Level I as well as develop their ability to perform new tasks for Level II. Students will be able to use knowledge of the culture in development of communication skills and components of the language including grammar, as well as to cope successfully in social and survival situations.

1914 German IV Honors  
**Prerequisite:** German III and meet Honors guidelines  
**Credit:** One  
Students use knowledge of the language, including grammar, culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

6000 Virtual Language  
**Credit:** One  
**myLanguage360** is the only K-12 approved language learning program offering “for-credit” online foreign language classes. Teachers use up-to-the-minute, innovative educational technologies to connect with American students in real-time, creating a virtual classroom experience. The standards-based courses are built around the most effective and respected curriculum material available. See the counselor for a list of languages being offered through myLanguage360.

**Physical Education**

The first semester of band, which is marching band, may substitute for physical education credit. One credit of marching band will meet state physical education requirements. Students may earn Physical Education credit in specialized classes (Athletics) for which they have the necessary skills and interest.

1973 Athletic Trainer 1  
**Grades:** 9-12  
**Credit:** One  
Prior approval to take Athletic Trainer 1 must be obtained.

1974 Athletic Trainer 2  
**Prerequisite:** Athletic Trainer 1  
**Grades:** 10-12  
**Credit:** One  
Prior approval to take Athletic Trainer 2 must be obtained.

1975 Scientific Research & Math  
**Prerequisite:** None  
**Grade:** 9-11  
**Credit:** One  
In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

1976 Scientific Research & Design I  
**Prerequisite:** Principles of Technology  
**Grade:** 10-12  
**Credit:** One  
Course examines the nature of science: physical, mathematical, and conceptual models. Some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Course also explores scientific inquiry and the methods of investigation; experimental, descriptive, or comparative, noting that the scientific inquiry method chosen should be appropriate to the

**Electives**

1711 1st year of boy's athletics  
1712 2nd year of boy's athletics  
1713 3rd year of boy's athletics  
1714 4th year of boy's athletics  
1721 1st year of girl's athletics  
1722 2nd year of girl's athletics  
1723 3rd year of girl's athletics  
1724 4th year of girl's athletics
question being asked. Science and social ethics are discussed. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decision that involve science (the application of scientific information). Course also includes scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external factors.

1811 Computer Science 1
Grade: 9-12
Credit: One
Computer Science 1 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. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Agriculture, Food & Natural Resources

1811 Principles of Agriculture, Food, and Natural Resources
Grade: 9-12
Credit: One
To be prepared for careers in the field of agriculture, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace and develop knowledge and skills regarding career opportunities and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings.

1812 Wildlife, Fisheries, and Ecology Management
Prerequisite: Recommended Prin. Of Ag
Grade: 10-12
Credit: One
To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquaculture and their ecological needs as related to current agricultural practices.

Business Management and Administration and Finance

9005 PRIN OF BUSINESS/BUSINESS LAW
1952 Principles of Business, Marketing, and Finance
Grade: 9-12
Credit: One-Half (1st Semester) tied to course
1953 Business Law
Students gain knowledge and skills in economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

1953 Business Law
Grade: 9-12
Credit: One-Half (2nd Semester) tied to course
1952 Principles of Business, Marketing, and Finance
This course introduces the student to law and legal issues. Content includes the origin of and necessity for our court system, legal rights and duties, basic elements of contracts, rights and obligations of parties, discharge of contracts, laws regarding checks and loans, consumer protection, and criminal laws as the pertain to consumers.

1950 Business Information Management I
Grade: 9-12
Credit: One
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Students prepare for MOS Certification.

1951 Business Information Management II
Prerequisite: BCIS I/BIM I
Grade: 10-12
Credit: One
Students implement personal and
interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business education applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Students prepare for MOS Certification.

9013 BANK & FINANCE/MONEY MATTERS  
1954 Banking and Financial Systems  
Grade: 10-12  
Credit: One-half (1st Semester) tied to course  
1957 Money Matters  
Introduces banking and financial concepts, principles and procedures; emphasizes the role of money in the modern economy; recognizes the economic theories and financial forces that influence international business; and compares consumer financial transactions with government transactions.

1957 Money Matters  
Grade: 10-12  
Credit: One-Half (2nd Semester) tied to course  
1954 Banking and Financial Systems  
Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

9014 SPORTS ENT/ENTREPRENEURSHIP  
197A Sports and Entertainment Marketing  
Prerequisite: 1952 Principles of Business, Marketing and Finance  
Grade: 10-12  
Credit: One-Half (1st Semester) tied to course  
197B Entrepreneurship  
This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

197B Entrepreneurship  
Prerequisite: 1952 Principles of Business, Marketing and Finance  
Grade: 10-12  
Credit: One-Half (2nd Semester) tied to course  
197A Sports and Entertainment Marketing  
Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

197C Marketing Dynamics  
Prerequisite: 1952 Principles of Business, Marketing and Finance  
Grade: 11-12  
Credit: One  
Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience.

1838 Accounting 1  
Grade: 11-12  
Credit: One  
Introduces general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle, special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes. Accounting develops the knowledge, skills, and attitudes necessary for individuals to conduct personal business or to further an education in the field of accounting.

Education and Training  
1843 Principles of Education and Training  
Grade: 9-12  
Credit: One  
Introduces students to the various careers available within education. Students use self-knowledge and educational and career information to analyze various careers within education and training. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training field.

184A Human Growth and Development  
Prerequisite: Principles of Education and Training  
Grade: 10-12  
Credit: One  
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary introductory course in developmental psychology or human development.

1844 Practicum in Education Training 1  
1845 Practicum in Education Training 2  
Prerequisite: Human Growth and Development for 1844  
Prerequisite: 1844 Practicum in Ed & Training 1 for 1845  
Grade: 11 - 12  
Credit: Two  
Ready, Set, Teach! is a field-based internship which provides students background knowledge of child and adolescent development principles as well as principles of effective teaching practices. Students in Practicum Education Training, which can be taken for one or two years, work under the joint direction and supervision of both a family and consumer sciences teacher and exemplary educators in direct instructional roles with elementary students. Students from the class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. The students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas, and ability groups. During the course of each week, students enrolled in Ready, Set, Teach! are involved in instruction from the family and consumer sciences teacher as well as involved in supervised field-based observations and applications of principles.

Health Science Technology  
9008 MEDICAL TERM/PRIN HEALTH SCI  
1921 Medical Terminology  
Credit: One-half (1st Semester) tied to course  
1920 Principles of Health Science Technology  
Grade: 9-12  
This course is designed to develop a working
knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student’s ability to successfully secure employment or pursue advanced education in health care.

1920 Principals of Health Science Technology I
Credit: One-half (2nd Semester) tied to course 1921 Medical Terminology.
Grade: 9-12
This introductory course gives an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health industry. Students will develop a concept of health and wellness from the perspective of a health consumer as well as a potential professional in the health care industry.

1922 Health Science
Grade: 10 – 12
Credit: One
Note: Fulfills required health credit for graduation.
A course designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. This course prepares the student for the transition to clinical or work-based experiences in health care.

Prerequisite for ALL Dual Credit Classes: DCCCD entrance requirements, and junior or senior classification (See Page 11)

1923 Anatomy and Physiology Dual Credit
Prerequisite: DCCCD entrance requirements.
Grade: 12
Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics, including the structure and function of the human body systems for maintaining homeostasis.

1926 Practicum in Health Science – Rotation
1927 Practicum in Health Science II – Rotation
Prerequisite for Practicum in Health Science: Age 16 and Approved Application, and Health Science
Prerequisite for Practicum in Health Science II: Practicum in Health Science
Credit: Two
Grade: 11-12
Health Science Technology is a clinical rotation course, which includes the development and application of skills in a classroom and clinical setting relating to a group of health occupations. The students observe professional health care personnel as they rotate through various departments of area hospitals and community health care providers. It is also recommended that students have their own transportation for second semester.

Journalism

1930 Journalism I
Grade: 9-12
Credit: One
Using journalistic skills, students learn to perfect their writing skills through practice in writing news and human interest stories. They also learn to express themselves clearly and concisely through opinion writing. Emphasis is on students thinking while they read and interpret information in terms of credibility and news worthiness. Students will also have an opportunity to learn graphic design through newspaper, yearbook layout practice. Copy editing and headline writing will also be taught. Interviewing is also stressed as a means of gathering facts for story writing. This is the prerequisite course for newspaper and yearbook courses.

1931 Advanced Journalism: Yearbook I
Grade: 10-12
Prerequisite: Journalism
Credit: One
This course is both a specialized laboratory for practical journalistic experiences and the production unit for the high school and middle school yearbooks. Objectives include management and production of major and minor sections of the yearbook and effectively performing one or more specific assignments essential for the production and publication of the high school and middle school yearbook. Duties may also include taking photos, selling ads, and book sales. Students will be expected to work within time constraints and budget limitations. Students also assist with the production of the elementary yearbook.

1932 Advanced Journalism: Yearbook II
Grade: 11-12
Prerequisite: Advanced Journalism: Yearbook I
Credit: One
This course is both a specialized laboratory for practical journalistic experiences and the production unit for the high school and middle school yearbooks. Objectives include management and production of major and minor sections of the yearbook and effectively performing one or more specific assignments essential for the production and publication of the high school and middle school yearbook. Duties may also include taking photos, selling ads, and book sales. Students will be expected to work within time constraints and budget limitations. Students also assist with the production of the elementary yearbook.

1933 Advanced Journalism: Yearbook III
Grade: 12
Prerequisite: Advanced Journalism: Yearbook II
Credit: One
This course is both a specialized laboratory for practical journalistic experiences and the production unit for the high school and middle school yearbooks. Objectives include management and production of major and minor sections of the yearbook and effectively performing one or more specific assignments essential for the production and publication of the high school and middle school yearbook. Duties may also include taking photos, selling ads, and book sales. Students will be expected to work within time constraints and budget limitations. Students also assist with the production of the elementary yearbook.

1934 Advanced Journalism: Newspaper Production I
Grade: 10-12
Prerequisite: Journalism
Credit: One
Objectives include management and production of the high school’s online newspaper and also working within time constraints and budget limitations. This course is a specialized laboratory for those students who wish to help publish the school’s online newspaper. Tasks vary according to ability. Included in assignments are advanced writing, interviewing, photography, and in-depth research for news stories and features, use of website management and social media.

1935 Advanced Journalism: Newspaper Production II
Grade: 11-12
Prerequisite: Advanced Newspaper I
Credit: One
Objectives include management and production of the high school’s online newspaper and also working within time constraints and budget limitations. This course is a specialized laboratory for those students who wish to help publish the school’s online newspaper. Tasks vary according to ability. Included in assignments are advanced writing, interviewing, photography, and in-depth research for news stories and features, use of website management and social media.

1936 Advanced Journalism: Newspaper Production III
Grade: 12
Prerequisite: Advanced Newspaper II
Credit: One
Objectives include management and production of the high school’s online newspaper and also working within time constraints and budget limitations. This course is a specialized laboratory for those students who wish to help publish the school’s online newspaper. Tasks vary according to ability. Included in
assignments are advanced writing, interviewing, photography, and in-depth research for news stories and features, use of website management and social media. Students will also be responsible for newspaper publicity.

**Arts, Audio Video Technology and Communications**

**1940 Audio/Video Production I**  
*Grade: 9-12*  
*Credit: One*  
This course is for students interested in a career in video technology. Students will develop an understanding of various career opportunities in video technologies and the knowledge, skills, and educational requirements for those opportunities.

**1941 Advanced Audio/Video Production II**  
*Prerequisite: Principles of Video Production I  
Grade: 10-12  
Credit: One*  
Fulfills Technology Applications requirement  
Course provides knowledge and skills acquisition of the contemporary resources, processes, and impacts of video communications technology. Course incorporates the use of computers and video equipment to explore the video-based principles of communication. In this course, students will use the software package Final Cut Pro as the primary tool to create digital videos and solve problems related to video design and computerized image composition.

**1942 Practicum Audio/Video Production I**  
*Prerequisite: Audio Video Production II  
(Teacher Approval Only)  
Grade: 11-12  
Credit: Two*  
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

**194A Practicum Audio/Video Production II**  
*Prerequisite: Advanced Audio/Video Production Grade: 11-12  
Credit: One*  
Advanced audio, video, or animation format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**1946 Animation**  
*Grade: 10-12*  
*Credit: One*  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

**1848 Fashion Design**  
*Grade: 9-12*  
*Credit: One*  
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**1945 Advanced Fashion Design**  
*Prerequisite: Fashion Design Grade: 11-12*  
*Credit: One*  
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production.

**1849 Practicum in Fashion Design**  
*Prerequisite: Fashion Design Grade: 12*  
*Credit: Two*  
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of fashion, with emphasis on design and production.

**Information Technology**

**9007 PRIN INFO TECH/DIGITAL MEDIA**  
*1959 Principles of Information Technology  
Grade: 9-12  
Credit: One-Half (1st Semester) tied to course 1955 Digital and Interactive Media  
Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.*  

**1955 Digital and Interactive Media**  
*Grade: 9-12  
Credit: One-Half (2nd Semester) tied to course 1959 Principles of Information Technology  
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. Students prepare for Adobe Certification.*  

**1943 Web Technologies**  
*Prerequisite: Principles of Information Technology/DIM  
Grade: 10-12  
Credit: One*  
Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

**1944 Computer Programming**  
*Prerequisite: Web Technologies  
Grade: 10-12  
Credit: One*  
Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students learn applications of emerging technologies.

**1981 Computer Science I**  
*Prerequisite: Fundamental Computer Science*
Grade: 9-12
Credit: One

Computer Science I 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. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.
FOR SENIORS ONLY

998 LATE ARRIVAL
Prerequisite: Must have enough hours to graduate and Counselor Approval
Credit: None
Grades: FOR SENIORS ONLY!
Seniors requesting Late Arrival must have enough hours to graduate. If approved late arrival students will not arrive on campus until the beginning of the second period.

1999 EARLY RELEASE
Prerequisite: Must have enough hours to graduate and Counselor Approval
Credit: None
Grades: FOR SENIORS ONLY!
Seniors requesting Early Release must have enough hours to graduate. If approved early release students will leave campus everyday at the end of the fourth period.

DCCCD CONCURRENT/CERTIFICATION COURSES

Seniors wishing to enroll in any concurrent or certification course must be current on graduation requirements and have counselor/principal approval.

The following are suggested Concurrent courses that are available to Seniors who have met high school credit requirements. Students taking concurrent classes are required to pass the TSI test. All concurrent courses are on-line courses and be taken during the school day.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT1</td>
<td>Principles of Accounting</td>
</tr>
<tr>
<td>ARTC</td>
<td>Digital Imaging</td>
</tr>
<tr>
<td>ARTC</td>
<td>Basic Graphic Design</td>
</tr>
<tr>
<td>BIOL</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>BUSI</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BUSI</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>BMGT</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>CRJ</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRJ</td>
<td>Fundamentals of Criminal Law</td>
</tr>
<tr>
<td>COSC</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>COSC</td>
<td>Programming Fundamentals I</td>
</tr>
<tr>
<td>DRAM</td>
<td>Introduction to Theater</td>
</tr>
<tr>
<td>EDUC</td>
<td>Learning Framework</td>
</tr>
<tr>
<td>EDUC</td>
<td>Introduction to Teaching Profession</td>
</tr>
<tr>
<td>GERM</td>
<td>Beginning German I</td>
</tr>
<tr>
<td>IMED</td>
<td>Web Design I</td>
</tr>
<tr>
<td>MKRG</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>MUSI</td>
<td>Fundamentals of Music I</td>
</tr>
<tr>
<td>MUSI</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>PHED</td>
<td>Health for Today</td>
</tr>
<tr>
<td>SOCI</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SPAN</td>
<td>Beginning Spanish I</td>
</tr>
</tbody>
</table>

Seniors wishing to take concurrent courses will have to make an appointment with the dual credit office to apply for an appeal. All concurrent enrollments are handled only through the Eastfield Dual Credit office.

The following certification courses will be offered to Seniors who are interested in going to Eastfield to receive the following certifications:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUMT</td>
<td>Intro to Automotive Technology</td>
</tr>
<tr>
<td>AUMT</td>
<td>Automotive Electrical Systems</td>
</tr>
<tr>
<td>AUMT</td>
<td>Automotive Brake Systems</td>
</tr>
<tr>
<td>AUMT</td>
<td>Auto Suspension/Steering Systems</td>
</tr>
<tr>
<td>WLDG</td>
<td>Intro to Gas Metal Arc Welding</td>
</tr>
<tr>
<td>WLDG</td>
<td>Intro to Shielded Metal Arc Welding</td>
</tr>
<tr>
<td>DFTG</td>
<td>Architectural Blueprint Reading</td>
</tr>
</tbody>
</table>

Seniors wishing to take a certification course will need to see Mrs. Reynolds to fill out the proper paperwork. Students participating in a certification course must have their own transportation to travel to Eastfield for the course.