

# WEST ORANGE-STARK HIGH SCHOOL



**CHOICES CATALOG  
2020-2021 SCHOOL YEAR**

*Inspire, Achieve, Celebrate  
112% Everyday*

# PRE-REGISTRATION INFORMATION

## 2020-2021

**Course Selection** Students will request courses for both semesters during spring pre-registration and will receive their schedules for the entire school year in August during orientation. Students make course selections so that administrators can determine how many sections of each course are needed for the coming year. Teachers are hired and course sections are established using pre-registration enrollment numbers; therefore, students must select their courses carefully. Students are responsible for selecting the proper courses that best meet their interests, abilities, and career or educational plans. Please be familiar with the entrance requirements for the college that you plan to attend.

**Alternate Courses** - Because of scheduling conflicts, it may be necessary to place a student in an alternate course selection. Please select alternate courses as wisely as you select your most desired courses.

**Local Credits** - Local credits are courses in which any student may participate, but may not receive state credit toward graduation. These courses are developed by the district and are not governed by TEA.

**Graduation Deficiencies** - Students with graduation deficiencies are expected to make up deficiencies before receiving a diploma. They may do so by placement in Credit Recovery, attending summer school or through correspondence or credit by exam.

**Equal Education Opportunities** - It is the policy of the West Orange-Cove Consolidated Independent School District not to discriminate on the basis of sex, handicap, race, color and national origin in its educational and vocational programs, activities, or employment.

**STAAR/End of Year Course Exams as a Graduation Requirement** - Incoming freshman must successfully complete end of year course examinations for graduation beginning in the 2011-2012 school year. Students are required to take and pass the following end of course exams to meet graduation requirements:

English I

English II

Algebra I

Biology

U.S. History

**Office Aide** Recommended seniors may be an office aide. A limited number of students are needed for office aide. Students must complete the application process to be considered for the position. Office aide positions are for **NO CREDIT** and must be pre-approved by the high school principal.

**Sequence of Courses** Students must follow the required sequence of courses in the areas of English, mathematics, science and social studies. For example, students may not take English I and English II in the same year (exception: a student who is repeating a course). Algebra I must be completed before taking Geometry. Some students may be allowed to take Geometry and Algebra II concurrently with the approval of their math teacher. Students who have met the minimum graduation requirement in each subject area may take two or more courses in that area each year.

**Early Graduation** - Students wishing to graduate early (Three Year Graduate) must file an early graduation plan by the spring of their freshman year (preferably at the time of pre-registration) The principal must approve an early graduation plan. Special course provisions related but not limited to US History will be considered for students who graduate in three years. Students planning to graduate in three years must graduate on a Foundation High School Program with an endorsement and meet eligibility requirements. Students can earn additional credits by doing the following:

- ❖ Earn credit by attending summer school - The summer school program at WO-SHS is offered strictly for remediation for the state assessments and for credit recovery. However, WO-SHS will honor the credit taken at other institutions.
- ❖ Credit by examination without prior instruction.

Students graduating at the end of their third year will be ranked with the graduating class. The early graduate's ranking will not displace any student graduating in regular order (4 years).

**Grade Level Classification Requirements** - Listed below is a summary of the minimum number of credits needed to be classified as a Freshman, Sophomore, Junior, or Senior.

❖ Freshman	Successful completion of 8 <sup>th</sup> grade
❖ Sophomore	6 credits
❖ Junior	12 credits
❖ Senior	18 credits

\*Reclassification will only occur for Juniors after Semester 1 of their 4th year if they are on track to graduate with the current year Seniors.

**Course Load** - All freshmen, sophomores, and juniors will be required to enroll in eight periods of study per semester. All seniors must be enrolled in a minimum of seven periods per semester. Seniors enrolling in less than eight periods must be in good academic standing and obtain counselor and principal approval. Exceptions to the course load requirements are Juniors and Seniors participating in the Work Program.

**Credit By Examination (Without Prior Instruction)** - Students may receive credit for approved courses by earning a score of 90 or above on an approved examination. The examinations are given in accordance with TEA guidelines. Please see your counselor for additional information. Grades earned in Credit by Examination courses shall not be used in computing class ranking. Exams will be administered in the district at the beginning and end of each school year.

**Credit By Examination (With Prior Instruction)** - Students may receive credit for approved courses by earning a score of 70 or above on an approved examination. Please see your counselor for additional information

**Schedule Changes** - All schedule changes for a semester will be made through the week prior to the beginning of that semester or the start of school. Only necessary schedule changes will be made after the semester begins. Absolutely no schedule changes will be made after the fifth day of classes, except for extenuating circumstances, and with the approval of the principal.

**Dropping Courses** - Schedule changes may be made within the first ten school days of each class for the grade not to appear on the transcript. The staff may change achievement levels in courses as needed. Students shall be responsible for making up work missed on essential knowledge and skills and objectives for the new course.

In extenuating circumstances, the principal may allow a student to drop a course after ten class days. Students dropping a course after the second week, however, shall receive a failing grade in the course dropped, and shall receive a failing grade for the new course for that semester.

# ADVANCED COURSES FOR WO-S STUDENTS

West Orange-Stark High School offers several programs that provide students with the opportunity to earn college credit while enrolled in high school.

**Advanced Placement** - The following Advanced Placement courses are available on the West Orange-Stark High School campus:

- ❖ Advanced Placement Language and Composition (English III AP)
- ❖ Advanced Placement Literature and Composition (English IV AP)
- ❖ Advanced Placement U.S. History
- ❖ Advanced Placement Microeconomics
- ❖ Advanced Placement U.S. Government
- ❖ Advanced Placement Biology

Students enrolled in these classes receive instruction which prepares them to take the College Board Advanced Placement test. Students are advised to study the Advanced Placement policy of the college they plan to attend. Students who score a passing grade on the Advanced Placement Tests may receive college credit for that course.

Students enrolled in Advanced Placement classes are expected to take the Advanced Placement Exam for each of the Advanced Placement Courses in which they are enrolled. To register, please see your counselor.

**Dual Enrollment** - Students may earn college credit on the West Orange-Stark High School Campus. Students receiving college credit must complete a West Orange-Stark dual credit application, the Lamar State College-Orange Application for admission, and a Parental Consent form. They must also meet the requirements to be admitted to LSC-Orange.

## **Texas Success Initiative Requirements**

Students who plan to enroll in a Texas College or University must meet the requirements of the Texas Success Initiative prior to enrollment. Complete information relative to the Texas Success Initiative is included in Appendix C. Students may be exempt from testing requirements if they meet the following qualifying standards:

- ❖ STAAR score of 4000 on the STAAR English II end-of-course (EOC) is exempt from the reading and writing requirements and a student with a score of 4000 on the STAAR Algebra I end-of-course (EOC) is exempt from the math requirement
- ❖ SAT combined scores of 1070 with a 500 on the math and verbal section
- ❖ ACT composite score of 23 with a 19 on the Math and English section
- ❖ All students attending a Texas College or University must have a meningitis vaccination before the first day of class.
- ❖ Students must meet state, WO-S and LSC-Orange prerequisites and requirements in order to receive dual credit.
- ❖ TSI score---350 or above in Mathematics, 351 or above in Reading and an essay score of 5; Essay score of 4 and multiple choice of 363.

## **Dual Enrollment West Orange-Stark High School Campus or Lamar State College – Orange Campus**

Courses offered on this campus are taught by West Orange-Stark High School teachers. Courses at Lamar State College-Orange are taught by members of the Lamar faculty. The chart below includes an approved listing of dual credit courses, additional LSC-O courses may be approved on an individual basis.

## Courses Approved for Dual Credit

<b>WO-S- Courses</b> Students who pass the AP exam <i>may</i> receive college credit for that course.	<b>Credit</b>	<b>LSC-Orange</b>	<b>Hrs.</b>	<b>Credit Points</b>
AP English III	1.0	College Algebra (MATH 1314)	3	6.0
AP Biology	1.0	Calculus I (MATH 2413)	4	6.0
AP Economics	0.5	English Composition I (ENGL 1301)	3	6.0
AP English IV	1.0	English Composition II (Eng.1302)	3	6.0
AP Government	0.5	British Literature I (ENGL 2322)	3	6.0
AP US History	1.0	British Literature II (ENGL 2323)	3	6.0
		Intro to Speech Comm (SPCH 1311)	3	6.0
		General Psychology (PSYC 2301)	3	6.0
		Introductory Sociology (SOCI 1301)	3	6.0
		Federal Government (GOVT 2305)	3	6.0
		Principles of Macroeconomics (ECON 2301)	6	6.0
		English Composition I (ENGL 1301)	3	6.0
		United States History I (HIST 1301)	3	6.0
		United States History II (HIST 1302)	3	6.0
		Medical Terminology I (HITT 1305)	3	6.0
		Intro to Pharmacy (PHRA 1301)	3	6.0
		Intro to Process Technology (PTAC 1302)	3	6.0
		Basic Nursing Skills (VNSG 1323)	3	6.0

**College Level Examination Program (CLEP)** – Some colleges offer college credit for scores obtained on CLEP level Examination Programs and departmental examinations. Please consult your college for additional information concerning these programs. Grades earned through credit by examination shall not be used in computing class rankings.

## GRADUATION PLANS

This section of the CHOICES Catalog is designed to give parents and students a thorough understanding of the graduation plans and the courses that are included under each plan.

**Students entering grade 9 in the 2014-2015 school year and thereafter:** The State of Texas recognizes a Foundation Plan which requires 22 credits for graduation. Students may complete an endorsement which requires an additional four credits in the areas of Arts & Humanities, Business & Industry, Public Service, STEM (Science, Technology, Engineering, and Mathematics), or Multidisciplinary Studies. Every student at West Orange-Stark High School is expected to graduate with at least one endorsement. Under state and local graduation requirements, students **must** choose at least one endorsement upon entering the ninth grade. (Exceptions to the endorsement requirements are made on an individualized basis only after completion of the tenth grade.) Students may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The chart below depicts the curriculum requirements for each option.

	Foundation Plan	Foundation Plan with Endorsement
English	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	4 credits
Social Studies	2.5 credits	2.5 or 3.5 credits*
Economics	.5 credit	.5 credit
Foreign Language	2 credits	2 credits
Physical Education	1 credit	1 credit
Speech	.5 credit	.5 credit
Fine Arts	1 credit	1 credit
Electives (Including BIM -1 credit)	4.5 credits	5.5 or 6.5 credit*
	22 credits	26 credits

\* Depending upon the selected endorsement

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# Endorsements

Following are the available endorsements with the respective course sequences.

<b>A r t s &amp; H u m a n i t i e s</b>	Journalism	Journalism	Journalism Elective	Journalism Elective	Journalism Elective
		1 Credit	1 Credit	1 Credit	1 Credit
	Fine Arts - Art	Art I	Art II	Art III	Art IV
		1 Credit	1 Credit	1 Credit	1 Credit
	Fine Arts - Band	Band 1	Band II	Band III	Band IV
		1 Credit	1 Credit	1 Credit	1 Credit
	Fine Arts - Choir	Choir 1	Choir II	Choir III	Choir IV
		1 Credit	1 Credit	1 Credit	1 Credit
	Fine Arts - Theater	Theater 1	Theater Elective	Theater Elective	Theater Elective
		1 Credit	1 Credit	1 Credit	1 Credit
<b>B u s i n e s s &amp; I n d u s t r y</b>	Architecture	BIM	Principles of Architecture	Interior Design I	Interior Design II
		1 Credit	1 Credit	1 Credit	2 Credits
	Construction	BIM	Principles of Construction	Construction Tech I	Construction Tech II
		1 Credit	1 Credit	2 Credits	2 Credits
	Human Services Cosmetology	BIM		Cosmetology I	Cosmetology II
		1 Credit	1 Credit	4 Credits	4 Credits
	Maritime	BIM	Auto Basics	Maritime Science I	Maritime Science II
		1 Credit	1 Credit	2 Credits	2 Credits



P u b l i c S e r v i c e	Manufacturing: Precision Metal	BIM	Principles of Manufacturing	Precision Metal Manufacturing I	Precision Metal Manufacturing II
		1 Credit		1 Credit	2 Credits
	Manufacturing: Welding	BIM	Principles of Manufacturing	Welding I	Welding II
		1 Credit		2 Credits	2 Credits
	Process Operating (LSCO-Dual Credit)	Business Info. Management		Intro Process Tech. Safety, Hlth & Env.	Tech Calc. / Proc. Tech.I - Equip
		1 Credit		1 Credit	1 Credit
	Education	BIM	Principles of Education	Human Growth and Development	Instructional Practices
		1 Credit	1 Credit	1 Credit	2 Credits
	Facility & Mobile Equipment Maintenance	BIM	Auto Basics	Auto Tech I	Auto Tech II
		1 Credit	1 Credit	2 Credits	2 Credits
	Visual Arts - Video Game Design	Principles of Arts, A/V, Tech. & Comm.	Commercial Photography	AV Tech Elective	Game Design & Interactive Storyboard
		1 Credit	1 Credit	1 Credit	1 Credit
	Visual Arts - Audio/Video	Principles of Arts, A/V, Tech. & Comm.	Commercial Photography	Audio/Video Production	Audio/Video Practicum
		1 Credit	1 Credit	1 Credit	1 Credit
	Visual Art - Graphic Design	Principles of Arts, A/V Tech. & Comm.	Commercial Photography	Graphic Design 1	Graphic Design 2
		1 credit	1 credit	1 credit	1 credit
	Health Science	Medical Terminology	Principles of Health Science	Health Science Technology I	Health Science Technology II
		1 Credit	1 Credit	1 Credit	2 Credits

<b>S. T. E. M.</b>	STEM-Engineering & Technology	Principles of Applied Engineering	Engineering Design & Presentation I	Engineering Design & Problem Solving	Robotics
		1 Credit	1 Credit	1 Credit	1 Credit
	STEM - Mathematics (Algebra I - 8th Grade)	Geometry	Algebra II	Pre-Calculus	College Algebra
		1 Credit	1 Credit	1 Credit	1 Credit

# Course Prerequisites

<b>ENGLISH LANGUAGE ARTS</b>						
Studentst must complete <b>four credits</b> in English for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College - Orange (LSC-O) in selected courses.						
COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
<b>English Courses:</b>						
English I	X	-	-	-		1.0
English I Pre-AP	X	-	-	-		1.0
English II	-	X	-	-	English I or English I Pre-AP	1.0
English II Pre-AP	-	X	-	-	English I or English I Pre-AP	1.0
English III	-	-	X	-	English II or English II Pre-AP	1.0
English III AP	-	-	X	-	English II or English II Pre-AP	1.0
English IV	-	-	-	X	English III or English III AP or DC	1.0
English IV AP	-	-	-	X	English III or English III AP or DC	1.0
English I-IV (Modified)	X	X	X	X	ARD Recommendation	1.0-4.0
DC Composition (ENGL 1301/1302 LSC-O)	-	-	X	X	English II or English II Pre-AP	1.0
DC British Lit (ENGL 2322/2323 LSC-O)	-	-	-	X	ENGL 1301/1302 LSC-O	1.0

<b>English for Speakers of Other Languages Courses:</b>						
English for Speakers of Other Languages 1-4	X	X	X	X	Committee Recommendation	1.0-2.0
<b>Journalism Courses:</b>						
Journalism	X	X	X	X		1.0
Advanced Journalism-Yearbook I-III	-	X	X	X	Journalism	1.0
Advanced Journalism-Newspaper I-III	-	X	X	X	Journalism	1.0
Photojournalism 1-3	-	X	X	X	Journalism	1.0
<b>Speech Courses:</b>						
Professional Communications	X	X	X	X		0.5
DC Public Speaking (SPCH 1318 LSC-O)	-	-	X	X		0.5

## FOREIGN LANGUAGES

Students must complete **two credits** in the same foreign language for graduation.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Spanish I	X	X	X	-		1.0
Spanish II	X	X	X	X	Spanish I	1.0
Spanish III Pre-AP	X	X	X	X	Spanish II	1.0

## MATHEMATICS

Students must complete at least **three credits** in Mathematics for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College-Orange (LSC-O) in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Algebra I	X	-	-	-		1.0
Algebraic Reasoning	-	X	-	-	Algebra I	1.0
Geometry	X	X	X	-	Algebra I	1.0
Geometry Pre-AP	X	X	X	-	Algebra I	1.0
Algebra II	-	X	X	X	Geometry or Geometry Pre-AP	1.0
Algebra II Pre-AP	-	X	X	X	Geometry or Geometry Pre-AP	1.0
Pre-Calculus	-	-	X	X	Algebra II or Algebra II Pre-AP	1.0
Pre-Calculus Pre-AP	-	-	X	X	Algebra II or Algebra II Pre-AP	1.0
DC College Algebra (Math 1314 LSC-O)	-	-	-	X	Pre-Calculus or Pre-Calculus Pre-AP	1.0

Independent Studies in Math	-	-	-	X	Algebra I, Geometry, Algebra II	1.0
Statistics	-	-	-	X	Algebra II or Algebra II Pre-AP	1.0
Applied Mathematics for Technical Professionals	-	-	X	X	Algebra I, Geometry, Algebra II	1.0
<b>Other Courses:</b>						
Applied Math I-IV (Modified)	X	X	X	X	ARD Recommendation	1.0-4.0

## SCIENCE

Students must complete at least **three credits** in Science for graduation. Some courses have prerequisites.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Biology	X	X	-	-		1.0
Biology Pre-AP	X	X	-	-		1.0
Integrated Physics & Chemistry	X	X	-	-		1.0
Chemistry	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0
Chemistry Pre-AP	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0
Physics	-	-	X	X	Chemistry or Chemistry Pre-AP and Algebra II or Algebra II Pre-AP	1.0
Physics Pre-AP	-	-	X	X	Chemistry or Chemistry Pre-AP and Algebra II or Algebra II Pre-AP	1.0
AP Biology	-	-	-	X	Physics or Physics Pre-AP and Algebra II or Algebra II Pre-AP	1.0
Forensic Science	-	-	-	X	Three units of high school science	1.0
Earth and Space Science	-	-	-	X	Three units of high school science	1.0
Aquatic Science	-	-	-	X	Three units of high school science	1.0

## SOCIAL STUDIES

Students must complete at least **three and a half credits** in Social Studies for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College-Orange (LSC-O) in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
World Geography Studies	X	-	-	-		1.0
World Geography Pre-AP	X	-	-	-		1.0
World History Studies	-	X	-	-	World Geography or World Geography Pre-AP	1.0
World History Pre-AP	-	X	-	-	World Geography or World Geography Pre-AP	1.0
US History Studies	-	-	X	-	At least one unit of high school SS	1.0
AP US History Studies	-	-	X	-	At least one unit of high school SS	1.0
DC US History (HIST 1301/1302 LSC-O)	-	-	X	-	At least one unit of high school SS	1.0
Economics	-	-	-	X	US History, US History AP or DC	0.5
AP Economics (Micro)	-	-	-	X	US History, US History AP or DC	0.5
DC Economics (ECON 2302 LSC-O)	-	-	-	X	US History, US History AP or DC	0.5
Government	-	-	-	X	US History, US History AP or DC	0.5
AP Government.	-	-	-	X	US History, US History AP or DC	.05
DC Government (GOVT 2305 LSC-O)	-	-	-	X	US History, US History AP or DC	0.5
DC Psychology (PSYC 2301 LSC-O)	-	-	X	X		0.5
DC Sociology (SOCL 1301 LSC-O)	-	-	X	X		0.5
Personal Financial Literacy	X	X	X	X		0.5

## FINE ARTS

Students must complete **one** credit in fine arts for graduation.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Art I	X	X	X	X		1.0
Art II	-	X	X	X	Art I	1.0
Art III	-	-	X	X	Art II	1.0
Art IV	-	-	-	X	Art III	1.0
Music-Choral I	X	X	X	X		1.0
Music-Choral II	-	X	X	X	Choral I	1.0
Music-Choral III	-	-	X	X	Choral II	1.0
Music-Choral IV	-	-	-	X	Choral III, Director Audition	1.0
Band I	X	X	X	X	Approval from Band Director	1.0
Band II	-	X	X	X	Band I	1.0
Band III	-	-	X	X	Band II	1.0
Band IV	-	-	-	X	Band III	1.0
Music Appreciation	X	X	X	X		1.0
Dance I	X	X	X	x	Fillies Audition	1.0
Dance II	-	X	X	X	Dance I, Fillies Audition	1.0

Dance III	-	-	X	X	Dance II, Fillies Audition	1.0
Dance IV	-	-	-	X	Dance III, Fillies Audition	1.0
Theatre Arts I	X	X	X	X		1.0
Theater Arts II	-	X	X	X	Theater Arts 1	1.0
Theater Arts III	-	-	X	X	Theater Arts 2	1.0
Theater Arts IV	-	-	-	X	Theater Arts 3	1.0
Theatre Production I	-	X	X	X	Theatre Arts I	1.0
Theatre Production II	-	-	X	X	Theatre Productions I	1.0
Theatre Production III	-	-	-	X	Theatre Productions II	1.0
Technical Theatre I	-	X	X	X	Theatre Arts I	1.0
Technical Theatre II	-	-	X	X	Tech. Theatre I	1.0
Technical Theatre III	-	-	-	X	Tech. Theatre II	1.0

## CAREER & TECHNOLOGY

COURSE	GRADE				PREREQUISITES	C R E D I T
	9	10	11	12		
<b><i>Technology Applications Courses</i></b>						
Business Information Management	X	X	X	X		1.0
Principles of Business, Marketing and Finance	X	X	X	X		1.0
Virtual Business		X	X	X		0.5
Human Resources		X	X	X		0.5
<b><i>Hospitality and Tourism</i></b>						
<b><i>Arts, Audio/Video Technology, and Communications</i></b>						
Princ of Arts, A/V Tech & Communication	X	X	X	X		1.0
Commercial Photography	-	X	X	X	Principles A/V Tech	1.0
Advanced Commercial Photography	-	-	X	X	Principles A/V Tech, Commercial Photo	1.0
Audio Video Production	-	-	X	X	Principles A/V Tech, Commercial Photo	1.0
Advanced Audio Video Production	-	-	-	X	Principles A/V Technology, Commercial Photography, and Audio Video Production	1.0
Graphic Design 1	-	-	X	X	Principles A/V Technology, Commercial Photography	1.0
Graphic Design 2	-	-	-	X	Principles of A/V Technology, Commercial Photography, Graphic Design 1	
Video Game Design	-	-	-	X	Principles A/V Technology, Commercial Photography	1.0
<b><i>Architecture and Construction</i></b>						
Principles of Architecture	X	X	X	X		1.0
Interior Design		X	X	X	Principles of Architecture	1.0
Principles of Construction	X	X	X	X		1.0

Construction Tech I	-	X	X	X	Principles of Construction	2.0
Construction Tech I	-	-	X	X	Principles of Construction, Construction Tech I	2.0
Practicum for Construction	-	-	-	X	Principles of Construction, Construction Tech I and II	2.0
<b>Transportation, Distribution and Logistics</b>						
Principles of Transportation	X	X	X	X		1.0
Collision Repair	-	X	X	X	Principles of Transportation	2.0
Paint & Refinishing	-	-	X	X	Principles of Transportation, Collision Repair	2.0
Paint & Refinishing Practicum	-	-	-	X	Principles of Transportation, Collision Repair, Paint and Refinishing	2.0
<b>Manufacturing</b>						
Principles of Manufacturing	X	X	X	X		1.0
Precision Metal Manufacturing I	-	X	X	X	Principles of Manufacturing	1.0
Precision Metal Manufacturing II	-	-	X	X	Principles of Manufacturing, Precision Metal Manufacturing I	2.0
Precision Metal Manufacturing Practicum	-	-	-	X	Principles of Manufacturing, Precision Metal Manufacturing I and II	2.0
Welding I	-	X	X	-		2.0
Welding II	-	-	X	X	Welding I	2.0
Process Tech (LSC-O)	-	-	X	X		1.0-4.0
<b>Education Courses</b>						
Principles of Education	X	X	X	X		1.0
Human Growth and Development	-	X	X	X	Principles of Education	1.0
<b>Health Science Courses</b>						
Principles of Health Science	-	X	X	X		1.0
Health Science Theory	-	-	X	X	Principles of Health Science	1.0
Health Science (EMT or CNA Certification) (LSC-O)	-	-	-	X	Principles of Health Science Technology, Health Science Tech I	2.0
Pharmacy Tech (LSC-O)	-	-	X	X	Principles of HLSC	0.5-4.0
<b>Science, Technology, Engineering and Mathematics</b>						
Introduction to Engineering	X	X	X	X		1.0
Engineering Design and Presentation I	-	X	X	X	Introduction to Engineering	1.0
Engineering Design & Problem Solving	-	-	X	X	Engineering Design and Presentation II	1.0
Robotics	-	X	X	X	Introduction to Engineering	1.0
Engineering Math	-	-	-	X	Introduction to Engineering	1.0
<b>Courses offered at other schools</b>						
Animal Science (Orangefield)	-	-	X	X	None	0.5
Equine Science (Orangefield)	-	-	X	X	None	0.5
Wildlife Management (Orangefield)	-	-	X	X	None	0.5
Cosmetology I-II	-	-	X	X	None	4.0

## HEALTH & PHYSICAL EDUCATION

Students must complete **one credit** of physical education for graduation. Some courses may be substituted for physical education courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
<b>Physical Education Courses</b>						
Foundations of Personal Fitness	X	X	X	X		0.5
<b>Physical Education Substitutes</b>						
Athletics	X	X	X	X	Coach recommendation required	0.5-1.0
Cheerleading	X	X	X	X	Try-outs required	0.5-1.0
Band I-IV	X	X	X	X		0.5-1.0
Dance Team I-IV	X	X	X	X	Auditions required	0.5-1.0

## OTHER COURSES

Some courses do not provide any credit towards graduation and are not calculated in a student's GPA. "No credit" courses do not appear on a student's transcript.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Office Aide	-	-	-	X	Counselor recommendation required	0.0

## COURSE DESCRIPTIONS

### ENGLISH/LANGUAGE ARTS

**ENGLISH I** - This English course is for ninth grade students covering the Texas Essential Knowledge and Skills, in the areas of reading, literature, composition and language development. This course emphasizes grammar usage concepts, paragraph composition, reading skill development and research skill development, literary genre study and application of skills. Enrichment is provided through extra literary analysis and writing. Academic excellence and intellectual curiosity are emphasized and expected.

**ENGLISH I (PRE-AP)** - This English course is for students in grade 9 who meet criteria indicating that their aptitude and performance place them in the upper five to ten percent in their class in English. In addition to covering the course content of English I, the course features intensive independent reading of novels, sophistication of grammar usage study, multi-paragraph essay writing, and independent level thinking.

**ENGLISH II** - This is a one-credit English course for tenth-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition, and language development. This course emphasizes multi-paragraph essay writing, the sophistication of grammar usage, and application of reading skills in literary genre study and research process.



**ENGLISH II (PRE-AP)** - In addition to covering the course content of English II, the course features an emphasis upon major selections in the various genres from literature, documented and undocumented literary analysis, intensive independent reading, special projects, and further sophistication in the grammar-usage study. Also emphasized are higher order thinking skills.

**ENGLISH III** - This is a one-credit English course for eleventh-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition, and language development. This course emphasizes the study of American literature, development of a variety of essay formats, refinement in usage and syntactical structure, and development of research skills.

**ENGLISH III: LANGUAGE AND COMPOSITION (ADVANCED PLACEMENT or DUAL CREDIT: ENGL 1301 and ENGL 1302)** - This is an English course for students in grade 11. The course covers the English III content and places an emphasis on in-depth study and development of high-level literary analysis of major works of primarily American literature. English III (AP) also requires independent research synthesizing information from a variety of disciplines, mastery of rhetorical forms, and development of personal writing style. Students are expected to take the Advanced Placement test in Language and Composition. (A score of three or above earns students an advanced measure to be applied to the Distinguished Achievement Program.)

**ENGLISH IV** - This is a one-credit English course for twelfth-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition and language development. This course emphasizes a survey of British literature, refinement of language in both oral and written form with emphasis upon word choice, and development of research skills.

**ENGLISH IV: LITERATURE AND COMPOSITION (ADVANCED PLACEMENT or DUAL CREDIT: ENGL 1301 and 1302 or ENGL 2322 and ENGL 2323)**- This is a one-credit English course for students in grade 12. The English IV (AP) course focuses on close reading and critical analysis of fiction, poetry, dramatic works, and essays, primarily from the British tradition. Students will prepare AP-style analytic essays, complete independent research, and compose original fiction, poetry, and personal essays. Students will be expected to take the Advanced Placement Literature and Composition examination. (A score of three or above on the test earns students an advanced measure to be applied to the Distinguished Achievement Program).

**RESOURCE ENGLISH I-IV** - In these classes, the essential elements of the regular curriculum are modified to satisfy the individual needs of students whose reading and writing skills are significantly below grade level.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES** - This English course for foreign students of limited English proficiency includes the English requirements for the study of the principles of grammar and composition, correct usage and writing ability. Each student receives intensive training and tutoring in vocabulary, listening, speaking, reading and writing skills.

## **OTHER COURSES IN ENGLISH**

**JOURNALISM** - This course introduces students to the role of the mass media in a democratic society, gives a comprehensive picture of student and professional media, and provides a supplement to the language arts program by presenting journalistic writing as a form of composition. It develops a sense of responsibility for use of the printed word, encourages the improvement of student publications and acquaints students with the possibilities of continuing their education in the field of communication. Students are encouraged to compete in U.I.L. and ILPC contests. Students assist yearbook and newspaper staffs and school special projects. This course is a prerequisite for Advanced Journalism Yearbook, Newspaper, and Photojournalism classes.

**ADVANCED JOURNALISM: YEARBOOK I-III** - This is an advanced course in which students apply their study of theory and knowledge of hands-on production skills by editing, researching, writing, and producing Mustang Memories, the student yearbook. School-to-Work experience is provided in computer layout and design, digital scanning, writing, business management, advertising sales, typography, photography and other skills of graphic design. Students are exposed to many technical production aspects of printing, publishing, and broadcasting. Training includes

field trips and workshops with professionals throughout Texas that provide first-hand knowledge for students who want to pursue a career or education in communication. Students are encouraged to compete in U.I.L. and Interscholastic League Press Conference contests. Student editors are required to compete.

**ADVANCED JOURNALISM NEWSPAPER PRODUCTION I-III** - This is an advanced course in which students extend their study of theory and knowledge of hands-on production skills by researching, writing, editing and producing the Mustang Message, the student newspaper. School-to-Work experience is provided in writing, computer layout and design, business management, advertising sales, marketing, typography, photography and other skills in journalism. The newspaper is completed "camera ready," and students are exposed to many technical production aspects of printing and publishing that include field trips and workshops with professionals throughout Texas. Student's research noteworthy issues, face the campus and report to the student body, providing an opportunity for students wanting to pursue an education or career in communication. Students are encouraged to compete in U.I.L. and ILPC contests. Student editors are required to compete.

**PHOTOJOURNALISM** - Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

## LANGUAGES OTHER THAN ENGLISH

**SPANISH I** - This course is offered to students who wish to acquire a basic working knowledge of the Spanish language. Spanish I offer a blend of both spoken and written Spanish. An appreciation of the Hispanic culture is developed throughout the course of study.

**SPANISH II** - This course is a continuation of Spanish I with more emphasis on speaking and writing skills. More advanced speaking and writing skills are developed. Various aspects of the Hispanic culture will be studied in depth.

**SPANISH III (PRE-AP)** - This course uses an integrated approach to the study of the Spanish language, literature, history and culture. The course will expand the use of grammatical structures, vocabulary, and conversation in realistic contexts. Students will be widely exposed to the Hispanic culture through the media, independent study, and will be given the opportunity to visit theatres, museums, etc. that will provide an increased appreciation of the Hispanic culture.

## MATHEMATICS

**ALGEBRA I** - This course not only brings together all earlier mathematics courses and concepts but also opens new doorways by using symbolic reasoning as a powerful tool to mathematics generalizations. Students use functions to represent and model problem situations as well as to analyze and interpret relationships. Students learn to use technology to solve problems involving polynomials, linear and quadratic functions, and exponent properties.

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

**GEOMETRY** - This course emphasizes geometric thinking and spatial reasoning in working with shapes and figures in zero, one, two and three dimensions. Students study properties and relationships having to do with the size, shape, location, directions, and orientation of these figures. Students use technology to connect algebra, real-world situations and geometry (i.e., angle relationships, similar triangles, and patterns in geometry).

**GEOMETRY (PRE-AP)** - This course is designed for the accelerated mathematics student. Students are challenged with materials and a topic requiring a greater degree of abstract thinking is required in regular geometry. This course emphasizes geometric thinking and spatial

reasoning in working with shapes and figures in zero, one, two and three dimensions. Students use technology to unite algebra, real-world situations and geometry.

**MATH MODELS** - Mathematical Models with Applications is a course that provides practical and technical experience with mathematics in real-world settings. Students use mathematical methods to model and solve problems involving money, data, chance, patterns, music, design, and science. This course gives students the opportunity to review and expand their algebra, geometry, probability and statistics backgrounds. Students use technology to apply mathematical concepts to solve problems.

**ALGEBRA II** - This course is a more in-depth study of the functions and concepts covered in Algebra I and are designed to broaden the student's knowledge of matrices, square roots, exponential and logarithmic functions. Students experience the relationship between geometric and algebraic descriptions of conic sections. This course also provides the opportunity to work with the quadratic formula and the complex number system. Students learn how to solve problems traditionally and with a graphing calculator.

**ALGEBRA II (PRE-AP)** - This course is designed for the accelerated mathematics student who wants to get the most out of his/her high school experience. This honors course requires a higher level of thinking skills than regular Algebra II. Students are expected to discover generalizations of concepts and to apply these to other situations. They are also expected to do some independent study and research on various mathematics concepts. This course is a continuation of Algebra I with a broader and more in-depth study of functions (i.e., constant, linear, quadratic, radical, exponential, and logarithmic functions).

**PRECALCULUS** - Pre-Calculus is a college-preparatory course, highly recommended for the college-bound student. Students continue to explore and to use functions as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Technology uses include graphing in an appropriate window and using a CBL (calculator based laboratory) to perform math experiments.

**PRECALCULUS (PRE-AP)** - This course is designed to meet the needs of and challenge the mathematically gifted student. Students will continue to build on their Pre-AP Algebra II experience. The major emphasis of this course is the understanding and expansion of the concept of functions. Functions studied are constant, linear, quadratic, radical, power, absolute, rational, greatest integer, trigonometric, exponential, logarithmic, piecewise, and parametric and composition functions. Students continue their study of conic sections and patterns including sequences and series as well as applying mathematics to vectors.

**STATISTICS** - Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of the methods used to collect data to ensure conclusions are valid.

**COLLEGE ALGEBRA (DUAL CREDIT: MATH 1314)** - Study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.

**APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS** - The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each Grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every Grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace.

**INDEPENDENT STUDIES IN MATH** - This is a college preparatory math in conjunction with LSCO.

**ALGEBRA I & II RESOURCE** - These courses are designed for students whose mathematics skills are below a designated level and are in need of instruction in the basic whole number, decimal, and fraction operations. In these courses, students learn to use technology to solve problems involving polynomials, linear and quadratic functions, and exponent properties.

**GEOMETRY RESOURCE** - This course is designed for students who have demonstrated mastery of basic whole number, decimal, and fraction operations but continue to require significant modifications of TEKS, pacing, and materials of the regular math curriculum. Standard texts and supplementary materials are used to reinforce applications involving percent, interest, banking, geometric operations, and equations. Calculators are used in computing two- and three-step word problems. The content is geared to the individual needs of students.

**MATH MODELS RESOURCE** - This course is designed for students who continue to require significant modifications of TEKS, pacing, and materials of the regular math curriculum. Standard texts and supplementary materials are used to reinforce practical mathematics skills. Calculators are used in computing two- and three-step word problems. The content is geared to the individual needs of students.

## **SCIENCE**

**BIOLOGY** - Biology develops an understanding of the structure, development, and reproduction of living organisms. Classroom and laboratory activities also develop an understanding of the relationship of organisms to their environment and the application of biological principles and concepts in everyday life experience.

**BIOLOGY (PRE-AP)** - This course covers in greater depth the topics covered in Biology as well as providing information and challenges in additional areas. This course is appropriate for students with a higher level of ability, motivation, and interest in science.

**INTEGRATED PHYSICS AND CHEMISTRY** - The purpose of this course is to teach students the methods of science, laboratory safety, and the manipulation of laboratory instruments and apparatus. The fundamental concepts of physics and chemistry are taught in order to prepare students for upper-level science courses.

**CHEMISTRY** - This is a laboratory-oriented course covering chemical theories and concepts. The chemical concepts introduced in physical science are expanded and refined through chemical calculations and more challenging laboratory experiments. This course is recommended for all college-bound students.

**CHEMISTRY (PRE-AP)** - This course offers a more in-depth study of the concepts covered in Chemistry as well as covering additional topics not included in the regular class. Students in this class are required to apply higher-level mathematical skills to problem-solving and to perform more sophisticated laboratory experiments.

**PHYSICS (PRE-AP)** - This course expands and refines the concepts of physics covered in Integrated Physics and Chemistry. It covers topics in mechanics, heat, sound, light, electricity, and magnetism. This course requires the use of higher order thinking skills. Students enrolled in the class should have completed Algebra II and Chemistry.

**FORENSIC SCIENCE** - This course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

**EARTH AND SPACE SCIENCE (ESS)** - ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time

**ADVANCED PLACEMENT BIOLOGY** - This course teaches the advanced concepts of biology. Biological systems of plants and animals are investigated in greater depth in the laboratory. This course helps students prepare for the Advanced Placement Biology exam. Chemistry is required for enrollment in Advanced Placement Biology.

**AQUATIC SCIENCE** - An upper level, yearlong science course. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and the origin and use of water in a watershed.

## **SOCIAL STUDIES AND ECONOMICS**

**WORLD GEOGRAPHY STUDIES** - This course examines people, places, and environments at local, regional, national, and international scales. It emphasizes the impact of geography on events of the past and present, the physical processes that shape patterns in the physical environment, and the political, economic, and social processes that shape cultural patterns of regions.

**WORLD GEOGRAPHY STUDIES (PRE-AP)** - In addition to covering the concepts presented in World Geography, this course extends the study by means of acceleration (adding depth and additional topics to units of instruction) and enrichment (provision for independent study projects and individualization).

**WORLD HISTORY STUDIES** - This course offers an overview of the significant people, events, and issues from the earliest times to the present. The major emphasis is on traditional historical points of reference, the impact of geographic factors, the origins of economic systems, the evolution of Democratic-Republican governments, the historical development of legal and political concepts, the impact of major religious and philosophical traditions, and the impacts of science and technology.

**WORLD HISTORY STUDIES (PRE-AP)** - This course covers the same basic content presented in the regular World History class but in a more academically challenging format. Students are encouraged to use critical-thinking skills and the process of historical inquiry to research, interpret, and analyze data in order to attain a greater depth of understanding of complex content material.

**UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION** - This second year of U.S. History completes the study begun in the eighth grade. It examines the historical context of the period from Reconstruction to the present. Emphasis is placed on the impact of geographic factors, constitutional issues, technological innovations, and on the relationship between the arts and the times.

**UNITED STATES HISTORY STUDIES (ADVANCED PLACEMENT or DUAL CREDIT: HIST 1301 and HIST 1302)** - This course provides a survey of United States history from the Revolutionary period to the present. It incorporates all of the social studies strands: history, economics, geography, government, citizenship, culture, science, technology, society, and social studies skills in an academically challenging format. Students are encouraged to use a variety of rich primary and secondary source materials and to use critical thinking skills.

**ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM** - This course emphasizes the free enterprise system and its benefits with a focus on the basic principles concerning production, consumption, and distribution of goods and services in the U.S. and a comparison with those in other countries around the world. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historical documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course.

**ECONOMICS: MICROECONOMICS (ADVANCED PLACEMENT or DUAL CREDIT: ECON 2302)** - The Advanced Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

**GOVERNMENT** - This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Emphasis is on major political ideas and forms of government in history with a significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created.

**GOVERNMENT (ADVANCED PLACEMENT or DUAL CREDIT: GOVT 2305)** - This course is a study of the legislative, executive, and judicial branches and the bureaucracy; policy formulation and implementation in the areas of civil rights and civil liberties and in domestic and foreign policy. This course will address the SECOND PART of the TEKS for the U.S. Government toward a high school diploma. It also fulfills a requirement for all students seeking a bachelor's degree and many academic associate degree programs.

**PSYCHOLOGY (DUAL CREDIT: PSYC 2301)** - This is a college level course that emphasizes the fields and theoretical perspectives of psychology, tools and techniques psychologists use to gather psychological data, the biological basis of human behavior, developmental psychology, personality and intelligence testing and assessment, theories of personality, psychological disturbances and their treatments, motivation, and emotion, learning, thinking, language, and the creative process, social psychology, and stress and health.

**SOCIOLOGY (DUAL CREDIT: SOCI 1301)** - This is a college level course that introduces the concepts and principles used in the study of group life, social institutions, and social processes.

## HEALTH AND PHYSICAL EDUCATION

**FOUNDATIONS OF PERSONAL FITNESS** - Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness or striving to reach optimal levels of health is the cornerstone of this course. Students design and implement their own fitness program.

**PHYSICAL EDUCATION SUBSTITUTES** – These classes are available as substitutes for physical education. Students are enrolled after receiving approval from the coach of the athletic activity:

Girls' Athletics-Volleyball	Boys' Athletics-Football	Cheerleading
Girls' Athletics-Basketball	Boys' Athletics-Basketball	Band I - IV
Girls' Athletics-Tennis	Boys' Athletics-Tennis	Dance Team
Girls' Athletics-Softball	Boys' Baseball	

Although a student may earn multiple physical education credits, a maximum of two (2) credits earned for physical education or athletics are State Board approved and may be used as state credits toward graduation. Additional credits may be used as local credits only.

## FINE ARTS

**ART I** - Art I is an introductory course in drawing and painting. Two and three-dimensional art is offered. Art appreciation and career awareness are incorporated into this basic course.

**ART II-IV** – These courses offer advanced instruction in the fundamentals of art with an in-depth study of drawing, painting and sculpture. Independent study in two and three-dimensional work is provided in Art III and IV classes. Experimental paints, representational and interpretational styles, as well as techniques are emphasized. Art appreciation and career awareness are incorporated.

**CHORAL MUSIC I – IV** (Jr. Varsity, Varsity) - This course is for beginning high school singers. Much attention is given to reading music and correct vocal production. The choir presents three formal concerts a year and participates in U.I.L.-related competitions.

**BAND I-IV** – This is a Band course for students who have demonstrated an advanced level of proficiency on their instrument. The curriculum for this course is designed to provide a challenging and fulfilling musical experience to the students enrolled.

**MUSIC APPRECIATION** - By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world; including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**THEATRE ARTS I** - This is a basic introductory course and a prerequisite for Theatre Arts II and Theatre Production I-IV. Students are introduced to basic acting styles, theatre history, stage make-up, costume design and construction, set design and construction, literature interpretation and fundamentals of tournament work.

**THEATRE PRODUCTIONS I-IV** - An audition is required and approval is left to the discretion of the high school Theatre Production teacher. The class offers intensive training in competitive events such as group acting, oral interpretation and creative dramatics culminating in tournament competition. The class is a co-curricular laboratory for the exploration, development, and synthesis of all the elements of theatre. Practical experiences in acting and stagecraft are provided through the preparation and public performance of at least one full-length production and a single one-act play.

**TECHNICAL THEATRE I – IV** - This course emphasizes the aspects of live theatre that deal with lighting, sound, sets, props, and promotion strategies. Design and application of these elements will be taught and practiced by working on the technical part of the production of a play or plays.

## **CAREER AND TECHNOLOGY**

**BUSINESS INFORMATION MANAGEMENT (BIM)** - Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate level skills. Required for graduation depending on the year of entry.

**PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE** - Principles of Business, Marketing, and Finance course scope and sequence within the Business Management and Administration Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction.

**VIRTUAL BUSINESS** - Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business and demonstrating project-management skills. Students will also demonstrate book-keeping skills for a virtual business, maintain business records, and understand the legal issues associated with a virtual business.

**HUMAN RESOURCES** - Human Resources Management course scope and sequence within the Business Management and Administration Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

**PROFESSIONAL COMMUNICATIONS** - Professional Communications blends the written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

**PRINCIPLES OF ARCHITECTURE** - Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development.

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

**CONSTRUCTION TECHNOLOGY I** - In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

**CONSTRUCTION TECHNOLOGY II** - In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

**PRACTICUM IN CONSTRUCTION TECHNOLOGY** - In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases, students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

**PRINCIPLES ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS** - Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**AUDIO/VIDEO PRODUCTION** - Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing 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 industry with a focus on pre-production, production, and post-production audio and video activities.

**ADVANCED AUDIO/VIDEO PRODUCTION** - Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications 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.

**COMMERCIAL PHOTOGRAPHY** - Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing 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 commercial photography industry with a focus on creating quality photographs.

**ADVANCED COMMERCIAL PHOTOGRAPHY** - Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. 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 technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

**VIDEO GAME DESIGN** - The student will be provided the opportunity to design, program, and create functional video games. The course will introduce basic programming language and skills that are essential to game development. Topics covered include mathematics, physics, graphic design, and computer programming.

**PRINCIPLES OF EDUCATION AND TRAINING** - Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster®. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster®. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

**PRINCIPLES OF HEALTH SCIENCE** - The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

**HEALTH SCIENCE THEORY** - The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

**PRACTICUM IN HEALTH SCIENCE** - The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students have the opportunity to earn an EMT or CNA certification from LSC-O. Clinical rotation experience, at a variety of community clinical sites, prepares the student for the state Nurse Assistant Registry exam at course end, and Tech Prep Articulation enables students to bank four (4) college hours and excuses them from the basic nursing course required in LVN programs.

**MEDICAL TERMINOLOGY/PHARMACY TECHNOLOGY (LSC-O Dual Credit Courses)** - Prerequisites: Biology, Chemistry and Algebra. The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers. Students have the opportunity to earn a Certified Pharmacy Technician certificate.

**COSMETOLOGY I** - In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR)



requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. This course is taught through LSC-PA.

**PRINCIPLES OF APPLIED ENGINEERING** - Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system.

**ENGINEERING DESIGN AND PRESENTATION I** - Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

**ENGINEER DESIGN & PROBLEM-SOLVING** - The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution.

**ROBOTICS I & II** - In Robotics, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

**PRINCIPLES OF TRANSPORTATION SYSTEMS** - In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws, and regulations, and common practices used in the logistics of warehousing and transportation systems. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

**AUTO TECH I** – Auto Tech I provides the knowledge, skills and technologies required for employment in auto technology systems.

**AUTO TECH II** – Auto Tech II builds on the knowledge and skills developed in Auto Tech I.

**WELDING I** - Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. This course supports integration of academic and technical knowledge and skills. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

**WELDING II** - Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development.

**PRECISION METAL MANUFACTURING I** - Precision Metal Manufacturing I will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success.

**PRECISION METAL MANUFACTURING II** - Precision Metal Manufacturing II will provide students the knowledge, skills, and technologies required for employment in precision machining. While this course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course addresses a variety of materials such as plastics, ceramics, and wood in addition to metal. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment for the student or articulated credit integration into a community college and dual credit with a community college with completion of the advanced course.

**AGRICULTURAL SCIENCE** - These courses are taught at Orangefield High School.

**ANIMAL SCIENCE** - A technical course designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals.

**EQUINE SCIENCE** - A technical course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

## **OTHER COURSES**

**PERSONAL FINANCIAL LITERACY** - This course is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

## **NO CREDIT COURSES**

**OFFICE AIDS (NO CREDIT)** - Prerequisite: Counselor Recommendation and Office Aide Application. This course is for seniors interested in developing and using clerical skills. A student will be assigned to the attendance office, main office, counselor's office, or assistant principal's office. Students must complete an application. Approval of the high school principal is required.

## **SPECIAL EDUCATION/ LIFE SKILLS AND SUCCESS SKILLS COURSES**

**VAC (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. A student must have been enrolled in high school for two(2) years unless the ARD/IEP Committee determines otherwise; be at least 16 years old, and have a Social Security card prior to being eligible to participate in the VAC Work-Study Program. This course is designed to provide part-time (15 hours per week minimum) or full-time (30 hours per week minimum) work experience through on-the-job training. Students are also required to complete academic classes to fulfill all the requirements for graduation as determined by the ARD/IEP committee.

**ADAPTIVE SOCIAL SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation Course is designed to provide a highly structured, consistent small-group setting for students who lack the self-control needed to conform to the classroom and school rules that are important if they are to be successful in school and society. Emphasis is placed on interpersonal and social competence skills as well as problem-solving and stress management skills.

**LIFE SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to provide a highly structured, consistent small-group setting with an emphasis on self-help, communication, and motor skills development. This course assists in learning routine housekeeping, laundry, shopping, personal hygiene, functional academics and other skills necessary for independent living. A modified curriculum incorporating the Domestic, Community, Recreation/Leisure and Vocational Domains of the LIFE program is used to meet the unique needs of individual students.

**OCCUPATIONAL PREPARATION (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. This course is designed to provide a highly structured, consistent small-group setting with an emphasis on vocational training skills. Instruction is directed toward establishing student's: (1) appropriate work attitudes and behaviors; (2) training of specific work skills as they relate to specific work settings and (3) student involvement in vocational experiences at community work sites as well as additional training environments on campus.

**RECREATION AND LEISURE (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is to provide students with instruction directed toward developing skills necessary to select, organize, initiate, participate and terminate selected recreation/leisure activities.

**COMMUNITY SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. is designed to expose students to the wide array of community facilities and services available to them and their families. Instruction will be directed toward learning how to access these community environments and to determine which facility will provide them with the goods or services they need.

**ACTIVITIES OF DAILY LIVING (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to emphasize increasing the level of independence in performing daily tasks including (1) expanding the length of daily independent routines performed by the student and (2) identifying the need and initiating the performance of tasks as part of the student's daily/weekly routine.

**COMMUNICATION (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is to expose students to vocabulary necessary to participate in various activities. Instruction should occur in classroom settings and/or in actual community environments. General communication strategies: recognize when he/she is not being understood, repeat request/answer, use nonverbal strategies, and identify strategies of what to do when approached by a stranger.

**PERSONAL/SOCIAL SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to instruct students on the appropriate social skills required in a variety of environments. Environments addressed may include store, cafeteria/restaurant, classroom, public restroom behavior, etc. Appropriate interaction with peers and adults will be stressed in all environments.

**PERSONAL/HEALTH SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to instruct students on appropriate personal health and hygiene. This course focuses on toileting, dressing, grooming, first aid/safety, nutrition, and wellness.

# **APPENDIX A**

## **Student and Parent Agreement for Enrollment in Advanced Placement and Pre-Advanced Placement Courses**

# WEST ORANGE COVE INDEPENDENT SCHOOL DISTRICT

## Student and Parent Agreement for Enrollment in Advanced Placement and Pre-Advanced Placement Courses

WOCCISD encourages all students to enroll in available advanced placement (AP) and PreAP classes to enhance their academic experience. Any WOCCISD student may enroll in Pre-AP or AP classes as his or her schedule permits.

AP and Pre-AP classes offer a high degree of rigor designed to prepare the student for success in higher academic pursuits. The purpose of a PreAP course is to prepare students for college-level work that they will experience in AP classes. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who successfully complete AP exams may receive college credit. Typically, successful PreAP/AP students are:

- task oriented;
- proficient readers;
- able to prioritize their time and maintain an organizational system;
- willing to seek help from teachers as soon as problems arise; and
- those who experience little to no difficulty meeting the requirements of regular level courses

Advanced Placement courses differ from regular high school courses in that instructors use advanced curricula outlined by the College Board and authorized through the College Board's audit process. Pre-AP courses focus on in-depth preparation in a subject area that is necessary to master the skills required to achieve success in AP courses. Other characteristics of advanced courses include content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.

WOCCISD strongly believes that PreAP and AP courses provide enhanced academic opportunities for students assisting them in achieving post-secondary success. The District recognizes that students may experience initial difficulty in managing the increased course requirements. To ensure students allow sufficient time to become acclimated to the classes and what the PreAP and AP curriculum can offer, the District expects that any student who enrolls in a Pre-AP or AP class will remain in the course for the entire first six-week grading cycle. **Some Pre-AP or AP courses require summer readings and/or summer projects. It is expected that if a student enrolls in a Pre-AP or AP course that the student is expected to compete the summer readings and/or project which is assigned. Failure to complete the summer readings and/or projects will result in a failing grade for that assignment. Students will NOT be allowed to drop a Pre-AP or AP course because of failure to do the required summer readings and/or projects. At the end of the first six-weeks, students may request a schedule change to a regular class with parental approval. The student must change his/her schedule within three days of report card being issued. The raw six-week grade the student earned in the first six weeks will be transferred to the newly scheduled academic level class (no quality points are added). After the first six-week grading period, the next opportunity to drop a Pre-AP or AP course will be at the end of the semester. The student and his or her parent/legal guardian must confer with the teacher and counselor prior to withdrawing from a PreAP or AP class. Students enrolled in AP courses are required to take the AP Exam for the course in which they are enrolled. Students do not have to pass the exam in order to receive credit for WO-SHS; however, if they pass the AP Exam they can receive college-level credit in the course.**

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### Student Agreement

My signature below confirms that I am familiar with the expectations of this AP/Pre-AP course and accept its academic challenges. I agree to devote my best efforts to successfully complete the course. I understand this class offers increased rigor and challenge and I agree to request help when I need it and to attend tutorials if I fall behind in class assignments or experience difficulty with course content. I understand that my success in this AP/PreAP course is primarily my responsibility. I understand and agree that I must remain enrolled in this class at least through the first six-week grading period.

\_\_\_\_\_  
Signature -- Student

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date Signed

### Parent/Legal Guardian Agreement

My signature below confirms that I have read and am familiar with the course description and syllabus for this AP/Pre-AP course. I understand that the course requires increased rigor and challenge and I agree to support and encourage my student to successfully complete this course. I will notify the teacher immediately of any concerns I have relating to the AP/Pre-AP class or my student's progress. I understand and agree that my student must remain enrolled in this course at least through the 1st six-week grading period.

\_\_\_\_\_  
Signature -- Parent/Legal Guardian

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date Signed

# **APPENDIX B**

**West Orange-Stark  
Lamar State College, Orange  
Dual Credit**

# DUAL CREDIT PROCEDURES

1. Parents and students who wish to enroll in dual credit courses will be expected to attend a Dual Credit Parent Information Meeting in order to enroll in dual credit courses. This informational meeting will take place in May. An additional meeting will be scheduled in early November for the Spring Semester. All final decisions within the application process will be made based on the principal's approval.
2. All students who wish to participate in the Dual Credit Program must complete the campus application process and receive approval prior to completing the Lamar State College Application.
  - a. Complete the WO-SHS Dual Credit Application. All applications must be received by the guidance office no later than the last day of school for students who are enrolling in fall courses and no later than the Friday before Thanksgiving break for students who are enrolling for spring courses only.
  - b. Students are not eligible to enroll in dual credit courses if they previously enrolled and received a grade below a "C" or dropped the course prior to completion.
3. Requirements for completing Lamar State College Application (all requirements must be completed by the assigned deadline):
  - a. LSC-O admission application is completed
  - b. Copy of student's transcript has been requested
  - c. Meningitis form has been signed
  - d. Student has received the meningitis vaccination
4. During the first semester of Dual Credit course enrollment students may be required to enroll in the LSC-O college orientation course.

# **APPENDIX C**

## **Public Notice**



## **TITLE IX PUBLIC NOTICE**

West Orange-Cove Consolidated Independent School District offers career and technology education programs in Health Science Occupations, Culinary Arts, Career Preparation, Technology Education, Auto Collision Repair, Process Operating and Machine Shop. Admission to these programs is based on needs, interests, prerequisite course work, career plans of students and age appropriateness.

## **WEST ORANGE – COVE CISD PUBLIC NOTICE**

West Orange-Cove Consolidated Independent School District offers career and technology education programs in Health Occupations, Family Consumer Science, Food Service, Marketing, Technology Education, Auto Collision Repair, Building Trades, Machine Shop, Welding and Media Technology. Admission to these programs is based on needs, interests, career plans of students and age appropriateness.

It is the policy of West Orange-Cove CISD not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technology 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.

West Orange-Cove CISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, at P.O. Box 1107, Orange, Texas 77630, 409/882-5610, and/or the Section 504 Coordinator, at P.O. Box 1107, Orange, Texas 77630, 409/882-5407.

## **WEST ORANGE – COVE CISD NOTIFICACION PUBLICA**

El Distrito Escolar Independiente de West Orange-Cove (WOCCISD) ofrece Programas educativos de carreras y tecnología en carreras de salud, Ciencias domésticas familiares del consumidor, servicios de producción comestible, Mercadeo, educación tecnológica, la Reparación de automóviles, carreras de construcción, El taller de maquinaria, la soldadura, y tecnología de comunicaciones. La admisión a estos programas se base en necesidades, intereses, y carreras futurísticas de los estudiantes y edades apropiadas.

Es norma del West Orange-Cove CISD no discriminar por motivos de raza, color, origen, nacionalidad, sexo o impedimento, en sus programas, servicios o actividades del departamento de Carreras y Tecnología, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según la enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según la enmienda.

West Orange-Cove CISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, P O Box 1107, Orange, Texas 77630, 409/882-5610, y/o el Coordinador de la Sección 504, P O Box 1107, Orange, Texas 77630, 409/882-5407.



## **West Orange-Cove Consolidated Independent School District**

### *Board Members*

Ruth Hancock, President  
Roderick Robertson, Vice President  
Linda Platt-Bryant, Secretary  
Demetrius Hunter  
Gina Simar  
Tricia Stroud  
Tommy Wilson, Sr.

### *West Orange-Cove ISD School Administration*

Dr. Rickie Harris, Superintendent  
Dr. Nina LeBlanc, Assistant Superintendent of Schools  
Mrs. Ashton Knox, Executive Director of Curriculum

### *West Orange-Stark High School Administration*

Mrs. Rolanda Holifield, Principal  
Ms. Nicole Dunn, Assistant Principal  
Mr. Karl Whitley, Assistant Principal  
Mrs. Jenny Morgan, CTE and ECHS Coordinator  
Mrs. Angela Greer, Dean of Instruction