

# WEST ORANGE-STARK HIGH SCHOOL



**CHOICES CATALOG  
2013-2014 SCHOOL YEAR**

***112%***  
***DARE TO BE BRILLIANT!***

## PRE-REGISTRATION INFORMATION 2012-2013

**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. West Orange-Stark High School students may also attend night school classes through Port Arthur Independent School District.

**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**

End of year courses will be required beginning in the 2011-2012 school year, for incoming freshman. Students are required to take and pass the following end of course exams to meet graduation requirements:

English I	Algebra I	Biology	World Geography
English II	Geometry	Chemistry	World History
English III	Algebra II	Physics	U.S. History

**TAKS as a Graduation Requirement** TAKS is a graduation requirement for students enrolled in Grade 8 or a lower grade on January 1, 2001 and graduating in the 2004-2005 school years and beyond.

**Office Aide** Recommended seniors may be an office aide. A limited number of students are needed for office aide: therefore, not all students who sign up will be accepted. Office aide positions are for **NO CREDIT**.

**Early Graduation** Students wishing to graduate early (Three Year Graduate) must file an early graduation plan by the spring of their sophomore year (preferably at the time of pre-registration) The principal must approve an early graduation plan. Special course provisions will be considered for students who graduate in three years. Students planning to graduate in three years must graduate on a recommended graduation plan 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. 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 year).

**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: 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.

**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

**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.

The following programs are available:

- ❖ Advanced Placement
- ❖ Dual Enrollment – WOS High School, Lamar State College-Orange, Lamar Institute of Technology
- ❖ Credit By Examination
- ❖ Tech Prep

**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 Statistics
- ❖ Advanced Placement U.S. History
- ❖ Advanced Placement Microeconomics
- ❖ Advanced Placement U.S. Government
- ❖ Advanced Placement Biology
- ❖ Advanced Placement Art

Students enrolled in these classes receive instruction, which prepares them to take the 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 can receive college credit for that course.

Students enrolled in Advanced Placement classes are required 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**

Juniors and seniors only may earn college credit on the West Orange-Stark High School Campus. Students receiving college credit must complete a Lamar State College-Orange Application for admission, and a Parental Consent form. They must also meet the requirements to be admitted to LSC-Orange. Students may also complete a scholarship application to help with payment of tuition. Students taking a mathematics course must make an acceptable score on the LSC-Orange Mathematics Placement Examination. Based upon the score, a student may earn credit for either College Algebra or Math 2312.

## **TSI 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 A. Students may be exempt from testing requirements if they meet the following qualifying standards:

- ❖ TAKS Scores – 2200 in math and 2200 in English with a writing sub score of 3
- ❖ 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 on a meningitis shot before the first day of class.
- ❖ Students must meet state, WOS and LSC-Orange prerequisites and requirements in order to receive dual credit. Students may also take the E- Compass test which is a computer version of the ASSET test.

**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 Orange are taught by members of the Lamar faculty. Students are not permitted to take more than two dual credit courses per semester.

**Courses Approved for Dual Credit**

WOS- Courses	Credit	LSC-Orange	Hrs.	Credit Points
AP Art	1.0	Pre Calculus Math/College Algebra (Math 2312)	3	6.0
AP Calculus	1.0	Calculus & Analytic Geometry (Math 2413)	4	6.0
AP Statistics	1.0	Elementary Statistics (Math 1342)	3	6.0
AP Biology	1.0	General Biology (BIO 1406)	4	6.0
AP English IV	1.0	General Chemistry I (Chemistry 1411)	4	6.0
		Nutrition 1 (Biology 1322)	3	6.0
		English Composition I (Eng.1301) English Composition II (Eng.1302)	3 3	6.0
AP Government/Sp. Topics	1.0	British Literature	3	6.0
AP Economics	0.5	American Literature	3	6.0
AP US History	1.0	World Literature	3	6.0
		Intro to Speech (SPCH 1311)	3	6.0
		General Psychology (Psy.2301)	3	6.0
		Intro to Sociology	3	6.0
		Government (2301 & 2302)	6	6.0
		Economics 2301	3	6.0
		Anatomy & Physiology (BIOL 2401)	4	6.0
		History 1301 & 1302	6	6.0
		Medical Terms 1 (HITT1301)	3	6.0
		Intro to Pharmacy (PHRA 1301)	3	6.0
		Intro to Process Technology (PTAC 1302)	3	6.0
		Basic Nursing (VNSG 1323)	3	6.0

Students who pass the AP exam *may* receive college credit for that course. Courses taught at WO-S HS as AP, Pre-AP or co-enroll will receive honors grade points.

**Lamar State College-Orange Internet Classes** – West Orange-Stark High School students may take English 1301-1302, Government 2301-2302, U.S. History 1301-1302 and Psychology via the internet through Lamar State-College Orange. Internet courses are college credit options for juniors and seniors. Students who wish to take other classes via the internet need to meet with their counselor.

**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 magazine is designed to give parents and students a thorough understanding of the Recommended and Distinguished Achievement graduation plans and the courses that are included under each plan.**

The state of Texas recognizes three graduation plans; the Minimum, Recommended, and Distinguished Plan. Every student at West Orange Stark High School is expected to graduate on at least the Recommended Plan. Under state and local graduation requirements, students choose between two options, the Recommended High School Graduation Plan and the Distinguished Academic Achievement Program. Each of these options has different requirements for graduation. The chart below depicts the curriculum requirements for each option.

	Recommended Plan	Distinguished Plan *
English	4 credits	4 credits
Mathematics	4 credits	4 credits
Science	4 credits	4 credits
Social Studies	3.5 credits	3.5 credits
Economics	.5 credit	.5 credits
Foreign Language	2 credits	3 credits
Physical Education	1 credit	1 credit
Communication Applications	.5 credit	.5 credit
Fine Arts	1 credit	1 credit
Electives (Including BIM -1 credit)	5.5 credits	4.5 credits
	26 credits	26 credits

### Distinguished Achievement Program – Advance Measures

Distinguished Achievement Program requirements also include student achievement of four advanced measures.

#### Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- A student must achieve any combination of four of the following:

#### *Original research/project:*

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; and
- Related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).
- Original research/projects may not be used for more than two of the four advanced measures.

#### *Test data:*

- A score of three or above on The College Board Advanced Placement examination;
- A score of four or above on an International Baccalaureate examination;
- A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

#### *College courses:*

- A grade of 3.0 or higher on courses that count for college credit.

# Course Prerequisites

## ENGLISH LANGUAGE ARTS

Student must complete **four** credits in English for graduation and one-half credit in Speech. Students may receive dual credit from Lamar State College - Orange in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
<b>English Courses:</b>							
English I	X	-	-	-		1.0	5.0
English I Pre-AP	X	-	-	-		1.0	6.0
English II	-	X	-	-	English I or Pre-AP English I	1.0	5.0
English II Pre-AP	-	X	-	-	English I or Pre-AP English I	1.0	6.0
English III	-	-	X	-	English II or Pre-AP English II	1.0	5.0
English III AP	-	-	X	-	English II or Pre-AP English II	1.0	6.0
English IV	-	-	-	X	English III or AP English III	1.0	5.0
English IV AP	-	-	-	X	English III or AP English III	1.0	6.0
English I-IV (S Modified)	X	X	X	X	ARD Recommendation	1.0-4.0	4.0
English 1301/1302 (LSC-O)	-	-	X	X	LSC-O	1.0	6.0
British Lit (LSC-O)	-	-	-	X	English 1301/1302 (LSC-O)	0.5	6.0
American Lit (LSC-O)	-	-	-	X	English 1301/1302 (LSC-O)	0.5	6.0
World Lit (LSC-O)	-	-	-	X	English 1301/1302 (LSC-O)	0.5	6.0
<b>English for Speakers of Other Languages Courses:</b>							
English for Speakers of Other Languages I-II	X	X	X	X	Committee Recommendation	1.0	5.0
<b>Journalism Courses:</b>							
Intro. to Journalism	X	X	X	X		0.5-1.0	5.0
Advanced Journalism-Yearbook I-III	-	X	X	X	Journalism	0.5-1.0	5.0
Advanced Journalism-Newspaper I-III	-	X	X	X	Journalism	0.5-1.0	5.0
<b>Speech Courses:</b>							
Communication Applications	X	X	X	X		0.5	5.0
Intro to Speech (LSC-O)	-	-	X	X	(LSC-O)	0.5	5.0
Debate I-IV	X	X	X	X		1.0	5.0

## FOREIGN LANGUAGES

Students must complete **two** credits in the **same** foreign language for graduation on the Recommended plan and **three** credits in the **same** language for graduation on the Distinguished Achievement Program Plan.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
Spanish I	X	X	X	-		1.0	5.0
Spanish II	X	X	X	X	Spanish I	1.0	5.0
Spanish III Pre-AP	-	X	X	X	Spanish II	1.0	6.0
French I	X	X	X	-		1.0	5.0
French II	-	X	X	X	French I	1.0	5.0
French III Pre-AP	-	-	X	X	French II	1.0	6.0

## MATHEMATICS

Students must complete **four** credits of mathematics for graduation. Some courses have prerequisites. Students may receive dual credit from Lamar State College - Orange (LSC-O) in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
Algebra I	X	-	-	-		1.0	5.0
Geometry	-	X	-	-	Algebra I	1.0	5.0
Geometry Pre-AP	X	X	-	-	Algebra I	1.0	6.0
Algebra II	-	-	X	X	Algebra I; Geometry or Geometry Pre-AP	0.5-1.0	5.0
Algebra II Pre-AP	-	X	X	-	Algebra I; Geometry or Geometry Pre-AP	0.5-1.0	6.0
Pre-Calculus	-	-	X	X	Algebra II; Geometry or Geometry Pre-AP	0.5-1.0	5.0
Pre-Calculus Pre-AP	-	-	X	X	Algebra II or Algebra II Pre-AP	0.5-1.0	6.0
College Algebra (Math 2312) LSC-O	-	-	-	X	Algebra II or Algebra II Pre-AP LSCO	0.5-1.0	6.0
Calculus & Analytic Geometry (Math 2413) LSC-O	-	-	-	X	Pre-Calculus, LSCO		
AP Statistic	-	-	X	X	Algebra II or Algebra II Pre-AP	1.0	6.0
Elementary Statistics (Math 1342) LSC-O	-	-	-	X	AP Statistics, LSCO		
Mathematical Models w/ Applications	-	-	X	X	Algebra I; Geometry or Geometry Pre-AP	0.5-1.0	5.0
Statistics and Risk Management	-	-	X	X	Algebra II; or Algebra II Pre-AP	1.0	5.0
<b>Other Courses:</b>							
Applied Math I-IV (S Modified)	X	X	X	X	ARD Recommendation	1.0	4.0
Resource Algebra I (Modified)	X	-	-	-	ARD Recommendation	1.0	4.0
Resource Geometry (Modified)	-	X	-	-	ARD Recommendation	1.0	4.0

## SCIENCE

Students must complete at least **four** credits in science for graduation. Some courses have prerequisites. Students may receive dual credit from Lamar State College - Orange in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
Biology	X	-	-	-		1.0	5.0
Biology Pre-AP	X	-	-	-		1.0	6.0
Integrated Physics & Chemistry	-	X	-	-	Biology or Biology Pre-AP	1.0	5.0
Chemistry	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0	5.0
Chemistry Pre-AP	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0	6.0
Physics	-	-	X	X	Biology or Biology Pre-AP and Chemistry or Chemistry Pre-AP Algebra II or Algebra II Pre-AP		
Physics Pre-AP	-	-	X	X	Biology or Biology Pre-AP and Chemistry or Chemistry Pre-AP Algebra II or Algebra II Pre-AP	1.0	6.0
Anatomy & Physiology	-	-	X	X	Biology or Biology Pre-AP and Chemistry or Chemistry Pre-AP	1.0	5.0
AP Biology	-	X	X	X	Biology or Biology Pre-AP and Chemistry or Chemistry Pre-AP, Physics or Physics Pre-AP	1.0	6.0
Environmental Systems	-	-	X	X	One unit of high school science	1.0	5.0



Food Science	-	-	X	X	Three science credits	1.0	5.0
General Biology (BIO 1406)	-	-	-	X	LSC-O	1.0	6.0
General Chemistry	-	-	X	X	LSC-O	1.0	6.0

## SOCIAL STUDIES

Students must complete the prescribed three **and one-half credits** in social studies and **one-half** credit in economics for graduation (see diploma plans).\* Some courses have prerequisites. Students may receive dual credit from Lamar State College - Orange in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
World Geography Studies	X	-	-	-		1.0	5.0
Pre-AP World Geography	X	-	-	-		1.0	6.0
World History Studies	-	X	-	-	World Geography or World Geography Pre-AP	1.0	5.0
World History Pre-AP	-	X	-	-	World Geography or World Geography Pre-AP	1.0	6.0
U.S. History Studies	-	-	X	-	World Geography or World Geography Pre-AP and World History or World History Pre-AP	1.0	5.0
U.S. History Dual Credit	-	-	X	-	World Geography or World Geography Pre-AP and World History or World History Pre-AP	1.0	6.0
AP US History Studies	-	-	X	-	World Geography or World Geography Pre-AP and World History or World History Pre-AP	1.0	6.0
Economics	-	-	-	X	U.S. History, U.S. History AP, or U.S. History Dual Credit	0.5	5.0
AP Economics (Micro)	-	-	-	X	U.S. History, U.S. History AP, or U.S. History Dual Credit	0.5	6.0
Government	-	-	-	X	U.S. History, U.S. History AP, or U.S. History Dual Credit	0.5	5.0
AP US Government/Special Topics Gov.	-	-	-	X	U.S. History, U.S. History AP, or U.S. History Dual Credit	1.0	6.0
Psychology (LSC-O)	-	-	X	X	LSC-O	0.5	6.0
Sociology (LSC-O)	-	-	X	X	LSC-O	0.5	6.0

## FINE ARTS

Students must complete **one** credit in fine arts for graduation under the Recommended or Distinguished Achievement Plan.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
Art I	X	X	X	X		1.0	5.0
Art II	-	X	X	X	Art I	1.0	5.0
Art III	-	-	X	X	Art II	1.0	5.0
Art IV	-	-	-	X	Art III	1.0	5.0
AP Art	-	-	X	X		1.0	6.0
Music-Choral I-IV	X	X	X	X		1.0	5.0
Music-Vocal Ensemble I-IV	X	X	X	X		0.5-1.0	5.0

Beginning Band I-IV	X	X	X	X		1.0	5.0
Band I-IV	X	X	X	X		1.0	5.0
Jazz Band I-IV	X	X	X	X		1.0	5.0
Music History	X	X	X	X		1.0	5.0
Theatre Arts I	X	X	X	X		1.0	5.0
Theatre Production I	-	X	X	X	Theatre Arts I	0.5-1.0	5.0
Theatre Production II	-	X	X	X	Theatre Productions I	0.5-1.0	5.0
Theatre Production III	-	-	X	X	Theatre Productions II	0.5-1.0	5.0
Theatre Production IV	-	-	-	X	Theatre Productions III	0.5-1.0	5.0
Technical Theatre I	X	X	X	X	Theatre Arts I	1.0	5.0
Technical Theatre II	-	X	X	X	Tech. Theatre I	1.0	5.0
Technical Theatre III	-	-	X	X	Tech. Theatre II	1.0	5.0
Technical Theatre IV	-	-	-	X	Tech. Theatre III	1.0	5.0

<b>CAREER &amp; TECHNOLOGY</b>							
COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
<b>Technology Applications Courses:</b>							
Business Information Management	X	X	X	X		1.0	5.0
College and Career Readiness	-	X	X	X		.5	5.0
Diversified Career Preparation I-II	-	-	X	X		2.0-3.0	5.0
<b>Hospitality and Tourism:</b>							
Principles of Hospitality and Tourism	X	X	X			0.5	5.0
Food Science	-	-	-	X	3 Science Credits	1.0	5.0
Culinary Arts I-II	-	-	X	X	Principles of Hospitality and Tourism	2.0	5.0
<b>Arts, Audio/Video Technology, and Communications</b>							
Principles of Arts, A/V Technology & Communications	X	X	X			0.5	5.0
Digital and Interactive Media	-	X	X	X	Principles A/V Technology	1.0	5.0
Audio Video Technology	-	-	X	X	Principles A/V Technology, Digital and Interactive Media	1.0	5.0
Advanced Audio Video Technology	-	-	-	X	Principles A/V Technology, Digital and Interactive Media, Audio Video Technology	1.0	5.0
Graphic Design	-	X	X	X	Principles A/V Technology	1.0	5.0
Commercial Photography	-	-	X	X	Principles A/V Technology, Graphic Design	1.0	5.0
Advanced Graphic Design				X	Principles A/V Technology, Graphic Design, Commercial Photography	1.0	5.0
Animation	-	-	X	X	Principles A/V Technology, Digital and Interactive Media	1.0	5.0
Advanced Animation	-	-	-	X	Principles A/V Technology, Digital and Interactive Media, Animation	1.0	5.0
Advanced Commercial Photography	-	-	-	X	Principles A/V Technology, Graphic Design, Commercial Photography	1.0	5.0
<b>Transportation, Distribution and Logistics:</b>							
Principles of Transportation, Distribution and Logistics	X	X	X			0.5	5.0

Automotive Collision Repair & Refinishing Technology I –III	-	-	X	X	Principles of Transportation, Distribution and Logistics	2.0	5.0
<b>Architecture and Construction:</b>							
Principles of Architecture & Design	X	X	X	-		0.5	5.0
Construction Technology	-	X	X	X	Principles of Architecture		
Construction Management	-	-	X	X	Principles of Architecture, Construction Technology	1.0	5.0
Advanced Construction Management	-	-		X	Principles of Architecture, Construction Technology, Construction Management	2.0-3.0	5.0
<b>Manufacturing:</b>							
Principles of Manufacturing	-	X	X	-		1.0	5.0
Machine Shop I-II	-	-	X	X	Principles of Manufacturing	2.0	5.0
<b>Health Science Courses;</b>							
Principles of Health Science Technology	X	X	X	-		0.5	5.0
Health Science Technology I	-	X	X	X	Principles of Health Science Technology Biology or Concurrent Enrollment	1.0	5.0
Health Science Technology II (Dual Credit at LSCO)	-	-	X	X	Principles of Health Science Technology, Health Science Tech I	2.0	5.0
Clinical Nutrition (Dual Credit at LSCO)	-	-	X	X	Principles of Health Science Technology, Health Science Technology I	0.5	6.0
Gerontology (Dual Credit at LSCO)	-	-	X	X	Principles of Health Science Technology, Health Science Technology I	0.5	6.0
Medical Terminology (Dual Credit at LSCO)	-	-	X	X	LSC-O	0.5	6.0
Pharmacy Technology (Dual Credit at LSCO)	-	-	X	X	LSC-O	0.5	6.0
Nutrition 1 (Biology 1322)	-	-	-	X	LSC-O	0.5	6.0
<b>Science, Technology, Engineering and Mathematics:</b>							
Concepts of Engineering	X	X	-	-		1.0	5.0
Engineering Design and Presentation	-	X	X	-	Concepts of Engineering	1.0	5.0
Advanced Engineering Design and Presentation	-	-	X	X	Concepts of Engineering, Engineering Design and Presentation	1.0	5.0
Engineering Design & Problem Solving	-	-	-	X	Concepts of Engineering, Engineering Design and Presentation, Advanced Engineering Design and Presentation	1.0	5.0
Robotics	X	X	X	X		1.0	5.0
Intro to Processing Technology (Dual Credit at LSCO)	-	-	-	X	LSC-O	0.5	6.0
<b>Courses offered at other schools:</b>							
Animal Science (Orangefield)	-	-	X	X	None	0.5	5.0
Equine Science (Orangefield)	-	-	X	X	None	0.5	5.0
Wildlife Management (Orangefield)	-	-	X	X	None	0.5	5.0
Home Maintenance & Improvement (OF)	-	-	X	X	None	0.5	5.0
Cosmetology I-II (LCM & Bridge City)	-	-	X	X	None	3.0	5.0

## HEALTH & PHYSICAL EDUCATION

Students must complete **one-half** credit of health and **one and one-half credits** of physical education for graduation. Some courses may be substituted for physical education courses.

COURSE	GRADE				PREREQUISITES	CREDIT	GP
	9	10	11	12			
<b>Physical Education Courses:</b>							
Foundations of Personal Fitness	X	X	X	X		0.5	5.0
Team Sports	X	X	X	X	Found. Of Pers. Fitness	0.5	5.0
Individual Sports	X	X	X	X	Found. Of Pers. Fitness	0.5	5.0
Aerobic Activities	X	X	X	X	Found. Of Pers. Fitness	0.5	5.0
<b>Physical Education Substitutes:</b>							
Athletics	X	X	X	X		0.5-1.0	5.0
Cheerleading	X	X	X	X		0.5-1.0	5.0
Band I-IV	X	X	X	X		0.5-1.0	5.0
Dance Team I-IV	X	X	X	X		0.5-1.0	5.0

## 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	GP
	9	10	11	12			
Office Aide	-	-	-	X		0.0	0.0
ACT/SAT Prep	-	X	X	X		0.0	0.0

# Course Description

## **ENGLISH/LANGUAGE ARTS**

### **ENGLISH I**

This English course is for grade 9 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 grade 10 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, 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 grammar-usage study. Also emphasized is higher order thinking skills.

### **ENGLISH III**

This is a one credit English course for grade 11 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 (AP) LANGUAGE AND COMPOSITION**

This is a one credit English course for students in grade 11. As well as covering the course content of English III, this course emphasizes an in-depth study and a 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 grade 12 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 (AP) LITERATURE AND COMPOSITION**

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. These courses allow students to continue to increase and refine their communication skills.

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

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I-II**

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**

### **INTRODUCTION TO 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 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 Desktop Publishing Technology 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 ILPC 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.

### **COMMUNICATION APPLICATIONS**

This course promotes an awareness of the importance of communication in daily interaction. Opportunities for communication in groups, speech preparation, speech presentation and speech evaluation are provided.

### **DEBATE I- II**

Students learn the fundamentals of argumentation, research and persuasive speaking. Students must compete in U.I.L. and T.F.A. contests during the fall and spring. Tournaments will be held on Fridays and Saturdays. Students have the opportunity to participate in Team Policy debate as well as Lincoln-Douglass Value debate. A recommendation from the debate coach is required.

## **OTHER LANGUAGES**

### **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.

### **FRENCH I**

This course is offered to students who wish to acquire a basic working knowledge of the French language. The course offers a blend of both spoken and written French. An appreciation of French culture is also developed throughout the course.

### **FRENCH II**

This course is a continuation of French I with more emphasis on listening and writing skills. More advanced speaking and reading skills are developed. Various aspects of French speaking cultures are studied in depth.

### **FRENCH III (PRE-AP)**

This course uses an integrated approach to the study of the French language, literature, history and culture. It expands the use of grammatical structures and vocabulary in realistic contexts. Culture is taught as an integral part of oral and written communication skills. Contemporary aspects of French life are included.

## **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.

### **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 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.

### **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 Pre-AP 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, parametric and composition functions. Students continue their study of conic sections and patterns including sequences and series as well as applying mathematics to vectors.

### **AP STATISTIC**

This course is designed to prepare students to take the College Board Advances Placement Exam in Statistics. With an appropriate score the student may receive three hours college credit for Statistics which is a course usually required for business, nursing and educational majors. Objective to be studied : 1) exploratory analysis of data using graphic and numeric techniques to study patterns of departure of patterns; 2) collecting data according to a well developed plan and determining if valid conclusions can be obtained; 3) using probability as a tool to explain data under a given model; and 4) selecting appropriate models for statistical interferences. Graphing calculators with statistics capabilities are used in this course.

### **STATISTICS AND RISK MANAGEMENT**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

### **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 I RESOURCE**

This course is designed for students whose mathematics skills are below a designated level and are in need of instruction in basic whole number, decimal, and fraction operations.

### **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 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 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.

**ENVIRONMENTAL SYSTEMS** In Environmental Systems, student's conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and a-biotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

#### **ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS**

Anatomy and Physiology of Human Systems is a laboratory-oriented course which includes the following essential elements: 1) manipulative laboratory skills, 2) use of skills in acquiring data through the senses, 3) use of classification skills in ordering and sequencing data, 4) experience in oral and written communication of data in appropriate form and 5) applying the principles of physiology to human health and well-being.

#### **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.

## **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.

#### **PRE-AP WORLD GEOGRAPHY**

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.

## **PRE-AP WORLD HISTORY STUDIES**

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 content 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**

1301 and 1302 (6 college hours)

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.

### **ADVANCED PLACEMENT ECONOMICS (MICRO)**

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.

### **SPECIAL TOPICS IN SOCIAL STUDIES/GOVERNMENT**

**Or DUAL CREDIT 2301** (3 college hours)

This course is a study of the national and Texas constitutions; federalism; political socialization and participation; public opinion and interest groups; voting and elections. This course will address the FIRST PART of TEKS for 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. Whether a student takes this for dual credit, for AP, or for the honor's grade points, he or she is required to take ADVANCED PLACEMENT GOVERNMENT/DUAL CREDIT 2302 in order to address the second half of the TEKS.

**ADVANCED PLACEMENT or DUAL CREDIT 2303 (3 college hours)**

### **U.S. GOVERNMENT**

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 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. Whether a student takes this for

dual credit, for AP, or for honor's grade points, he or she is required to take SPECIAL TOPICS IN SOCIAL STUDIES/GOVERNMENT/DUAL CREDIT 2301 in order to address the second half of the TEKS.

### **SPECIAL TOPICS IN SOCIAL STUDIES**

This course will be a special topic class in the social studies department and juniors and seniors will have an opportunity to take the elective and may receive up to one credit

### **TEEN LEADERSHIP**

Teen Leadership is a new innovative course that the state recognizes as an accredited elective. Students learn to react to negative situations with positive solutions. They learn to speak comfortably in front of a crowd that a handshake tells who you are, and how to present themselves with assurance and composure. Students learn to succeed, both in thought and deed.

### **PSYCHOLOGY Dual Credit**

This is an honor's level elective course that covers the content requirements of Advanced Placement Psychology, as prescribed by *The College Board*. It also fulfills the requirements for the college-level *Introductory Psychology 2301* course. It 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. Students will also be expected to do a research project in partial fulfillment of requirements for this course.

## **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.

### **TEAM SPORTS**

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. Team Sports continues the acquisition of physical fitness and reinforces the concept of incorporating physical activity into a lifestyle beyond high school.

### **INDIVIDUAL SPORTS**

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable are major objectives of this course.

### **AEROBIC ACTIVITIES**

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

## **PHYSICAL EDUCATION SUBSTITUTES**

### **ATHLETICS**

These athletic classes are available as substitutes for physical education. Students are enrolled after receiving approval from the coach of the athletic activity. Athletic classes are available in the following sports:

Girls' Athletics-Volleyball

Boys' Athletics-Football

Girls' Athletics-Basketball

Boys' Athletics-Basketball

Girls' Athletics-Tennis

Boys' Athletics-Tennis

Girls' Athletics-Softball

Boys' Baseball

Cheerleading

Band I-IV

Dance Team

Only two (2) credits of P. E. or Athletics are State Board approved. Additional credits are 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**

Art II - IV are advanced courses 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.

### **AP STUDIO ART**

AP Studio Art is designed for students who are seriously interested in the practical experience of art. Students submit portfolios on the end at the end of the school year. The AP Studio Art will offer a choice of three portfolios: Drawing, 2-D design and 3-D Design. The portfolios share a basic, three section structure which requires the student to show a fundamental competence and range of understanding in visual concern (and methods. This course will enable juniors and seniors to earn up to 2 credits. Successful completion of the course will award 1 elective credit per year.

### **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.

### **BEGINNING BAND I-IV**

Marching Band is taught in the fall and Concert Band is taught in the spring. This course is for students who have no prior Band experience but would like to learn to play a Band instrument. The curriculum for this course is designed to provide a challenging and fulfilling musical experience to the students enrolled while developing their motor and intellectual skills.

### **BAND I-IV**

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.

### **JAZZ BAND I-IV**

A Band course for students who wish to explore performance opportunities in the various forms of instrumental Jazz music. This course shall be open to any student who has, by audition for the directors, demonstrated an appropriate level; of proficiency on their instrument.

### **MUSIC HISTORY:**

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 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 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, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate level skills.

### **ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS**

#### **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.

#### **ANIMATION**

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.

#### **ADVANCED ANIMATION**

Careers in animation span all aspects of motion graphics. 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 create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

#### **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.

#### **GRAPHIC DESIGN**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. 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 industry with a focus on fundamental elements and principles of visual art and design.

#### **ADVANCED GRAPHIC DESIGN**

Careers in graphic design and illustration span all aspects of the advertising and visual communications 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 industry with a focus on mastery of content knowledge and skills.

#### **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.

## **DIGITAL INTERACTIVE MEDIA**

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.

## **FOOD SCIENCE AND TECHNOLOGY**

This technical laboratory course provides foundational training in the area of food science and technology. Content addresses food science principles, nutrition and wellness, food technology and world food supply. The course also includes managing multiple family, community, and wage earner roles as well as career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development food safety and sanitation standards, market research, legal issues, and food policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

## **CULINARY ARTS I-II**

This course provides occupationally specific training designed to develop knowledge and skills for employment in the area of food production, management, and services. Instruction includes operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation and service techniques, and technical applications in the food service industry. Legal considerations, customer service, career options, and managing multiple family, community, and wage earner roles are contained in the content.

## **PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION**

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning.

## **CONSTRUCTION TECHNOLOGY**

Students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

## **CONSTRUCTION MANAGEMENT**

A course in which students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management includes the knowledge of the design techniques and tools related to the management of architectural and engineering projects.

## **ADVANCED CONSTRUCTION MANAGEMENT**

In Advanced Construction Management, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management includes the knowledge of the design, techniques, and tools related to the management of architectural and engineering projects.

## **PRINCIPLES OF TRANSPORTATION, DISTRIBUTION AND LOGISTICS**

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. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. 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.

## **AUTOMOTIVE COLLISION REPAIR AND REFINISHING SERVICES I & II**

A course designed to provide job-specific training for entry-level employment in the automotive market field of auto body repair and refinishing. Instruction emphasizes frame and body repair; metal, fiberglass, and synthetic materials repair, welding skills, preparation and application of primers and paints, plus environmental issues, safety and career opportunities.

## **PRINCIPLES OF MANUFACTURING**

In Principles of Manufacturing, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. In addition to general academic and technical knowledge and skills, students gain an understanding of career opportunities available in manufacturing and what employers require to gain and maintain employment in these careers.

## **MACHINE SHOP I & II**

A course designed to provide job specific training for entry-level employment skills in metal machinist careers. Instruction includes precision measuring, blueprint reading, drilling, turning, boring, milling, broaching, reaming, and understanding of numerically controlled machining. Also included is the manufacturing of precision, interchangeable machine parts and study of safety and career opportunities.

## **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 TECHNOLOGY I**

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. Field trips and guest professionals enhance career exploration. This course prepares the student for the transition to clinical or work based experiences in health care. Students may receive 1/2 health credit for Health Science Technology I.

## **HEALTH SCIENCE TECHNOLOGY II**

A course designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. 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.

## **ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS**

Anatomy and Physiology of Human Systems is a laboratory-oriented course which includes the following essential elements: 1) manipulative laboratory skills, 2) use of skills in acquiring data through the senses, 3) use of classification skills in ordering and sequencing data, 4) experience in oral and written communication of data in appropriate form and 5) applying the principles of physiology to human health and well-being.

## **CLINICAL NUTRITION (Lamar Dual Credit Course)**

A course designed to emphasize the importance of nutrition in maintaining health and wellness. The effectiveness of the therapeutic diet as relative to specific diseases will be explored. In addition to school based training, this course provides clinical-based learning experiences.

## **MEDICAL TERMINOLOGY/PHARMACY TECHNOLOGY (Lamar Dual Credit Course)**

A course designed for which students will obtain knowledge of medical terminology used in health care. The Pharmacy Technology course trains the students in pharmacy operations, federal law, medical review and calculations enabling them to take the Pharmacy Technician certification test in July to become "Certified Pharmacy Technicians.

## **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

### **CONCEPTS OF 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. Students will use multiple software applications to prepare and present course assignments.

### **ENGINEERING DESIGN AND PRESENTATION**

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

### **ADVANCED ENGINEERING DESIGN AND PRESENTATION**

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.

### **ENGINEER DESIGN & PROBLEM SOLVING**

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things 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. The design process and problem solving are inherent to all engineering disciplines.

### **ROBOTICS**

Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

## **OTHER COURSES**

### **COLLEGE AND CAREER READINESS**

This course teaches practical strategies that will improve students' performance and assist them in achieving success in college and careers.

### **COSMETOLOGY I & II**

A pre-employment laboratory course designed to provide job-specific training for entry-level employment in cosmetology careers. Instruction includes sterilization and sanitation processes, shampooing and rinsing hair, application of conditioning creams and color rinses, application of scalp and hair treatments, shaping and thinning hair, hair-styling, permanent waving, hair coloring, manicuring, and facial massage and make-up. This course meets the Texas Cosmetology Commission requirements for student licensure upon passing state exam. Safety issues and career opportunities are also included. This course is taught at Bridge City High School and Little Cypress-Mauriceville High School.



## **AGRICULTURAL SCIENCE**

(These courses are taught at Orangefield High School. Students must provide their own transportation.)

## **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.

## **NUTRITION AND FOOD SCIENCE (Lamar Dual Credit)**

This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits and wellness, menu planning, special dietary needs, food costs and budgeting, consumer food-buying strategies, food safety and sanitation procedures, food labels, technology implications, and food handling, storage, and preparation practices. Meal etiquette, career options, and techniques for managing multiple family, community, and wage earner roles are part of the content.

## **NO CREDIT COURSES**

**OFFICE AIDS (NO CREDIT)** This is a course 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. Counselor approval is required.

## **SAT/ACT PREP (LOCAL CREDIT)**

This is a ½ credit local elective designed to prepare students in career and college readiness and prepares students to take the SAT. Skills taught in this class will help students learn a variety of strategies and test taking skills.

# APPENDIX A

# WEST ORANGE-COVE CONSOLIDATED 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
- experiencing 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 that is 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 PreAP or AP class will remain in the course for the entire first six-week grading cycle. **Some PreAP or AP courses require summer readings and/or summer projects. It is expected that if a student enrolls in a PreAP 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 PreAP 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 PreAP 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 in. Students do not have to pass the exam in order to receive credit for WOSH; 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/PreAP 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

## Explanation of Eligibility for Automatic College Admission

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student **must**:

- (1) earn a grade point average in the **top 10 percent\*** of his/her high school graduating class,
- (2) graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
- (3) successfully complete the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) **or** satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam, **and**
- (4) apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on schedule to satisfy the requirements of the RHSP or DAP.

### Curriculum Requirements

Not later than the end of a student's junior year in high school, his or her official transcript should indicate whether the student has satisfied or is on schedule to satisfy the requirements for the RHSP or DAP. Students who are unable to satisfy the curriculum requirements of the RHSP or DAP because the courses necessary to complete the requirements are unavailable as a result of course scheduling, lack of enrollment capacity, or another cause not within the student's control, are considered to have satisfied the requirements of the relevant program. In such cases, the student must have successfully completed the portions of the RHSP or DAP curricula that were available and the student's official transcript or diploma must indicate this.

### Admission and Enrollment

State colleges and universities may admit a student accepted under the Automatic Admission policy for either the fall semester of the academic year for which the student applied or for the summer session that precedes that fall semester. Additionally, the admitting college or university may require that applicants in need of additional preparation for college-level work enroll in enrichment courses or programs during the summer immediately after the student is admitted. Colleges and universities are required to admit an applicant as an undergraduate student if the applicant is the child of a public servant who was killed or fatally injured in the line of duty and who meets the minimum entrance requirements set by the college or university.

### \*The University of Texas at Austin

Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. For the 2011-2012 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 8%** of their high school graduating classes. For the 2012-2013 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 9%** of their graduating classes. Please note that students admitted to UT under the Automatic Admission policy will be required to complete at least 6 semester credit hours during evening or other low-demand hours in order to ensure the efficient use of available classrooms.

# APPENDIX C

## Texas Success Initiative

### POLICY

Section 51.3062 of the Texas Education Code establishes the Success Initiative program as a requirement at all Texas Institutions of higher education. The effective date of the program is September 1, 2003. The following are the basic provisions of the Success Initiative legislation.

### TESTING

All entering undergraduate students (unless exempt) are required to take an assessment test prior to enrolling in classes. The approved assessment tests are: THEA (formerly named TASP), ASSET, COMPASS, and ACCUPLACER. The minimum passing scores for each of these tests are set by the state: each institution may establish its own score requirements at or above these minimums. The minimum passing scores are:

**THEA:** reading = 230; mathematics = 230; writing = 220.

**ASSET:** reading skills = 41; elementary algebra = 38; writing skills (objective) = 40; essay = 6

**COMPASS:** reading skills = 81; algebra = 39; writing skills (objective) = 59; essay = 6

**ACCUPLACER:** reading comprehension = 78; elementary algebra = 63; sentences skills (objective) = 80; essay = 6

(The minimum passing standard for the written essay portion of these tests is a score of 6. However, an essay with a score of 5 will pass if the student meets the objective writing test standard.)

### DEVELOPMENTAL EDUCATION

Students who score below the minimum passing level on one or more sections of the initial assessment test are required to enroll in appropriate developmental education courses(s) as assigned by an advisor of the University Studies Division.

### EXEMPTIONS

Students who claim one of the following exemptions are not required to take the Success Initiative assessment test.

- ❖ **SAT exemption:** a combined verbal and mathematics score of 1070 with at least 500 on both the verbal and mathematics section (single test date). Scores may not be more than 5 years old at the time of exemption
- ❖ **ACT exemption:** a composite score of 23 with at least 19 on both the English and the mathematics sections (single test dates). Scores may not be more than 5 years old at the time of exemption.
- ❖ **TAKS exemption:** English/Language Arts (ELA) = 2200 *with a score of 3* or higher on the written essay, plus a score of 2200 on the mathematics section (exit-level TAKS) Scores may not be more than 3 years old at the time of exemption.
- ❖ **Non-degree seeking exemption:** students who wish to take courses for personal enrichment but are not pursuing an undergraduate degree

**Exemption is not automatic.** Documentation of exemption is required: students may be asked to provide test scores, transcript, etc., in order to claim an exemption.

All West Orange-Stark High School seniors who are not exempted from taking the TSI assessment must take one of the above tests before entering a Texas college or university. Students can register and take the ASSET, COMPASS, or the THEA test at Lamar State College-Orange. Students who wish to know if they are exempted from taking the TSI assessment should see their guidance counselor. For information relative to test dates and registration, students can call Lamar State College-Orange at 409-882-3330 or see the attachments. Students wish to take the original THEA test should see their guidance counselor to pick up a registration application.



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

## *Board Members*

Pete Amy  
Eric Mitchell  
Tony Dallas  
Andrew Hayes  
Rev. Hardy O'Neal  
Mary Ann Kirksey  
Bryan "Chop" Thomas Muhammad

## *West Orange-Cove ISD School Administration*

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Superintendent of School

Dr. Silvia Martinez,  
Assistant Superintendent of Curriculum and Instruction

Dr. Wayne Guidry,  
Director of Federal Programs, Testing, and Accountability

Dr. Brant Graham,  
Director of Special Education