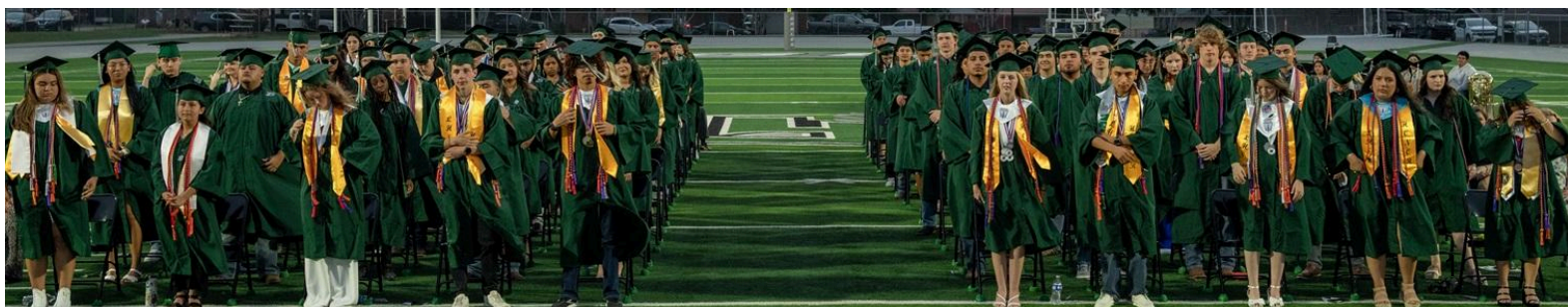
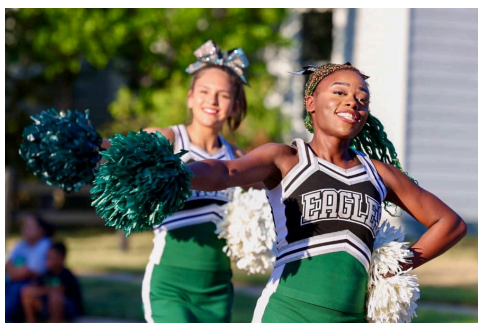




# Luling High School

## Course Catalog

2025-2026



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## **Luling High School**

218 E. Travis Street

Luling, TX 78648

830.875.2458

<https://hs.luling.txed.net>

### **Mission Statement**

Prepare \* Empower \* Inspire

### **Luling High School Administration**

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**Kipp Chesnutt**

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**Cecily Moore**

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**Lauren Garcia**

Counselor, 9th -10th Grade

**Ashley White**

Counselor, 11th - 12th Grade

## **Introduction**

Welcome to Luling High School's 2025-2026 Course Catalog. The purpose of the course catalog is to present a brief description of the program of studies and courses offered at Luling High School. The course catalog is updated as often as necessary to address curriculum changes and evolving student needs. The course catalog is designed to assist students and parents in planning their high school course of study by providing information on graduation requirements and credit options. Students and parents are encouraged to consult with their grade level counselor to answer questions or concerns regarding their high school plan. However, the responsibility to ensure that all graduation credits are met rests with the student and their parent or guardian.

## **Non-Discriminatory Statement**

It is the policy of Luling Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any 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.

For information about your rights, or grievance procedures, contact the LISD Assistant Superintendent, 212 E. Bowie St., Luling, Texas 78648.

Es norma de Luling Independent School District de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

*\*\*\* The contents of the Luling High School Course Catalog are subject to change based on legislative updates, the current fiscal status of the school district, and other factors.*



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# **ACADEMIC PROGRAMS**

## **Accelerated Instruction (HB 4545)**

In 2021, the Texas Legislature passed House Bill (HB) 4545, updated Texas Education Code (TEC) 28.0211 which requires Accelerated Instruction to be implemented for students who did not perform satisfactorily or did not take the STAAR End-of-Course (EOC).

In accordance with state law, a total of 30-hours of supplemental instruction will be provided during the regular school year and/or during summer school as needed. The instruction will be focused on the STAAR-EOC area(s) identified. State law requires accelerated instruction, and it cannot be waived.

## **Core Academics**

Core academic classes provide instruction in all state-mandated Texas Essential Knowledge and Skills (TEKS) through the Board approved LISD curriculum requirements. The TEKS identify what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the standard curriculum for all Texas schools. Core academic classes provide a solid education for students as they prepare to enter post-secondary education, technical job preparation programs and /or the workforce. The Texas Education Code requires students to master the TEKS in English Language Arts/Reading, Mathematics, Science, Social Studies, and PE. The TEKS curriculum is measured in the core academic classes through the students' performance on the state-mandated STAAR End-of-Course exams. Learning in the core academic classes focuses on comprehension, application, analysis, and synthesis of subject area content, processes, and skills.

## **Credit Recovery**

Students who need to recover credits may be eligible to participate in a credit recovery program. If a student did not pass both semesters of a course, he/she may have to retake the full course in the regular classroom.

Credit recovery is available for students in their third year of high school or later on a case by case basis with the approval of the student's counselor and administrator. Courses taken through credit recovery will not be included in a student's GPA and are recorded as a P (Pass) or F (Fail).

## **Dyslexia Services**

LISD offers services for students, who after participating in a screening process, are identified as dyslexic. The dyslexia services are designed to provide comprehensive reading, writing, and spelling instruction for students who have been identified with dyslexia. The program provides a continuum of services that address phonemic awareness, grapho-phonemic knowledge, language structure, and linguistic patterns and processes. The Section 504 committee on each campus determines placement in the dyslexia program (TEC 38.003).

## **Early Graduation**

A student may choose to graduate from high school in fewer than four years. Early graduation requirements include parent approval, principal approval, and a meeting with the counselor to file a

written early graduation plan. The student must meet all STAAR-EOC requirements and graduate at least on the Foundation with Endorsement plan. Students who graduate early are not eligible for the distinctions of valedictorian or salutatorian.

- The deadline for declaring the intent to graduate in 3 years is May of the student's 10th grade year.
- The deadline for declaring the intent to graduate in 3.5 years is May of the student's 11th grade year.

### **Emergent Bilingual (EB)**

The goal of the bilingual education program is to help Emergent Bilinguals (EBs) master the state curriculum and teach English to all participating students. The campus and district do this through explicit instruction in listening, speaking, reading, and writing in all academic areas. Teachers who serve EB students use sheltered instruction strategies to help students understand the content and develop academic language in the areas of Math, Science, Social Studies, and Reading Language Arts.

### **Examination for Acceleration**

Examination for Acceleration or Credit-by-Exam (without prior instruction) Board Policy EHDC allows students without prior instruction to earn course credit by scoring 80% or better on each examination. The actual score is entered on the student's transcript but not included in the GPA. Tests are administered during the summer at district cost, and students must be tested at the specified time. If parents choose not to wait until the next district testing date, they may contact the University of Texas Continuing and Extended Distance Education Center or Texas Tech Distance Learning and pay the fees to have the tests administered at their convenience. A student may not attempt to earn credit by examination for a specific high school course more than two times. Students or parents interested in more information concerning the tests, eligibility, or qualifications for credit should contact the Luling ISD Assistant Superintendent at (830) 875-3191.

### **Examination for Acceleration – Without Prior Instruction**

Examination for Acceleration or Credit-by-Exam, Board Policy EHDC allows students without prior instruction to earn course credit by scoring 80% or better on each examination. Examinations for Grade 9-12 are criterion-referenced tests from Luling ISD, Texas Tech University, University of Texas, Avant Assessments (Spanish Language Assessment) or the testing instruments approved by the Superintendent or designee. The actual score is entered on the student's transcript but not included in the GPA. Tests are administered during the summer at district cost, and students must be tested at the specified time. If parents choose not to wait until the next district testing date, they may contact the University of Texas Continuing and Extended Distance Education Center or Texas Tech Distance Learning and pay the fees to have the tests administered at their convenience.

If a student fails to achieve the designated score for a subject before the beginning of the school year in which the student would ordinarily be required to enroll in that subject, the student must satisfactorily **complete** the course to receive credit. A student may not attempt to earn credit by examination for a specific high school course more than two times.

Exams for Acceleration are not offered for courses in which students are currently enrolled and

receiving prior instruction. The mid-year windows (October-December), are used for one-semester and Language other than English (LOTE) courses.

### **Gifted and Talented (GT) Program**

Identified GT students are served through group and individualized instruction in the advanced academic classroom. All students who have previously been identified as gifted are admitted into the program. Teachers, parents, or students may nominate students for the program. Nominated students will have the option to participate in assessment to determine eligibility for the program according to district guidelines.

### **Honors Courses**

Beginning in the 2020-2021 school year, all Pre-AP courses were changed to “Honors” due to the expanding Advanced Academic options students have at Luling High School. Currently, our advanced academic options available to 9th - 12th grade students include College Board AP, ACC Dual Credit, and UT OnRamps.

Honors courses will be available to students starting in grade 6 in the four core academic areas and Spanish (English, Math, Science, Social Studies, and Spanish). Honors courses will be designed to prepare students to be successful in their future Advanced Academic courses through an inquiry-based instructional model, a student-centered approach to learning. With this, Honors students can expect more ownership of their learning and to complete more critical reading and writing activities.

### **Section 504 Services**

Section 504 of the Rehabilitation Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Eligible students have a record of, or are regarded as having a physical or mental impairment which substantially limits one or more major life activities including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and performing manual tasks. In order to receive services, even if the students have physical or mental impairment, there must be substantial limitations on a major life activity; i.e. a serious problem requiring accommodations within the school. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services.

### **Special Education Services**

Luling ISD is responsible for providing educational and related services to students in the least restrictive environment, and students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities. If a student has, or is suspected of having, a disability or requires special services, parents, teachers, administrators or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services. The district curriculum provides each student with disabilities the opportunity to acquire knowledge and skills in the areas of learning comparable with the student's needs and abilities. These skills may be attained in the general program of instruction or through special

education instruction and related services, as determined by the Admission, Review, and Dismissal (ARD) Committee. Students with disabilities shall have available an instructional day comparable with that of students without disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student, and these shall be specified in the student's Individual Educational Plan (IEP). The secondary program of a student receiving special education services shall terminate either with the student no longer qualifying for services, graduation, or when the student no longer meets the age requirement for eligibility. Graduation constitutes a release from services and is a change in placement.

### **Summer School**

Certain courses are offered during summer school for credit recovery and/or STAAR-EOC remediation. Selected students, based upon their performance on their most recent STAAR-EOC tests, should enroll in summer school. The number of students enrolled determines the actual courses offered. Contact the campus principal's office for more information. Courses taken during summer school are counted for credit only and are recorded as a P (Pass) or F (Fail).





## GRADUATION REQUIREMENTS

To be eligible to participate in the high school graduation ceremony, students must:

- Fulfill state graduation credits
- Pass all STAAR End-of-Course (EOC) assessments
- Complete at least one College, Career, Military Readiness (CCMR) requirement
- Complete and submit a Free Application for Federal Student Aid (FAFSA)
- Complete Proper Interaction with Police Officers course
- Complete cardiopulmonary resuscitation (CPR) course

## Student Graduation Plans

### Foundation High School Program (22 credits)

The Foundation High School Program (FHSP), a 22-credit option, is the lowest graduation plan available. However, it is not available until after the completion of their junior or third year of high school. Changing to this graduation plan will require parent and administrative approval in writing. Parents and students need to understand graduating on this plan may not meet college or university entrance requirements.

### Foundation High School Program + Endorsement (26 credits)

The Foundation High School Program + Endorsement is the recommended graduation plan. This program offers students the opportunity to earn an endorsement. The endorsement offers a student the ability to earn a total of 26 credits (a combination of core requirements and endorsement electives), in a targeted area of study for high school graduation. The five endorsement options for students are, as follows:

- Arts and Humanities

- Business and Industry
- Public Services
- STEM (Science, Technology, Engineering, and Math)
- Multidisciplinary

### Distinguished Level of Achievement (26 credits)

The Distinguished Level of Achievement recognizes students who complete the Foundation High School Program + Endorsement including Algebra II. **This is the default plan for all LHS students.** In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates **MUST** earn a diploma under the requirements of the Distinguished Level of Achievement.

Foundation Plan 22 Credits	Foundation + Endorsement 26 Credits	Distinguished Level of Achievement 26 Credits
<ul style="list-style-type: none"> <li>• <b>English</b> (4 Credits) <i>English I, II, III, IV</i></li> <li>• <b>Mathematics</b> (3 Credits) <i>Algebra I, Geometry, Algebra II</i></li> <li>• <b>Science</b> (3 Credits) <i>Biology, Chemistry, an additional science course</i></li> <li>• <b>Social Studies</b> (3 Credits) <i>World History or World Geography, US History, Economics, Government</i></li> <li>• <b>Language other than English</b> (2 Credits)</li> <li>• <b>Physical Education</b> (1 credit)</li> <li>• <b>Fine Arts</b> (1 credit)</li> <li>• <b>Electives</b> (5 Credits) <i>May include CTE courses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English</b> (4 Credits) <i>English I, II, III, IV</i></li> <li>• <b>Mathematics</b> (4 Credits) <i>Algebra I, Geometry, two additional advanced math courses</i></li> <li>• <b>Science</b> (4 Credits) <i>Biology, Chemistry, two additional advanced science courses</i></li> <li>• <b>Social Studies</b> (3 Credits) <i>World History or World Geography, US History, Economics, Government</i></li> <li>• <b>Language other than English</b> (2 Credits)</li> <li>• <b>Physical Education</b> (1 credit)</li> <li>• <b>Fine Arts</b> (1 credit)</li> <li>• <b>CTE Courses &amp; Elective(s)</b> (7 Credits) <i>Program of Study Pathway for Endorsement(s)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>English</b> (4 Credits) <i>English I, II, III, IV</i></li> <li>• <b>Mathematics</b> (4 Credits) <i>Algebra I, Geometry, Algebra II, an additional advanced math course</i></li> <li>• <b>Science</b> (4 Credits) <i>Biology, Chemistry, two additional advanced science courses</i></li> <li>• <b>Social Studies</b> (3 Credits) <i>World History or World Geography, US History, Economics, Government</i></li> <li>• <b>Language other than English</b> (2 Credits)</li> <li>• <b>Physical Education</b> (1 credit)</li> <li>• <b>Fine Arts</b> (1 credit)</li> <li>• <b>CTE Courses &amp; Elective(s)</b> (7 Credits) <i>Program of Study Pathway for Endorsement(s)</i></li> </ul>

**Notification Regarding Algebra II:** A student is not required by state law (TEC, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to students who do not successfully complete an Algebra II course. A student may not earn the distinguished level of achievement, be eligible for automatic admission to a Texas public college or university as an undergraduate, and/or qualify for some state financial aid programs.

## **Performance Acknowledgements**

A student may earn a performance acknowledgement for outstanding performance:

- in a dual credit course,
- in bi-lingual and bi-literacy,
- on an AP test,
- on the PSAT, the ACT-Plan, the SAT, or the ACT,
- for earning a nationally or internationally recognized business or industry certification or license

## **STAAR End-of-Course (EOC) Assessments**

High School Students will be required to successfully complete five (5) STAAR End-of-Course (EOC) assessments for graduation. The tests are administered for the following courses:

- English I
- English II
- Algebra I
- Biology
- US History

The tests are administered three times a year with opportunities for retakes if the student does not earn a minimum passing score.

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## **College, Career, Military Readiness (CCMR)**

By graduation, each student should complete at least one College, Career, or Military Readiness (CCMR) indicator. The following indicators are awarded for these accomplishments:

### **College Ready**

- Meet Texas Success Initiative (TSI) criteria in ELAR and Math
- SAT, ACT, TSIA or College Prep Course
- Meet AP criteria
  - Earn a 3 on an AP exam, any subject
- Earn Dual Course Credits
  - Earn credit for at least three credit hours in ELA or math or at least nine credit hours in any subject
- OnRamps

### **Career Ready**

- Complete a CTE program of study sequence and earn an approved Industry Based Certification (IBC)
- Graduate with complete IEP and Work Readiness

- A graduate that has completed their IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that does not require public services.

### **Graduate under Advanced Degree Plan**

- A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Foundation High School Plan with an Endorsement, or Distinguished Level of Achievement.

## **Earn Advanced Course Credit**

### **Advanced Placement (AP) Courses**

The Advanced Placement Program, sponsored by College Board, offers students an opportunity to take college-level courses in high school. If students take AP exams and score in an acceptable range, advanced placement credit may be awarded upon college entrance. Students should contact directors of admissions at colleges of their choice to ask about specific advanced placement policies. For further information on how much credit is offered at various schools, visit <http://www.collegeboard.com/ap/credit policy>.

Students are encouraged to enroll in courses that prepare them for college or future educational endeavors. In order to be successful, students enrolled in AP courses must meet the following guidelines:

- Maintain an overall grade average of 80 or better in the content related course during the previous year
- Satisfactorily passed the state assessment in the content area for which AP acceptance is requested
- Obtain recommendation from prior teacher in the content area for which AP acceptance is requested

Summer projects may be required and must be completed prior to the due date as assigned by the teacher. The district reserves the right to remove students from AP courses after any six-weeks in which the student's grade averages fall below a 70.

### **Dual Credit – Early College Start**

Luling High School students may enroll at Austin Community College (ACC) while completing their high school education. Students may earn dual credit (both college and high school credit) for classes. Students should speak with their counselor to determine which classes are eligible for dual credit. Dual credit courses are considered a part of the student's high school class schedule. Dual credit courses are weighted appropriately according to the GPA table found in this catalog. Students must meet college readiness criteria in order to enroll in dual credit courses. Students interested in concurrent or dual credit must meet ACC concurrent enrollment and regular admission requirements and are responsible for tuition, any laboratory fees, and textbook expenses. The dual credit course will be entered into the student's schedule and that grade will count toward GPA and class rank. The concurrent ACC class, one that does not count for high school credit, will not be entered on the student's schedule or transcript nor will it count for GPA. Other conditions and restrictions apply to dual credit

enrollment courses. There are no limits to the total number of credits a student may acquire by dual credit courses. ACC limits students to take only 2 classes per semester unless special permission is granted.

### **Dual Enrollment - University of Texas at Austin OnRamps**

UT OnRamps works through a dual-enrollment model. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. All UT OnRamps courses are guaranteed to transfer to any public institution in Texas. The key benefit of early exposure to postsecondary education is the authentic entry point to college expectations it provides for students. While in high school, participation in UT OnRamps courses may accelerate degree completion by reducing the costs and impact of student loans and increasing lifetime earning potential. In UT OnRamps students learn first-hand all that it takes to succeed in college before they get there.

Any student enrolled in a UT OnRamps course at LHS will be taught by a high school teacher in collaboration with a college professor and take college assessments throughout the year. High school grades and college grades are recorded separately. Please note that the classroom grade from the UT OnRamps course is weighted and included for rank in class calculations.

Students are responsible for any fees/tuition costs related to the course.

## **College Readiness Assessments**

### **ACT®**

The ACT is a standardized achievement test designed to demonstrate how prepared a student is for college by measuring the student's knowledge and skills in the subjects they have taken in high school.

For registration to the ACT on a Saturday, complete the online registration forms at [www.ACTStudent.org](http://www.ACTStudent.org). Students should see the counselor for additional information.

### **AP® Exam**

The examinations for all AP courses are given on designated national test dates during May of each year. The campus will cover all AP exam fees for students. Students should review their college selection's policy regarding the awarding of credit, placement and grades on the basis of AP exam scores. Students can check their college's course listing and use the Texas Common Numbering System to make sure these courses are accepted by the college they wish to attend.

### **SAT®**

Scholastic Assessment Test (SAT) is an assessment managed by the College Board that is used as a college admission test. The SAT measures literacy and writing skills and assesses how well a student analyzes and solves problems. Colleges may use SAT scores for admissions and merit-based scholarships.

For registration to the SAT on a Saturday, complete the online registration forms at [www.SAT.org](http://www.SAT.org). Students should see the counselor for additional information.

## **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a multiple choice standardized test administered by the College Board and National Merit Scholars Corporation (NMSC).

## **TSI**

Texas Success Initiative (TSI), Texas law requires all entering students who wish to enroll in Texas public higher education institutions to meet college readiness standards in reading, writing, and math. Students who do not meet TSI standards upon graduation will be required to pass developmental courses at the college they are attending in order to start college-level coursework. Developmental courses are costly and do not count towards graduation. The same TSI standards are also required for students who participate in Austin Community College's Dual Credit program.

Students may be exempt from TSI with an:

- ACT, composite score of 23 with a minimum of 19 on both English and Math.
- SAT, minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) and 530 on Math.

## **Preparing for Post-Secondary**

### **ASVAB**

The Armed Services Vocational Aptitude Battery (ASVAB), the test is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. The test is free and is offered to all interested 10th-12th grade students each school year. A student does not need to join the military to take the ASVAB. Results from the test are shared with the individual student and campus only.

### **FAFSA**

The Free Application for Federal Student Aid (FAFSA) is available at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) beginning October 1st of each year or the date designated by the federal government. It is an online application that should be completed during a student's senior year in high school. Completing a FAFSA may qualify a student for federal student grants, loans, the work-study program, scholarships, and student/parent loans (subsidized and unsubsidized). Additionally, many universities require FAFSA be filled out to be eligible for scholarships opportunities at the college or university. Families may submit the FAFSA as early as October 1st of the student's senior year. Most universities have a FAFSA priority deadline in early March and students should check the FAFSA deadline for each school to which they apply.

The FAFSA should be complete if you are a:

- U.S. Citizen
- Permanent U.S. resident with an Alien Registration Card (I-551)
- Conditional permanent U.S. resident with visa type I-551C
- Eligible noncitizens with an Arrival/Departure Record (I-94) showing you as a: (a) Refugee (b) Asylum granted (c) Parolee (d) Cuban-Haitian entrant. Additional information can be found at <https://fafsa.ed.gov/>.

The TASFA is the Texas Application for State Financial Aid and is an alternative to the FAFSA for undocumented students in Texas. Texas allows undocumented students to apply for state financial aid and state tuition under



certain conditions. The TASFA needs to be completed during the senior year in high school. See the counselor for additional information on FAFSA and TASFA.

Beginning in the 2021-2022 school year, in accordance with Texas Education Code (TEC) 28.0256, all 12th graders must do one of the following in order to graduate:

- Complete and submit a FAFSA application;
- Complete and submit a TASFA application; or
- Submit a signed opt-out form.
- 

### **Personal Graduation Plan (PGP)**

As required under Texas graduation plan outlined under House Bill 5, The Foundation High School Plan or Distinguished Level of Achievement, incoming high school students and their parents must select one or more of the five graduation endorsements currently offered under the graduation plan.

- Science, Technology, Engineering, and Mathematics (STEM)
- Arts and Humanities
- Business and Industry
- Public Services
- Multidisciplinary

The plan will include the student's required core and elective coursework, as well as their endorsement program of study course sequences. Each year in high school, students will refine their plan to ensure they are prepared to graduate from Luling High School college, military, and/or career ready.

## ADVANCED COURSE COMPARISON CHART

	<b>Advanced Placement (AP)</b>	<b>Dual Credit</b>	<b>Dual Enrollment</b>
<b>Description</b>	The AP program allows students to take college-level courses and exams to potentially earn college credit while still in high school.	Dual credit allows students to simultaneously earn high school and college credit by completing courses at their high school.	Dual enrollment allows students to simultaneously earn high school credit and college credit by completing courses at their high school in conjunction with an online platform provided by the University of Texas at Austin.
<b>Credit</b>	College credit is awarded based on the score the student receives on the AP exam. Public schools in Texas must award credit for a score of 3 or better, and no school will award credit for a score lower than 3.	Credit is awarded when the student passes the course with a 70% or better. The student will receive high school credit and college hours (usually 3-hours per semester).	The high school teacher awards high school credit if the student passes the course with a 70% or better. The faculty of UT Austin awards college credit (usually 3-hours per semester or year dependent upon discipline) if the student earns a D- or better in the college portion of the course.
<b>Teacher/Instructor</b>	AP courses are taught by high school teachers trained by the College Board.	Dual Credit courses are taught by college instructors and/or high school teachers qualified to serve as adjunct professors.	Dual enrollment courses are taught by highly qualified high school teachers in conjunction with faculty from the University of Texas at Austin.
<b>College/University Acceptance</b>	AP scores are accepted throughout the nation. However, students should note individual college and university requirements for credit may vary. Students should check with each school's policy.	Dual Credit hours are accepted at public colleges and universities in Texas. Other colleges and universities MAY accept the hours, but students should check with each school's policy.	Dual Enrollment hours are accepted at public colleges and universities in Texas. Other colleges and universities MAY accept the hours, but the student should check with each school's policy.
<b>Location</b>	AP courses are taught at Luling High School.	Dual Credit courses are taught at Luling High School.	Dual Enrollment courses are taught at Luling High School.
<b>Rigor</b>	College Level Rigor – AP courses are standardized and controlled by The College Board.	College Level Rigor – Dual Credit course syllabi are submitted and approved by Austin Community College.	College Level Rigor – Dual Enrollment provides students the opportunity to experience courses exactly as they would receive instruction at the UT Austin campus. UT Austin provides all curriculum and resources for these courses.

<b>Cost</b>	\$93 per exam. LHS will pay for one (1) AP exam for each AP class a student is enrolled in.	Free of charge. Note, this is mandated by ACC and is subject to change.	\$149 per 3-hour course. \$99 per 3-hour course for any student who qualifies for free or reduced lunch.
<b>Textbooks</b>	Textbooks are provided by Luling High School.	Textbooks are provided by Luling High School.	Curriculum and instructional resources are provided by UT Austin.
<b>Impact on High School GPA</b>	AP courses are weighted on the 8.0 scale.	Dual Credit courses are weighted on the 8.0 scale.	Dual Enrollment courses are weighted on the 8.0 scale.
<b>Eligibility</b>	AP courses are open enrollment.	Dual Credit enrollment Requirements: <ul style="list-style-type: none"> <li>• Must be 11-12 grader</li> <li>• Must have parent/guardian Permission</li> <li>• Take and meet the TSI requirement. See ACC policy.</li> <li>• Complete ACC application process.</li> </ul>	Dual Enrollment requirements: <ul style="list-style-type: none"> <li>• Must be 10-12 grader</li> <li>• Must have parent/guardian Permission</li> <li>• Does not require TSI testing to enroll Initially.</li> <li>• Must meet course prerequisites as determined by UT Austin.</li> <li>• Must be passing with a D- or higher on the college grade at the end of semester 1 to continue attempting college credit in semester 2. If a student does not have a D- and wishes to continue in the college portion of the course, he/she can then prove college readiness by taking the TSI test.</li> </ul>

## ENDORSEMENTS: PROGRAM OF STUDY COURSE SEQUENCE

AGRICULTURE TECHNOLOGY AND MECHANICAL SYSTEMS			
COURSES IN SEQUENCE	CREDIT	CAREER CERTIFICATIONS	CAPSTONE CERTIFICATION
Principles of Ag, Food and Natural Resources	1	Ag Science I	
Ag Mechanics and Metal Fabrication	1	Welding Technician I	
Ag Structures Design and Fabrication	1	Welding Technician II	
Ag Equipment Design and Fabrication	2		AWS or NOCTI Welding
ANIMAL SCIENCE			
COURSES IN SEQUENCE	CREDIT	CAREER CERTIFICATIONS	CAPSTONE CERTIFICATION
Principles of Ag, Food and Natural Resources	1	Ag Science I	
Small Animal Management	.5	Small Companion Animal Science	
Equine Science	.5	Equine Science	
Livestock Production	1	Animal Science I	
Veterinary Medical Applications	2		Elanco Veterinary Applications
BUSINESS MANAGEMENT			
COURSES IN SEQUENCE	CREDIT	CAREER CERTIFICATIONS	CAPSTONE CERTIFICATION
Principles of Business, Marketing and Finance	1	Exploring Business & Marketing	
Virtual Business	.5	Digital Business Applications	
Social Media Marketing	.5	Digital Marketing	
Business Management	1	Business Management	
Practicum in Entrepreneurship	2		NOCTI General Management
MARKETING AND SALES			
COURSES IN SEQUENCE	CREDIT	CAREER CERTIFICATIONS	CAPSTONE CERTIFICATION
Principles of Business, Marketing and Finance	1		
Virtual Business	.5		

Social Media Marketing	.5		
Practicum in Entrepreneurship	2		NOCTI Virtual Business
<b>CYBERSECURITY</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Fundamentals of Computer Science	1	Exploring Computer Science	
Computer Science I	1	Computer Science Principles	
Engineering Applications of Computer Science	1		
Practicum in STEM	2		CodeHS Cybersecurity
<b>ROBOTICS AND AUTOMATION TECHNOLOGY</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Principles of Applied Engineering	1	Engineering Technology	
Manufacturing Engineering Technology	1	Manufacturing Technology	
Engineering Design Presentation I	1	Engineering Principles	
Practicum in Manufacturing	2		NOCTI Engineering Technology
<b>CARPENTRY</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Principles of Construction	1	Foundations of Construction	
Construction Technology I	2	Carpentry	
Construction Technology II	2	CAD Architecture	HBI PACT Core
<b>DIGITAL COMMUNICATIONS</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Principles of Arts, A/V Production	1		
Audio Video Production I	1	Video Production I	
Audio Video Production II	1	Video Production II	
Practicum in Entrepreneurship	2		Adobe Premiere Pro
<b>COSMETOLOGY &amp; PERSONAL CARE</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>

Principles of Cosmetology and Color Design	1		
Introduction to Cosmetology	1	State Practice Test	
Cosmetology I or Barbering I	2	State Practice Test	
Cosmetology II or Barbering II	2		Salon Operator License
<b>CULINARY ART</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Introduction to Culinary Art	1	Food & Nutrition	
Culinary Arts	2	Culinary I	
Advanced Culinary Arts	2		Serv-safe Food Manager
<b>EARLY LEARNING</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Principles of Education and Training	1		
Child Development	1	Child Development	
Child Guidance	2	Early Childhood Education I	
Practicum in Early Learning	2		NOCTI Early Childhood Learning
<b>LAW ENFORCEMENT AND PUBLIC SAFETY</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Principles of Law and Public Safety	1	Fundamentals of Criminal Justice	
Law Enforcement I	1	Criminal Justice I	
Law Enforcement II	1	Criminal Justice II	
Practicum in Law	2		IAED Emergency Telecommunicator
<b>AUTOMOTIVE SERVICE AND COLLISION REPAIR</b>			
<b>COURSES IN SEQUENCE</b>	<b>CREDIT</b>	<b>CAREER CERTIFICATIONS</b>	<b>CAPSTONE CERTIFICATION</b>
Small Engine Technology	1	Small Engine Repair	
Automotive Basics	1	Automotive Service Fundamentals	
Automotive Technology I	2		EETC Small Engine Technology



NURSING SCIENCE			
COURSES IN SEQUENCE	CREDIT	CAREER CERTIFICATIONS	CAPSTONE CERTIFICATION
Principles of Health Care	1	Health Science Introduction	
Medical Terminology	1	Medical Terminology	
Anatomy and Physiology	1	Anatomy & Physiology	
Practicum in Health Science	2		Certified Clinical Medical Assistant & Phlebotomy

# STUDENT SERVICES

## ACC Drop Policy

Students enrolled in ACC classes will be exposed to college-level curricula that provide opportunities for collaboration, self-direction and academic rigor. Students are encouraged to maintain enrollment throughout the semester. If students consider dropping a class, they must meet with their counselor to discuss impact on scheduling, GPA and transcripts.

## Attendance

Attendance is critical to academic success. Policy (FEC-LOCAL), a student is required to be in attendance for at least 90% of each course session per semester in order to receive credit. When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. **Excessive absences include excused, unexcused, and doctor's notes (out all day).**

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request an award of credit or final grade by submitting a written petition to the campus attendance review committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The campus attendance review committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or final grade.

## College Entrance Requirements

Students must determine admission standards for specific colleges or universities since requirements vary. Information is available through the individual college or university websites.

## College Visits

A student may have up to two (2) excused absences during his/her junior year and two (2) excused absences his/her senior year, which do not count against exemptions, to visit a college campus. Proper documentation needs to be submitted to the office upon the student's return to school.

## Course Selection Process

Counselors will provide information about the course selection process, class choices, and graduation plans through classroom guidance. Students will be given a Course Catalog and a choice selection sheet. Due dates and instructions will be included. Upcoming freshman parents will have the opportunity to attend scheduled parent information meetings during the course selection process. Counselors will assist students regarding course selections. In addition, each student will be provided verification of course requests along with a deadline for change requests.

Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. It is extremely important, therefore, that alternate course choices be listed for elective courses on the course selection sheet. If no alternative elective choices are provided, courses may be chosen for the student.

**STUDENTS ARE ALSO REMINDED THAT THE MASTER SCHEDULE IS BUILT, FACULTY IS HIRED, AND ROOM ASSIGNMENTS MADE BASED ON COURSE CHOICE. PLEASE MAKE SELECTIONS WITH CARE.**

Some courses require teacher approval. Students are responsible for obtaining that approval prior to submitting course requests. As the student signs up for next year's courses, selections should be made on the assumption the courses in progress will be passed. Because of increased graduation requirements, if a student fails a course or courses, it is important to make up for a failed course in summer school the same year. Failure to attend summer school could jeopardize grade level and progress toward graduation. Contact the school if you have questions about summer school.

### **Cumulative School Record**

A student's Academic Achievement Record (AAR) includes grades, attendance, standardized test scores, activities, and honors. The AAR is part of the student's permanent school record. Colleges, the armed services, and employers may seek the student's permission to receive a copy of the AAR (High School Transcript).

### **Foreign Exchange Student Program**

The goal of Luling High School is to provide international students from diverse cultures, who are approved for enrollment, the opportunity to experience the rewards of participating in quality educational programs, to meet and interact with students with a variety of interests, and to become more fluent in both written and spoken English.

The following guidelines have been developed to assist nationally recognized foreign exchange organizations, foreign exchange students, and host families regarding the requirements and expectations for application, acceptance, and participation as a foreign exchange student at Luling High School.

- All sponsoring/foreign exchange organizations shall meet the requirements of the Council on Standards for International Educational Travel.
- Sponsoring/Foreign exchange organizations need to keep in mind that a student who has completed the equivalent of his/her home country's high school education, received a diploma or a certificate of graduation, or is considered eligible for college or university placement, is not eligible for the foreign exchange program in Luling ISD. Falsification of a student record in this regard will result in immediate withdrawal of the student.
- The host family must reside in the Luling ISD attendance zone.
- The approved host family is responsible for enrolling the student. A representative from a foreign exchange organization may not enroll the student.
- Foreign exchange students are accepted for one full instructional calendar year only. No foreign exchange student will be accepted for a single semester.
- Foreign exchange students will be classified as an 11th grade student, are expected to take the state assessments required for 11th grade and will not be included in the high school's class ranking and graduation.
- Coaches and sponsors of extracurricular activities will be responsible for obtaining and evaluating proper credentials to determine a foreign exchange student's eligibility for participation in a UIL activity for which the student expresses interest.

- If a foreign exchange student is returned to his/her home country or is moved to another district after acceptance into Luling High School, the foreign exchange organization will not be allowed to replace the student who has been withdrawn.

## **Grade Classification**

This classification is based on the number of credits actually completed. Credits earned through summer school, credit-by-exam, dual enrollment and correspondence should be on file in the registrar's office for the first day of the school year for classification purposes. Grade classifications are, as follows:

- 9th grade: promoted/assigned to the 9th grade (Freshmen)
- 10th grade: must have completed **6 state credits** (Sophomores)
- 11th grade: must have completed **12 state credits** (Juniors)
- 12th grade: must have completed **18 state credits** (Seniors)

## **Graduation Ceremony**

In order to participate in the graduation ceremony, the student must meet all graduation requirements including class credits and STAAR-EOC requirements, attendance requirements, and fulfill all financial obligations to the school.

## **Honor Graduates**

Students who have a cumulative high school grade point average of 6.0 or higher will be considered an honor graduate and will receive an honors stole for graduation.

## **Promotion**

Students are promoted only on the basis of academic achievement. A student who has not earned at least a yearly average of 70 will not earn credit for the course. A student is encouraged to attend summer school to make up any core course failed during the regular school year. The student will not be promoted to the next grade level if he/she has not earned the minimum number of required credits. See 'Grade Classification.'

## **Rank in Class, Top 10 Percent, Valedictorian and Salutatorian**

Final rank in class for the purpose of determining valedictorian and salutatorian and honor graduate is calculated at the end of the fifth six-week grading period of the senior year. Luling High School uses a weighted grade point system that is designed to recognize the relative difficulty and effort required for the course. The additional grade points are used solely for computing grade point average for ranking purposes and will not be reflected on the student's official transcript or Academic Achievement Record. Class rank is determined by averaging semester grades earned in the core subjects (math, English, history, and science) and foreign languages in grades 9-12.

Cumulative GPA and rank in class will be calculated as specific below:

- **Grades 9-11:** Following the first semester grading period (January) and following the second semester grading period (June) of the academic year.
- **Grade 12:** Following the first semester grading period (January) and the final class rank for seniors at the end of the fifth six-weeks grading period of the senior year.

The official top ten percent of students in the graduating class shall be determined by the final class ranking. Class rank shall be computed to the fourth decimal, as necessary, to designate the top ten percent. Final official class rank shall be determined at the end of the fifth-six weeks grading period for inclusion of student names for recognition purposes. Any college/university distance learning course(s) taken during the spring semester of the student's senior year will not be included in the student's GPA and final class ranking calculations. In order to be included in the **Top Ten Percent**, a student must graduate with a distinguished level of achievement. The distinguished level of achievement includes receiving credit for Algebra II and completing an endorsement.

The valedictorian and salutatorian shall be those senior members of the graduating class who have attained the two highest overall grade point averages for grades 9-11 and the first five grading periods of grade 12 and who meet the requirements for honor graduates. To be considered for valedictorian or salutatorian, a student must have been enrolled in Luling High School for his/her entire junior and senior year, starting on the first day of his/her junior year and shall have maintained continuous attendance at LHS through graduation.

### **Schedule Change Policy**

Two days in August prior to the start of school will be designated for schedule changes. The counselors will send out the dates through campus communications. During the first week of school, changes may be processed during the second and third day of school with a campus administrator and counselor approval. Schedules will only be changed for the following reasons:

- Sequence of courses is out of order.
- Incomplete schedule (missing class(es)/period(s)).
- Failure of a course that must be repeated.
- A summer school course has been passed.
- An academic switch regarding Honors, AP, Dual Credit Course.

**There will be no schedule changes on the first day and after the third day of school.**

Once the schedule change window closes, schedule changes will only be made for the following reasons:

- A student is placed in a course in error.
- A student fails a required course making a schedule adjustment necessary for graduation.
- Additional credit was earned making a schedule adjustment necessary.
- The student has a schedule that is not educationally defensible; i.e., does not have the prerequisites for or not having courses needed for graduation.
- Change is needed as a result of a student's being elected or administratively assigned to or taken out of a program within the school; i.e., band, athletics, work program, or other classes requiring instructor approval.
- Change is needed to enable a student to graduate in a particular academic year.
- Class sizes must be balanced.
- A course was canceled.

Students are encouraged to take academically rigorous classes every year. Research shows that students who take challenging courses in high school are more likely to enroll in and complete college degree programs. This is especially true for the senior year in preparation for the expectations of college. Students are encouraged to choose academic rigor over GPA when making choices about classes.

## Semester System

The school year is divided into two semesters with three six weeks reporting periods in each semester. The semester average is determined by the three six weeks' averages and the semester exam. Each semester course is worth  $\frac{1}{2}$  unit of credit provided a minimum grade of 70 is earned. For courses that are two semesters in duration, the two semester grades will be averaged to determine total credit for the class. A passing grade in one semester may bring up a failing grade in the other semester, provided the first semester grade is not lower than 50, the second semester grade is not lower than 60, and the two semester grades average to a 70 or higher and attendance requirements are met.

## Semester Calculation of Grade

1st / 4th Six Weeks	30%
2nd / 5th Six Weeks	30%
3rd / 6th Six Weeks	30%
Semester Exam	10%
	<b>Semester Average</b>

## State Testing Program

In order to be awarded a Texas diploma, a Luling ISD student must meet all state end-of-course (EOC) testing requirements: English I, English II, Algebra I, Biology, and US History. Remedial courses may be required for students who have not passed all required tests.

## Top 10%

The Texas public college or university of your choice must automatically if:

- Your academic average places you in the top 10 percent of your high school class \*
- You apply no later than two years after graduating from a Texas high school.
- You submit a completed application before the expiration of any filing deadline established by the college or university.
- You graduate on the Distinguished Level of Achievement Plan.
- You have paid all required fees and submitted all required documents.

[\*] = Top 5% if applying for the University of Texas at Austin - *starting fall of 2026.*

## Transfer Credit Policy - High School

Course Credit from an Accredited State, National, or International School: LHS grants course credit from any state, national, or international accredited secondary educational institution providing that (1) the course credit is 26 recorded on an official transcript of that educational institution, (2) the course is a recognized credit course



in the State of Texas as identified in the official state credited course listing published each year by the Texas Education Association, and (3) the course meets the state of Texas TEKS for the specific course.

For those courses meeting the above three criteria, LHS uses a numerical grade as shown on the educational institution's official transcript for calculating GPA and class rank except for grades from non-American educational institutions. In addition, LHS shall award weighted credit for the purpose of GPA and class rank for any grade that meets the above three criteria if the educational institution's official transcript designates the course as honors, Pre-AP, AP, IB, or accelerated. Weighted credit will only be awarded for courses that are offered at LHS at the accelerated level. If the educational institution does not provide a numerical grade, LHS shall assign the following numerical grade for letter grades:

#### **A to D with F Grade System**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
95	92	90	87	85	83	81	79	77	74	72	70	≤65

#### **A to C with F Grade System**

A+	A	A-	B+	B	B-	C+	C	C-	F
97	95	90	87	85	80	77	75	70	< 65

## LIST OF WEIGHTED COURSES

Subject	Academic Courses	Honor Courses	AP / Dual Credit / Dual Enrollment Courses
English	English I, II, III, IV	English I, II Honors	English III, IV Dual Credit AP English III, IV
Math	Algebra I, Geometry, Algebra II, Algebraic Reasoning, Pre-Calculus	Geometry Honors, Algebra II Honors, Pre-Calculus Honors	OnRamps College Algebra, AP Calculus
Science	Biology, IPC, Chemistry, Physics, Anatomy and Physiology, Advanced Animal Science	Biology Honors, Chemistry Honors	OnRamps Physics, OnRamps Earth, Wind, and Fire
Social Studies	World Geography, World History, US History, Government, Economics	World History Honors	AP Human Geography, OnRamps US History

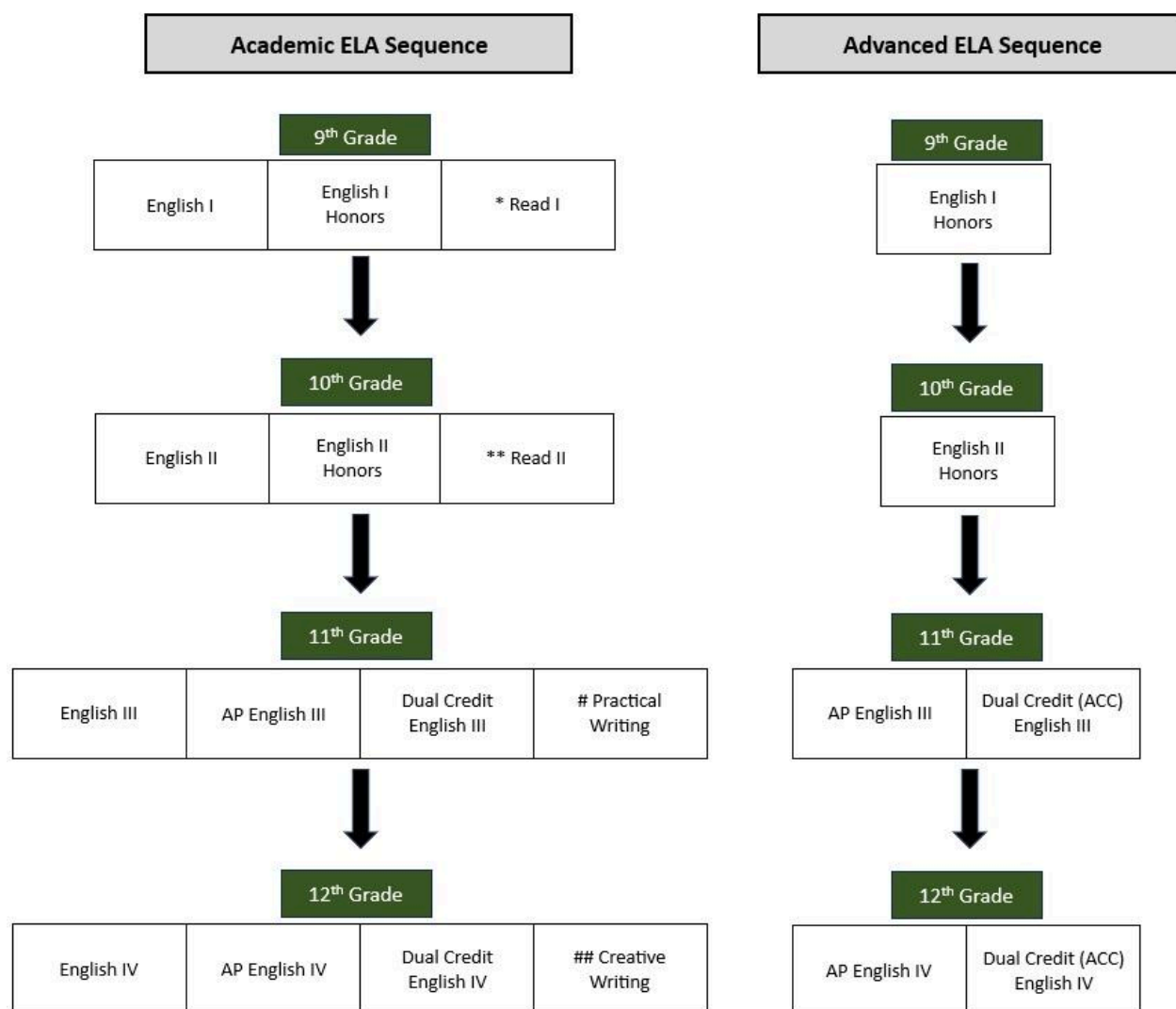
## High School Weighted GPA Values

Grade	Academic Courses	Honor Courses	AP / Dual Credit / Dual Enrollment Courses
100	6.0	7.0	8.0
90 - 99	5.0 - 5.9	6.0 - 6.9	7.0 - 7.9
80 - 89	4.0 - 4.9	5.0 - 5.9	6.0 - 6.9
70 - 79	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9
0 - 69	0	0	0

# COURSES OF STUDY



# English Language Arts Course Sequence



\* = This course is designed for students who did not meet the passing standard on the 8th grade STAAR Reading assessment or who need additional reading language arts support. Read I is taken concurrently with English I.

\*\* = This course is designed for students who did not meet the passing standard on the English I STAAR-EOC assessment or who need additional reading language arts support. Read II is taken concurrently with English II.

# = This course is designed for students who did not meet the passing standard on the English I and/or II STAAR-EOC assessment(s). Practical Writing is taken concurrently with English III.

## = This course is designed for students who did not meet the passing standard on the English I and/or II STAAR-EOC assessment(s). Creative Writing is taken concurrently with English IV.

# English Language Arts Courses

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## **ENGLISH I (7011)**

**Grade:** 9

**Credit:** 1.0

**Prerequisite:** None

This skills-based course will ensure student success across a wide range of literature and composition. This course reinforces and extends previous knowledge by developing an appreciation for different literary genres, developing an appreciation and understanding of the structure of English grammar, improving vocabulary using context clues, developing skills in written and oral expression, and improving organizational skills. **STAAR-EOC tested course.**

## **ENGLISH I (7013)**

**Grade:** 9

**Credit:** 1.0

**Prerequisite:** None

This course is designed for students whose performance, motivation, and abilities significantly exceed standards for English I. This course includes independent reading and research in areas of literature, development of higher level critical thinking skills, and the use of the writing process to compose various forms of discourse for a variety of audiences and purposes. Course requirements will also include extensive vocabulary development and literary analysis through in-depth studies of major works. Students must be prepared to devote considerable time to independent readings and outside research projects. Summer and outside-of-class readings may be a necessary component of the class. **STAAR-EOC tested course.**

## **ENGLISH II (7021)**

**Grade:** 10

**Credit:** 1.0

**Prerequisite:** English I

This skills-based course will ensure student success across a wide range of literature and composition. This course reinforces and extends previous knowledge by developing an appreciation for different literary genres, developing an appreciation and understanding of the structure of English grammar, improving vocabulary using context clues, developing skills in written and oral expression, and improving organizational skills. **STAAR-EOC tested course.**

## **ENGLISH II HONORS (7023)**

**Grade:** 10

**Credit:** 1.0

**Prerequisite:** English I

This course places emphasis on the acquisition of college preparatory vocabulary, the ability to read independently and critically, and the writing of analytical essays. Students are expected to enter this course with a mastery of English grammar and usage. Time is not spent on the basics of writing, but on the development of more sophistication in student writing. Also, required readings along with analysis activities outside of class are expected. A major research project is also assigned in this class. Summer and outside-of-class readings may be a necessary component of the class. **STAAR-EOC tested course.**

## **ENGLISH III (7031)**

**Grade:** 11

**Credit:** 1.0

**Prerequisite:** English II

English III is a study of American literature with an emphasis on literary nonfiction and real-world nonfiction texts. The class is designed to address grammar, composition, and literature. This will be accomplished through utilizing a variety of genres and activities. The literary terms associated with each genre will be addressed, as well as college level vocabulary integration using SAT, ACT, and TSI test preparation. Critical thinking and reading, close reading analysis, discussions, and creative problem solving will be encouraged. Writing will emphasize style development, correct grammar usage, and syntax. The research and writing process will use MLA documentation. The literature will also be studied from a holistic approach, relating its perspective to philosophy, history, religion, sociology, psychology, art, music, pop culture, etc. Students will be assessed through various means including but not limited to homework, presentations, projects, quizzes, tests, timed writings, class discussions, and essays. A culminating research project and presentation will be required.

### **ACC Dual Credit: English III (7035)**

**Grade:** 11

**Credit:** 1.0

**ACC:** English 1301 and 1302

**College Credit:** 6.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** English II and complete ACC admissions process including TSI requirement.

This course in English Language and Composition will train students to become skilled readers of prose written in a variety of disciplines, periods and rhetorical contexts. Students' reading and their writing will make them aware of the interaction between authorial purpose, audience needs, the subject itself, generic conventions and the resources of language: syntax, word choice, etc. The course assumes that its students already command Standard English grammar. The purpose of the course is to enable students to read and write prose mature enough in conception, development and language to communicate effectively with adult readers on issues of some intellectual importance.

*Students interested in pursuing this option must meet with his/her counselor to determine eligibility for the dual credit class. Students are responsible for registering for this class via ACC's online registration process. This process must be complete before the class begins for the school year.*

### **AP English III: LANGUAGE AND COMPOSITION (7038)**

**Grade:** 11

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** English II

Instruction is rigorous and is designed to prepare students for post-secondary. Students will work independently and within a learning community to critically analyze a variety of literary genres with emphasis on influential works of American literature. Students will use their understanding of rhetorical strategies and literary elements to analyze and evaluate complex literature. Students will articulate increasingly insight ideas effectively utilizing more sophisticated and appropriate formats. Vocabulary acquisition strategies leading to increasing comprehension of more complicated texts will be instilled. Students will implement effective and thoughtful research strategies to produce research products with correct documentation of sources and format. Students who take this course will prepare for the AP Literature and Composition in the spring.

### **ENGLISH IV (7041)**

**Grade:** 12

**Credit:** 1.0

**Prerequisite:** English III

English IV includes a study of British literature, as well as contemporary nonfiction text. It continues to reinforce skills, knowledge and attitudes for effective communication in all language processes: reading, writing, speaking, listening and thinking for both social and professional contexts. Instruction emphasizes an application of previously learned concepts and skills in writing, language, literature and reading with a focus on real-world nonfiction texts and close reading analysis of these texts. Critical and creative thinking, discussion, and problem solving are encouraged. These areas are integrated throughout the two semesters of the yearlong course. Writing instruction builds from paragraph structure to multi-paragraph composition to real-world writing tasks to a major research project. The course will also utilize the integration of college-level vocabulary development and SAT, ACT, and TSI test preparation.

### **ACC Dual Credit: English IV (7043)**

**Grade:** 12

**Credit:** 1.0

**ACC:** English 2322 and 2323

**College Credit:** 6.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** ACC Dual Credit: English III and complete ACC admissions process including TSI requirement.

Students will cover the TEKS for English IV as well as study British Literature from Anglo-Saxon times through the 18th Century in the fall and literature from the late 18th Century to the present in the spring.

*Students interested in pursuing this option must meet with his/her counselor to determine eligibility for the dual credit class.*

*Students are responsible for registering for this class via ACC's online registration process. This process must be complete before the class begins for the school year.*

### **AP English IV: LITERATURE AND COMPOSITION (7038)**

**Grade:** 12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** AP English III: Language and Composition

This course focuses on reading, analyzing, and writing about literature (fiction, poetry, drama) from various time periods. Students will engage in close reading, academic discussion, and critical analysis of literature to deepen their understanding of the ways writers use language to reveal ideas about the human condition. Each semester, students will read a wide variety of both assigned texts and independent choices. Students are expected to demonstrate: close reading and literacy analysis at a high level, academic independence, multiple modes of effective writing, time management in light of the heavy writing load, and discussion skills. Students who take this course will prepare for the AP Literature and Composition in the spring.

### **PRACTICAL WRITING (7010)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. The course will be used for English I and/or English II STAAR-EOC remediation.

### **CREATIVE WRITING (7015)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** English I

This course emphasizes skill in the use of conversations and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writings of others ensures that students completing this course are able to analyze and evaluate their writing. This course will be used for English I and/or English II STAAR- EOC remediation.

## **READING I (7001)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Reading I offers students the opportunity to experience a variety of texts with an emphasis on comprehension, analysis, and response. Students also choose texts to read independently and discuss with peers to hone analysis skills and communicate their thinking. Students also craft responses to text using text evidence.

## **READING II (7002)**

**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Read I

Reading II offers students the opportunity to experience a variety of texts with an emphasis on comprehension, analysis, and response. Students also choose texts to read independently and discuss with peers to hone analysis skills and communicate their thinking. Students also craft responses to text using text evidence.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I (7007)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** Staff recommendation pending LPAC approval

ESOL I learning expectations are the same as those of English classes with the addition of instruction that is accommodated to meet the needs of those who are at the beginner or immediate stage of English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication and reading comprehension to accelerate social and academic English language acquisition. ESOL I is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II (7018)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** ESOL I and Staff recommendation pending LPAC approval

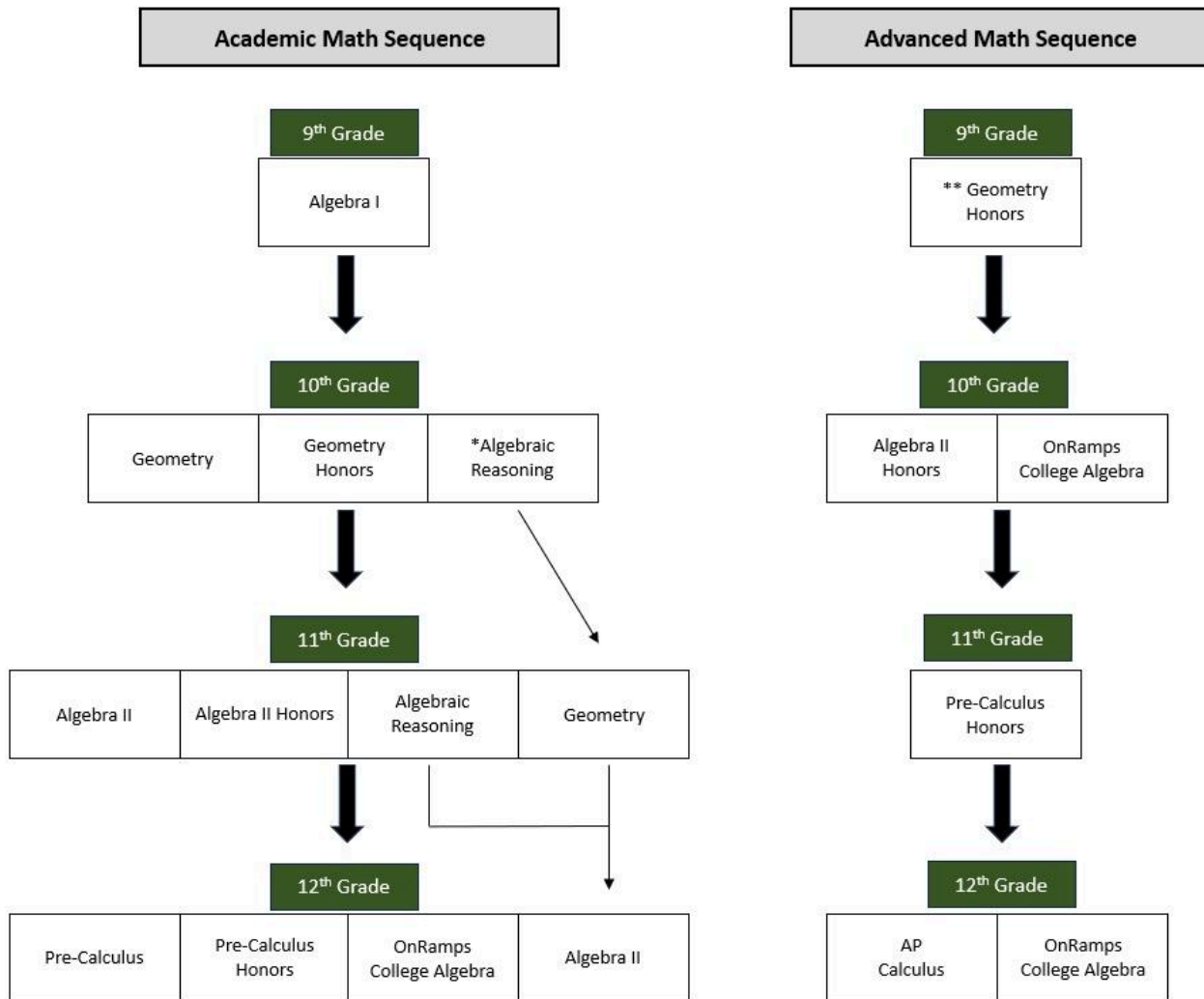
ESOL II learning expectations are the same as those of English classes with the addition of instruction that is accommodated to meet the needs of those who are at the beginner or immediate stage of English language acquisition. Emphasis is placed on vocabulary expansion, written and oral communication and reading comprehension to accelerate social and academic English language acquisition. ESOL II is taught through sheltered instruction methods for teaching proficiency in listening, speaking, reading, and writing in English as well as content knowledge.





# Mathematics

## Course Sequence



\* = This Algebraic Reasoning section is designed for students who did not meet the passing standard on the Algebra I STAAR-EOC and provides additional support to strengthen their skills.

\*\* = This 9th grade Geometry course is for students who took Algebra I during their 8th-grade year.

Please note: students who take College Algebra during their 10th grade year will fulfill the Algebra II requirement with this course.

# Mathematics Courses

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## **ALGEBRA I (7404)**

**Grade:** 9

**Credit:** 1.0

**Prerequisite:** None

Students will build on the knowledge and skills of 6-8 mathematics which provided a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic and exponential functions and connect functions and their associated solutions in both mathematical and real-world situations. In addition, students will study polynomials of degree one and two, radical expressions, sequences and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Students are concurrently enrolled in an Algebra I Lab course. **STAAR-EOC tested course.**

## **ALGEBRA I LAB (7418)**

**Grade:** 9

**Credit:** 1.0

**Prerequisite:** None

Algebra I Lab is designed to provide additional support, tools, and strategies for students enrolled in Algebra I. Students who need additional math support are concurrently enrolled in this course along with Algebra I.

## **ALGEBRAIC REASONING (7426)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Algebra I

Algebraic Reasoning provides a deeper study of linear, quadratic, and exponential functions explored in Algebra I. Students will broaden their knowledge of functions and relationships with an introduction to additional function families, including square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and applications that include explorations of pattern and structure, number and algebraic methods.

## **GEOMETRY (7413)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** Algebra I

Students will strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; congruence; similarity, trigonometry; two- and three-dimensional figures; circles; and probability. Due to the emphasis of probability and statistics in the college and career readiness standards, probability standards have been added to the Geometry curriculum.

## **GEOMETRY HONORS (7411)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** Algebra I

This course will be a more rigorous study of geometry. Students will be required to solve problems using higher level thinking skills than those students who are enrolled in regular geometry. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; congruence; similarity, trigonometry; two- and three-dimensional figures; circles; and probability. Due to the emphasis of probability and statistics in the college and career readiness standards, probability standards have been added to the Geometry curriculum.

**ALGEBRA II (7406)****Grade:** 10-12**Credit:** 1.0**Prerequisite:** Geometry

In Algebra II, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is a course required by most major universities.

**ALGEBRA II HONORS (7407)****Grade:** 10-12**Credit:** 1.0**Prerequisite:** Geometry

In Algebra II, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is a course required by most major universities.

**ALGEBRA II HONORS (7407)****Grade:** 10-12**Credit:** 1.0**Prerequisite:** Geometry

In Algebra II, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Algebra II is a course required by most major universities.

**COLLEGE ALGEBRA - UT ONRAMPS (7425)****Grade:** 10-12**Credit:** 1.0**College Credit:** 3-hours *\*Students must meet all college/university requirements.***Prerequisite:** Algebra II Recommended

This college-level course focuses on applications of polynomial, rational, radical, absolute value, piecewise defined, exponential, and logarithmic functions, equations, inequalities, graphing skills, and systems of equations using

matrices. OnRamps College Algebra is designed for students with high academic interest and a strong work ethic. Students who demonstrate college readiness through the course may be eligible to earn college credit through UT Austin the second semester.

*College Algebra is subject to a tuition charge.*

### **PRE-CALCULUS (7414)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Geometry

This course extends and integrates concepts from algebra and geometry. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students use a variety of representations, tools, and technology to model functions and equations to solve problems. Topics include a study of polynomial, rational, exponential, logarithmic, and trigonometric functions, inverse, and second degree.

### **PRE-CALCULUS HONORS (7416)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Geometry

Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. This course will include a review and in-depth look at the material learned in Algebra and Geometry. Topics in trigonometry including the unit circle, identities/proofs, and solving triangles will be included. We will have a brief introduction of Calculus including sequences/series, vectors, parametric and polar equations, and limits.

### **AP CALCULUS AB (7415)**

**Grade:** 11-12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** Pre-Calculus

This course includes differential and integral calculus with applications of previous math courses. The intent is preparation for college. Topics include limits of function, continuity, maxima and minima, volume, rates of growth, and other applications. Students who take this course will prepare for the AP Calculus AB Exam in the spring.

### **AP CALCULUS BC (7419)**

**Grade:** 11-12

**Credit:** 1.0

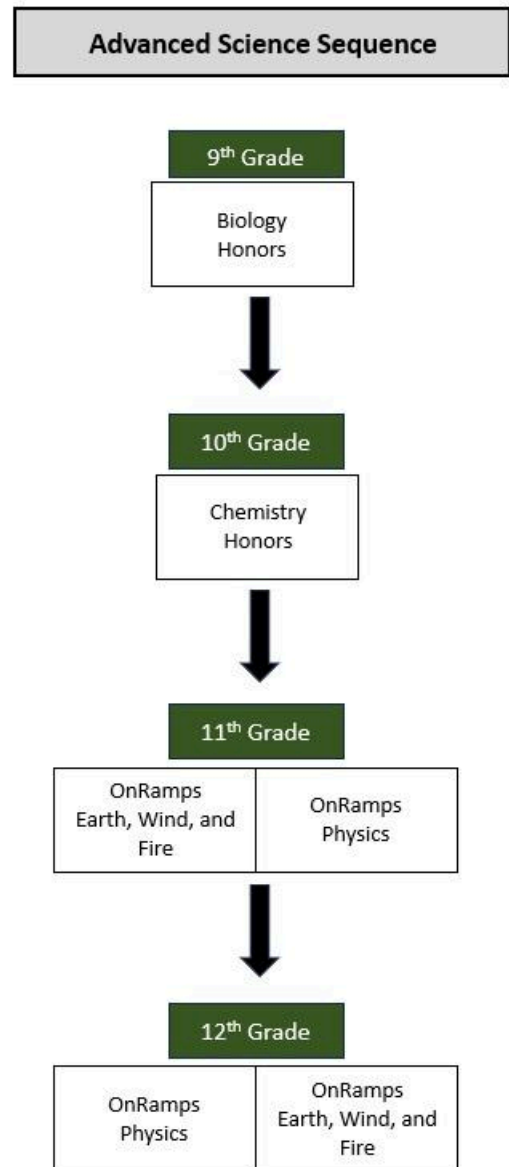
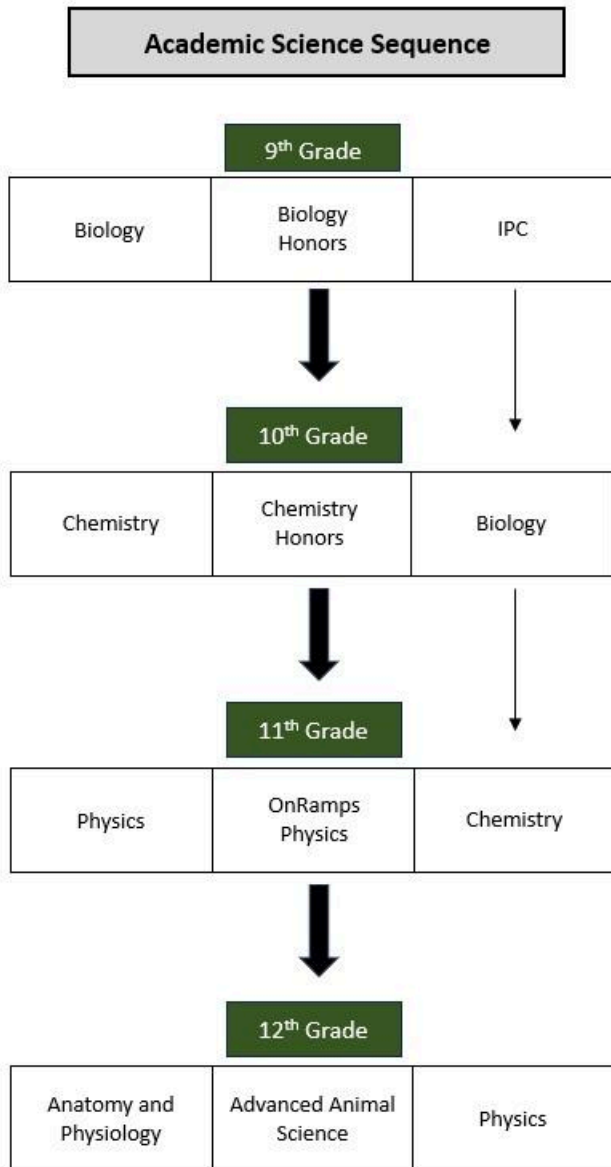
**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** Pre-Calculus

This course covers the topics seen in Calculus AB and provides advanced skills in methods and applications. The course emphasizes a multi-representational approach to calculus. Topics include parametric, polar, and vector functions, application of derivatives, applications of integrals, fundamental theorem of calculus, techniques of antidifferentiation, applications of antidifferentiation, and polynomial approximations, and series. Students who take this course will prepare for the AP Calculus BC Exam in the spring.

# Science

## Course Sequence



# Science Courses

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## **INTEGRATED PHYSICS AND CHEMISTRY (IPC) (7200)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

In Integrated Physics and Chemistry students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy and matter.

## **BIOLOGY (7204)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

This is a general study of living things. Studies of cell biology, genetics, zoology, botany and human biology are included. The use of the scientific method in gathering and processing data is emphasized especially regarding living organisms, their life processes, and their relationship to each other and their environment.

## **BIOLOGY HONORS (7206)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

This course follows the same curriculum as Biology, but centers on higher order thinking skills while studying all biology, genetics, zoology and botany.

## **CHEMISTRY (7207)**

**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Biology

In Chemistry, students conduct laboratory and field 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 characteristics of matter, use of Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

## **CHEMISTRY HONORS (7208)**

**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Biology

This course extends and deepens the topics covered in Chemistry and includes a strong emphasis on laboratory investigations and may include research activities in preparation for advanced science courses.

## **ENVIRONMENTAL SYSTEMS (7215)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Chemistry

Students study a variety of topics that include: biotic and abiotic factors in habit, ecosystems and biomes, interrelationships among resources and an environment systems, sources and flow energy through an environmental system, relationship between carry capacity and changes in populations and ecosystems, and changes in environments.

## **PHYSICS (7209)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Chemistry

In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking, and scientific problem solving. Students use a variety of topics that include: laws of motion; changes within physical systems, and conservation of energy, and momentum forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics.

## **PHYSICS - UT ONRAMPS (7300)**

**Grade:** 11-12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** None

Students will be dual enrolled in this UT course. This dual enrollment, rigorous college level course is organized around the major concepts in Newtonian mechanics including motion, forces, heat, and sound. This course includes technology-based investigations, problem solving, peer instruction and assessments designed by UT physics professors while being taught and also graded by an LHS teacher. Students earn credit in the associated high school course which fulfills Physics credit for graduation and may also earn college hours.

*College Physics is subject to a tuition charge.*

## **EARTH, WIND, AND FIRE - UT ONRAMPS (0000)**

**Grade:** 11-12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** Chemistry

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems – the lithosphere, atmosphere, hydrosphere, and biosphere – interact to form the complex world in which we live. Geoscience is the study of the Earth. In this course, students will study the Earth as integrated science, applying the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require geologic thinking skills to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem-solving skills, as applied to current scientific problems.

*College Physics is subject to a tuition charge.*

## **ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS (9304)**

**Grade:** 11-12



**Credit:** 1.0

**Prerequisite:** Biology

In the Anatomy and Physiology of Human Systems course students conduct in-depth investigations of anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will learn environmental factors that affect the body and how the body maintains homeostasis.

## **ADVANCED ANIMAL SCIENCE (9700)**

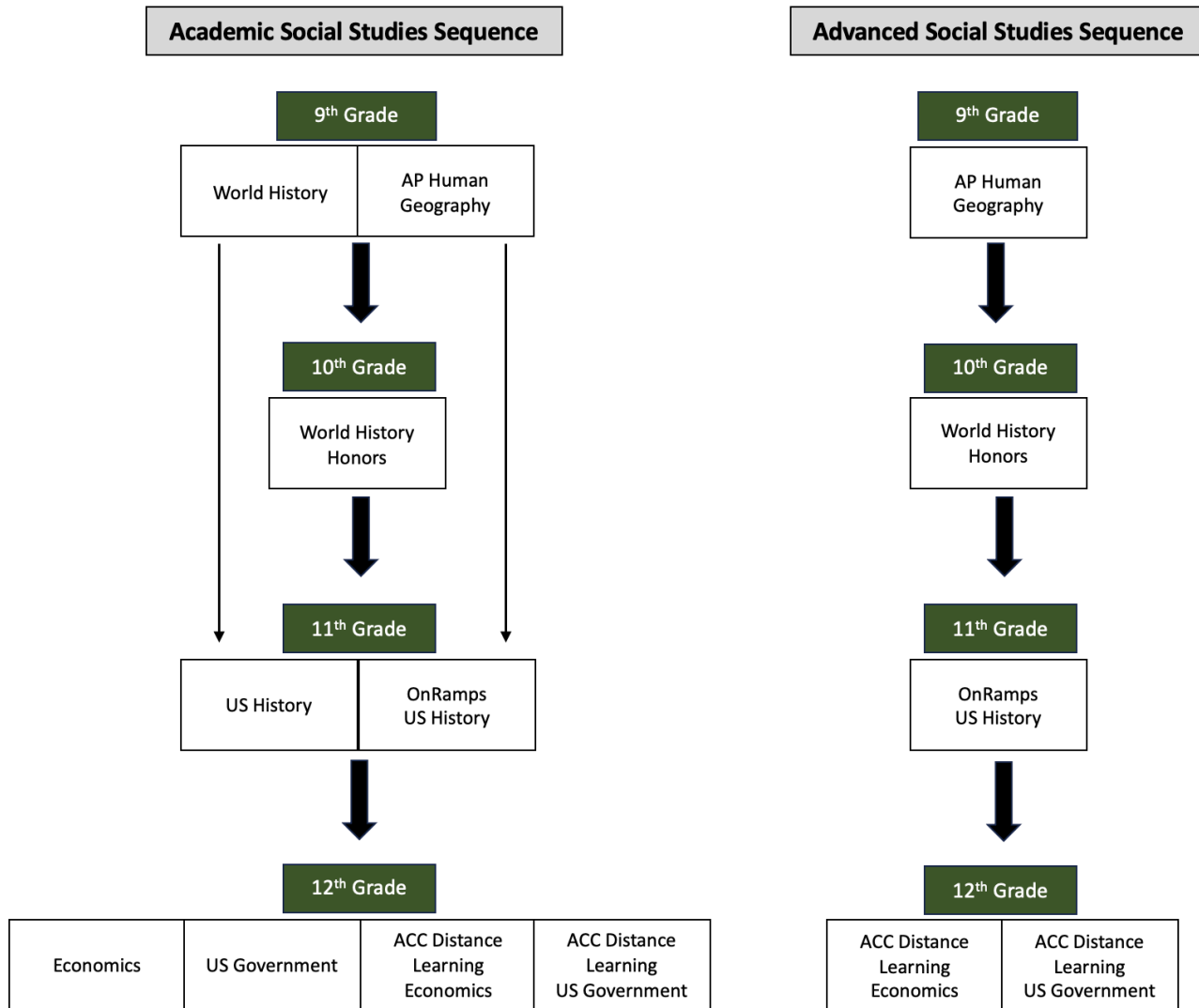
**Grade:** 12

**Credit:** 1.0

**Prerequisite:** 1 Credit from the Ag. Pathway

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

# Social Studies Course Sequence



Students need 3 Social Studies credits to graduate. All students must take US History (1 credit), Economics (0.5 credit), and US Government (0.5 credit). To complete this requirement, students must also take World History and/or AP Human Geography (1 credit) during his/her 9th or 10th grade year.

# Social Studies Courses

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## **AP HUMAN GEOGRAPHY (7118)**

**Grade:** 9-10

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** None

This AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscapes analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

## **WORLD HISTORY (7102)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

This course provides students an overview of the history of humankind. Traditional historical points of reference in World History are identified as students analyze important events and issues from earliest times to the present using primary and secondary source materials, reading and writing skills, technology, and critical thinking.

## **WORLD HISTORY HONORS (7103)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

This course is a general overview of World History from prehistoric through modern times, but with more rigorous coursework.

## **UNITED STATES HISTORY (7100)**

**Grade:** 11

**Credit:** 1.0

**Prerequisite:** World History

This course is a general review of American History from the Reconstruction period (1877) to modern times; however, a brief review of early U.S. history will also be included. Historical content focuses on the political, economic, and social events, and issues related to industrialization and urbanization, major wars, domestic and foreign policies.

## **UNITED STATES HISTORY - UT ONRAMPS (7117)**

**Grade:** 11

**Credit:** 1.0

**College Credit:** 6.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** World History and English II

In these two college American history courses, first and second semester, students study significant themes in US history to uncover the range and depth of the American story. Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate the historical record. These courses survey from the European introduction in the new continent through the Civil War, and the second semester course, considers the post-Civil War era to the end of the 20th century. Exams

include essay questions that require students to craft well-written narratives and arguments that set events in historical context, engage the complexity of cause and consequence, and make connections that reveal the dynamic of change over time. Students will be required to take the US History STAAR-EOC.

*US History OnRamps is subject to a tuition charge. This course is considered two (2) parts, 1301 and 1302, for 3- hours each.*

## **UNITED STATES GOVERNMENT (7105)**

**Grade:** 12

**Credit:** 1.0

**Prerequisite:** US History

This course surveys the American political system beginning with the adoption of the Constitution. The major units include constitutional principles, political parties, and political participation, the legislative, executive, and judicial branches. This course will be paired with Economics.

## **ACC DISTANCE LEARNING: UNITED STATES GOVERNMENT**

**Grade:** 12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** US History

U.S. Government (GOVT 2305) is completed through ACC's online distance learning and scheduled during the regular school day on campus. Students who complete GOVT 2305 will receive high school U.S. Government credit. Students must make at least a 70 to receive high school credit.

*Any college/university distance learning course(s) taken during the spring semester of the student's senior year will not be included in the student's GPA and final class ranking calculations.*

*U.S. Government Distance Learning is subject to a tuition charge. Students interested in pursuing this option must meet with their counselor to determine eligibility for the dual credit class. Students are responsible for registering for this class via ACC's online registration process. This process must be complete before the class begins for the school year.*

## **PERSONAL FINANCIAL LITERACY AND ECONOMICS**

**Grade:** 12

**Credit:** 1.0

**Prerequisite:** US History

This course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision – making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. Through their studies in the Personal Financial Literacy and Economics course, students will gain the ability to lead productive and financially self-sufficient lives.

## **ACC DISTANCE LEARNING: ECONOMICS**

**Grade:** 12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** US History

Students may take and complete one of the following: Principles of Macroeconomics (ECON 2301) or Principles of Microeconomics (ECON 2302) through ACC's online distance learning. The course is scheduled during the regular

school day on campus. Students who complete ECON 2301 or ECON 2302 will receive high school credit. Students must make at least a 70 to receive high school credit.

*Any college/university distance learning course(s) taken during the spring semester of the student's senior year will not be included in the student's GPA and final class ranking calculations.*

**U.S. Government Distance Learning is subject to a tuition charge.** Students interested in pursuing this option must meet with their counselor to determine eligibility for the dual credit class. Students are responsible for registering for this class via ACC's online registration process. This process must be complete before the class begins for the school year.

## **PSYCHOLOGY (8909)**

**Grade:** 11-12

**Credit:** 0.5

**Prerequisite:** None

This course will introduce the student to the science of psychology with emphasis on human behavior. Content of the course will include the study of the facts involved in learning and thinking, intelligence, human development, personality theories, defense mechanisms, abnormal behavior and treatment, and careers in psychology.

## **SOCIOLOGY (8912)**

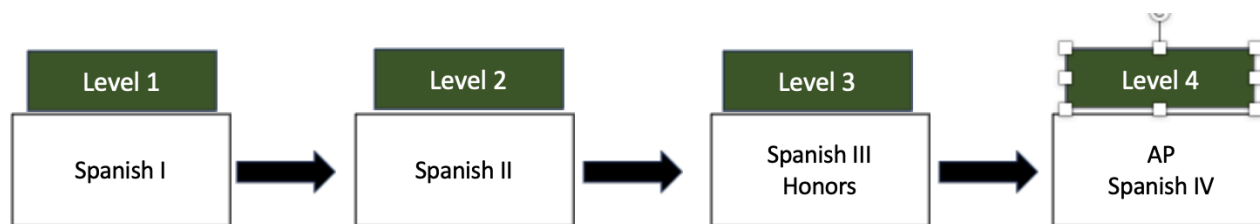
**Grade:** 11-12

**Credit:** 0.5

**Prerequisite:** None

Sociology presents a comprehensive look at group behavior in many cultures, social classes, and communities. It introduces the student to the ways of socialization, showing how both males and females learn culture patterns and social norms as children, adolescents, and adults, is a major focus. The topics of race, ethnicity, poverty, and the role of change are also discussed.

# Languages Other Than English (LOTE) Course Sequence



## Languages Other Than English (LOTE) Courses

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### **SPANISH I (7051)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** None

Students will develop skills and concepts in listening, speaking, reading, and writing Spanish. The course will provide experiences that will result in the knowledge and awareness of the various Spanish-speaking cultures. In addition to the social aspects of the study of language, the study of linguistics, and the utilization of skills as integral components of that study will result in students making generalizations and arriving at interrelationships among languages.

### **SPANISH II (7052)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** Spanish I

This course naturally lends itself to the expansion and reinforcement of the skills, concepts, impressions, and experiences for the essential outcomes presented in the introductory course. There is a major emphasis on the active application of oral proficiency, listening, speaking, reading, and writing skills.

### **SPANISH III HONORS (7053)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Spanish II

The benefits of proficiency in a second language will be explored as preparation for the student's entry into college and for the global realities of our world. Students will enrich their language skills and experiences by the in-depth study of advanced grammar, Spanish-speaking societies and cultures, their literature, and their histories. Included in the curriculum to broaden the student's spectrum of knowledge will be a concurrent study of current events as seen from the perspective of the Spanish-speaking world.

### **AP SPANISH IV: LANGUAGE AND CULTURE**

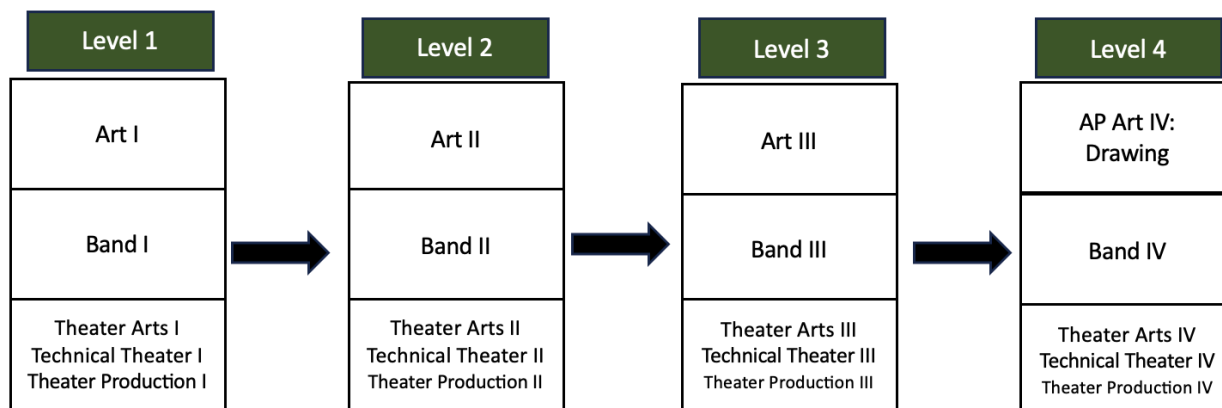
**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Spanish II

This course is designed for students who wish to further improve their speaking and listening abilities, strengthen their reading and composition skills and broaden their knowledge of Hispanic literature and culture. In order to further strengthen speaking and listening proficiency. To improve written expression, the students study and practice the elements of essay writing. To achieve a high level of reading ability, the students read, translate, and analyze selected short stories, poems, and plays. In order to reinforce grammatical concepts, a comprehensive review of grammar (parts of speech) will be undertaken. Students who take this course will prepare for the AP Spanish Exam in the spring.

## Fine Arts Course Sequence



## Fine Art Courses

### ART I (7511)

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

This course covers four basic strands: perception, creative expression/performance, historical, and cultural heritage and critical evaluation. By analyzing artistic styles and historical periods, students develop respect for the traditions and contributions of diverse cultures while experimenting with different media. Students should be in either grade 9 or 10 to enroll in this class.

## **ART II (7512)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** Art I

This course covers four basic strands: perception, creative expression/performance, historical, and cultural heritage and critical evaluation. Art II is a detailed study of the different materials available to the artist and the techniques involved in combination to achieve special effect.

## **ART III (7513)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Art II

Art III is a study of awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through art materials and tools, the understanding and appreciation of self and others through art culture and heritage, and aesthetic growth through visual discrimination and judgment. A Pre-AP portfolio should be the end result. A list of supplies will be required for this class.

## **ART IV (7514)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Art III

Art IV is a study of awareness and sensitivity to natural and man-made environments, inventive and imaginative expression through art materials and tools, the understanding and appreciation of self and others through art culture and heritage, and aesthetic growth through visual discrimination and judgment. A Pre-AP portfolio should be the end result. A list of supplies will be required for this class.

## **AP ART: DRAWING (9708)**

**Grade:** 11-12

**Credit:** 1.0

**College Credit:** 3.0 Hours *\*Students must meet all college/university requirements.*

**Prerequisite:** Art III

The focus of this course is the creation, development, and ultimately, submission of a unique, quality portfolio to the College Board after in-depth exploration of media and completion of drawings which may include paintings, print-making, digital media, collage, and mixed media works. This class is designed for the art student who is seriously interested in immersing him/herself in a practical experience of art, creating a college art portfolio, and possibly considering advanced study of art at the college level. Advanced Placement Studio Art is not based on a written examination; instead students submit portfolios for evaluation in May. The portfolio is structured around a sustained investigation and a group of selected works.

## **BAND**

**BAND I (7501)**

**BAND II (7502)**

**BAND III (7503)**

**BAND IV (7504)**

**Grade:** 9-12

**Credit:** 1.0 credit for each successful completion of the course for a maximum of four credits.



Band is a performing group composed of 9th-12th grade students. This course is designed for those students who have achieved a sufficient mastery of music fundamentals. The class emphasizes public performance at marching, concert, and contest events; participation is mandatory. Students will develop proper instrumental techniques on a specific music instrument.

## **MUSIC INSTRUMENTAL ENSEMBLE**

**MUSIC I (7506)**

**MUSIC II (7507)**

**MUSIC III (7508)**

**MUSIC IV (7509)**

**Grade:** 9-12

**Credit:** 1.0 credit for each successful completion of the course for a maximum of four credits.

Applied music provides advanced band students with the opportunity to further refine their musical skills. Students will be expected to fine tune competition pieces and receive feedback from the director

## **THEATRE ARTS I (7521)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Students are expected to be on their feet, active, engaged, loud and not afraid of being out of their comfort zone.

Theatre I starts every day with a dance or a warm up. Students display mastery of objectives through acting. Theatre I covers theatre history, character development, play writing, mime, improvisation, and produces a play at the end of the semester to be performed after school.

## **THEATRE ARTS II (7522)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** Theatre Arts I

Students are expected to build on previous mastery of Theatre I objectives. Students in Theatre II will focus on improving the students' acting abilities. Students will focus on mime techniques, body control, focus/mental discipline, improvisation, projection and many other aspects of acting. Students will be expected to dance and sing 39 to the best of their abilities. Theatre II is more student centered and student driven when specific projects are concerned. A play at the end of each semester is usually required.

## **THEATRE ARTS III (7523)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Theatre Arts II

Theatre III students should be scheduled the same time as Theatre II. Theatre III students work to lead Theatre II students and act as peer mentors. Theatre III students are expected to meet deadlines on their own as well as help classmates. Theatre III students need to display a serious desire to make Theatre a permanent part of their education. Theatre III students need to have displayed two years of respectful behavior and trust. Theatre III students are rewarded with much influence on class and creative control on projects.

## **THEATRE ARTS IV (7524)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Theatre Arts III

Theatre IV students will complete assignments in college preparatory fashion. Theatre IV students WILL direct a show to be performed at the end of the semester. Theatre IV students may be asked to prepare character development at a professional level and create concepts at an exceptional level of mastery.

## **TECHNICAL THEATRE I (7541)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

This course deals with the non-acting elements of live theatre including development and application of skills and techniques in set construction. The course will also cover the basic theories of design in color, drawing, lighting, costuming, props, and interpretation in stage design.

## **TECHNICAL THEATRE II (7542)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** None

Students in Theatre Tech II are expected to display previous mastery of Tech I concepts with an intention of improvement. Tech II still focuses on costume and set design through Theatre History and script study and NO acting. Tech II students may be asked to sew, build models, or properly set up and break down lighting tree systems. If Tech II is scheduled at the same time as Tech I, Tech II is expected to be the student mentor of any and all Tech I students.

## **TECHNICAL PRODUCTION I (7531)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

Students in Theatre Production do NOT have to complete Theatre I, but it is recommended. (Example: A Freshman with a strong reputation and audition may be placed in Theatre Production based on talent and reputation.) Students in Theatre Production will focus on all objectives and jobs associated with actually producing a Luling High School sanctioned play that will be performed for the fall show in December or UIL-One Act Play. Students will come into Theatre Production with a prior knowledge of what play will be produced. This course requires participation in the fall and/or spring show that you take the class in acting or behind the scenes.

## **TECHNICAL PRODUCTION**

**THEATRE PRODUCTION II (7532)**

**THEATRE PRODUCTION III (7533)**

**THEATRE PRODUCTION IV (7534)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** 1.0 credit for each successful completion of the course for a maximum of four credits.

Students in Theatre Production II and above will be expected to be leaders and maybe the leads of the play. These students have been in Luling High School productions before and can act as references and peer mentors to Theatre Production I students. This course requires participation in the fall and/or spring show that you take the class in acting or behind the scenes

# Physical and Health Education Courses

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## **PHYSICAL EDUCATION: FOUNDATIONS (7601)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

## **HEALTH I (7600)**

**Grade:** 9-12

**Credit:** 0.5

**Prerequisite:** None

This course is designed to help youth develop and sustain health-promoting behaviors throughout their lives. Students will have opportunities to gather, interpret, and apply health information; achieve health literacy; reinforce, foster, and demonstrate positive character traits; and adapt to the ever-evolving science of health. The course supports the development of a healthy self-concept and responsible decision-making.

## **HEALTH II (7603)**

**Grade:** 9-12

**Credit:** 0.5

**Prerequisite:** Health I

Students will be provided with opportunities for researching, discussing, and analyzing personal and community health issues. Learning experiences will be designed to reinforce positive health behaviors that will reduce health risks throughout their lifespan. The objectives of the course will be accomplished with the use of technology, personal portfolios, mentoring, and community service. The students will develop skills necessary to access their own health information and services and will become health literate.

## **LIFETIME FITNESS AND WELLNESS (7601)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

This course offers a current approach for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime goals.

## **LIFETIME RECREATION AND OUTDOOR PURSUITS (7604)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

This course provides opportunities for students to develop lifelong recreational and outdoor pursuit competencies for challenge and enjoyment. Students will participate in a variety of activities that promote physical literacy and respect for nature and the environment.

## **STUDENT ATHLETIC TRAINER (7655)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** Athletic Director and Athletic Trainer Approval

This course is designed to provide in-depth study and application of the components of medicine in the sports industry. It bridges the gap between basic human anatomy, clinical rotations, and athletic injuries. Students will be provided the opportunity to learn foundational knowledge that will be useful in pursuit of careers in the medical field. Students will study and apply concepts that include prevention, recognition, evaluation, management, rehabilitation, and immediate care of athletic injuries. This course is in concurrence with the athletic period.

## **ATHLETICS**

**GIRLS ATHLETICS I (7621)**

**BOYS ATHLETICS I (7611)**

**GIRLS ATHLETICS II (7622)**

**BOYS ATHLETICS II (7612)**

**GIRLS ATHLETICS III (7623)**

**BOYS ATHLETICS III (7613)**

**GIRLS ATHLETICS IV (7624)**

**BOYS ATHLETICS IV (7614)**

**Grade:** 9-12

**Credit:** 1.0 credit for each successful completion of the course for a maximum of four credits.

**Prerequisite:** Athletic Director and Athletic Trainer Approval

Students may be enrolled in only one section during the regular school day for practice of inter-competitive athletics and for programs for whole body conditioning, training, and other activities in one or more sports. Students who enroll in an athletic class will be subject to removal and placed in alternate class for the remainder of the semester if they do not meet the athletic standard required for participation on a competitive team. All students must pass a physical examination each year of athletics and complete all other appropriate forms. Athletic classes meet every day

## **Other Electives**

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### **PATH-COLLEGE/CAREER I (8001)**

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** Counselor Approval

The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.

### **MEDICAL TERMINOLOGY (9301)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Biology

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.

## **JOURNALISM (9014)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Teacher approval and Principles of Audio/Video

Yearbook is open to students classified as a Junior or Senior and requires student application and teacher approval. Computers are a must, as well as an eye for design, color, and photography. Yearbook students should have a good command of the English language with good writing skills and an above average grade in previous English core classes. Students interested in Yearbook must be a leader as well as a team player. He/she must be self motivated, responsible, able to meet deadlines, willing to collaborate and coordinate with peers and student leaders, able to take constructive criticism, and willing to make Yearbook a top priority. Some travel for school events and Yearbook coverage will be required.

## **CREDIT RECOVERY (9014)**

**Grade:** 11-12

**Prerequisite:** Counselor Approval

Students enrolled in the Eagle Success Program will take a course or courses on a TEKS based online computer program in order to regain credit for a needed class. Students should complete the required class(es) assigned to them during the scheduled class period and semester. Students may have to put in extra time in order to finish by the end of the semester if they are behind on their credits or lessons. If a student fails both semesters of class prior to credit recovery, he/she may have to retake the course in the traditional classroom setting.

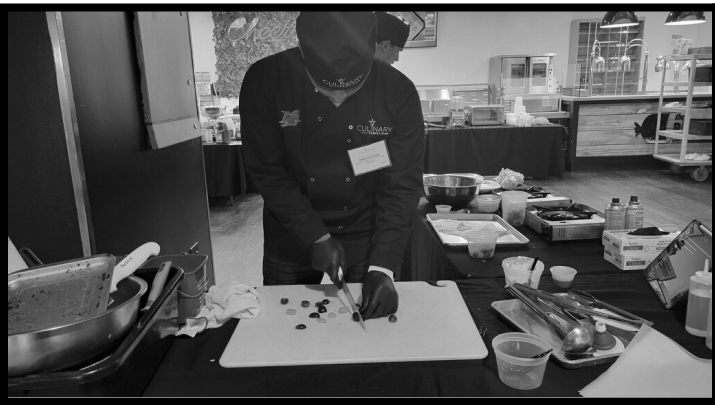
## **DISTANCE LEARNING - ACC (8599)**

**Grade:** 11-12

**Prerequisite:** Counselor approval and complete ACC admission process

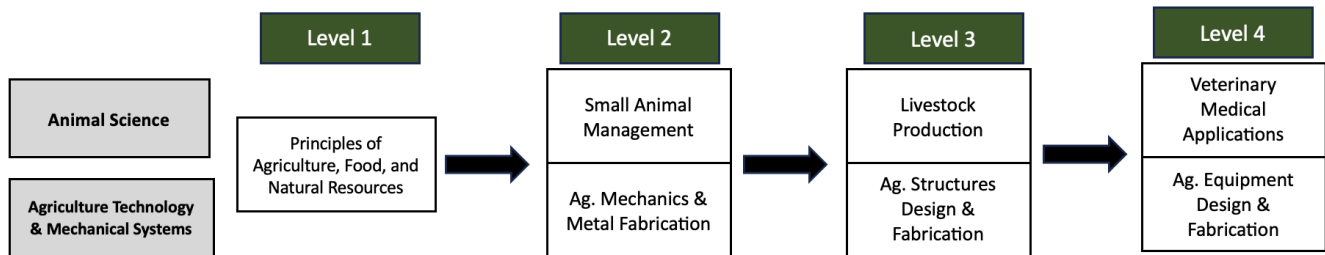
Students currently accepted into ACC and have met the required TSI assessment requirements may enroll in college classes for dual credit or concurrent credit through the Early College Start program. See the counselor for more information.

# CAREER AND TECHNICAL EDUCATION (CTE)



# Agriculture, Food, and Natural Resources

## Course Sequence



## Agriculture, Food, and Natural Resources Courses

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### PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES (9201)

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### SMALL ANIMAL MANAGEMENT (9026)

**Grade:** 10-12

**Credit:** 0.5

**Prerequisite:** Principles of AFNR

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

### EQUINE SCIENCE (9050)

**Grade:** 10-12

**Credit:** 0.5

**Prerequisite:** Principles of AFNR

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

### AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES (9202)

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of AFNR

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.

## **LIVESTOCK PRODUCTION (9205)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of AFNR

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

## **AGRICULTURAL STRUCTURES DESIGN AND FABRICATION (9203)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Principles of AFNR

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, 43 and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

## **VETERINARY MEDICAL APPLICATIONS (9021)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Small Animal Science

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

## **AGRICULTURAL LABORATORY AND FIELD EXPERIENCE (9610)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of AFNR. Course to be offered concurrently with an advanced Ag. course requiring extended time. Several of the Advanced Agriculture courses require a laboratory experience that is to be offered concurrently in order to offer extended time to develop advanced concepts. This is that lab course.

## **AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION (9216)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Agricultural Structures Design and Fabrication

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural equipment design and fabrication. Students explore career opportunities, entry requirements,



and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

### **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES (9210)**

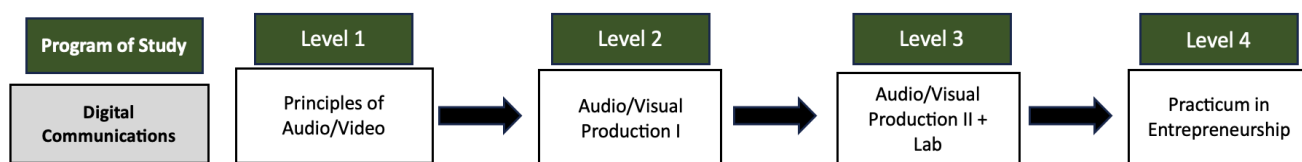
**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Teacher approval and minimum of one credit from the courses in AFNR cluster.

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

## **Arts, Audio/Video Technology and Communication Course Sequence**



## **Arts, Audio/Video Technology and Communication Courses**

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### **PRINCIPLES OF ARTS, AUDIO/VIDEO AND COMMUNICATION (9017)**

**Grade:** 9-11

**Credit:** 1.0

**Prerequisite:** None

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 (9612)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of Arts, Audio/Video and Communication

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects. Materials and supplies fees may be required.

## **AUDIO/VIDEO PRODUCTION II (9613)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of Arts, Audio/Video and Communication

Students will work on several audio and/or video productions created for television, cable television, education, radio, entertainment, business and/or industry. Students may concentrate on specific areas of interest such as videography, video editing, film editing, audio recording, audio mixing, sound reinforcement, sound design, dialog editing, lighting, directing, producing, still or animated computer graphics, special effects, voice talent, on-camera talent, production management and camera operation. Students will create a portfolio of work.

## **PRACTICUM IN ENTREPRENEURSHIP (9034)**

**Grade:** 12

**Credit:** 2.0

**Prerequisite:** Audio/Video Production II

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee.

## **PRACTICUM IN AUDIO/VISUAL DESIGN (9612)**

**Grade:** 10-12

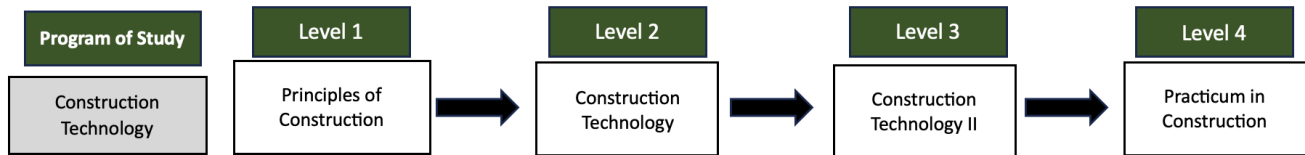
**Credit:** 1.0–2.0

**Prerequisite:** Principles of Arts, Audio/Video and Communication

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, 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 increasing understanding of the industry with a focus on applying production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

# Architecture and Construction

## Course Sequence



## Architecture and Construction Courses

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### PRINCIPLES OF CONSTRUCTION (9900)

**Grade:** 9-12

**Credit:** 1.0

**Prerequisite:** None

Principles of Construction provides an overview of 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. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking; Information Technology Applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.

### CONSTRUCTION TECHNOLOGY I (9004)

**Grade:** 10-12

**Credit:** 2.0

**Prerequisite:** Principles of Construction

In Construction Technology, students gain knowledge and skills specific to those needed to enter the workforce 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 TECHNOLOGY II (9022)

**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Construction Technology I

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

## PRACTICUM IN CONSTRUCTION TECHNOLOGY (9906)

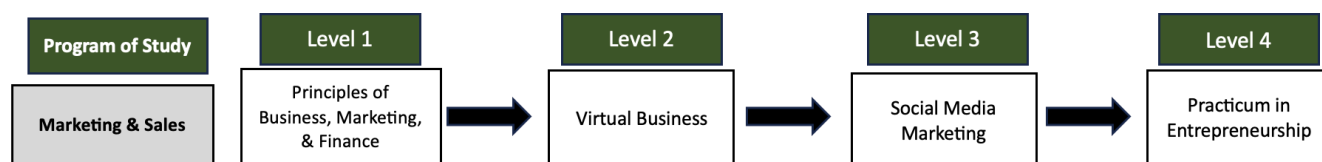
**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Construction Technology II

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. 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.

## Marketing and Sales Course Sequence



## Business Courses

### PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE (9006)

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

### BUSINESS MANAGEMENT (9032)

**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Principles of Business, Marketing, and Finance

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

### VIRTUAL BUSINESS (9033)

**Grade:** 10-11

**Credit:** 0.5

**Prerequisite:** None

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 legal issues associated with a virtual business.

### **SOCIAL MEDIA MARKETING (9035)**

**Grade:** 10-11

**Credit:** 0.5

**Prerequisite:** None

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

### **PRACTICUM IN ENTREPRENEURSHIP (9035)**

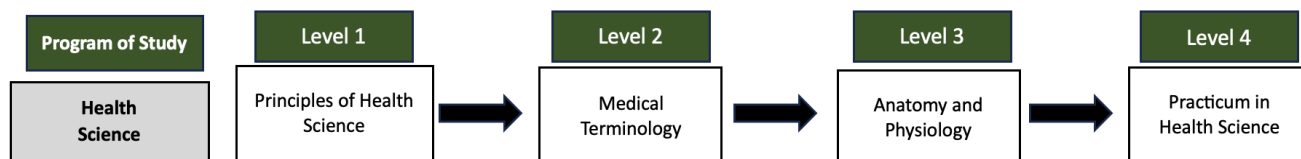
**Grade:** 12

**Credit:** 2

**Prerequisite:** None

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee.

## **Health Science Course Sequence**



## **Health Science Courses**

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### **PRINCIPLES OF HEALTH SCIENCE (8816)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

### **MEDICAL TERMINOLOGY (9301)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of Health Science

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.

### **ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS (9304)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Biology

In the Anatomy and Physiology of Human Systems course students conduct in-depth investigations of anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. Students will learn environmental factors that affect the body and how the body maintains homeostasis.

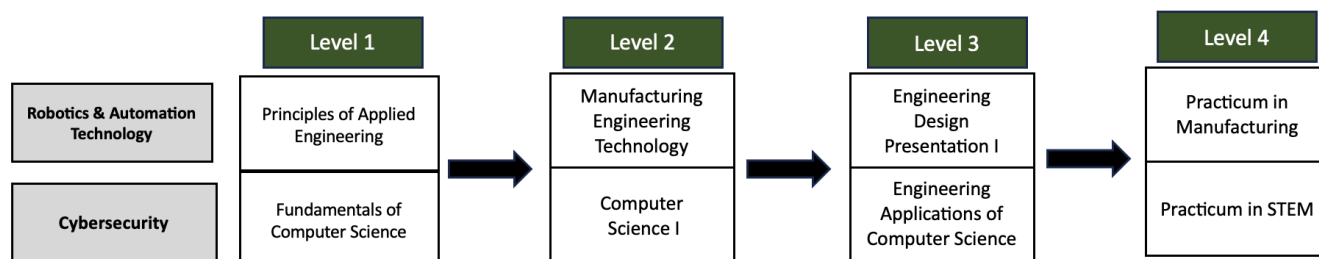
### **PRACTICUM IN HEALTH SCIENCE (9614)**

**Grade:** 12

**Credit:** 2.0

**Prerequisite:** Biology, Medical Terminology, and Anatomy and Physiology This course is designed to give students practical application of previously studied knowledge and skills. This certification program is designed to prepare students for post-secondary education and will serve as a bridge to their desired career in the medical field.

## **Science, Technology, Engineering, and Mathematics (STEM) Course Sequence**



# Science, Technology, Engineering, and Mathematics (STEM) Courses

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## **PRINCIPLES OF APPLIED ENGINEERING (9615)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

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.

## **FUNDAMENTALS OF COMPUTER SCIENCE (9140)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems.

## **MANUFACTURING ENGINEERING TECHNOLOGY (9627)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of Applied Engineering

This course will explore the technology of manufacturing common goods. Robotic processes will be explored and material science will be studied. 3D printing and CNC routing will be utilized.

## **COMPUTER SCIENCE I (9121)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Fundamentals of Computer Science

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course.

## **ENGINEERING DESIGN AND PRESENTATION I (9008)**

**Grade:** 10-12

**Credit:** 1.0

**Prerequisite:** Principles of Applied Engineering

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.

### **ENGINEERING APPLICATIONS OF COMPUTER SCIENCE (9029)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Fundamentals of Computer Science

Engineering Applications of Computer Science Principles (EACSP) engages students in computational thinking and design thinking to solve human-centered, technically challenging projects at the intersection of engineering and computer science.

### **PRACTICUM IN STEM (9731)**

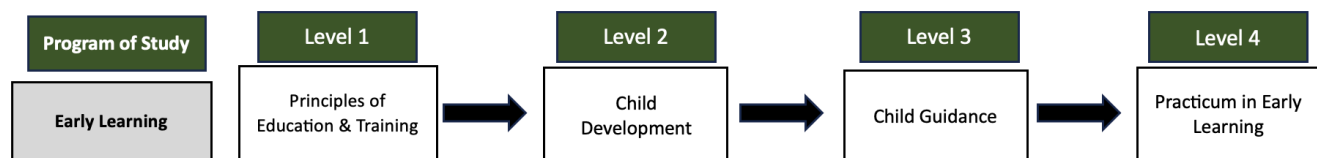
**Grade:** 12

**Credit:** 2.0

**Prerequisite:** Engineering Design and Presentation I

Practicum in STEM is designed to give students supervised 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

## **Education and Training Course Sequence**



## **Education and Training Courses**

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### **PRINCIPLES OF EDUCATION AND TRAINING (1234)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

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.

### **CHILD DEVELOPMENT (9123)**



**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Principles of Education and Training

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

### **CHILD GUIDANCE (9124)**

**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Child Development

Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

### **PRACTICUM IN EARLY LEARNING (9125)**

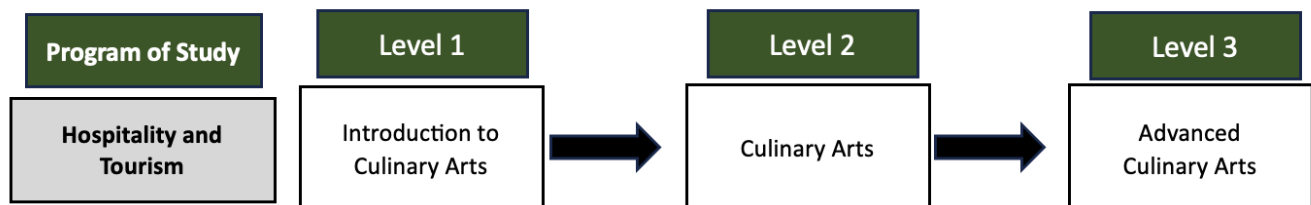
**Grade:** 12

**Credit:** 2.0

**Prerequisite:** Child Guidance

Practicum in Early Learning is a field-based internship that provides students background knowledge of child development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood and exemplary educators in direct instructional roles with elementary-school-aged students.

## **Hospitality and Tourism Course Sequence**



## **Hospitality and Tourism Courses**

### **INTRODUCTION TO CULINARY ARTS (9704)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

### **CULINARY ARTS (9709)**

**Grade:** 10-11

**Credit:** 2.0

**Prerequisite:** Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

### **ADVANCED CULINARY ARTS (9110)**

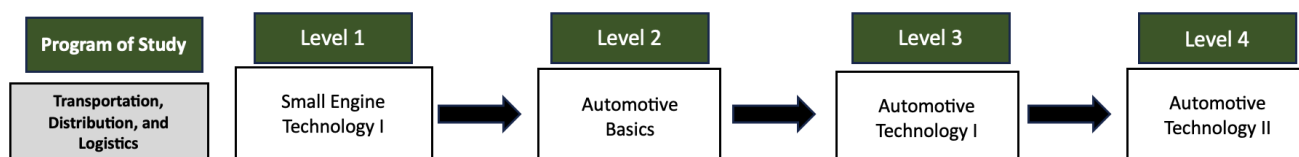
**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Culinary Arts

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

## **Transportation, Distribution, and Logistics Course Sequence**



## **Transportation, Distribution, and Logistics Courses**

### **SMALL ENGINE TECHNOLOGY I (9713)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Small Engine Technology I include knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course

is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities

### **AUTOMOTIVE BASICS (9710)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

### **AUTOMOTIVE TECHNOLOGY I**

**Grade:** 10-11

**Credit:** 2.0

**Prerequisite:** Small Engine Technology

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

### **AUTOMOTIVE TECHNOLOGY II**

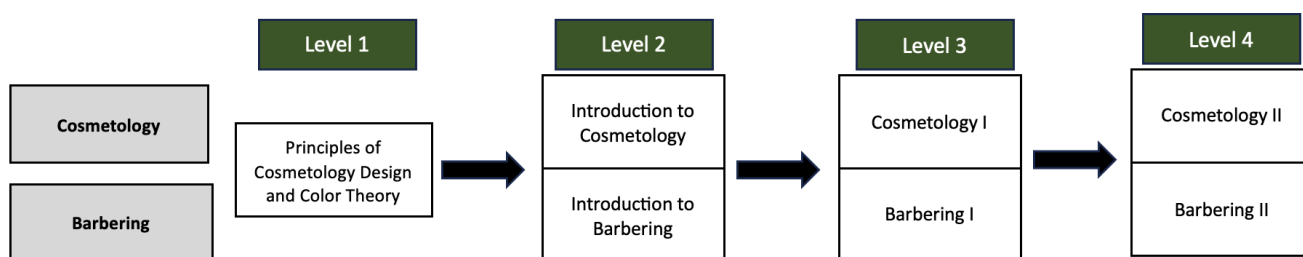
**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Automotive Technology I

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

## **Human Services Course Sequence**



## Human Services Courses

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### PRINCIPLES OF COSMETOLOGY DESIGN AND COLOR THEORY (9628)

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in the laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers.

### INTRODUCTION TO COSMETOLOGY (9616)

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** Principles of Cosmetology Design and Color Theory

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

### INTRODUCTION TO BARBERING (9630)

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** Principles of Cosmetology Design and Color Theory

In Introduction to Barbering, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

### COSMETOLOGY I (9625)

**Grade:** 10-11

**Credit:** 2.0

**Prerequisite:** Introduction to Cosmetology

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.

## **BARBERING I (9631)**

**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Introduction to Barbering

In Barbering I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instruction sequence course designed to provide job-specific training for employment in barbering 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.

## **COSMETOLOGY II (9626)**

**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Cosmetology I

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

## **BARBERING II (9632)**

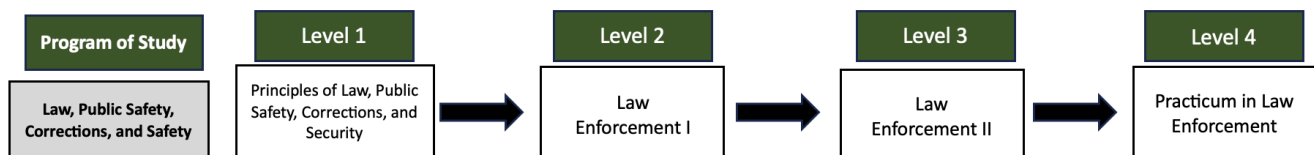
**Grade:** 11-12

**Credit:** 2.0

**Prerequisite:** Barbering I

In Barbering II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

# **Law, Public Safety, Corrections and Security Course Sequence**



# Law, Public Safety, Corrections and Security Courses

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## **PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY (9997)**

**Grade:** 9-10

**Credit:** 1.0

**Prerequisite:** None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

## **LAW ENFORCEMENT I (9706)**

**Grade:** 10-11

**Credit:** 1.0

**Prerequisite:** Principles of Law, Public Safety, Corrections, and Security

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels, the U.S. legal system, criminal law, and law enforcement terminology and the classification and elements of crime.

## **LAW ENFORCEMENT II (9716)**

**Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Law Enforcement I

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

## **PRACTICUM IN LAW ENFORCEMENT (9717)**

**Grade:** 12

**Credit:** 2.0

**Prerequisite:** Law Enforcement II

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course will prepare students to pass the IAED Emergency Communication Certification. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.