School of Science and Technology

HIGH SCHOOL

PROGRAM GUIDE


2018 – 2019

SST - SAN ANTONIO
1450 NE LOOP 410,
San Antonio, TX 78209
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Mission

SST drives academic and socio-emotional development through a rigorous college preparatory, STEM-based learning model.

SST’s model is anchored on 21st century skills, embraced by a character building approach, and delivered in an enriching, safe, and student centered learning environment.
Non-discrimination in Career and Technical Education

Programs Policy

SST Schools offers support to school district for career and technical education programs in Arts, Audio/Video Technology, Communications; Health Science; Human Services; Information Technology; Science, Technology, Engineering, and Mathematics. Admission to these programs is based on enrollment in SST Schools.

It is the policy of SST Schools not to discriminate on the basis of race, color, national origin, sex or handicap in its CTE 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.

It is the policy of SST Schools not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

SST Schools will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Halil CELIK, and/or the Section 504 Coordinator, Yvette ALVAREZ, at 4241 Woodcock Dr. #206, San Antonio, TX 78228, Phone: 210-530-8366
Section I: SST - College Ready

Introduction

Founding members of SST Schools believe that excelling in math and science prepares youth to succeed in college, the workplace, and the 21st century. SST schools demonstrate that, with a high-quality program and the right social and emotional supports in place, all students, regardless of racial or economic background, can achieve outstanding results.

At SST, students are expected to master their subjects, and every SST student graduates college-ready. Our high school program is designed to provide each student with the essential elements of a college prep education, along with opportunities to engage in the exploration of intense study within particular fields of interest.

Through the following components, every SST student will attain skills and abilities that are necessary to be successful in college and beyond.

Rigorous Curriculum

SST offers rigorous and relevant coursework with a heavy emphasis on STEM courses. Middle and high school curriculum and programs are designed to prepare students for college level coursework.

College Geared Coursework (4x4 Plan)

SST’s high school program is designed to ensure acceptance, enrollment, and success in four year colleges/universities and requires the 4x4 course-by-credit plan for all students. Students are expected to successfully complete four full-year courses in each of the four core subjects - English, Mathematics, Science, and Social Studies.

Progress Monitoring with Ongoing Assessment and Personalized Support

SST educators have necessary tools to monitor academic progress of each student and to adjust instructional strategies to better meet students' needs. Based on ongoing assessment and data analysis, personalized learning opportunities and individualized need-based support will be provided to every student in order to achieve their college and career goals.

College and Career Counseling Support for Students

Our goal is to guide every SST student in preparing for and achieving his or her postsecondary goals and aspirations. College counselor/s provide individualized support for each student in the five areas of college and career readiness:

- Personal Readiness
- Academic Readiness
- Career Readiness
- College Admissions
- Financial Aid and Scholarships
Student Expectations and Commitment

At SST, all students are expected to:
- Receive a college-readiness label with an eligible test score by the end of junior year (see Table 1)
- Complete the 4x4 graduation plan
- Receive acceptance to a four-year college or university

Table 1: College Readiness Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Combined Score</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>N/A</td>
<td>350 or above</td>
<td>351 or above</td>
<td>A placement score of at least 340, and an essay score of at least 4, or a placement score of less than 340, and an ABE Diagnostic level of at least a 4, and an essay score of at least 5</td>
</tr>
<tr>
<td>SAT</td>
<td>1070</td>
<td>Min. 500</td>
<td>Min. 500</td>
<td>N/A</td>
</tr>
<tr>
<td>(Math &amp; Reading)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New SAT</td>
<td>N/A</td>
<td>Min. 530</td>
<td>Min. 480</td>
<td>N/A</td>
</tr>
<tr>
<td>ACT</td>
<td>23</td>
<td>Min. 19</td>
<td>Min. 19</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Exceptions may apply to students receiving Special Education services.

College Readiness Monitoring

SST implements College Board’s College Readiness Benchmarks and Texas Success Initiative (TSI) Assessments to track the academic readiness of students. Students who meet minimum expected scores for each grade level are on target to be college ready.

College Board’s SAT Benchmark System

SST utilizes the College Board’s SAT Benchmark system (PSAT/SAT) to monitor the progress of each student toward college readiness goals. Beginning in 8th grade, students take College Board tests every year in the fall semester. Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data. The benchmark indicates that students who earn that score or higher have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area. These score reports will inform decisions on
- course enrollment and graduation plans
- intervention needs of each student (individual plans)
- instructional resources and curricular enhancements

Below is each grade level’s minimum score expectation for Math and Evidence based Reading and Writing sections.
Table 2: Minimum grade level scores to be a “College Track” student:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment</th>
<th>Point Scale</th>
<th>Math</th>
<th>Evidence Based Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>PSAT 8/9</td>
<td>120-720</td>
<td>430</td>
<td>390</td>
</tr>
<tr>
<td>9th</td>
<td>PSAT 8/9</td>
<td>120-720</td>
<td>450</td>
<td>410</td>
</tr>
<tr>
<td>10th</td>
<td>PSAT 10</td>
<td>160-760</td>
<td>480</td>
<td>430</td>
</tr>
<tr>
<td>11th</td>
<td>PSAT/ NMSQT</td>
<td>160-760</td>
<td>510</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>SAT</td>
<td>200-800</td>
<td>530</td>
<td>480</td>
</tr>
</tbody>
</table>

Note: ACT-SAT concordance chart will be used for student who has ACT scores.

Texas Success Initiative (TSI) Assessment

The TSI Assessment is a program designed to help colleges determine if a student is ready for college-level coursework in the general areas of reading, writing, and mathematics. SST schools are TSI centers and administer the test a few times each year. There is no grade level expectation for the TSI test. Students who get a college readiness score as shown in the table below may enroll into dual credit courses at any grade in high school to receive college credits.

Table 3: Expected TSI scores to be a “College Track” student:

<table>
<thead>
<tr>
<th>Math</th>
<th>Critical Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>350</td>
<td>351</td>
<td>5 + on essay OR 363-390 reading with 4 on essay</td>
</tr>
</tbody>
</table>

Intervention for College Readiness

SST intervention programs are designed at each grade level to ensure that students are on the college readiness track. SST has an ongoing benchmarking system to monitor the progress of each student. Then, assessment data is used to develop an individualized learning plan for each student.

Students are placed into an appropriate Math and ELA lab class in addition to their main Math and ELA course at each grade level. The labs are intended to prepare students for EOC, TSI, and SAT tests. Students who did not reach the college readiness score by the end of their junior year will enroll into the TSI lab class senior year in order to achieve the college readiness score before they graduate. Additional lab classes do not count toward state credit requirements for graduation. Students will receive local credits for those courses, and grades are calculated as a part of the GPA and class rank (see local credits in section II.)
During lab classes, students are enrolled into a remedial online course through a software program. The students are expected to work on the individualized learning path and teachers monitor each student’s progress.

While students are working within software, teachers pull 4-6 students to provide feedback and additional support on specific learning objectives using assessment data. Benchmark tests will be administered in lab classes to see the progress of students and feed the small group instruction in terms of data. Teachers use this time to work with students over missed test items, reteach objectives, and offer further guided practice in areas students have yet to master.
Section II: General Information

Attendance

Attendance Requirements to receive credit for a course:

1. State law mandates that a student must be in attendance for 90% of the time a class in session to receive credit.
2. The Attendance Committee will make the ultimate decision whether or not the student receives credit in a class.
3. Dual Credit students must meet the attendance requirements set by the local campus.
4. ARD and 504 committees may be considered as an attendance committee for students with disabilities.

Minimum Course Load

All students are required to enroll in eight classes (or equivalent) per semester.

EXCEPTIONS:

1. Senior students enrolled in off campus Dual Credit courses can take the last period off in their high school schedules. College course schedule verification and counselor/administrator approval is required.
2. Senior students who are on track their graduation credit requirements and are enrolled in at least 15 College Credit Hours (including Dual Credit and AP courses), may be granted Independent Study classes. Counselor/administrator approval is required.

Student Classification

Freshman (9th) – must have been promoted from the 8th grade.
Sophomore (10th) – must have satisfactorily completed 6 credits.
Junior (11th) – must have satisfactorily completed 12 credits.
Senior (12th) – must have satisfactorily completed 18 credits by the beginning of the fall semester of the school year in which the student expects to graduate.

How to Earn Credits

Courses vary from one to two semesters in length. Students can earn a half credit for each semester course and a whole credit for a year-long course*. Students earn credits when they pass their courses with the minimum of 70% average and meet 90% attendance requirement.

Each semester stands alone. Semesters are not averaged together except in cases of student progression plan.

*exceptions may apply to certain courses
NEW for 2018-2019

Any course taken outside of SST system without campus administration approval don’t receive points towards GPA calculation. Students are expected to consult with counselors before enrolling any course outside of SST Schools. A local campus may not award high school credit for courses taken without campus approval.

Summer Courses

All high school credit courses -including dual and online (excluding credit recovery purposes*) - taken outside of SST High School in summer are awarded credit but don’t receive points on the GPA scale.
*Both attempted credits (failed and recovery) will receive points on the GPA.

Progression Plan

A high school student who fails the first semester of any core course with a grade no lower than 60, but who passes the second semester of the course, may receive credit if the average of the two semesters results in a grade of 70 or above.

The following are ways a student can earn credit:

- A course is taken as a part of the student’s high school schedule
- A Dual Credit college course - approved by counselor - is taken for high school credit and college credit (must be one of the approved courses listed on the dual credit list-- refer to the Dual Credit programs, Section IV.)
- Through a Credit-by-Exam (CBE) or Exam for Acceleration (EA) offered through the UT Austin or Texas Tech University, AP Exam, or CLEP exam (College Level Examination Program)
- Online courses - approved courses through accredited online course providers
- Summer School Opportunities

Students and parents assume the responsibility for registering for, and completing courses attempted. Students and parents assume the cost of taking courses outside of their regular high school schedule.

Students must communicate with a counselor for information regarding alternate methods of acquiring credits before signing up for any course.

Repeating a Course

The following guidelines apply if a student wants to repeat a course in which credit has been earned:

- No additional credit is earned when a course is repeated.
- Students who have already earned a credit for specific high school course cannot repeat the course to pull up her/his GPA.
High School Credits in Middle School

By Texas Administrative Code (TAC) §74.26. (b), districts may offer courses designated for Grades 9-12 in earlier grade levels. Students in middle school may be given high school graduation credit for passing courses offered in middle school that are aligned with the Texas Essential Knowledge and Skills for each course. Credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100 (TAC §74.26. (c)).

Credits obtained in middle school will not be included in the GPA calculation and class rank.

Schedule Changes

Students must choose their courses carefully and with the advice of their counselor and parents to minimize the need for a change. The master schedule is built to accommodate the classes originally chosen by the student. A copy of the courses requested will be provided to the students at the end of the school year. Any course request changes for the following school year must be made before the end of the spring semester. Parents of 8th grade students will have opportunities to receive assistance with course registration. Parents are strongly encouraged to attend one of the help-sessions or schedule an appointment with the middle school counselor.

Schedule changes based on teacher, elective, or section preferences will not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, balance class sizes, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons.

Dropping a Class

- Changes requested after the Course Plan has been submitted will be made only for the following reasons per counselor approval:
  - A Senior needs to make up deficient graduation credits
  - A student received an failing grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements
  - A student is in the incorrect course level
  - A course requested will not be offered due to budgetary restraints or low class size
  - A student completed a course credit at summer school
- During the first 15 school days of class, students may request a schedule change according to the following guidelines:
  - Level changes can be requested by students and parents based on availability (grades from the dropped upper level course will be carried into the added lower level course)
  - Placement recommendation based on academic performance
- Medical/health issues require adjustment in schedule
- Course needed for graduation or college eligibility requirements

**Campus Advanced Academics Placement Committee (AAP)**

Each SST campus should develop Campus Advanced Academics Placement Committee (AAP) which is made up of teachers and administrators. This committee finalize course enrollment decisions about the AP, Pre-AP, PLTW and Dual Credit courses. **Campus AAP Committee** ultimately implements and enforces college level course enrollment policies and regulations. SST central office provides a guide for campuses to use for AP/Pre-AP enrollment. AAP committee may revise this guide for their local needs. (Refer to AP/Pre-AP Campus Guide).

**Grading Scale, Class Ranking, GPA**

**Grade Calculation**

A student’s Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student’s GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in-state schools.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>“Excellent”</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>“Above Average”</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>“Average”</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
<td>“Below Average”</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>“Failing”</td>
</tr>
</tbody>
</table>

**Table 4-A: Grade to Letter Conversion Table for Dual Credit Courses**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98</td>
<td>C</td>
</tr>
<tr>
<td>A</td>
<td>95</td>
<td>C-</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
<td>D+</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
<td>D-</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
<td>F</td>
</tr>
<tr>
<td>C+</td>
<td>79</td>
<td>0</td>
</tr>
</tbody>
</table>

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Course Weight
A student’s Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student’s GPA.

Table 4-B: Course Weight

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Advanced Placement (AP) / Dual Credit (DC)</th>
<th>Pre-AP</th>
<th>On-Level Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100+</td>
<td>4.5</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
<td>2.0</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: Grades earned before 2016-2017 school year and course weights will stay same in the transcripts. Project Lead the Way (PLTW) courses will be weighted as AP/DC level course for certified campuses and other PLTW courses will be considered as a Pre-AP level.

Senior Class Rank
SST High Schools are non-ranking schools and only rank students within the top 10%, or if it is for the benefit of the student. A class rank indicates how a student's grades compare with those of other students in his/her class.

All courses recorded on the Academic Achievement Record (high school transcript) shall count toward Grade Point Average (GPA) and class rank, using the grades received. Class rank is determined by the weighted grade point average (GPA) of all high school credit courses taken through the end of the eighth semester. Rank for honor graduation status (valedictorian / salutatorian) is determined by the GPA through the end of the first semester of the senior year.

Estimated class rankings are to be determined at the end of the junior year, and the first semester of the senior year for the express purpose of college entrance requirements. A final calculation of GPA and class rank is determined at the completion of the senior year and will be reflected on the final transcript.

A student with a disability who has completed four years of high school, but not graduating and is continuing to receive special education and related services from the school district, is permitted to participate in the graduation ceremony with classmates. The student is entitled to a certificate of completion as part of the graduation
ceremony, but must receive a regular high school diploma when formal schooling ends.

To be eligible for all senior class ranking students must be enrolled for their junior and senior years in the same high school, and graduate in no fewer than eight regular semesters.

**Graduation Ceremony**

Students completing the SST High Schools and State of Texas requirements for graduation will be granted a high school diploma. SST annually sponsors a graduation ceremony for students who have completed requirements established by both the SST and the State. Students who have not completed requirements may participate in graduation ceremony with an approval from principal and receive a certificate of attendance. Even if the student participates in graduation ceremony to receive the certificate of attendance, he or she may remain enrolled to complete the SST requirements and earn his and her high school diploma; however, the student will only be allowed to participate in graduation ceremony. Ordering graduation cap and gown, announcements, or other senior memorabilia does not guarantee a student’s participation in graduation ceremonies. Graduation announcements are not invitations to the graduation ceremony. If a student does not attend and does not participate in the graduation ceremony practice, the student is ineligible to participate in the SST Graduation ceremony.

**Attention Juniors**

Credits earned during the summer following the junior year will be entered to the junior year course lists and be counted in the overall GPA and ranking computations. Any credits received after September 1st will be entered to the senior course list and will not affect the ranking submitted to colleges during the fall semester of the senior year. It is students’ responsibility to ensure summer credits are submitted on time and properly entered to their course lists.

**Eligibility for Automatic College Admission**

Explanation of Eligibility for Automatic College Admission under the Automatic Admission policy (Texas Education Code §51.803):

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

1. earn a grade point average in the top 10 percent* of his/her high school graduating class,
2. graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
3. earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance (starting from Class of 2018) OR successfully complete the requirements for the Recommended High School Program (RHSP) OR the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) OR satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam OR earn a score of at least 1,500 out of 2,400 on the SAT college
entrance exam, and

4. Apply for admission to a state college or university within the first two school years after graduation from high school.

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

Curriculum Requirements
No later than the end of a student's junior year in high school, his or her official transcript should indicate whether the student has satisfied or is on schedule to satisfy the requirements for the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance (starting with the Class of 2018), RHSP or DAP. Students who are unable to satisfy the curriculum requirements for graduation because the courses necessary to complete the requirements are unavailable as a result of course scheduling, lack of enrollment capacity, or another cause not within the student's control, are considered to have satisfied the requirements of the relevant program. In such cases, the student must have successfully completed the portions of the graduation requirement curricula that were available and the student's official transcript or diploma must indicate this.

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

*The University of Texas at Austin
Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. The University has determined that it will automatically admit all eligible 2018 summer/fall freshman applicants who rank within the top 7% of their high school graduating classes, with remaining spaces to be filled through holistic review. Even applications from students who are automatically admissible are subject to holistic review to determine the major to which the applicant will be admitted.
Cum Laude System

SST High Schools recognize at graduation those students with weighted GPAs at or above specific benchmarks. Benchmarks may require occasional adjustments as changes in curriculum dictate. Currently, graduates are recognized as follows:

<table>
<thead>
<tr>
<th>Table 5: Cum Laude System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summa Cum Laude</strong></td>
</tr>
<tr>
<td><strong>Magna Cum Laude</strong></td>
</tr>
<tr>
<td><strong>Cum Laude</strong></td>
</tr>
</tbody>
</table>

Transfer Students

A student transferring into the district from a public school or a regionally/nationally accredited institution will receive the numerical grade earned in courses from that school. Weighted courses will be honored and converted to match our system.

**Students Transferring from Schools Outside of the United States:** Students from other countries will receive Ps for passing in appropriate courses. Translation of out-of-country transcripts is the responsibility of the parent/guardian. Awarding of credit will be determined by school administration after review of all documentation.

**Students from Home Schooling Programs or Private Schools:** Credits earned through homeschooling programs and private schools will not be calculated for GPA and class rank by the district. Students must provide documentation of enrollment and completion of courses in order to get credit.

**CREDIT BY EXAM (CBE) / EXAM FOR ACCELERATION (EA)**

Credit by exam (CBE) is available for students who failed a course and can be taken only for an original credit.

1. A student in grades 6-12 will be given credit for an academic subject if the student scores 70% or above on each of the criterion-referenced examinations for the applicable course. Credit will be given and the examination score will be entered on the student’s transcript.
2. It is not recommended to gain credit by such an examination if the course grade is less than 60% in the course failed. Students may not attempt to earn credit by examination for a specific high school course more than two times.
3. Students who have already earned a credit for specific high school course cannot take CBE to pull up her/his GPA.

Exam for acceleration (EA) is available for students who want to skip each of the following areas: English/Language Arts, Mathematics, Science, and Social Studies.

1. To earn a credit students need to score 80% or above for EA.
2. Students may take a specific examination only once during each window. Students may not attempt to earn credit by examination for a specific high school course more than two times.
3. Credits obtained through EA (without instruction) will not be calculated for GPA and class rank.
Table 6: Credit by Examination Windows *

<table>
<thead>
<tr>
<th>Date</th>
<th>CBE/EA</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 9-13</td>
<td>CBE/EA</td>
</tr>
<tr>
<td>November 8-15</td>
<td>CBE/EA</td>
</tr>
<tr>
<td>March 23-30</td>
<td>CBE/EA</td>
</tr>
<tr>
<td>May 4-13</td>
<td>CBE/EA</td>
</tr>
</tbody>
</table>

* exceptions may apply to SST campuses.

Procedure

Students are required to register for CBE/EA at least one month prior to first day of testing (or CBE/EA window). Parents/Students need a counselor (and/or Campus CBE coordinator) approval to order a CBE. Once approved, parents/students pay a fee (only for credit recovery / fee subject to change) per semester course. There is no fee for taking Exam for Acceleration.
Section III: High School Graduation Requirements

In order for a student to graduate from SST High Schools, the student must fulfill:

1. SST High School Credit Requirement
2. Passing Score on Texas State Assessments (STAAR)
3. Admission by a 4-Year College
4. Minimum 100 Community Service Hours

Course-by-Credit Summary

SST’s High School Program is designed to ensure acceptance, enrollment, and success in 4-year universities, and requires the following course-by-credit plan for all students, regardless of the plan they choose to graduate. Exceptions may apply to students receiving Special Education services.

Table 7: SST High School Credit Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies &amp; Economics</td>
<td>4.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>3.0²</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>Local Credit Courses</td>
<td>6LC³</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26 credits + 6LC</td>
</tr>
</tbody>
</table>

1 Community service requirement is 25 hours per year.
2 May be waived for students in special programs and transfer students with no LOTE credit in 8th grade. Those students may fulfill the requirement with two LOTE credits.
3 This is the maximum number for local credits. Based on assessment data, students may be exempt from a local credit course to receive another state credit course.

Students in 8th grade will begin the process of developing a Personalized Graduation Plan (PGP) for the next 4 years in high school. A Personalized Graduation Plan is a 4-year plan that each student makes to help guide his or her course selection to meet the criteria of the chosen endorsement.

Required Academic Program for SST High School Graduation

In accordance with House Bill 5, all students are required to choose one endorsement in order to graduate under the State of Texas Foundation High School Plan. “Foundation High School Plan with Endorsements and Distinguished Level of Achievement” is the default plan all SST students are expected to follow. In order to earn a high school diploma from any SST High School, each student must fulfill the following core academic requirements:
### Table 8: SST High School Course Plan

<table>
<thead>
<tr>
<th>CORE DISCIPLINE</th>
<th>SST High School Course Plan</th>
<th>26 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Four credits must consist of:</td>
<td></td>
</tr>
<tr>
<td>(4.0 Credits)</td>
<td>· English I or English I for Speakers of Other Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· English II or English II for Speakers of Other Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· English III or AP English Language and Composition or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· College Prep English, English IV or AP English Literature and Composition or Dual Credit course equivalent*.</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Four credits must consist of:</td>
<td></td>
</tr>
<tr>
<td>(4.0 Credits)</td>
<td>· Algebra I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Algebra II or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· An additional course for which Algebra II is prerequisite such as College Prep Math or Algebraic Reasoning or Pre-calculus or AP Statistics or AP Calculus AB or AP Calculus BC or any Dual Credit course equivalent or AP Computer Science or Statistics and Risk Management (CTE) or Engineering Mathematics (CTE)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Four credits must consist of:</td>
<td></td>
</tr>
<tr>
<td>(4.0 Credits)</td>
<td>· A biology credit (Biology or AP Biology or Dual Credit course equivalent*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· A chemistry credit (Chemistry or AP Chemistry Dual Credit course equivalent*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· A physics credit (Physics or AP Physics (I,II or C) Dual Credit course equivalent*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· After successful completion of a biology, a chemistry, and a physics course, the fourth credit may be selected from the following: Anatomy and Physiology (CTE), Forensic Science (CTE), Engineering Design and Problem Solving, Environmental Science, AP Biology, AP Chemistry, AP Physics I &amp; II or C, or AP Environmental Science or Dual Credit course equivalent*.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies &amp; Economics</strong></td>
<td>Three-and one-half credits must consist of:</td>
<td></td>
</tr>
<tr>
<td>(4.0 Credits)</td>
<td>· World Geography or AP Human Geography (one credit) or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· World History or AP World History (one credit) or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· US History or AP US History (one credit) or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· US Government or AP US Government (one-half credit) or Dual Credit course equivalent*</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>One-half credit must consist of:</td>
<td></td>
</tr>
<tr>
<td>(1.0 Credit)</td>
<td>· Economics or AP Macroeconomics or AP Microeconomics or Dual Credit course equivalent*</td>
<td></td>
</tr>
</tbody>
</table>

One credit must consist of any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education, Aerobic Activities, Team or Individual Sports, Dual Credit course equivalent.

In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: Athletics, JROTC, Appropriate private or commercially-sponsored physical activity programs conducted on or off campus. Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).
| Languages Other Than English² | Three credits must consist of:  
|                             | · Any three levels in the same language.  
|                             | course or Dual Credit course equivalent can also be substituted for each level (must also be the same language). |
| Fine Arts (1.0 Credit)      | One credit from any of the following:  
|                             | *Art (I,II,III)  
|                             | *Dance (I,II,III)  
|                             | *Music (I,II,III)  
|                             | *Theatre (I,II,III)  
|                             | *AP Music Theory  
|                             | *AP Studio Arts  
|                             | *AP Art History  
|                             | *Dual Credit course equivalent* |
| Electives + Endorsements (6.0 Credits) | Five credits from any of the following:  
|                             | · The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills), including AP and equivalent Dual Credit courses.  
|                             | Credit/Elective choices should be specific to at least one endorsement. |
| Local Credits (6.0 Local Credits) | If not exempt, students take six Local Credits from ELA and Math Lab Courses, designed to prepare students for EOC and College Readiness Assessments. English language learners at the beginner and intermediate level of English language proficiency will take ESL Lab courses. |
| **ENDORSEMENTS**            | Students entering 9th grade must choose and complete curriculum requirements from one of the following endorsements:  
|                             | · STEM  
|                             | · Business and Industry  
|                             | · Arts and Humanities  
|                             | · Public Services  
|                             | · Multidisciplinary Studies |
| **Performance Acknowledgements** | For outstanding performance  
|                             | · in a dual credit course  
|                             | · in bilingualism and biliteracy  
|                             | · on an AP test or IB exam  
|                             | · on the PSAT, the ACT-Plan, the SAT, or the ACT  
|                             | · For earning a nationally or internationally recognized business or industry certification or license |
| **State Assessment Requirements For Graduation** | Students must satisfactorily pass following STAAR End-of-Course assessments¹:  
|                             | *English I  
|                             | *Algebra I  
|                             | *English II  
|                             | *US History |

*Refer to Dual Credit Course Matrix Chart.  

¹May not apply to students exempt by the ARD Committee or IGC. A student is not required to retake a course as a condition of retaking an EOC assessment. Students who are taking any of these five high school courses in middle school will also take the required EOC assessment. Students may not retake an EOC assessment that they have passed. EOC assessment scores are not included in students' course grades.  

²May be waived for students in special programs and transfer students with no LOTE credit in 8th grade. Those students may fulfill the requirement with two LOTE credits.
## Foundation Graduation Program
### (Class of 2018 and Beyond)

<table>
<thead>
<tr>
<th></th>
<th>Foundation Only</th>
<th>Foundation with Endorsements</th>
<th>Distinguished Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[22 Credits]*</td>
<td>[26 Credits]</td>
<td>[26 Credits]</td>
</tr>
<tr>
<td>4 credits English – ELA I, II, III, IV or advanced English course</td>
<td>4 credits English – ELA I, II, III, IV or advanced English course</td>
<td>4 credits English – ELA I, II, III, IV or advanced English course</td>
<td></td>
</tr>
<tr>
<td>3 credits Math – Algebra I, Geometry, and one credit advanced math course</td>
<td>4 credits Math – Algebra I, Geometry, and two credits advanced math course</td>
<td>4 credits Math – Algebra I, Geometry, Algebra II and one credit advanced math course</td>
<td></td>
</tr>
<tr>
<td>3 credits Science – Biology, Chemistry, Physics, and one credit science course</td>
<td>4 credits Science – Biology, Chemistry, Physics, and one credit science course</td>
<td>4 credits Science – Biology, Chemistry, Physics, and one credit science course</td>
<td></td>
</tr>
<tr>
<td>2 credits LOTE or Computer Science</td>
<td>2 credits LOTE or Computer Science</td>
<td>2 credits LOTE or Computer Science</td>
<td></td>
</tr>
<tr>
<td>1 credit Physical Education</td>
<td>1 credit Physical Education</td>
<td>1 credit Physical Education</td>
<td></td>
</tr>
<tr>
<td>1 credit Fine Arts</td>
<td>1 credit Fine Arts</td>
<td>1 credit Fine Arts</td>
<td></td>
</tr>
<tr>
<td>5 credits in electives</td>
<td>7 credits in electives</td>
<td>7 credits in electives</td>
<td></td>
</tr>
</tbody>
</table>

*Students may opt to Foundation-only after completing sophomore year with parent and campus approval.

### The Distinguished Level of Achievement
The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

### Requirements
The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.
Endorsements

Students entering 9th Grade must choose from one of the following endorsements

- STEM (Examples: Engineering, Computer Science)
- Business and Industry (Examples: Business, Finance, Accounting)
- Arts and Humanities (Examples: Literature, Art, Dance, Music)
- Public Services (Examples: Hotel Management, Psychology, Teaching, Health)
- Multidisciplinary Studies (Examples: Business, Sociology, Art)

*Note: Availability of endorsements may vary for each campus.*

To qualify as part of the top ten percent of their graduating class, students must successfully complete Algebra II. Please review the following Endorsement Chart for more information.

### STEM

(Science, Technology, Engineering and Math)

Students may earn a STEM endorsement by selecting and completing the requirements from among these 5 options.

*Note: Algebra II, Chemistry, and Physics are required for the STEM endorsement regardless of the option the student selects from below.*

#### Option 1: Computer Science

Students take 3 computer science courses.

- Computer Programming
- Computer Science AP
- Advanced Computer Science or Computer Science Problems & Solutions

#### Option 2: CTE

Students earn four (4) CTE credits by taking at least two (2) courses in the same cluster that lead to a final course in the STEM cluster. At least one (1) of the courses must be an advanced CTE course (3rd year or higher course in a sequence).

#### Option 3: Math

Students take Algebra I, Geometry, and Algebra II AND two (2) of the following courses for which Algebra II is a prerequisite.

- Pre-Calculus
- Calculus AB or BC
- Statistics AP
- Advanced Algebra
- College Algebra

#### Option 4: Science

Students take Biology, Chemistry, and Physics, AND two (2) of the following courses.

- Chemistry AP
- Biology AP
- Anatomy & Physiology
- Environmental Science AP
- AP Physics 1
- AP Physics C
- Aquatic Science
- Astronomy
- Earth & Space Science
- Environmental Systems
- AP Physics II
- Forensic Science
- Engineering Design & Problem Solving

#### Option 5: Combination

Students take Algebra II, Chemistry, and Physics, an additional math course, an additional science course, AND three (3) additional credits from Option 1 (Computer Science) and/or Option 2 (CTE) in the STEM endorsement.
## Business & Industry

Students may earn a Business & Industry endorsement by selecting and completing the requirements from among these 3 options.

### Option 1: CTE

Students earn four (4) credits by taking at least two (2) courses in the same cluster in one of the following areas.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communication
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Marketing

with at least one (1) advanced (3rd year or higher course in the sequence).

### Option 2: English

Students take four (4) English elective credits that include three levels in one for the following areas.

- Advanced Journalism: Newspaper or Yearbook
- Public Speak
- Debate

### Option 3: Technology

Students take four (4) technology credits selected from the following courses.

- Animation
- Advanced Animation
- Web Technology I
- Digital & Interactive Multimedia
- Computer Programming K
- Business Information Management
- Audio/Video Production

## Public Services

Students may earn a Public Services endorsement by selecting and completing the requirements from among these 2 options.

### Option 1: CTE

Students earn four (4) credits by taking at least two (2) courses in the same career cluster in one of the following areas

- Education and Training
- Health Science
- Human Services

With at least one (1) advanced (3rd year or higher course in the sequence).

### Option 2: JROTC

Student takes four (4) JROTC courses for 4 credits
Arts & Humanities

Students may earn an Arts & Humanities endorsement by selecting and completing the requirements from among these 4 options.

Option 1: Social Studies

Students take five (5) social studies courses for 5 credits.

Option 2: Foreign Language

Students take four (4) levels of the same foreign language.

OR

Students take two (2) levels of one foreign language AND two (2) levels of a different foreign language (two levels in each of two different foreign languages for 4 credits).

Option 3: Fine Arts

Students take four (4) courses in the same fine arts area for 4 credits. OR

Students take two (2) courses in one fine arts area AND two (2) courses in a different fine arts area (two courses in each of two different fine arts areas for 4 credits).

Option 3: English

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV</td>
<td>Humanities</td>
</tr>
<tr>
<td>Literary Genres</td>
<td>*AP English Literature &amp; Comp</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>* Communication Applications</td>
</tr>
<tr>
<td>Research and Technical Writing</td>
<td></td>
</tr>
</tbody>
</table>

Multidisciplinary Studies

Students may earn a Multidisciplinary Studies endorsement by selecting and completing the requirements from among these 3 options.

Option 1: Four by Four (4 X 4)

Students take four (4) courses in each of the four core content areas.

- Four (4) English credits including English IV
- Four (4) math credit
- Four (4) science credits including biology and chemistry and/or physics
- Four (4) social studies credits

With a least one (1) advanced (3rd year or higher course in the sequence).

Option 2: AP or Dual

Students take four (4) Advanced Placement (AP) courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts. OR

Students take four (4) Dual credit courses for four (4) credits in English, math, science, social studies, foreign language, or fine arts.

Option 3: CTE

Students take four advanced courses for four (4) credits that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.
Local Credit Courses
Local credit courses are courses in which students participate without receiving state credit towards graduation. Local credits courses are, however, calculated as a part of the GPA and senior class rank. SST offers additional Math and ELA labs at every grade level to better prepare students for college level courses. Students are placed into an appropriate lab class at any grade level. The labs are designed to prepare students for state EOC tests, TSI assessment, and the SAT. Please see the local credit courses at each grade level. Based on assessment data (PSAT, SAT, TSI), students may be exempt from a local credit course at any grade level. Additionally, English language learners at the beginner and intermediate level of English language proficiency will take ESL Lab courses instead of EOC lab, SAT ELA or TSI ELA prep courses.

Table 7: Local Credit for Math/ELA Lab Classes

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits</th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>2 credits</td>
<td><strong>1 credit</strong></td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Algebra I EOC Lab</td>
<td>· English I EOC Lab OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>· ESL Lab I</td>
</tr>
<tr>
<td>10th Grade</td>
<td>2 credits</td>
<td><strong>1 credit</strong></td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Math TSI Lab I OR</td>
<td>· English II EOC Lab OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Math SAT Lab I</td>
<td>· ELA SAT Lab I OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>· ESL Lab II</td>
</tr>
<tr>
<td>11th Grade</td>
<td>1 credit</td>
<td><strong>0.5 credits (semester-long)</strong></td>
<td>0.5 credits (semester-long)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Math TSI Lab II OR</td>
<td>· English TSI Lab I OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Math SAT Lab II</td>
<td>· English SAT Lab II</td>
</tr>
<tr>
<td>12th Grade</td>
<td>1 credit</td>
<td><strong>1.5 credits (semester-long)</strong></td>
<td>0.5 credits (semester-long)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Math TSI Lab III, if student did not achieve college ready score</td>
<td>· English TSI Lab II, if student did not achieve college ready score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· College Readiness And Study Skills (semester-long)</td>
<td></td>
</tr>
</tbody>
</table>
Section IV. College Board - Advanced Placement (AP)

Enrollment Guidelines

SST supports any student who wants to accept the challenges of an advanced class. The opportunity to be in Advanced Placement (AP) classes carries with it certain assumptions about the capabilities and maturity of students completing the college level work that AP courses represent. AP coursework requires students to engage in more independent analytical reading, academic discourse, and writing assignments, both inside and outside the classroom.

Students with disabilities are allowed the same opportunity to participate in Pre-AP and AP classes as their non-disabled peers. The same eligibility criteria and expectations would apply to these students, but they can receive an accommodation in an advanced class, unless that accommodation would alter the content or academic standards of the Pre-AP or AP class. The student must also be eligible to receive the accommodation in a regular class. College Board can allow students with disabilities to use accommodations in exams including AP exams if it is shown that these students’ disabilities affect their test participation. Campus Special Education Coordinator and High School Counselor can be contacted for College Board accommodation request process and more.

The following AP enrollment guidelines will be used to match the level and complexity of the AP curriculum with the readiness and motivation of the students. The campus AP Committee has the right to make collaborative enrollment decisions and process appeals.

Phase 1. Registering for an AP Class Flowchart

The following 2 flow charts summarize the registration and enrollment process for an AP Class.

During the Phase 1, students decide which AP classes they would like to register for and confirm the maximum number of concurrent AP classes. PSAT (AP Potential) scores are used during the strategic placement of students into AP classes. PSAT (AP Potential) allows to identify “students who are likely to score a 3 or higher on a given AP® Exam based on their performance on the PSAT/NMSQT®, and starting this year the PSAT™ 8/9, PSAT™ 10, or SAT®. AP Potential is rooted in a long line of research showing moderate to strong correlations between PSAT/NMSQT® scores and AP Exam results, and that PSAT/NMSQT scores are stronger predictors of students’ AP Exam scores than the more traditional factors such as high school grades and grades in same-discipline course work.”

Decisions to register can be appealed via the campus AP Committee.
January – February – timeline is subject to change based on campus

Phase 2. Completing Summer Assignment and Contract Flowchart

Final decision to enroll and start the AP course is contingent upon the completion of the summer assignment and signing of the AP contract.

Note:
- Summer work must be completed prior to the beginning of second week
- Students and parents must sign an AP contract and agree with the AP course guidelines

August – September - timeline is subject to change based on campus

AP Committee will consider the following indicators when making a final decision to enroll a student into an AP class:

- AP Potential – PSAT
- SAT/TSI/ACT and other test data
- Previous AP Experience
- AP Exams
- GPA
Students in AP Courses are expected to:

- Be independent learners that are willing to read, learn, and ask questions as well as pursue outside reading and research
- Discuss and share material relevant to the course in a collegial manner
- Spend adequate time every week studying or in tutorials to avoid falling behind
- Accept that enrollment in an AP course does not guarantee an A or B grade
- Openly accept assignments, suggestions, and coaching from the teacher
- Maintain a level of academic integrity that reflects the college level of an AP course
- Thoughtfully select their course load
- Prepare to take the AP exam in May for the course(s) in which they are enrolled
- Comply with any amendments to these expectations that their AP teacher chooses to implement

Students are expected to take the following action in order to avoid falling behind an AP course:

- Confer with their AP teacher weekly before/after school or via email
- Take immediate action in coordination with their AP teacher; this could include attending tutorials, completing supplemental work, or other appropriate action.

By registering for an AP course, students are making a commitment for the entire length of the course. Students should understand that registration for multiple AP courses is a commitment to undertake a challenging academic schedule.

Honors Program

The Honors Program serves as a stepping stone for students in preparation for rigorous AP courses. Participation provides students with a powerful opportunity to acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Enrollment Guidelines for Honors:

The campus Advanced Academics Placement Committee (AAP) has the right to make collaborative enrollment decisions based on college readiness indicators and process appeals.
Section V. Dual Credit Program

“Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned is college credit and high school credit for one course.”

“TEA Dual Credit Frequently Asked Questions.” Texas Education Agency

What is Dual Credit?

- Dual Credit courses are courses offered for dual credit from agreements between high schools, universities and community colleges whereby a high school student enrolls in a college course and simultaneously earns college credit and high school credit for the course.
- Partnerships between Texas secondary schools and Texas colleges and universities have enabled high school students to earn college credits before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.
- Courses are offered by accredited colleges and include both academic and career/technical courses. SST Dual Credit Program is designed towards helping students complete 42 hours of Texas State College Core Curriculum (refer to core curriculum chart). Courses taken as dual credit will transfer to Texas public institutions according to their transfer policies; however, if the student completes the core curriculum, the entire core will transfer towards a Bachelor Degree in Texas public institutions. Private and out-of-state institutions choose which courses to accept and whether credit for Dual Credit coursework will be honored.
- To ensure that students are taking meaningful dual credit courses, they need to be aware of the requirements and degree/certification requirements in their field of interest as well as their two-year college and their future four-year college. By tracking students’ college coursework along with their high school graduation plan, students should be aware of their progress toward the college goals.
- College courses offered for dual credit may be offered online, taught at the college campus or the high school campus by credentialed instructors. Courses offered for dual credit include the same content and rigor as courses taught to other college students, utilizing the same instructors, curriculum and policies.
- The number of Dual Credit courses students can take will depend on course load and schedule availability of each student. A student taking 15 college credit hours per semester, including AP and Dual Credit courses, has the course load of a full-time college student. Considering the workload and the importance of academic success, students cannot be enrolled in more than 15 college credit hours per school semester.
Why Dual Credit?
The benefits to high school students who participate in dual credit courses are numerous. At many colleges, students are able to earn 12 or more hours of college credit prior to graduating from high school. Additionally, a college course offered for dual credit has a guarantee of being included on the transcript for college credit at Texas public institutions.

Advantages for dual credit students include the following:
- Receive high school and college credit for courses in which they earn a “C” or better
- Fast-track their undergraduate or vocational degrees
- Save on tuition and fees by accelerating time to complete a degree
- Reduced cost of enrolling in higher education courses
- Opportunity to access college facilities and resources such as tutoring services, computer labs, and counseling services
- Enhances skills required to be successful at the collegiate level such as time management skills, critical thinking skills, study skills and following directions and procedures

How Do Students Qualify for Dual Credit?

The Texas Administrative Code and the Texas Higher Education Coordinating Board outline the rules of eligibility for taking Dual Credit courses.

To enroll in dual credit courses, students must show college readiness in reading, writing, and/or math as applicable to the course(s) the student plans to take.

All students in Texas public colleges are required to demonstrate college readiness through the Texas Success Initiative (TSI), which is a state program designed to promote student success by assessing students' academic skills through the TSI Assessment (TSIA). Students may either take the TSIA or show scores from other accepted assessments approved for placement. Approved assessments are the TSI, ACT, SAT, STAAR, PLAN/ACT Aspire.

1. TSI- TSI assessment is a program designed to help your institution determine if you are ready for college-level work in the general areas of reading, writing and mathematics. If you are an incoming college student in Texas, you are required to take the TSI Assessment – unless you are already exempt (read below) - to determine your readiness for college level work.

A high school student is eligible to enroll in Dual Credit with the following TSI Assessment Scores:
- **Reading**: score of 351 or above
- **Writing**: score of 340 or above and 4 on essay OR 310-339 and level 4-6 on ABE Diagnostic and 5 on essay
- **Math**: score of 350 or above
2. You may be **exempt** from taking TSI Assessment and be eligible for Dual Credit enrollment by meeting one of the following requirements:

   a) **SAT**: Composite score of **1070** (math and reading), with a minimum score of **500** in Math and minimum score of **500** in Reading. [New SAT: min 480 EBRW and min 530 Math]

   b) **ACT**: Composite score of **23** with a minimum of **19** in both the Math and English portions of the test.

   c) **STAAR (EOC)**: minimum score of Level 2 on the English III shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI Assessment required under this title for the mathematics section. Scores must be less than 5 years old.

   d) **PLAN**: a composite score of **23** on the PLAN with a **19** or higher in Mathematics and English

The Dual Credit registration and qualification process may vary depending on the application and course registration requirements of an Institution of Higher Education your school has the agreement with. Contact your campus Dual Credit coordinator for more detailed information. See, Appendix I.

**High School Graduation with College Core Curriculum Completion**

High School Graduation with College Core Curriculum Completion prepares for transfer to a Texas public university with 42 hours of core curriculum completed

**Pre-College Core Requirements:**
- TSI Compliance/College Readiness

**You and the Texas Core Curriculum**

If you first enrolled at a Texas public university or college in Fall 1999 or more recently, your degree requirements include a General Education Core Curriculum. Every public institution in Texas has a Core, which is designed to provide a solid foundation for your college education and to make transfers between and among Texas institutions of higher education as smooth and seamless as possible.

**How the Core Curriculum Works**

Each institution’s Core Curriculum applies to all academic degrees. They range from 42 to 48 credit hours, depending on the college or university. Each Core Curriculum is divided into 8 or 9 categories that are common across the state. If you take the approved Core natural science courses at institution A, they are annotated on your transcript with a Core code by A and must be accepted as fulfilling that portion of the Core at institution B or any other Texas public institution. If Astronomy is a Core natural science at A and is not at B, it must still be accepted at B. This is a whole new way of doing things because the school where you take the course decides how it will transfer. And that decision is binding on any Texas school to which you transfer.
Watch Out!

You may choose a major which has some more rigorous or more specific requirements than the Core. Most science majors, for instance, have more intensive math and science requirements. In these cases, the major requirements have priority. So, switching institutions has become easier, but changing majors may still involve taking some extra courses. For those and other reasons, no one should enroll in courses, Core Curriculum or otherwise, without consulting with a trained academic advisor or counselor at the appropriate institution.

One more thing to know: If you finish a 42-credit Core and transfer to a college or university that has, for example, a 47-credit Core, you may be required to complete those additional 5 credits. However, you will never be required to complete a course or category you have already completed, unless one of those more rigorous major requirements intervenes.

1 college course = 3 college credit hours = 0.5 (one semester) high school credit

Table 9: Core Curriculum Course Alignment

<table>
<thead>
<tr>
<th>AREA</th>
<th>CREDITS REQUIRED</th>
<th>CORE CURRICULUM COURSE OPTIONS</th>
<th>*ALIGNED HIGH SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>6 hours</td>
<td>ENGL 1301</td>
<td>DC ENGL III A/ENGL IV A /AP ENGL Lang.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPCH 1315,1318</td>
<td>Communication APP/Public Speaking</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3 hours</td>
<td>MATH 1314, 1316, 1324, 1325, 1342, 2412, 2413, 1392, 1390, 2318</td>
<td>DC Algebra II / Ind. Study in Math/AP Calculus AB, BC/AP Statistics</td>
</tr>
<tr>
<td>LIFE &amp; PHYSICAL SCIENCES</td>
<td>8 hours**</td>
<td>BIOL 1406 or 1408; 1407 or 1409; 2401, 2402, 2404</td>
<td>DC Scientific Research &amp; D/AP Biology/Anatomy and Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 1405, 1411, 1412</td>
<td>DC Chemistry /Sci. R&amp;D/AP Chemistry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS 1410, 1401, 1402, 2425, 2426</td>
<td>DC Physics/Sci.R&amp;D/AP Physics I,II,C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENVR 1401, 1402</td>
<td>DC Env. Systems/AP Env. Science</td>
</tr>
<tr>
<td>CREATIVE ARTS</td>
<td>3 hours</td>
<td>ARTS 1301, 1303, 1304</td>
<td>DC ART I -Art Appreciation/AP Studio Arts/ AP Art History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MUSI 1306</td>
<td>DC Music Appreciation</td>
</tr>
<tr>
<td>LANGUAGE, PHILOSOPHY, &amp; CULTURE</td>
<td>3 hours</td>
<td>ENGL 2322, 2323, 2327, 2328, 2332, 2333</td>
<td>DC ENGL IV A,B/AP English Lit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HUMA 1301, 1302</td>
<td>DC Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FREN 2311, 2312</td>
<td>AP French Lang.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPAN 2311, 2312</td>
<td>AP Spanish Lang.</td>
</tr>
<tr>
<td>HISTORY</td>
<td>6 hours</td>
<td>HIST 1301 and 1302</td>
<td>DC US HISTORY/AP US History</td>
</tr>
<tr>
<td>GOVERNMENT</td>
<td>6 hours</td>
<td>GOVT 2305</td>
<td>DC US GOVERNMENT/AP GOVT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GOVT 2306</td>
<td>DC US Gov./ DC Special Topics in S.S.</td>
</tr>
<tr>
<td>SOCIAL/BEHAVIORAL SCIENCES</td>
<td>3 hours</td>
<td>ECON 2301, 2302</td>
<td>DC Economics /AP Macro Econ/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEOG 1301, 1303</td>
<td>AP Human Geog./DC World Geog.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 2311, 2312</td>
<td>AP European History/Sp.Topics in S.S.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 2321,2322</td>
<td>AP World History/DC World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 2301</td>
<td>DC Psychology/AP Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOCI 1301</td>
<td>DC Sociology</td>
</tr>
<tr>
<td>COMPONENT AREA OPTION</td>
<td>4 hours</td>
<td>ENGL 1302</td>
<td>ENGL III B, ENGL IV B/ AP ENGL Lit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHED 1164 (1 credit hr.)</td>
<td>PE (Foundations of Personal Fitness)</td>
</tr>
</tbody>
</table>

* Based on campus availability.

**Science courses include 1 extra hour of lab requirement for the detailed course and credit alignment information.
Section VI. College Counseling

College and Career Readiness is an integral part of the total experience of SST High Schools. SST High School College and Career advising framework, adapted from the National Office for School Counselor Advocacy (NOSCA) national model, is written to reflect a comprehensive approach to the eight components of College and Career Readiness.

Process at SST High Schools

1. College Aspirations

Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students can succeed in college.

2. Academic Planning for College and Career Readiness

Advance students’ planning, preparation, participation, and performance in a rigorous academic program that connects to their college and career aspirations and goals.

3. Enrichment and Extracurricular Engagement

Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

4. College and Career Exploration and Selection Processes

Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

5. College and Career Assessments

Promote preparation, participation, and performance in college and career assessments by all students.

6. College Affordability Planning

Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
7. College and Career Admission Processes

Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

8. Transition from High School Graduation to College Enrollment

Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

Naviance / Family Connection

Naviance is a web-based college and career exploration tool available to all of our students. Students are able to start exploring their options after high school, as early as freshman year. Naviance provides a number of resources in one place, including, but not limited to the following:

- Career and personality interest inventories to help you discover potential careers and majors that match your skills and interests
- Career exploration tools such as job descriptions and summaries to show you the education, skills, and abilities necessary for thousands of careers, as well as expected salaries
- Resume builder that allows students to start keeping track of their activities in one place
- College and major search options that can be tailored to your specifications (location, size, etc.), including links to college websites and information about admissions requirements and deadlines
- Resources to build a list of schools you may be interested in
- Guidance in searching for scholarships
- Links to summer enrichment program

SST San Antonio: https://connection.naviance.com/family-connection/auth/login/?hsid=sostm

SST Corpus Christi: https://connection.naviance.com/family-connection/auth/login/?hsid=sosatcc
Section VII: Course Descriptions
These are courses offered by SST campuses across Texas. Campus course offerings may vary.

**ENGLISH DEPARTMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>9</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP English I</td>
<td>9</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>English I (ESOL-I)</td>
<td>9</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>English II</td>
<td>10</td>
<td>English I</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP English II</td>
<td>10</td>
<td>Pre-AP English I or English I</td>
<td>1</td>
</tr>
<tr>
<td>English II (ESOL-II)</td>
<td>10</td>
<td>ESOL-I</td>
<td>1</td>
</tr>
<tr>
<td>English III</td>
<td>11</td>
<td>English II</td>
<td>1</td>
</tr>
<tr>
<td>AP English Language &amp; Composition</td>
<td>11</td>
<td>Pre-AP English II</td>
<td>1</td>
</tr>
<tr>
<td>English IV</td>
<td>12</td>
<td>English III</td>
<td>1</td>
</tr>
<tr>
<td>AP English Literature &amp; Compositions</td>
<td>12</td>
<td>English III or AP English Language &amp; Comp.</td>
<td>1</td>
</tr>
<tr>
<td>College Prep ELA</td>
<td>12</td>
<td>None</td>
<td>1</td>
</tr>
</tbody>
</table>

**LOCAL COURSES**
Non-credit, Locally Developed Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I EOC Lab</td>
<td>9</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>English II EOC Lab</td>
<td>10</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>ELA SAT Lab I-II-II</td>
<td>10-12</td>
<td>None</td>
<td>1, 0.5</td>
</tr>
<tr>
<td>ELA TSI Lab I-II</td>
<td>11-12</td>
<td>None</td>
<td>1, 0.5</td>
</tr>
<tr>
<td>ESL Lab I-II</td>
<td>9-12</td>
<td>None</td>
<td>1, 0.5</td>
</tr>
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**ELECTIVES**

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<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>Application required</td>
<td>1</td>
</tr>
<tr>
<td>Practical Writing Skills</td>
<td>Application required</td>
<td>1</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Application required</td>
<td>1</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

English I

Offered in: 9 Credits: 1 Level: On level
Prerequisites:

In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze texts from a variety of genres including cultural and historical fiction, informational texts, drama, poetry, persuasion, and literary non-fiction. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. In addition to focusing on real-world writing skills, students write a variety of compositions including an imaginative story, an expository essay, a poem or script, a persuasive essay, and a literary response essay. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, depth of thought, and conventions. Additionally, they engage in research, presentations, speeches, and a thematic study. Students refine their listening skills to better participate in direct instruction, classroom discussion, and cooperative group activities.

Pre-AP English I

Offered in: 9 Credits: 1 Level: Pre AP
Prerequisites:

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

English I (ESOL-I)

Offered in: 9 Credits: 1 Level: On level
Prerequisites:

The course description is the same as English I, but this course is specifically designed for English language learners at the beginning or intermediate level.

English II

Offered in: 10 Credits: 1 Level: On level
Prerequisites: English I

In English II, students build upon the knowledge and skills they learned in English I, with an increase in text complexity and rigor. In this course, students are developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze texts from a variety of genres including cultural and historical fiction, informational texts, drama, poetry, persuasion, and literary non-fiction. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. In addition to focusing on real-world writing skills, students write a variety of compositions including an imaginative story, an expository essay, a poem or script, a persuasive essay, and a literary response essay. Teachers model
writing strategies that students apply in their work, centering on the
development and mastery of focus and coherence, voice, depth of
thought, and conventions. Additionally, they engage in research,
presentations, speeches, and a thematic study. Students refine their
listening skills to better participate in direct instruction, classroom
discussion, and cooperative group activities.

*While taking English III/IV, students will simultaneously satisfy the speech credit
required for graduation.

**AP English Language & Composition**

**Offered in: 11 Credits: 1 Level: AP/Dual
Prerequisites: Pre-AP English II**

In 11th grade, students may take AP English Language and
Composition. Teachers create a course audit approved by College
Board for accreditation. As College Board states, “An AP course in
English Language and Composition engages students in becoming
skilled readers of prose written in a variety of rhetorical contexts, and in
becoming skilled writers who compose for a variety of purposes. Both
their writing and their reading should make students aware of the
interactions among a writer’s purposes, audience expectations, and
subjects, as well as the way genre conventions and the resources of
language contribute to effectiveness in writing.”

**English IV**

**Offered in: 12 Credits: 1 Level: On level
Prerequisites: English III**

In English IV, students build upon the knowledge and skills they learned
in English III, with an increase in text complexity and rigor. In this
course, students are developing college level skills in the use and
interpretation of language to better understand themselves and their
world. Students read and analyze texts from a variety of genres
including cultural and historical fiction, informational texts, drama,
poetry, persuasion, and literary non-fiction. Reading instruction centers
not on mere comprehension, but focuses on building higher level
thinking skills to evaluate the literary techniques of the author and
interpret the themes of the work. Students learn literary forms and terms
associated with selections being read and apply these in analysis. In
addition to focusing on real-world writing skills, students write a variety
of compositions including an imaginative story, an expository essay, a
poem or script, a persuasive essay, and a literary response essay.
Teachers model writing strategies that students apply in their work,
centering on the development and mastery of focus and coherence,
voice, depth of thought, and conventions. Additionally, they engage in
research, presentations, speeches, and a thematic study. Students
refine their listening skills to better participate in direct instruction,
classroom discussion, and cooperative group activities.

*While taking English III/IV, students will simultaneously satisfy the speech credit
required for graduation.

**AP English Literature & Compositions**

**Offered in: 12 Credits: 1 Level: AP/Dual
Prerequisites: English III**

In 12th grade, students may take AP English Literature and
Composition. Teachers create a course audit approved by College
Board for accreditation. As College Board states, “The AP English
Literature and Composition course aligns to an introductory college-level
literary analysis course. The course engages students in the close
reading and critical analysis of imaginative literature to deepen their
understanding of the ways writers use language to provide both
meaning and pleasure. As they read, students consider a work’s
structure, style, and themes, as well as its use of figurative language,
imagery, symbolism, and tone. Writing assignments include expository,
analytical, and argumentative essays that require students to analyze
and interpret literary works.”

**English I EOC Lab**

**Offered in: 9 Credits: Level: On level
Prerequisites:**

In 9th grade, students will take a five-hour lab class to receive
supplemental instruction and additional practice in reading
comprehension of the various genres, grammar conventions, and
writing. Teachers will use assessment data to provide targeted,
standards-based intervention in the form of small group and whole
group instruction, and students will continue to independently practice
reading and writing skills with personalized, online learning platforms.
Additionally, this class is a time for additional support and practice in
independent reading and writing.

**English II EOC Lab**

**Offered in: 10 Credits: Level: On level
Prerequisites:**

In 10th grade, students will take a five-hour lab class to receive
supplemental instruction and additional practice in reading
comprehension of the various genres, grammar conventions, and
writing. Teachers will use assessment data to provide targeted,
standards-based intervention in the form of small group and whole
group instruction, and students will continue to independently practice
reading and writing skills with access to personalized, online learning
platforms. Additionally, this class is a time for additional support and practice in
independent reading and writing.

**ELA SAT Lab**

**Offered in: 10 Credits: Level: On level
Prerequisites:**

In 10th grade, dependent on their PSAT score, students will take a five
hour lab class in order to receive extended instruction and additional
practice in the knowledge and skills assessed by the SAT through A-List
resources. Teachers will provide direct instruction using A-List’s
materials and lesson plans, and students will practice online until they
demonstrate mastery of targeted standards and skills. In addition,
teachers will use assessment data to provide targeted, standards-
and skills-based extension in the form of small group and whole group
instruction.
ESL Lab I-II
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites:
In 9-12th grade, English language learners will take a five hour lab class in order to receive supplemental instruction and additional practice in academic English language through intensive reading and writing instruction.

ELA TSI Lab (I-II)
Offered in: 11-12 Credits: 1 Level: On level
Prerequisites:
In 11th or 12th grade, students will take a one-semester, five hour lab class in order to receive supplemental instruction and additional practice through the online platform My Foundations Lab in response to the Texas Success Initiative (TSI). According to College Board, “The TSI Assessment is a program designed to help [schools] determine if [students] are ready for college-level course work in the general areas of reading, writing and mathematics. This program also will help determine what type of course or intervention will best meet [students’] needs to help [them] become better prepared for college-level course work if [they] are not ready.” The online program provides individual learning paths based on a diagnostic assessment, and students will practice online until they demonstrate mastery of their targeted standards. In addition, teachers will use assessment data to provide targeted, standards-based intervention in the form of small group and whole group instruction.

ELA SAT Prep (Semester)
Offered in: 11 Credits: 1 Level: On level
Prerequisites:
In 11th grade or 12th grade, students who have demonstrated college-readiness through the Texas Success Initiative (TSI) Assessment have the option of taking an SAT prep course in order to prepare them for the Reading, Writing and Language, and the optional SAT Essay on the exam. Over the course of one semester, students will take a five hour lab class in order to receive supplemental instruction and additional practice in the knowledge and skills assessed by the SAT through A-List’s resources and online platform. Teachers will use assessment data to provide targeted, standards-based intervention in the form of small group and whole group instruction.

ELECTIVES
Optional Courses for Campuses to Offer*
*Campuses will not receive any curriculum documents from Central Office for these courses. Administrators must provide textbooks and resources based on TEA guidelines for these courses.

Practical Writing
Offered in: Credits: 1 Level: On level
Prerequisites:
According to TEA’s 19 TAC Chapter 110 Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter B, Section §110.54, “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 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 writing of others ensures that students completing this course are able to analyze and evaluate their writing.”

Creative Writing
Offered in: Credits: 1 Level: On level
Prerequisites:
According to TEA’s 19 TAC Chapter 110 Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter B, Section §110.52, “this rigorous composition course asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students’ evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.”

Journalism
Offered in: Credits: 1 Level: On level
Prerequisites:
According to TEA’s 19 TAC Chapter 110 Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter B, Section §110.62, students enrolled in this course “are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.”
# MATHEMATICS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>9</td>
<td>8th Grade Math or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Algebra I</td>
<td>8-9</td>
<td>8th Grade Math or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>9-11</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Geometry</td>
<td>9-10</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II</td>
<td>9-12</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Algebra II</td>
<td>9-11</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Pre-Calculus</td>
<td>10-12</td>
<td>Geometry, Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>10-12</td>
<td>Geometry, Algebra II</td>
<td>1</td>
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<tr>
<td>AP Calculus AB</td>
<td>11-12</td>
<td>Pre-Calculus</td>
<td>1</td>
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<tr>
<td>AP Calculus BC</td>
<td>11-12</td>
<td>Pre-Calculus</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Math Course</td>
<td>12</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>11-12</td>
<td>Algebra II</td>
<td>1</td>
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<tr>
<td>Algebraic Reasoning</td>
<td>10-12</td>
<td>Algebra I</td>
<td>1</td>
</tr>
</tbody>
</table>

## LOCAL COURSES Non-credit, Locally Developed Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I EOC Lab</td>
<td>9</td>
<td>None</td>
<td>1</td>
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<tr>
<td>Math TSI Lab I-II-III</td>
<td>10-12</td>
<td>None</td>
<td>1, 0.5</td>
</tr>
<tr>
<td>Math SAT Lab I-II-III</td>
<td>10-12</td>
<td>None</td>
<td>1, 0.5</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

Algebra I
Offered in: 8-9 Credits: 1 Level: On level
Prerequisites: 8th grade math or equivalent

This course serves as the foundation for all upper level mathematics courses, and covers the following topics: Solving Equations and Inequalities, Introduction to Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Radicals, Sequences, Polynomials and Factoring, Quadratic Functions and Equations, Exponential Functions and Equations. Students will connect functions and their associated solutions in both mathematical and real-world situations. They will use technology to collect and explore data and analyze statistical relationships; they will generate and solve linear systems with two equations and two variables, and will create new functions through transformations. Students will also use mathematical relationships to generate solutions and make connections and predictions.

Pre-AP Algebra I
Offered in: 8-9 Credits: 1 Level: Pre AP
Prerequisites: 8th grade math or equivalent

This course serves as the foundation for all upper level mathematics courses, and covers the following topics: Solving Equations and Inequalities, Introduction to Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Radicals, Sequences, Polynomials and Factoring, Quadratic Functions and Equations, Exponential Functions and Equations. Students will connect functions and their associated solutions in both mathematical and real-world situations. They will use technology to collect and explore data and analyze statistical relationships; they will generate and solve linear systems with two equations and two variables, and will create new functions through transformations. Students will also use mathematical relationships to generate solutions and make connections and predictions. Pre-AP Algebra I will include a more in depth study of the topics covered in Algebra I. A strong emphasis is placed on increasing the development of critical thinking and problem solving skills. The intention of this course is to prepare students for AP level math course.

Geometry
Offered in: 9-11 Credits: 1 Level: On level
Prerequisites: Algebra I

In this course, students will study Transformational Geometry, Parallel and Perpendicular Lines, Relationships within Triangles, Polygons and Quadrilaterals, Congruent Triangles, Surface Area and Volume, Right Triangles and Trigonometry, Probability, Coordinate Geometry, Similarity, Circle Measurement, Tools of Geometry, Area, Theorems about Circles, Reasoning and Proofs. Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Geometry offers students many opportunities to explore geometric situations, properties of two- and three-dimensional objects, and to develop and prove conjectures using a variety of methods.

Pre-AP Geometry
Offered in: 9-10 Credits: 1 Level: Pre AP
Prerequisites: Algebra I

In this course, students will study Transformational Geometry, Parallel and Perpendicular Lines, Relationships within Triangles, Polygons and Quadrilaterals, Congruent Triangles, Surface Area and Volume, Right Triangles and Trigonometry, Probability, Coordinate Geometry, Similarity, Circle Measurement, Tools of Geometry, Area, Theorems about Circles, Reasoning and Proofs. Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Geometry offers students many opportunities to explore geometric situations, properties of two- and three-dimensional objects, and to develop and prove conjectures using a variety of methods. In Pre-AP Geometry students will extend their work with proofs to include additional theorems and alternative proof approaches. Emphasis will be placed on connections among Geometry and Algebra along with student's justification of reasoning. This course is intended to prepare students for AP level course work.

Algebra II
Offered in: 10-11 Credits: 1 Level: On level
Prerequisites: Algebra I

In this course, students will study Functions, Absolute Value Equations and Functions, Systems of Linear Equations, Quadratic Functions and Equations, Square Root Functions and Equations, Exponential and Logarithmic Functions and Equations, Polynomials, Radical Expressions, Cubic and Cube Root Functions and Equations, Rational Functions and Equations, Data. This course reviews and builds on those concepts learned in Algebra I and Geometry by placing more emphasis on applying the basic concepts of Algebra to rational and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function.

Pre-AP Algebra II
Offered in: 9-11 Credits: 1 Level: Pre AP
Prerequisites: Algebra I

In this course, students will study Functions, Absolute Value Equations and Functions, Systems of Linear Equations, Quadratic Functions and Equations, Square Root Functions and Equations, Exponential and Logarithmic Functions and Equations, Polynomials, Radical Expressions, Cubic and Cube Root Functions and Equations, Rational Functions and Equations, Data. This course reviews and builds on those concepts learned in Algebra I and Geometry by placing more emphasis on applying the basic concepts of Algebra to rational and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Pre-AP Algebra II will include a more in depth study of the topics covered in Algebra II.
Algebra II. The intent of this course is to prepare students for AP level course work. Algebra II is the required pre-requisite for many fourth year math courses.

Pre AP Pre-Calculus

Offered in: 10-12 Credits: 1 Level: Pre AP
Prerequisites: Geometry, Algebra II

Pre AP Pre-Calculus is a preparation course for calculus that approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Pre AP Pre-Calculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. In this course, students will study Equations and Inequalities, Graphs and Functions, Polynomial and Rational Functions, Inverse, Exponential, and Logarithmic Functions, Trigonometric Functions, the Circular Functions and Their Graphs, Trigonometric Identities and Equations, Applications of Trigonometry, Systems and Matrices, Analytic Geometry.

College Prep Math Course

Offered in: 12 Credits: 1 Level: On level
Prerequisites: Algebra I

This course is designed to support students who do not meet college readiness indicators for mathematics. Course content will focus on strengthening numeracy, algebraic reasoning, and developing understanding of functional relationships. This course is available for seniors only, and aims to prepare seniors for college before they graduate high school. Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, and algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations, and an introduction to functions. Algebraic techniques are emphasized in order to successfully complete an entry-level college mathematics course.

Statistics

Offered in: 11-12 Credits: 1 Level: On level
Prerequisites: Algebra II

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes as they study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. They will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. In this course, students will study: statistical process sampling and experimentation, variability, categorical and quantitative data, probability and random variables, inference, bivariate data.

Algebraic Reasoning

Offered in: 11-12 Credits: 1 Level: On level
Prerequisites: Algebra I

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

AP Statistics

Offered in: 10-12 Credits: 1 Level: AP/Dual
Prerequisites: Geometry, Algebra II

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data, and are engaged in collecting, organizing, analyzing, interpreting, and reporting data using statistical formulas and processes. Students distinguish between random and biased sampling, and use statistical measures to analyze real-world phenomena. This course prepares students for the College Board’s Advanced Placement (AP) Statistics Examination for possible college (one-semester, non-calculus based statistics) credit.

AP Calculus AB

Offered in: 11-12 Credits: 1 Level: AP/Dual
Prerequisites: Pre-Calculus

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board’s Advanced Placement (AP) Calculus AB Examination for possible college credit (first semester calculus). Students are advised to take a Calculus course in which they will be challenged, yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.

AP Calculus BC

Offered in: 11-12 Credits: 1 Level: AP/Dual
Prerequisites: Pre-Calculus

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions, and polynomial approximations and series. This course prepares students for the College Board’s Advanced Placement (AP) Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive first semester college calculus credit. Students are advised to take a Calculus course
in which they will be challenged, yet will perform successfully. Students may not take Calculus AB followed by Calculus BC.

**Algebra I EOC Lab**

*Offered in: 9   Credits:       Level: On level*

**Prerequisites:**

The Algebra-I Lab with EOC Intervention class is designed to address the individual needs of students who show lower performance on the State and District Assessments, in order to improve their scores and their fluency on math topics. There are two major components of this class: “Intervention” and an “Adaptive Learning Program”. Intervention (small group instruction) is designed based on a student’s performance on District Assessments and Practice STAAR Tests, needs from the main Algebra I class, suggestions from SPED/ESL departments, and the student’s STAAR test score from the previous year. After each District Assessment or mock STAAR, the grouping of students is determined along with their individual needs. When other students work on the Adaptive Learning Program individually, these dynamic groups of students will gather around a table and work with the teacher on certain topics and standards.

**Math TSI Lab (I-II-III)**

*Offered in: 10-12   Credits:   Level: On level*

**Prerequisites:**

The TSI Lab class is designed for students who have not yet been able to pass the Texas Success Initiative (TSI) Assessment and provide support and practice specific to this assessment. There are two major components of this class, “Intervention” and an “Adaptive Learning Program”. Intervention (small group instruction) is designed based on a student’s performance on TSI benchmarks. After each TSI benchmark, the grouping of students is determined along with their individual needs. When other students work on the Adaptive Learning Program individually, these dynamic groups of students will work with teachers in a small group environment.

**Math SAT Lab I-II-III**

*Offered in: 10-12   Credits:   Level: On level*

**Prerequisites:**

This class is designed to improve students’ SAT scores and their fluency on math topics for students who are college-ready, but show lower performance on SAT practice tests. SAT class is designed to teach students the core mathematical concepts and skills tested on the SAT math test. In addition to reviewing topics from pre-algebra, algebra, and geometry, students will become familiar with the format of the test and learn strategies. This course will also include a discussion of the effective use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT.
## SCIENCE DEPARTMENT

### SCIENCE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>9</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Grade Science</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Biology</td>
<td>9</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Grade Science</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10-12</td>
<td>Algebra I /Biology</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Chemistry</td>
<td>10-12</td>
<td>Algebra I /Biology</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>11</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Pre-AP Physics</td>
<td>11</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Systems</td>
<td>12</td>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>12</td>
<td>Biology and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Design &amp; Problem Solving</td>
<td>11-12</td>
<td>Geometry, Algebra II, Chemistry, and Physics</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>12</td>
<td>Three years of high school science including Biology</td>
<td>1</td>
</tr>
<tr>
<td>AP Biology</td>
<td>10-12</td>
<td>Biology and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>11-12</td>
<td>Algebra I and Biology</td>
<td>1</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>11-12</td>
<td>Chemistry/ Completion or concurrent enrollment in Algebra II is highly recommended.</td>
<td>1</td>
</tr>
<tr>
<td>AP Physics 1</td>
<td>10-12</td>
<td>Completion or concurrent enrollment in Algebra II is highly recommended.</td>
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<tr>
<td>AP Physics 2</td>
<td>11-12</td>
<td>Pre-AP Physics OR AP Physics 1</td>
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<tr>
<td>AP Physics C</td>
<td>11-12</td>
<td>Pre-AP Physics OR AP Physics 1 OR AP Physics 2</td>
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</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

Biology

Offered in: 9       Credits: 1       Level: On level
Prerequisites: 8th Grade Science

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of living organisms. Topics discussed include: ecosystem and the environment; metabolism and energy transfer in living organism; living system; homeostasis; cells, tissues, and organs; nucleic acids and genetics; classification, taxonomy, and biological evolution. Students in this course will be required to complete a grade level appropriate science project that will constitute 20% of the final grade in the course.

Pre-AP Biology

Offered in: 9       Credits: 1       Level: Pre AP
Prerequisites: 8th Grade Science

Pre-AP Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of living organisms. Topics discussed include: ecosystem and the environment; metabolism and energy transfer in living organism; living system; homeostasis; cells, tissues, and organs; nucleic acids and genetics; classification, taxonomy, and biological evolution. Students are expected to develop critical thinking, problem solving, and writing skills necessary to be successful in the AP Biology course. The course can be considered college preparatory, suggested for the average to above average student. Any student enrolled in this course will be required to take the SAT II Biology exam. Furthermore, students in this course will be required to complete a grade level appropriate science investigation project that will constitute 20% of the final grade in the course.

Chemistry

Offered in: 10-12   Credits: 1       Level: On level
Prerequisites: Algebra I, Biology

Chemistry provides students with a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, and solutions. Throughout the year, the course makes use of laboratory investigations to better develop the relationships between experiment and theory. Students in this course will be required to complete a grade level appropriate science event project that constitutes 20% of the final grade in the course.

Pre-AP Chemistry

Offered in: 10-12   Credits: 1       Level: Pre AP
Prerequisites: Algebra I, Biology

Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth, and a special emphasis is placed on rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry, including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Students enrolled in this course are required to complete a grade level appropriate science (or math) project (i.e. Level II or III PBL) that constitutes 20% of the final grade in the course.

Physics

Offered in: 11       Credits: 1       Level: On level
Prerequisites: Algebra I

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light, and sound. This course is designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both ideal and real world situations. The course of physics is integrated with basic mathematical rules including mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world as well as appreciate the beauty of the natural world. Students in this course will be required to complete a grade level appropriate science event project that constitutes 20% of the final grade in the course.

Pre-AP Physics

Offered in: 11       Credits: 1       Level: Pre AP
Prerequisites: Algebra I

Pre-AP Physics is a comprehensive introductory physics course covering the major topics of classical physics including mechanics, thermodynamics, waves, optics, electromagnetism, and atomic theory. Pre-AP Physics is a first year course in Physics designed to prepare the student for entry into AP level Physics in a subsequent year. Mathematics is very important for physics, and will be used extensively in this class, therefore a solid background in algebra and trigonometry is essential for student success. Laboratory investigations emphasize accurate observations, collection, analysis, and presentation of data, and safe manipulation of laboratory apparatus and materials. In this Pre-AP class, students will be challenged to design their own laboratory investigations following scientific principles of research and proper lab practices.

Environmental Science

Offered in: 12       Credits: 1       Level: On level
Prerequisites: Biology

According to TEA’s 19 TAC Chapter 112 Texas Essential Knowledge and Skills for Science, Subchapter C, High School Section §112.37, student in this course conduct laboratory and field investigations, use
scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in environments.

Forensic Science

Offered in: 12 Credits: 1 Level: On level
Prerequisites: Biology, Chemistry

According to TEA’s 19 TAC Chapter 130 Texas Essential Knowledge and Technical Education, Subchapter L, Section §130.295, students in this course use a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Anatomy and Physiology

Offered in: 12 Credits: 1 Level: On level
Prerequisites: Three years of high school science, including Biology

According to TEA’s 19 TAC Chapter 130 Texas Essential Knowledge and Technical Education, Subchapter H, Section §130.206, this course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

AP Biology

Offered in: 10-12 Credits: 1 Level: AP/Dual
Prerequisites: Biology, Chemistry

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparing students for the College Board’s AP Biology Exam, given May each year. The course syllabus is designed around four big ideas as suggested by College Board’s AP Biology curriculum framework 2012-2013 (1) The process of evolution drives the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties. This course may require a two hour lab one evening per week.

AP Environmental Science

Offered in: 11-12 Credits: 1 Level: AP/Dual
Prerequisites: Algebra I, Biology

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The course draws from a diverse range of scientific disciplines, including biology, chemistry, geology, and ecology. AP Environmental Science combines scientific principles and analysis with an extensive research and field-based laboratory components to provide students with the methodologies and concepts to understand the interrelationships in the natural world, to identify and analyze problems both natural and human-made, to evaluate the risks associated with these problems, and to examine alternative solutions to preventing and resolving them. Students will be exposed to and participate in forward-moving research and problem solving in the environmental science community.

AP Chemistry

Offered in: 11-12 Credits: 1 Level: AP/Dual
Prerequisites: Chemistry, Completion or concurrent enrollment in Algebra II is highly recommended

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. Students are expected to take the AP Examination given by the Educational Testing Service in May. As it is mentioned in the College Board’s course requirements, a minimum twenty-five percent of instructional time is devoted to inquiry based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. This course may require a two hour lab one evening per week.

AP Physics I

Offered in: 10-12 Credits: 1 Level: AP/Dual
Prerequisites: Completion or concurrent enrollment in Algebra II is highly recommended

AP Physics I is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and power, mechanical waves and sound, and both introductory and simple circuits. 25 percent of the instructional time will be spent on hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices.
AP Physics II

Offered in: 11-12  Credits: 1  Level: AP/Dual
Prerequisites: Pre-AP Physics or AP Physics 1

AP Physics II is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics, thermodynamics with kinetic theory, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics, and quantum, atomic, and nuclear physics. 25 percent of the instructional time will be spent on hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

AP Physics C

Offered in: 11-12  Credits: 1  Level: AP/Dual
Prerequisites: Pre-AP Physics or AP Physics 1 or AP Physics II

AP Physics C is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics, Newton’s laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, and oscillations and gravitation (under AP Physics C – Mechanics and Electrostatics); and conductors, capacitors, and dielectrics, electric circuits, magnetic fields, and electromagnetism (under AP Physics C – Electricity and Magnetism). Two different tests are given: AP Physics C – Mechanics and Electrostatics, and AP Physics C – Electricity and Magnetism. Introductory differential and integral calculus skills are used throughout the course, and it includes a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory course. A minimum of 20 percent of instructional time will be spent on hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting in which they direct and monitor their progress. Students should have taken or be concurrently taking calculus. This course may require a two hour lab one evening per week.
# SOCIAL STUDIES DEPARTMENT

## SOCIAL STUDIES COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geography</td>
<td>9-10</td>
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<td>1</td>
</tr>
<tr>
<td>AP Human Geography</td>
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<td>None</td>
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</tr>
<tr>
<td>World History</td>
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<td>World Geography or AP Human Geography</td>
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<tr>
<td>AP World History</td>
<td>10</td>
<td>World Geography or AP Human Geography</td>
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<tr>
<td>US History</td>
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<td>World History or AP World History</td>
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</tr>
<tr>
<td>Sociology</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Personal Financial Literacy</td>
<td>10-12</td>
<td>None</td>
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<tr>
<td>AP United States History</td>
<td>11-12</td>
<td>World History or AP World History</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>12</td>
<td>U.S History or AP U.S. History</td>
<td>0.5</td>
</tr>
<tr>
<td>AP U.S. Government &amp; Politics</td>
<td>12</td>
<td>U.S History or AP U.S. History</td>
<td>0.5</td>
</tr>
<tr>
<td>AP European History</td>
<td>10-12</td>
<td>World Geography or AP Human Geography</td>
<td>1</td>
</tr>
<tr>
<td>AP Comparative Government and Politics</td>
<td>12</td>
<td>U.S History or AP U.S. History</td>
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<tr>
<td>AP Psychology</td>
<td>10-12</td>
<td>None</td>
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<tr>
<td>Economics</td>
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<td>U.S. Government</td>
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<tr>
<td>AP Macroeconomics</td>
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<td>U.S. Government</td>
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<tr>
<td>AP Art History</td>
<td>11-12</td>
<td>None</td>
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<tr>
<td>Special Topics in Social Studies: Holocaust &amp; Genocide Studies</td>
<td>11-12</td>
<td>World History or AP World History</td>
<td>0.5</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

World Geography

Offered in: 9-10 Credits: 1 Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.43, in World Geography, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present, as well as compare how components of culture shape the characteristics of regions. They analyze the impact of technology and human modifications on the physical environment, and use problem-solving and decision-making skills to ask and answer geographic questions.

AP Human Geography

Offered in: 9 Credits: 1 Level: AP/Dual
Prerequisites:

According to the College Board, the Advanced Placement (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 employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History

Offered in: 10 Credits: 1 Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.42, World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students evaluate the causes and effects of both political and economic imperialism, and of major political revolutions since the 17th century. Students analyze the connections between major developments in science and technology and the growth of industrial economies while using the process of historical inquiry to research, interpret, and synthesize multiple sources of evidence.

AP World History

Offered in: 10 Credits: 1 Level: AP/Dual
Prerequisites:

According to the College Board, the AP World History course “focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.”

U.S. History

Offered in: 11 Credits: 1 Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.41, “students examine the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Throughout the course, students examine and analyze the following: the impact of geographic factors on major events and eras while analyzing their causes and effects, the impact of constitutional issues on American society, the dynamic relationship of the three branches of the federal government, the efforts to expand the democratic process, the relationship between the arts and popular culture and the times during which they were created, and the impact of technological innovations on American life. Students also utilize critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.”

AP U.S. History

Offered in: 11-12 Credits: 1 Level: AP/Dual
Prerequisites:

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. According to the College Board, the course “focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.”
U.S. Government

Offered in: 12  Credits: 0.5  Level: On level
Prerequisites: U.S. History

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.44, this course “focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels; it is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. They examine the relationship between governmental policies and the culture of the United States, and identify examples of policies that encourage scientific research.”

AP U.S. Government & Politics

Offered in: 12  Credits: 0.5  Level: AP/Dual
Prerequisites:

According to the College Board, "AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments."

AP European History

Offered in: 10-12  Credits: 1  Level: AP/Dual
Prerequisites:

According to the College Board, the course “focuses on developing students’ abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of Historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in times and places.”

AP Comparative Government & Politics

Offered in: 12  Credits: 0.5  Level: AP/Dual
Prerequisites:

According to the College Board, this course “introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.”

Psychology

Offered in: 12  Credits: 0.5  Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.45, “psychology, is an elective course in which students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.”

AP Psychology

Offered in: 12  Credits: 0.5  Level: AP/Dual
Prerequisites:

According to the College Board, the AP Psychology course “is designed to introduce students to the scientific study of human behavior, mental processes and experiences. Students will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology as well as exploring scientific methods and ethics. AP Psychology is a course that covers material similar to what is taught in a college-level introductory psychology course. This course may be used to meet only elective course requirements for state graduation.”

Economics

Offered in: 12  Credits: 0.5  Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 118 Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, Section §118.4, this course is “designed to survey and apply basic macroeconomic concepts relating to personal, institutional, and social decision-making, and primarily focuses on how decisions to buy, sell, lend, and regulate effect output, employment, income distribution, and the balance of trade. Students examine the factors that determine national income, employment, and prices. They analyze patterns of consumption and saving, private investment, government policy, business fluctuations, and the interaction between money and national income. The last part of the course looks at international economics including exchange rates, markets, and monetary systems.”

Sociology

Offered in: 12  Credits: 0.5  Level: On level
Prerequisites:

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.46, sociology is an introductory study in social behavior and organization of human
society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

**Personal Financial Literacy**

**Offered in: 10-12  Credits: 0.5  Level: On level**

**Prerequisites:**

According to the TEA’s TAC Chapter 113.49, Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.” (This is a new elective course approved for 2016.)

**AP Macroeconomics**

**Offered in: 11-12  Credits: 0.5  Level: AP/Dual**

**Prerequisites:**

According to the College Board, “AP Macroeconomics provides students with a thorough understanding of the principles of economics at the societal level and has a primary emphasis on state economic planning, governmental decision making, and the financial sector as a whole. Students learn about economic performance measures, stabilization policies, economic growth, and international economics. In addition, it addresses the key economic schools of thought. The course prepares students to master the AP Macroeconomics examination, as well as provide students with a thorough introduction to the social scientific method of inquiry.”

**AP Art History**

**Offered in: 11-12  Credits: 1  Level: AP/Dual**

**Prerequisites:**

This course engages students at the same level as an introductory college art history survey. According to the College Board, “the AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.”

**Special Topics in Social Studies: Holocaust and Genocide Studies**

**Offered in: 11-12  Credits: 0.5  Level: On level**

**Prerequisites:**

According to TEA’s 19 TAC Chapter 113 Texas Essential Knowledge and Skills for Social Studies, Subchapter C, Section §113.47, Special Topics in Social Studies is an elective course in which “students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.” SST High Schools’ Holocaust and Genocide Studies course focuses on the Holocaust, its contemporary significance, and the broader phenomenon of genocide, as well as its impact on Western history, society, ethics, and science. By the end of the course, students will have developed the skills to critically evaluate history, and identify the roles that individuals, governments and international organizations play in creating that history.
# LANGUAGE (LOTE) DEPARTMENT

## LANGUAGE COURSES

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<th>Course</th>
<th>Grade Level</th>
<th>Prerequisite</th>
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<td>Spanish II / Pre-AP Spanish II</td>
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<td>Spanish I</td>
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<td>Spanish III / Pre-AP Spanish III</td>
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<td>Spanish II</td>
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<td>AP Spanish Language</td>
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<td>Spanish III</td>
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<td>AP Spanish Literature</td>
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<td>French III</td>
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<td>German I</td>
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<td>Turkish II</td>
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<td>Turkish III</td>
<td>10-12</td>
<td>Turkish II</td>
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</table>
COURSE DESCRIPTIONS

Spanish I and Pre-AP Spanish I
Offered in: 9-11 Credits: 1 Level: On level
Prerequisites:
This course serves as an introduction to the Spanish language and culture. Basic listening, speaking, reading, writing, viewing, and sharing skills are developed—communication skills are the primary focus of this course. At the end of Level I, students will be able to express themselves and engage in simple conversations in Spanish within the limits of their knowledge of vocabulary and structure. A significant amount of this course is conducted in Spanish.

Spanish II and Pre-AP Spanish II
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites: Spanish I
The basic skills learned in Spanish I are broadened to include all verb tenses and grammatical structures, in addition to a greatly expanded vocabulary. Listening, speaking, reading, writing, viewing, and presenting skills are stressed with an emphasis on oral language proficiency. Students also study ancient Aztec, Incan, and Mayan cultures as well as modern Hispanic customs. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interactions all contribute to and enhance the communicative language learning experience, communicative skills are the primary focus of this course. A significant amount of this course is conducted in Spanish.

Spanish III and Pre-AP Spanish III
Offered in: 10-12 Credits: 1 Level: Pre AP
Prerequisites: Spanish II
The Pre-AP Spanish III course provides the opportunity for a more detailed study of the language and culture. Students will work on developing a broader base in their spoken and written communication in the target language. They will be introduced to Hispanic literature through magazine articles, short stories, and poetry. Cultural awareness is enhanced through independent and group projects. Emphasis is placed on oral competency. This course is conducted completely in Spanish.

AP Spanish Language
Offered in: 10-12 Credits: 1 Level: AP/Dual
Prerequisites: Spanish III
Advanced Placement Spanish Language (Spanish IV) gives students the opportunity to comprehend formal and informal spoken Spanish. Emphasis is placed on a student’s ability to compose expository passages and to express ideas orally with accuracy and fluency. The acquisition of vocabulary and a grasp of structures allow the student to read newspapers, magazine articles, and literature with ease and accuracy. This course will prepare the students for the College Board’s AP Spanish Language exam, and is conducted completely in Spanish.

AP Spanish Literature
Offered in: 10-12 Credits: 1 Level: AP/Dual
Prerequisites: AP Spanish Language
Advanced Placement Spanish Literature (Spanish V) is a comprehensive study of several genres of Hispanic literature. Students will read, analyze, and discuss short stories, poetry, and novels in the Spanish language. Students will also be responsible for keeping a journal in which essays on assigned topics will be written. This course will prepare the students for the College Board’s AP Spanish Literature exam, and is conducted completely in Spanish.

French I
Offered in: 9-11 Credits: 1 Level: On level
Prerequisites:
This course is an introduction to French language and its many diverse cultures. In French I, the students learn to engage in simple conversations. They are able to introduce themselves, talk about family structures, and learn about food, colors, clothing, traveling, sports and leisure activities. They provide and obtain information in French, express feelings and emotions, and exchange opinions. They learn about sentence structures, using verbs in present and past tense and interpret and apply the French language in spoken form, in writing and in reading. Students expand their knowledge of the French culture, make comparisons with their own culture and the English language and by doing that, gain a deeper understanding of their own language as well as the French language and culture. At the end of the year, the goal for the students is to become lifelong learners by using French for personal enjoyment and enrichment.

French II
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites: French I
In French II, the students continue to expand the knowledge they have acquired in French I. They learn to use more complex sentence structures in conversations, reading, and writing, such as using multiple tenses (past, present, future) in context. They use multi-clause structures and increase influence. They gain knowledge and understanding of other cultures through different topics like leisure activities, music, traveling, food, finances, and health. Students examine current topics through French newspaper articles and compare aspects of the French culture with their own cultures. Through projects, students actively apply their knowledge of French, wherever possible in real-life settings. In this way, the students use the French language more and more beyond the classroom setting for enjoyment and enrichment.
French III
Offered in: 11-12 Credits: 1 Level: On level
Prerequisites: French II

In the first two courses of French I and II, the students have gained a basic knowledge of the French grammar and French vocabulary. In French III, they learn to use the indicative, conditional and subjunctive tenses, and apply them in context. They continue to expand, review, and apply this knowledge, but the focus will be on working with the French language in original French sources such as videos, newspaper articles, internet sources, and they will start to read French books. This will enable the students to acquire a much greater understanding of the French language and different aspects of the French culture. In a preparation of the AP French course, students also focus on current topics such as environmental issues, politics, science, art, music, and lifestyle. Through comparisons between the French language and cultures, the students acquire better understanding of both the French language as well as their own languages.

German I
Offered in: 9-11 Credits: 1 Level: On level
Prerequisites:

This course is an introduction to the German language and its many diverse cultures. In German I, the students learn to engage in simple conversations. They are able to introduce themselves, talk about family structures, and learn about food, colors, clothing, traveling, sports and leisure activities. They provide and obtain information in German, express feelings and emotions, and exchange opinions. They learn about sentence structures, learn to apply the nominative, accusative, and dative cases correctly, using verbs in present and past tense and to interpret and apply the German language in spoken form, in writing and in reading. They expand their knowledge of the German culture, make comparisons with their own culture and the English language, and by doing that, gain a deeper understanding of their own language as well as the German language and culture. At the end of the year, the goal for the students is to become lifelong learners by using German for personal enjoyment and enrichment.

German II
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites: German I

In German II, the students continue to expand the knowledge they have acquired in German I. They learn to use more complex sentence structures in conversations, reading, and writing, such as using multiple tenses (past, present, future) in context, and applying the nominative, accusative, dative, and genitive cases correctly. They use multi clause structures, apply the correct word order and increase fluency in conversation, writing and reading. They gain knowledge and understanding of other cultures through different topics like leisure activities, music, traveling, food, finances, and health. Students examine current topics through German newspaper articles and compare aspects of the German culture with our own culture. Through projects the students actively apply their knowledge of German, wherever possible in real life settings.

Turkish I
Offered in: 9-11 Credits: 1 Level: On level
Prerequisites:

This is a beginning level Turkish course serving as an introduction to the Turkish language and culture for non-native language speakers. Students develop basic understanding of elements of Turkish language knowledge and skills in vocabulary, pronunciation, reading, listening, speaking, grammar, and writing. In particular, this course aims to build interpersonal, presentational and interpretive communication skills. Through the partnership with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. Communicative tasks aim to develop vocabulary and improve fluency and pronunciation. First book of a sequential textbook series is used for the course. Each unit consists of a new vocabulary theme, reading, listening, speaking, writing, grammar, and cultural topics. Turkish I is suggested for 8th and upper graders, and there is no prerequisite course.

Turkish II
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites: Turkish I

This course is continuation of Turkish I. Students who successfully completed Turkish I can be offered Turkish II. It is designed to further improve the basic grammar, vocabulary, reading, speaking, understanding, listening and writing knowledge and skills acquired in the Turkish I. In particular, it aims to develop communication skills. The course also provides insights into Turkish culture through the target language or native language accordingly. Through the partnership with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. At the end of this course, students can handle short social interactions in everyday situations using a series of simple sentences with a limited vocabulary and understanding.

Turkish III
Offered in: 11-12 Credits: 1 Level: On level
Prerequisites: Turkish II

This course is a continuation of Turkish II. Students learn more complex grammar topics and sentence structures. As in the first two courses, the primary focus is on developing knowledge and skills for communication. The course goes on using the sequential textbook series. Each unit consists a vocabulary theme, reading, listening, speaking, writing, and grammar topics. Authentic Turkish resources, such as TV shows, movies, newspapers, etc. are often used as well. Culture and language are inseparable; students continue to expand their target culture knowledge and experience it in every possible circumstance. Through partnerships with local Turkish cultural centers, students may be served opportunities to interact with native speakers under the supervision of the teacher. By the end of this course, students can communicate and handle short social interactions on a wide variety of familiar topics.
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<th>Grade Level</th>
<th>Prerequisite</th>
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<td><strong>Information Technology (CTE) - Programming</strong></td>
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<td>1 – Principles of Information Technology</td>
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<td>2 – Computer Programming I</td>
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<td>3 – Computer Programming II</td>
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<td>4 – AP Computer Science Principles</td>
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<td>2 – Digital Media</td>
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<td>4 – Audio/Video Production I</td>
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<td>2 – Robotics I</td>
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<td>3 – Engineering Design and Presentation I</td>
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COURSE DESCRIPTIONS

Principles of Information Technology
Offered in: 9-10  Credits: 1  Level: On level
Prerequisites:
Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Computer Programming I
Offered in: 10-12  Credits: 1  Level: On level
Prerequisites:
Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Computer Programming II
Offered in: 11-12  Credits: 1  Level: On level
Prerequisites:
Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

AP Computer Science Principles
Offered in: 11-12  Credits: 1  Level: AP/Dual
Prerequisites:  Algebra I
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming.

AP Computer Science A
Offered in: 11-12  Credits: 1  Level: AP/Dual
Prerequisites:  Algebra I
AP Computer Science is typically taught as a one year, stand-alone course, or as a two year sequence that includes an introductory course. An introductory Computer Science course, which introduces many fundamental Computer Science topics, is recommended, but not required as the first course in the sequence. Students can take AP Computer Science A after the introductory Computer Science course or take AP Computer Science A as their first Computer Science course. Students who have completed the AP Computer Science a course have the option to continue on and take additional courses. The A+ curriculum for the AP Computer Science a course includes all topics and the course descriptions for AP Computer Science A as described in the AP Computer Science Course Description. This course concentrates on Object Oriented Design and the building of a strong logic foundation, including heavy concentration on the AP Computer Science Grid World Case Study. All students taking AP courses are encouraged to take the AP exam.

Digital Media
Offered in: 10-12  Credits: 1  Level: On level
Prerequisites:
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and reasoning skills, and apply them to the information technology environment.

Web Technologies
Offered in: 10-12  Credits: 1  Level: On level
Prerequisites:
Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will
Audio/Video Production I
Offered in: 10-12 Credits: 1 Level: On level
Prerequisites:
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Principles of Applied Engineering
Offered in: 9-12 Credits: 1 Level: On level
Prerequisites:
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.

Robotics I
Offered in: 11-12 Credits: 1 Level: On level
Prerequisites:
Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Engineering Design and Presentation I
Offered in: 10-12 Credits: 1 Level: On level
Prerequisites: Algebra I
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 Design & Presentation II

Offered in: 11-12  Credits: 1  Level: On level
Prerequisites: Algebra I & Geometry

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

Engineering Design & Problem Solving

Offered in: 11-12  Credits: 1  Level: On level
Prerequisites: Algebra I & Geometry

1- Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. The design process and problem solving are inherent to all engineering disciplines.
2- Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well-defined toward more open ended, with real-world application.
3- This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

PLTW Biomedical Science

Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses. Schools offer the three PLTW Biomedical Science foundation courses within a period of three academic years from the start of implementation and may also offer the capstone course.

Foundation Courses
Principles of Biomedical Science

Offered in: 9-10  Credits: 1  Level: On level
Prerequisites:

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems

Offered in: 10-12  Credits: 1  Level: On level
Prerequisites:

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions

Offered in: 11-12  Credits: 1  Level: On level
Prerequisites:

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Capstone Course
Biomedical Innovation

Offered in: 11-12  Credits: 1  Level: On level
Prerequisites:

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

PLTW Computer Science

Computer Science Essentials

Offered in: 9-10  Credits: 0.5  Level: On level
Prerequisites:

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming
with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

**AP Computer Science Principles**

Offered in: 10-12  Credits: 1  Level: On level  
Prerequisites: Algebra I

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP’s offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

**AP Computer Science A**

Offered in: 11-12  Credits: 1  Level: On level  
Prerequisites: Algebra I

Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

**Cybersecurity**

Offered in: 10-12  Credits: 1  Level: On level  
Prerequisites: Algebra I

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Cybersecurity will be available fall 2018.

**PLTW Engineering**

Schools offer a minimum of three courses by the end of the third year of implementation: Introduction to Engineering Design, Principles of Engineering, and any specialization course or the capstone course.

**Foundation Courses**

**Introduction to Engineering Design**

Offered in: 9-12  Credits: 1  Level: On level  
Prerequisites:

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**Principles of Engineering**

Offered in: 9-12  Credits: 1  Level: On level  
Prerequisites: Introduction to Engineering Design

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Specialization Courses**

**Aerospace Engineering**

Offered in: 9-12  Credits: 1  Level: On level  
Prerequisites:

This course propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

**Civil Engineering & Architecture**

Offered in: 9-12  Credits: 1  Level: On level  
Prerequisites:

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering
practices to design both residential and commercial projects and document their work using 3D architecture design software.

Computer Integrated Manufacturing
Offered in: 9-12  Credits: 1  Level: On level
Prerequisites:
Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Digital Electronics
Offered in: 9-12  Credits: 1  Level: On level
Prerequisites: Algebra I & Geometry
From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Environmental Sustainability
Offered in: 9-12  Credits: 1  Level: On level
Prerequisites:
In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Capstone Course
Engineering Design and Development
Offered in: 9-12  Credits: 1  Level: On level
Prerequisites:
The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.