February 29, 2016

Dear Students and Families,

Duncanville Independent School District is pleased to present the High School Course Selection Guide, which provides you with valuable information on all of the courses available at our first-class high school. By working in partnership with your child, we are able to design an academic plan that is challenging and provides flexibility to explore enriching opportunities. Now is the time for your family to discuss your child’s future goals and map the best course of action for high academic achievement.

Recent legislative changes influenced the district’s course selections for all high school students. Personal Graduation Plans (PGP) will now be created for all incoming ninth grade students and will include detailed information on the five new endorsements: 1) STEM (Science, Technology, Engineering and Math), 2) Business and Industry, 3) Arts and Humanities, 4) Public Services, and 5) Multi-Disciplinary Studies. Each student’s PGP will also provide detailed information on the state’s new Distinguished Level of Achievement classifications.

This guide is filled with numerous opportunities for students to develop a career path. Our school counselors and administrators are here to provide support and guidance throughout the process of creating your student’s PGP. We hope that you will use this time of planning to discuss with your child how to successfully balance the rigors of high school with the outstanding opportunities available to them. We believe it is important for students to have a well-rounded high school experience, while striving for academic excellence.

Thank you for your partnership in this educational process, and remember that we are here to support, encourage, and prepare your child for a lifetime of success.

Sincerely,

[Signature]

Deborah Cron
Interim Superintendent
Duncanville Independent School
Mission

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD – Writing success stories, one student at a time.

Values

• We believe students are our first priority.
• We model personal integrity and ethical behavior.
• We value and respect all students, staff, families, and community members.
• We provide a safe, nurturing environment to foster academic excellence and positive relationships.
• We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
• We believe every staff member contributes to student success.

*Approved January 2016
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New Graduation Plan
Duncanville High School Graduation Requirements

The following information applies to students entering the ninth grade in the fall of 2014 and beyond.

Graduation requirements for Texas high schools changed in 2014 for students entering ninth grade in the fall of 2014 and beyond. The adjustment to graduation requirements is a result of a law passed by the Texas Legislature, House Bill 5. House Bill 5 was designed to give students more options to customize their high school learning experiences and ultimately help them transition more easily from high school to college or to the workforce. The House Bill reduced the number of STAAR end-of-course tests required for graduation from fifteen to five exams.

Three Major Components of the New Graduation Plan

All Duncanville High School students entering the ninth grade in 2014 and beyond will be required to follow a Foundation Plan, select an Endorsement pathway, and complete local credit requirements.

Foundation + Endorsement + Local = DHS Diploma

FOUNDATION

The core graduation program created by House Bill 5 is called the Foundation Plan. The Foundation Plan allows students to complete a core foundation of courses in the areas of English, mathematics, science, social studies, physical education, and fine arts. This plan replaces the previous Minimum Graduation Plan. Students who were enrolled in grades 9-11 prior to the 2014-2015 academic year will remain on the previous graduation plans.

ENDORSEMENT

Similar to picking a major in college, every incoming Duncanville High School ninth grade student will select, in writing, an area of study called an Endorsement. Students can choose from five Endorsement options that focus on specific career pathways: Arts and Humanities, Business and Industry, Public Services, Science and Math (STEM), and Multidisciplinary Studies. Many career pathways are offered, allowing students the opportunity to personalize their educational experience. Endorsement categories are designed to graduate college-and-career-ready students and can be changed with written parental consent. This plan coupled with the Foundation program replaces the Recommended High School Graduation Plan.

LOCAL

Graduation requirements for Duncanville High School students exceed state requirements and include courses approved by the Duncanville Independent School District Board of Trustees for local credit.
### Class of 2017 Graduation Requirements

Students entering Ninth Grade in the fall of 2004 - 2011 are required to graduate under the Recommended Graduation Plan unless approved by the administration, counselors, and parents (EIF-LEGAL). During the junior year, an evaluation will determine the final graduation plan.

The Recommended Plan requirements for graduation from Duncanville High School for the 2016-2017 graduation class are as follows:

**Requirements for Duncanville High School**

Graduation requirements may change subject to State Board of Education mandates.

<table>
<thead>
<tr>
<th>Class of 2017</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Technology Applications/Computer</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>1.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>Speech/Communications Applications</td>
<td>0.5</td>
</tr>
<tr>
<td>Foreign Language (2 credits in the same language)</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Total** 28.0 Credits

Community service is an optional ½ local credit for students who elect to obtain 40 hours of community service. Students who acquire 40 hours of community service will be able to wear an honor cord, at no expense to the student, as part of their gown during graduation ceremonies. The honor cord will be paid for by the school district.

^ Math – Four credits must consist of Algebra I, Algebra II, Geometry, and an additional SBOE-approved mathematics course. Math Models must be taken prior to Algebra II.

^^Science – Four credits that must consist of lab-based courses in Biology, Chemistry, Physics, and an additional SBOE-approved lab-based science course. IPC (Integrated Physics & Chemistry) can be used to satisfy the fourth credit requirement if taken prior to Chemistry and Physics.

*Any one of the following: Computer Science 1 & 2, BIM 1 & 2, Desktop Publishing (Advanced Journalism/Newspaper or Yearbook), Digital & Interactive Media, Architectural Design, Graphic Design, Animation, Prin. Of Information Technology, Web Technologies, Telecommunication and Networking

**Fine Arts include: Art, Instrumental Music, Vocal Music, Theater Arts, Floral Design, Animation and Dance.

***One full credit in Health Science Technology also satisfies the graduation requirement for Health.

****Ninth Grade students only; students entering DHS after the Ninth Grade will take any elective course to satisfy this credit requirement.

***** Students classified as 9th, 10th, and 11th grade students must be enrolled in a Mathematics course.
# Texas State Graduation Programs

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>*RECOMMENDED</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>- English I</td>
<td>- English I</td>
</tr>
<tr>
<td></td>
<td>- English II</td>
<td>- English II</td>
</tr>
<tr>
<td></td>
<td>- English III</td>
<td>- English III</td>
</tr>
<tr>
<td></td>
<td>- English IV</td>
<td>- English IV</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>- Algebra I</td>
<td>- Algebra I</td>
</tr>
<tr>
<td></td>
<td>- Geometry</td>
<td>- Geometry</td>
</tr>
<tr>
<td></td>
<td>- Algebra II</td>
<td>- Algebra II</td>
</tr>
<tr>
<td></td>
<td>- 4th Math</td>
<td>- 4th Math</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>- World Geography</td>
<td>- World Geography</td>
</tr>
<tr>
<td></td>
<td>- World History</td>
<td>- World History</td>
</tr>
<tr>
<td></td>
<td>- U.S. History</td>
<td>- U.S. History</td>
</tr>
<tr>
<td></td>
<td>- Government /Economics</td>
<td>- Government /Economics</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>- Biology, Integrated Physics and Chemistry (IPC), Chemistry, Physics <strong>OR</strong></td>
<td>- Biology, Chemistry, Physics, 4th Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1/2 credit</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1/2 credits</td>
<td>1 1/2 credits</td>
</tr>
<tr>
<td>Or Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FOREIGN LANG.</strong></td>
<td>2 credits (same language)</td>
<td>3 credits (same language)</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>APPLICATIONS</td>
<td>- Business Information Management (BIM), Digital &amp; Interactive Media</td>
<td>- Business Information Management (BIM), Digital &amp; Interactive Media</td>
</tr>
<tr>
<td></td>
<td>- Computer Science, plus others</td>
<td>- Computer Science, plus others</td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td></td>
<td>- Art, Band, Choir, Floral Design, Dance, or Theatre</td>
<td>- Art, Band, Choir, Floral Design, Dance, or Theatre</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>1/2 credit</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>APPLICATIONS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELECTIVES  |  5 1/2 credit |  4 1/2 credit
---|---|---
FRESHMAN CONNECTION  |  1/2 credit |  1/2 credit
ADVANCED MEASURES  |  N/A | Advanced Measures referenced on the following page.
TOTAL CREDITS  |  28.0 credits (26 State) |  28.0 credits (26 State)

*All students will be required to graduate on the recommended degree plan unless approved by the administration, counselors, and parents (EIF-LEGAL)

If you are interested in switching to the Foundation Plan with an Endorsement (Texas House Bill 5) see your academic counselor.

Class of 2017

Advanced Measures for the Distinguished Plan for Students Entering 9th grade prior to fall, 2011.

A student also must achieve any combination of four advanced measures. Original research projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level.

The advanced measures are as follows:

- Score a three or above on the College Board Advanced Placement examination.
- Qualify for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding African American Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure.
- An original research/project that is conducted under the direction of a mentor.
- Dual credit courses, advanced technical credit courses including local articulation.... WITH A GRADE OF 80 OR HIGHER.

Texas Scholars – Class of 2017

The Texas Scholars is a program recognizing students who pursue a well-balanced college preparatory program.

Class of 2017: Graduate on the Recommended Plan or the Foundation Plan with Endorsements, pass the required STAAR/EOC tests prior to graduation, and complete at least two courses while in high school eligible for college credit.

Texas Scholars will receive a medal which may be worn on the gown at graduation.
Duncanville ISD
Foundation High School Plan

English 4 Credits
- English I
  OR
  ESOL I
- English II
  OR
  ESOL II
- English III

Math 3 Credits
- Algebra I

Social Studies 3 Credits
- World Geography
  Studies OR World
  History Studies
- U.S. History Since
  Reconstruction
- U.S. Government (1/2)
  AND Economics/FE
  (1/2)

Science 3 Credits
- Biology
  2nd credit
  IPC
  Chemistry
  Physics
- Math Models OR
  Algebra II
- English Journalis
  Creative & Writing I & II
- Business English
DHS Graduation Plan-Class of 2018 and Beyond

Foundation with Endorsement Graduation Plan
Students entering ninth grade (class of 2018 and beyond)

ENGLISH
Required: English I, English II, English III, and English IV or an advanced English course.
(ESOL I and II may be substituted for English I and II for students with limited English proficiency.)

MATH
Required: Algebra I, Geometry, Algebra II and an advanced mathematics course.

SCIENCE
Required: Biology, one credit selected from IPC or Chemistry or Physics, and two advanced lab-based science courses.

SOCIAL STUDIES
Required: World Geography or World History or Combined World Geography/World History, US History, and Government 0.5 credit, Economics 0.5 credit.

OTHER LANGUAGES
Required: Two levels in the same language or 2 credits in Computer Programming Language.

FINE ARTS
Choir, Band, Dance, Art, Theatre Arts, Art History, or Music Theory I and II.
Principles and Elements of Floral Design or Digital Art and Animation may substitute.

PHYSICAL EDUCATION
May include Athletics or Physical Education Classes up to four credits. Foundations of Personal Fitness (0.5 credit) is required unless credit is earned in Athletics or Fall Marching Band. The fall semesters of Marching Band (0.5 credit), Drill Team, and/or the first year of Cheerleading may substitute for Physical Education credit.

ELECTIVES
See course catalog

LOCAL SUBSTITUTE – Optional
Students may substitute Professional Communications and High School Career Prep with a Career and Technical Education Principles, Concepts, and Introduction two-semester course that is worth (1) one credit.

ENDORSEMENT-SPECIFIC ELECTIVES
Electives may be selected from one of the Endorsement categories: Arts and Humanities, Business and Industry, Public Services, Science and Math (STEM), and Multidisciplinary Studies. Please note that some Endorsement pathways have additional requirements. Please see detailed Endorsement information or visit your academic counselor.

TOTAL CREDIT REQUIREMENT
28.0 credits
Course Sequences, Recommendations, and Coherent Sequences of Classes

Suggested course sequences for a class must be met before enrolling in the course.

Graduation Recognitions

Recognitions
Students have the opportunity to earn additional graduation recognitions, including a Distinguished Level of Achievement and Performance Acknowledgments.

Distinguished Level of Achievement
A student may earn a Distinguished Level of Achievement by successfully completing all curriculum requirements for the Texas Foundation High School Program, in addition to the following:

- Four credits in mathematics, which must include Algebra II
- Four credits in science
- Curriculum requirements for at least one Endorsement

Performance Acknowledgements
A student may earn a Performance Acknowledgement in one or more of the following categories:

- Advanced Placement test score of 3 or better
- International Baccalaureate test score of 4 or above
- Outstanding performance on the PSAT, SAT, or ACT
- College course with a final grade of an A or a B (3.0 or above)
- Bilingualism and bi-literacy
- Earning a nationally or internationally recognized business or industry certification or license

Academic Achievement Record (Transcript)

The academic achievement record (transcript) indicates academic achievements and courses completed. A student who completes high school graduation requirements will have imprinted on the academic achievement record (transcript) a seal approved by the State Board of Education.

State Assessment Requirements

Graduation requirement for students entering 9th grade
STAAR – State of Texas Assessments of Academic Readiness / EOC – End of Course Exams
Beginning with the 2011-2012 school year, students first enrolled in Grade 9 or lower MUST fulfill testing requirements for graduation with the end-of-course assessment instruments in English I, Algebra I, Biology, English II, and U.S. History, as specified in the TEC, §39.023(c), as amended by SB 1031, 80th Texas Legislature, 2007.

Personal Graduation Plan
A Personal Graduation Plan (PGP) is to be developed for each student currently enrolled in junior high, middle school, or high school. A personal graduation plan must:

1. Identify educational/career goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive program of instruction;
4. Address participation of the student’s parent or guardian, including consideration of the parent’s or guardian’s education expectation for the student
5. Provide innovative methods to promote the student’s achievement.
6. Discuss certification and licensures with students and parent or guardian.

For students receiving special education services, an individualized education program may be used as the student’s Personal Graduation Plan.
Certificate of Coursework Completion
Certificates of coursework completion shall be issued to senior students who successfully complete state and local credit requirements for graduation, but who fail to perform satisfactorily on the exit-level or end-of-course assessment instruments. The student's academic achievement record shall indicate the date on which the certificate was issued. [Policy EI (Local)]

Honor Graduates, Valedictorian, and Salutatorian
The 12 highest ranking students in a graduating class shall be considered honor graduates. Early graduates, seven or less semesters enrolled in grades 9-12, do not qualify to be an honor graduate. Of these 12 honor graduates, the highest ranking student will be named valedictorian, and the second highest ranking student will be named salutatorian. To be eligible, students must have attended the Duncanville High School for the last two years prior to graduation.

Special recognition shall be given to the top 10% of each graduating class. The two-year residency requirement necessary for honor graduates shall not be applicable to these students. [Board Policy EIC (LOCAL)]

NOTE: Final class rankings for seniors shall be determined at the end of the ninth week of the last nine-week grading period.

Should a tie occur between the top two students, the tie will be broken by evaluation of the students’ transcripts based on the following criteria:
1. Total semesters of Pre-Advanced Placement/Advanced Placement courses attempted
2. Total semesters of Advanced Placement courses attempted
3. Grade Average earned in Pre-Advanced Placement/Advanced Placement courses
4. Grade Average earned in Advanced Placement courses
5. Total number of Advanced Placement exams attempted with a score of 3 or higher
6. Average score of all Advanced Placement exams attempted

Top 10% Automatic College Admission*
The Texas public colleges or universities must automatically admit a student if:
1. Class ranking point average places student in the top 10% of high school graduating class.
2. Application received no later than two years after graduation from a Texas high school.
3. Submission of a completed application before the deadline established by the college.

Colleges and universities may also require an essay, letters of recommendation, admissions and placement tests such as the ACT, SAT I and/or SAT II, fees, and an official high school transcript. (Texas Education Code 51.803)

*Under Senate Bill 175, the University of Texas at Austin will offer automatic admission to only the top 7% of the class beginning in summer, fall 2013-14.
Class Rank

Official ranks will be available to students and parents during the first semester of the junior year.

(High School credit earned prior to 9th grade will NOT be given class-ranking points)

Class rank at Duncanville High School shall be determined at the end of the senior year as follows: the total ranking points earned will be divided by total semester units attempted to determine final class rank. Grades earned in summer school, night school, correspondence courses, concurrent enrollment, or credit-by-exam either with or without prior instruction, will NOT be used in computing final class rankings [Policy EIC (LOCAL)]. Semester units attempted are defined as any course in which a student is enrolled at the beginning of the 16th instructional day of a semester.

Students must add or drop a course prior to the 15th instructional day of a semester. If a student drops a course after the start of the 16th day of a semester, and he/she does not re-enter a different level of the same course, the semester unit attempted will count toward final class rank and a WD (withdrawn) will be recorded on the Academic Achievement Record (transcript). For example: dropping AP Economics and adding Honors Economics or dropping Baseball and adding Physical Development

Dropping a course after the 15th instructional day and taking another course for no credit or taking a release period can result in a severe drop in class rank.

Ranking points are determined by adding points to the semester grade as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>RANKING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP)</td>
<td>+12 Points</td>
</tr>
<tr>
<td>Pre-Advanced Placement PAP), Dual Credit (DC)</td>
<td>+ 8 Points</td>
</tr>
<tr>
<td>Articulated (AC)</td>
<td>+ 8 Points</td>
</tr>
<tr>
<td>Academic (A)</td>
<td>+ 4 Points</td>
</tr>
<tr>
<td>Regular (R)</td>
<td>+ 0 Points (Aide, Math/Reading Lab)</td>
</tr>
</tbody>
</table>

Grade Conversion Scale for Grade Point Average (GPA)

<table>
<thead>
<tr>
<th>Alpha/Numerical Grading System</th>
<th>Four Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100</td>
<td>4</td>
</tr>
<tr>
<td>B = 80 – 89</td>
<td>3</td>
</tr>
<tr>
<td>C = 70 - 79</td>
<td>2</td>
</tr>
<tr>
<td>F = Below 70</td>
<td>0</td>
</tr>
</tbody>
</table>

Community Volunteer Service Program

Community service is an optional ½ local credit for students who elect to obtain 40 hours of community service. Students who acquire 40 hours of community service will be able to wear an honor cord, at no expense to the student, as part of their gown during graduation ceremonies. The honor cord will be paid for by the school district.

WHAT IS A NONPROFIT ORGANIZATION?
Nonprofits are exactly what they sound like…organizations, which provide much needed services to the community without benefiting from profits. These organizations provide a variety of services to many different clients for many different causes. Nonprofits are funded through donations or modest fees clients pay for services. Donations come from a variety of sources including individuals, organizations, or corporations. Nonprofits support a variety of causes such as animal concerns, the environment, social services, refugees, disaster relief and others. They provide food, clothing, some medical care, counseling, job training, and other free or low-cost services. The money that nonprofits collect is used to pay expenses related to the programs they run.
Community Volunteer Service Program; Cont.

Parents are encouraged to be actively involved with their student in the selection of community volunteer service activities.

Excluded Activities:
- Services for which students receive a grade or personal gain (i.e. Eagle Scout Badge)
- Activities for which the student receives payments or gifts
- Activities during the student’s school day (without principal approval). This includes at home suspension days. Also, court ordered hours are not accepted.
- *Spiritual activities at churches: (physically helping as opposed to spiritually; check with school official concerning excluded activities which include but are not limited to singing in the choir, playing in an orchestra, teaching a Bible story or memory verses, ushering, taking up offering, etc…)

*JUST WORKING FOR FREE DOES NOT MEAN THE SERVICE WILL BE APPROVED*

PROCESS FOR RECEIVING COMMUNITY SERVICE CREDIT
Each student will need to activate his account at www.x2VOL.com by entering an e-mail address and password. Volunteer opportunities are listed in x2VOL; all community service hours may only be performed at locations already determined with the exception of annual and seasonal community events. A student’s community service hours must be entered into x2VOL within 90 days of the completed service. Entering the hours is the student’s responsibility. The community service clerk at Duncanville High School campus will approve community service hours after confirmation has been obtained via x2VOL. The campus principal will make the final decision regarding approval and credit awarded.

Parents and students can inquire about the status of their hours through x2VOL. STUDENTS MAY BEGIN ACQUIRING COMMUNITY VOLUNTEER SERVICE HOURS ON THE DAY AFTER THEY GRADUATE FROM THE EIGHTH (8TH) GRADE. Hours earned prior to this date will not be accepted or approved for credit.

*Annual and Seasonal community events will be posted on x2VOL for volunteer opportunities.

**STUDENTS HOURS MUST BE COMPLETED FROM THE LIST ON x2VOL **

National Honor Society Induction Requirements
Membership in the National Honor Society is a very selective and competitive process. This process begins at the end of the first semester with the generation of the list of students in the top 15% in grades 10–11 and who have completed 20 hours of community service verified by a print out from x2VOL. The teachers of eligible students are then asked to evaluate the students’ honesty, cooperation, class attitude, courtesy, and leadership.

National Technical Honor Society Induction Requirements
Membership in the NTHS is based on high academic standards, current enrollment in a career and technical course, and active membership in the career and technical student organization within the student selected career cluster. The guidelines for being accepted into this Honor Society include: an overall first semester average of 90, active membership in a career and technical student organization (must participate in 5 specific club activities), and good citizenship. Continued student membership in this honor society is based on maintaining the required high academic standards. Membership is open to 9th – 12th grade students. New members are recommended by their Student Organization Advisors and inducted into this honor society each spring. Members are able to wear honor cords and honor regalia at graduation and have access to scholarships available to members.

Gifted and Talented Program
The middle school gifted student is served through Pre-Advanced Placement Math, electives, and participation in the Texas Performance Standard Project, which provide challenge and enrichment. The high school gifted student is served through Fine Arts, Career and Technology electives, Pre-Advanced Placement, and Advanced Placement courses, which provide challenge and enrichment. If parents are interested in nominating their child for the gifted program, please contact the school counselor.
Adding and Dropping Classes
Students must add or drop a course prior to the 15th instructional day of a semester. Dropping a course after the 15th instructional day and taking another course for no credit or a release period can result in a severe drop in class rank.

Schedule Change Policy
The student’s parent, counselor, and the DHS principal or instructional principal must approve all changes. A course can be changed ONLY IF:
• The course is needed for graduation.
• An error was made in scheduling.
• Enrollment is inadequate in course.
• A medical condition prevents participation in the course.
• The need exists to equalize a teacher’s load. (Courses will be leveled during the first weeks of school.)
Courses dropped after the start of the 16th day of a semester will count as a semester unit attempted for class rank purposes and will count toward final class rank. A WD (withdrawn) will be recorded on the AAR (transcript). Dropping a course after the 15th instructional day and taking another course for no credit can result in a drop in class rank.

*Parent/student requests for change in teacher assignment after the beginning of each semester requires a parent/teacher conference before the request will be considered.

Retention and Promotion
Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [Policy EIE (Local)] In grades 9-12, mastery of at least 70 percent of the objectives on District-approved tests shall be required. Grade-level advancement for students shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. [See Policy EI (LOCAL)]

Release Time Regulations
Freshmen, sophomores, and juniors must be enrolled on campus five blocks per day. Seniors may elect to take late arrival and/or early release for no credit. Seniors are required to be enrolled in 6 credits, with a minimum of 3 credits per semester. No more than two blocks of late arrival and/or early release are allowed during the senior year. Students assigned to Early Release and Work Release will be required to be off campus by 10 minutes into their release period. Students are responsible for their own transportation. Students assigned to Late Arrival are not to report to campus until the beginning of their first assigned class.

Units of Credit
It is very important that final grades and credits completed be checked each year to ensure that satisfactory progress toward graduation is being made. Consult your counselor for verification of credits. Credit for a course will be awarded per semester for a grade of 70 or higher. In full year courses, final grades are determined by the average of the two semester grades.
Grade Level Classifications

Student classification is determined by the number of credits accumulated by the end of the preceding year.
To be a ninth grade student (Freshman) *Completion of Eighth Grade Requirements
To be a tenth grade student (Sophomore) .............................................................. 6 Credits Required
To be an eleventh grade student (Junior) ...............................................................12 Credits Required
To be a twelfth grade student (Senior) .................................................................19 Credits Required

*Units of High School credit are determined by the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade. For each semester course passed with a 70 or above, the student receives 1/2 credit or more.

Course Credit
1. In order to receive a full credit for any course taken at Duncanville High School, a student must be enrolled in that course for a minimum of 90% of the days the course is taught or must have approval of the Campus Attendance Review Committee.
2. In order to receive ½ credit for any semester course taken at Duncanville High School, a student must be enrolled in that course for a minimum of 90% of the days the course is taught or must have approval of the Campus Attendance Review Committee.
3. A student may not drop a course that he/she is failing after the first three weeks of a semester in order to maintain UIL eligibility.
4. Any exception to this policy shall be made with the approval of the campus principal.

Local Credit Course
Local credit courses are approved by the Board of Trustees for local credit only. These courses do not count toward state graduation requirements; however they will satisfy local graduation requirements which exceed state requirements. Local credit courses will be included in the accumulated grade points for class rank within the guidelines stated in the Academic Handbook.

Credit by Examination
Exams are offered four times per year for all currently enrolled students in the spring and summer and in the fall for students new to the district. Test dates and a list of courses available for acceleration and recovery are available in the Counseling Center. Although there is no limit to the number of exams a student may take, only one exam per day will be administered during each of the testing dates during the hours of 8:30 a.m. – 3:30 p.m. Credit is awarded for regular academic credit rather than Pre-AP or AP courses. The student must obtain consent of her/her parent or guardian and from a school district representative, i.e., principal/designee and counselor. The student must file an application requesting testing with the school counselor by the district-designated date. Study guides for these exams are available from the student’s academic counselor or Texas Tech University at http://www.depts.ttu.edu/ttuisd/bulk_testin.php “CBE Review Sheets.”

Credit by Examination with Prior Instruction  [Board Policy EEJA (Local)]
Students currently enrolled in Duncanville ISD who wish to receive credit in a course in which he/she has received prior instruction and has not earned a credit may apply to take a credit by examination test. The student must have received a grade of at least 60% in the course for which no credit was earned. A score of 70% or higher must be scored on the exam to receive credit. If a student is given credit in a subject on the basis of the exam, the exam score will be entered on the student’s transcript and credit given. The student must satisfy all state requirements on an End of Course (EOC) exam in each core area class in which the EOC is administered.
Credit by Examination without Prior Instruction  [Board Policy EEJB (Local)]
Students currently enrolled in Duncanville ISD who wish to receive credit for a course he/she has not previously taken may apply to take a credit by examination test in a subject matter for which credit is sought. The student must score a minimum of 80% or above on the subject matter test of the essential knowledge and skills of the course to receive a credit in the course. Students who are successful in the Credit by Exam/Acceleration process will have their final grade scored on the exam (80% or higher) entered as the course grade, be given the credit, and the appropriate grade points placed on their academic record. The cumulative record will show “Credit by Examination.” Students who receive credit for a course through Credit by Exam/Acceleration process may not repeat the course in order to raise the grade earned on the exam. The student must satisfy all state requirements on an End of Course (EOC) exam in each core area class in which the EOC is administered.

Credit by Correspondence Course  [Board Policy EHDE (Local)]
Students in grades 9-12 shall be eligible to take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students shall make written request to the principal for approval to enroll in the course. Students may earn a maximum of two state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. Students may earn a maximum of one local credit through correspondence. Grades earned in correspondence courses shall not be used in computing class rankings [See EIC (LOCAL)]. Seniors who are enrolled in correspondence courses to earn credits required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances. The student must satisfy all state requirements on an End of Course (EOC) exam in each core area class in which the EOC is administered.

Dual Credit
College Coursework
A student may be granted credit for college course(s) taken in approved institutions with whom DHS has an articulated agreement to fulfill units for high school graduation under the following provisions:

- The student must request in writing and receive permission from the principal that high school credit be given for a college course. The course(s) may be taken during the summer, evening, or online.
- Credit for successfully completed college course(s) shall be earned in one-half unit increments. A one semester, three-hour college course will be equal to a one-semester high school course.
- The student pays all costs associated with taking the college course(s) and provides the District with an official college transcript showing the grade received. The grade must be a minimum of “C” to qualify for high school credit.
- College course credit may not substitute for courses required for Foundation or Distinguished Achievement Graduation Plans through 2017.
Dual Credit

- Earn college credit FOR FREE with Dual Credit!
- Duncanville High School is very excited to offer a Dual Credit program in conjunction with Dallas County Community College District.

<table>
<thead>
<tr>
<th>College or University</th>
<th>Tuition</th>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCCCD Courses:</td>
<td>Tuition and fees are waived for up to two courses per semester.</td>
<td>The District pays for student textbooks.</td>
</tr>
<tr>
<td>Mountain View</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Centro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastfield</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Forms**

- Duncanville ISD Dual Credit Program Application
- DCCCD High School Student Enrollment Form

**Eligibility Requirements**

Be enrolled in the 11th or 12th grade. Receive a recommendation from the counselor. Fulfill appropriate admissions requirements for DCCCD.

**And one of the following:**

**ACT, SAT, STAAR EXEMPTION**

- ACT: ENGLISH 19 + Math 19+ Composite 23+
- SAT: Verbal 500 +Math 500 + Composite 1070+
- *STAAR: Reading and Writing: Level 2 on English III

**Qualifying Texas Success Initiative Assessment Scores:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>350-390</td>
</tr>
<tr>
<td>Reading</td>
<td>351-390</td>
</tr>
<tr>
<td>Writing</td>
<td>Essay 5</td>
</tr>
</tbody>
</table>

*STAAR: Level 2 on Algebra II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Essay 4+ 363 on the multiple choice</td>
</tr>
</tbody>
</table>

**Benefits**

- Provides a head start on postsecondary core requirements
- Lowers cost of college (credits earned are often at no cost, discounted to the student)
- Extends the variety of classes available to high school students
- Allows shared resources--college library, fine art performances, career development services
- Provides greater opportunity for a coordinated, seamless education
- Serves as a "controlled” introduction to college life
- Allows increased and easier transition to college

**Challenges**

- Differences in high school and college calendars
- Occasionally students lack maturity, self-discipline, and motivation for college classes.
## Dropping Dual Credit Course

What is the process for dropping or withdrawing from a dual credit class?

<table>
<thead>
<tr>
<th>Process for Dropping Courses</th>
<th>Before the Census Date</th>
<th>After the Census Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior to the Census Date (a date specified by the college as the official student enrollment date), a student must simply inform his/her counselor. No Dual Credit Drop Form from the student is needed before the Census Date.</td>
<td>After the Census Date, a student must complete a College or University drop form (DCCCD drop form) so the withdrawal from the dual credit course can be properly processed. Failure to complete both drop forms could result in an F on a student’s college transcript.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequence for Dropping Courses</th>
<th>What are the consequences of dropping a Dual Credit course at the beginning of the semester?</th>
<th>What are the consequences of dropping a Dual Credit course after the first ten days of a semester and prior to the official Last Day to Withdraw/Drop date?</th>
<th>What are the consequences of dropping a Dual Credit course after the official Last Day to Withdraw/Drop date?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For high school dual credit courses, changes and/or drops can occur only within the first ten days of the semester. If a student drop or withdraw before the official drop/withdrawal deadline, he/she will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. A student will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in the GPA as an F. The deadline for receiving a W is indicated on the academic calendar and the current class schedule. After the Census Date, a penalty will be reflected on the student’s college transcript.</td>
<td>The College or University will publicize a specific Last Day to Withdraw/Drop date each semester. Withdrawals after the Census Date and prior to the official Withdrawal date will result in a withdrawal (W) on the student’s college transcript. A W has no academic consequences; however, if a student has more than the 6 allowed W’s in his/her college career, a student’s admission to college and/or financial aid could be affected.</td>
<td>Withdrawals after the official drop-date will result in a failing grade on the student’s college transcript, and the grade earned in class will be a part of a student’s permanent college record.</td>
</tr>
</tbody>
</table>

### Dual Credit Courses

<table>
<thead>
<tr>
<th>DHS COURSE</th>
<th>COLLEGE COURSE</th>
<th>COLLEGE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3832DC</td>
<td>Automotive Tech</td>
<td>E- Introduction of Automotive (AUMT1305)</td>
</tr>
<tr>
<td>4832DC</td>
<td>Adv. Automotive Tech</td>
<td>E - Automotive (AUMT 1307)</td>
</tr>
<tr>
<td>3692DC</td>
<td>Health Sci. Internship</td>
<td>El- General Health Prof. Mgmt. (HPRS 2231)</td>
</tr>
<tr>
<td>4622DC</td>
<td>Prac. in Health Science</td>
<td>El- Pharmacology (HPRS 2300)</td>
</tr>
<tr>
<td>1081DC</td>
<td>Anatomy &amp; Physiology</td>
<td>MV - Science (SCIT 1407)</td>
</tr>
<tr>
<td>1172DC</td>
<td>Digital and Interactive Multimedia</td>
<td>MV- Intro to Multimedia (IMED 1301)</td>
</tr>
<tr>
<td>2682DC</td>
<td>Architecture Design</td>
<td>MV - Drafting (DFTG 1409 and ARCE 1421)</td>
</tr>
<tr>
<td>3782DC</td>
<td>Advanced Arch. Dsgn</td>
<td>MV- Computer Aided Dftg (DFTG 1417 and DFTG 2428)</td>
</tr>
</tbody>
</table>
Advanced Placement/Pre-Advanced Placement

Advanced Placement / Pre-Advanced Placement courses are those courses with a differentiated curriculum including a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. Advanced Placement courses are taught with a college level curriculum.

Students should check with their teacher for specific entry criteria into a particular program. If a student is interested and qualified, final entry into any honors program should include teacher recommendation, parent approval and, where necessary, counselor approval. Failure to meet all of the entry criteria for a particular Pre-AP or AP course does not necessarily prevent a student from enrolling in the course. Parent requests are considered and honored whenever possible.

Exiting Policy: If a comparable academic course is available, a student may exit an Advanced Placement or Pre-Advanced Placement class during the first nine weeks or at mid-term of a full-year course. A student may exit an Advanced Placement or Pre-Advanced Placement class during the first nine weeks of a one-semester course. Students who successfully perform in a grade level of an Advanced Placement course may advance to the next Advanced Placement course in sequence.

### Academic Classes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2081DC</td>
<td>Spanish 1</td>
<td>MV - Spanish (SPAN1311 and SPAN 1312)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>4043</td>
<td>Economics</td>
<td>MV- Prin of Economics (ECON 2301)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>4033</td>
<td>Government</td>
<td>MV - Federal Government (GOVT 2305)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>4013</td>
<td>English IV Dual Credit</td>
<td>MV- Composition II (ENGL 1301 and ENGL1302)</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>1235</td>
<td>Prof. Communications</td>
<td>MV- Speech Communications (SPCH 1311)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>3053</td>
<td>US History</td>
<td>MV- History of the US (HIST 1301 and HIST 1302)</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>3041DC</td>
<td>Pre-AP PreCalculus</td>
<td>MV- College Algebra (Math 1314, Math 1316, Math 2412)</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>4060DC</td>
<td>BC Calculus AP</td>
<td>MV- Calculus I and II (MATH 2413 and 2414)</td>
<td>8 hrs.</td>
</tr>
<tr>
<td>3040DC</td>
<td>Statistics AP</td>
<td>MV- Statistics (MATH 2442)</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>

### E - Eastfield College

- El Centro College
- MV - Mountain View College

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### Advanced Placement/Pre-Advanced Placement

Advanced Placement / Pre-Advanced Placement courses are those courses with a differentiated curriculum including a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. Advanced Placement courses are taught with a college level curriculum.

Students should check with their teacher for specific entry criteria into a particular program. If a student is interested and qualified, final entry into any honors program should include teacher recommendation, parent approval and, where necessary, counselor approval. Failure to meet all of the entry criteria for a particular Pre-AP or AP course does not necessarily prevent a student from enrolling in the course. Parent requests are considered and honored whenever possible.

**Exiting Policy:** If a comparable academic course is available, a student may exit an Advanced Placement or Pre-Advanced Placement class during the first nine weeks or at mid-term of a full-year course. A student may exit an Advanced Placement or Pre-Advanced Placement class during the first nine weeks of a one-semester course. Students who successfully perform in a grade level of an Advanced Placement course may advance to the next Advanced Placement course in sequence.
Summer School/Credit Recovery Guidelines

1. Courses for credit recovery and some accelerated courses may be offered in summer school.
2. The maximum number of semester courses that can be taken is four. The maximum number of credits that can be earned is two.
3. Tuition rates will be set by the School Board, and payment of tuition will be due at the time of registration.
4. Courses will be offered depending upon sufficient enrollment.
5. All district policies and guidelines are in effect during summer school.
6. Students should see a counselor for more information about summer school opportunities and credits.

Progress Report / Tutorials
Numerical grades are used in the teacher’s gradebook, on report cards, permanent records, etc. The lowest passing grade is a 70. Report cards will be issued at the end of each nine-week grading period. Failure notice/progress reports will also be provided at three-week intervals. Tutorial sessions are available from each teacher on a regular basis for students who want or need extra help.

Transfer Grades
Withdrawal grades brought to Duncanville High School by a transfer student will be accepted at face value and added to future grades earned in our district to determine his/her nine-week and semester grade. When a student enters our district and fails to meet attendance requirements (50% of a reporting period), the following system will be used to determine his/her nine-week and/or semester grade. The student will be given credit only for that portion of a reporting period actively in attendance. Example: If a student was in attendance only three (3) weeks of a nine-week period, those grades earned while in attendance in our district would be multiplied by 1/3 in determining his/her nine-week grade. This grade, added to the subsequent nine-week grades, would determine his/her semester grade.

No Pass No Play Policy
At the end of the first six weeks of the school year, any student currently participating in a UIL activity must be passing with a 70 or higher in all classes. After the first six weeks, eligibility is determined by the nine week marking periods. A student whose grade in any course for the nine-week grading period is lower than seventy (70) shall be ineligible to participate in any extracurricular activity during the succeeding three-week period. The student may not participate in any competition; however, they may continue to participate in practice sessions. The ineligibility continues until the end of a three-week period, during which the student achieves a passing average of at least a seventy (70) in each enrolled course. A student whose grade is between 60-69 in a AP class is allowed one exemption to the no pass no play policy per semester. Ineligibility becomes effective seven (7) days after the last day of the six-week grading period during which the grade lower than seventy (70) was earned.

Questions regarding eligibility should be directed to the sponsor of the activity or the building principal.
Policy is subject to change by TEA/University Interscholastic League mandates.
Student Financial Assistance Available
Students in need of financial assistance for extracurricular activities may check with grade level counselors to see if funds are available. Students must demonstrate a financial need in order to receive financial assistance.

National Collegiate Athletic Association – NCAA Initial Eligibility
NCAA ELIGIBILITY STANDARDS ARE SUBJECT TO CHANGE BY NCAA RULING AT ANYTIME.
For questions about NCAA eligibility standards, please check the NCAA web site at www.ncaa.org or call the NCAA Initial-Eligibility Center at 317-223-0700 or toll-free at 877-262-1492.

Grade Point Average
Duncanville High School will use the following grading system to determine Eligibility Grade Point Average on a four point scale for NCAA Initial-Eligibility and Grade Point Average for all other students.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100</td>
<td>4</td>
</tr>
<tr>
<td>B = 80 – 89</td>
<td>3</td>
</tr>
<tr>
<td>C = 70 – 79</td>
<td>2</td>
</tr>
<tr>
<td>F = Below 70</td>
<td>0</td>
</tr>
</tbody>
</table>
Duncanville ISD
English Language Arts Suggested Course Sequencing
4 Credits Required for Recommended and Distinguished Graduation Plan
High School Credit

Regular Course Sequence

7th Grade English

8th Grade English

English I
OR
ESOL I

English II
OR
ESOL II

English III

English IV
OR
English IV Dual Credit

Accelerated Course Sequence

7th Grade English Pre-AP

8th Grade English Pre-AP

English I Pre-AP

English II AP

English III AP

English IV Dual Credit OR English IV AP

Academic Electives
Creative Writing
Advanced Journalism: Literacy Magazine I, II
Debate I, II, III, IV
Journalism I
Journalism: Photojournalism I, II
Journalism: Yearbook I, II, III
Journalism: Newspaper I, II, III
Oral Interpretation I, II, III, IV
Professional Communications- Dual Credit

*Please Note: Students may change pathway with proper approval.
Course Descriptions

Please see Curriculum requirements document for Graduation Requirements
*Please see your academic counselor for guidance concerning graduation requirements.*
**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

Language Arts

Please see Curriculum Requirements for Graduation Requirements in English

A maximum of two of the four units of English required for graduation may be English as a Second Language (ESOL). All credits earned in ESOL, which are not counted toward the graduation requirement in English, may be counted as electives in meeting state graduation requirements.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1012</td>
<td>ENGLISH I</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

In the English I course, students read and understand a wide variety of literary and informational texts. Through the writing strand, students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply the oral and written conventions of the English language. Students will continue to build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1011</td>
<td>ENGLISH I PRE-AP</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

The Pre-Advanced Placement class is designed to prepare highly-motivated and self-disciplined students for the next level of Advanced Placement. In the English I Pre-AP course, students read extensively and analyze a wide variety of literary and informational texts, including outside readings selected from the AP suggested reading list. Through the writing strand, students will compose a variety of written texts as well as literary analyses. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply and refine the oral and written conventions of the English language. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework classes. Students will also be expected to complete an assigned summer reading project prior to the beginning of class in the fall.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1002</td>
<td>READING I</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Reading I offers students reading instruction to meet successfully academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>READING II</td>
<td>1</td>
<td>10-11</td>
</tr>
</tbody>
</table>

See Sequence of Courses

Reading II is the second course in the sequence after Reading I. This course offers students reading instruction to meet successfully academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>ENGLISH II</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

See Sequence of Courses

In the English II course, students read and understand a wide variety of literary and informational texts. Through the writing strand, students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply the oral and written conventions of the English language. Students will continue to build on their prior knowledge and skills obtained in English I and previous grades in order to strengthen their reading, writing, and oral language skills.
No. | Course | Credit | Grade |
---|-------|-------|-------|
4011 | ENGLISH II PRE-AP | 1 | 10 |

See Sequence of Courses

The Pre-Advanced Placement class is designed to prepare highly-motivated and self-disciplined students for the next level of Advanced Placement. In the English II Pre-AP course, students read extensively and analyze a wide variety of literary and informational texts, including outside readings selected from the AP suggested reading list. Through the writing strand, students will compose a variety of written texts as well as literary analyses. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply and refine the oral and written conventions of the English language. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework classes. Students will also be expected to complete an assigned summer reading project prior to the beginning of class in the fall.

3012 | ENGLISH III | 1 | 11 |

See Sequence of Courses

In the English III course, students read and understand a wide variety of literary and informational texts. Through the writing strand, students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply the oral and written conventions of the English language. Students will continue to build on their prior knowledge and skills obtained in English I and English II in order to strengthen their reading, writing, and oral language skills.

3010 | ENGLISH III AP - LANGUAGE AND COMPOSITION | 1 | 11 |

See Sequence of Courses

The English III Advanced Placement course is a college-level course for those who want to obtain college freshman English credit as determined by the English Language and Composition Exam administered in May by the College Board at a cost to the student. In this course, students read, analyze, synthesize, and evaluate selected examples of American and world prose, focusing on non-fiction argumentation and stylistic and rhetorical strategies; the course emphasizes the use of extensive critical thinking skills. Requirements include reading college-level American literature from the AP reading list and an AP college-level text as well as writing critical, analytical essays. Students will also be expected to complete an assigned summer reading project prior to the beginning of class in the fall.

4012 | ENGLISH IV | 1 | 12 |

See Sequence of Courses

In the English IV course, students read and understand a wide variety of literary and informational texts. Through the writing strand, students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply the oral and written conventions of the English language. Students will continue to build on their prior knowledge and skills obtained in English I, English II, and English III in order to strengthen their reading, writing, and oral language skills.

4013 | ENGLISH IV-DUAL CREDIT | .5 per semester | 12 |

Students should meet current TSI college readiness level in Reading and Writing.

(See guidelines for dropping a Dual Credit class). Dual Credit English IV is a college level English course intended for students who wish to receive college credit in high school. The student must enroll concurrently in Mountain View College by completing college registration including taking a placement exam through Mountain View College. If the appropriate scores are achieved, the student can earn a total of 3 college English hours per semester. Student must earn a minimum of a C average for the fall semester to continue in the spring semester of the courses. This course is a continuation of the skills and concepts that are covered in English III or English III AP. These students must exhibit above average proficiency in critical thinking, grammar, usage, vocabulary, and writing. Requirements of the course include, but are not limited to, writing critical, analytical essays, and producing a documented research essay.

4010 | ENGLISH IV AP - LITERATURE AND COMPOSITION | 1 | 12 |

See Sequence of Courses

The English IV Advanced Placement course is a college-level course for those who want to obtain college English credit as determined by the English Literature and Composition Exam administered in May by the College Board at a cost to the student. Students will read, analyze, synthesize, and evaluate selected examples of British and world literature (prose and poetry); students will write critical, analytical essays, both literary and non-literary, with or without documentation, and in timed settings. Requirements of the course include, but are not limited to, reading at least one British or world literature reading (novel or drama) from the AP reading list every six weeks. Students will be expected to complete an assigned summer reading project prior to the beginning of the class in August. Students will also be expected to complete assigned summer reading project prior to the beginning of the class in August.
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills while applying them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English with the production of final, error-free drafts for business reproduction. This class will count as a fourth year of English for the Business and Industry Endorsement.

3542  CREATIVE WRITING  First Semester  .5  11-12
Creative Writing, a rigorous composition course, is designed for students motivated to enhance their writing skills and craft. Students will be asked to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to employ 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.

3552  ADV. JOURNALISM - LITERARY MAGAZINE  Second Semester  .5  11-12
Advanced Journalism: Literary Magazine is designed for students motivated to enhance and refine their writing skills and craft developed in Creative Writing 3542. Students write extensively in a variety of forms for a variety of audiences and purposes focusing on poetry and prose. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will apply journalistic ethics and standards. Students will refine and enhance their journalistic skills, create a writing portfolio, and produce a literary magazine consisting of their own work and of selections solicited from the entire student body.

3562  ADV. JOURNALISM - LITERARY MAGAZINE Full Year  1  12
Advanced Journalism – Literary Magazine (full year) is designed for students motivated to continue to enhance and refine their writing skills and craft developed in the Creative Writing 3542 and Adv. Journalism - Literary Magazine 3552 courses. Students continue to write extensively in a variety of forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will apply journalistic ethics and standards. Students will refine and enhance their journalistic skills, create a writing portfolio, and plan, organize, and produce a literary magazine consisting of their own work and of selections solicited from the entire student body.

3183  READING LAB  .5 (Local)  9-11
Non-mastery of the EOC exam for either English I or English II.
This is a local elective credit course designed to review reading objectives and prepare the student for the EOC exam at the end of the fall semester or in the spring semester.
# English as a Second Language

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1023</td>
<td>ENGLISH I  Speakers of Other Languages Beginners’ Class (ESOL)</td>
<td>1</td>
<td>9-10</td>
</tr>
<tr>
<td><strong>This class is ONLY for students in their first year of instruction in United States schools.</strong></td>
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<tr>
<td>1022</td>
<td>ENGLISH I  Speakers of Other Languages (ESOL)</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2222</td>
<td>ENGLISH II Speakers of Other Languages (ESOL)</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

**Prerequisite: LPAC recommendation**

This basic state credit course provides the student who was born outside of the United States with the exception of the military and whose native language is not English with individual instruction in reading, spelling, and writing the English language. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. A maximum of two state credits in ESOL may be applied toward the English requirement for graduation. (Two credits may be substituted for English I and English II only. Students must take English III and IV.) Any additional units completed will be considered as electives.

| 1033 | ENGLISH AS A SECOND LANGUAGE (ESL Reading Foundations) | 1 (Local) | 9-10 |
|      |                                                          |          |      |
|      | **Prerequisite: LPAC recommendation**                   |          |      |

These courses are designed to help the English Language Learner in reading comprehension and fluency. The students will also receive instruction in writing, grammar, and oral presentation. The course will supplement instruction in English I & II ESOL or in an Academic English class. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS and EOC scores.

| 2032 | ENGLISH AS A SECOND LANGUAGE (ESL Reading I)             | 1 (Local) | 9-11 |
|      |                                                          |          |      |
|      | **Prerequisite: LPAC recommendation**                    |          |      |

These courses are designed to help the English Language Learner in reading comprehension and fluency. The students will also receive instruction in writing, grammar, and oral presentation. The course will supplement instruction in English I & II ESOL or in an Academic English class. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS and EOC scores.

| 3342 | ENGLISH AS A SECOND LANGUAGE (ESL Reading II)            | 1 (Local) | 9-12 |
|      |                                                          |          |      |
|      | **Prerequisite: LPAC recommendation**                    |          |      |

These courses are designed to help the English Language Learner in reading comprehension and fluency. The students will also receive instruction in writing, grammar, and oral presentation. The course will supplement instruction in English I & II ESOL or in an Academic English class. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS and EOC scores.

| 4342 | ENGLISH AS A SECOND LANGUAGE (ESL Writing)               | 1 (Local) | 11-12|
|      |                                                          |          |      |
|      | **Prerequisite: LPAC recommendation**                    |          |      |

This is an advanced course designed to assist students who have the need to perfect their writing skill through an in depth study of the writing process and effective writing traits. There will be an emphasis on test prep as well as formal writing for research papers and college entrance exams. Placement will be determined by previous TELPAS and EOC scores with the approval of the Language Proficiency Assessment Committee (LPAC).

| 4352 | ENGLISH AS A SECOND LANGUAGE (ESL Math Foundations)      | 1 (Local) | 9-11 |
|      |                                                          |          |      |
|      | **Prerequisite: LPAC recommendation**                    |          |      |

This course is designed to help the English Language Learner in acquiring the basic math foundations skills. Teacher recommendations and previous TELPAS and EOC scores with the approval of the Language Proficiency Assessment Committee (LPAC) will determine placement.
Students write in a variety of forms for a variety of audiences and purposes. Students 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. 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 will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. This course lays the foundation for work on the newspaper or yearbook staff.

**2022 PHOTOJOURNALISM I**

Students write in a variety of forms for a variety of audiences and purposes. Students 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. 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 will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. This course lays the foundation for work on the newspaper or yearbook staff.

**2082 PHOTOJOURNALISM II**

See Sequence of Courses – Students must have their own cameras.

Students enrolled in this course continue to build and refine the skills learned in the 2022 Photojournalism I course. Students communicate in a variety of forms for a variety of audiences and purposes. Students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication.

**2142 ADVANCED JOURNALISM: NEWSPAPER PRODUCTION I**

In this course students communicate in a variety of forms such as print, digital, or online media, focusing on newspaper production. Students are expected to plan, draft, and complete written and/or visual communications, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Published works 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.

**2141 ADVANCED JOURNALISM: NEWSPAPER PRODUCTION II**

See Sequence of Courses

Students enrolled in this course continue to build and refine the skills learned in the 2142 Adv. Journalism: Newspaper Prod. I course. In this course students communicate in a variety of forms such as print, digital, or online media, focusing on newspaper production. Students are expected to plan, draft, and complete written and/or visual communications, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Published works 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.

**2141 ADVANCED JOURNALISM: NEWSPAPER PRODUCTION III**

See Sequence of Courses

Students enrolled in this course continue to build and refine the skills learned in the 2141 Adv. Journalism: Newspaper Prod. II course. In this course students communicate in a variety of forms such as print, digital, or online media, focusing on newspaper production. Students are expected to plan, draft, and complete written and/or visual communications, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Published works 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.
In this course students communicate in print, digital, or online media, focusing on yearbook production. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Students will practice journalism skills and leadership abilities as they produce the nationally acclaimed school yearbook, PANTHER TALE. Students will also develop advanced and specialized skills in at least one of the following: photography, editing/reporting, layout or advanced writing, editing and layout designing skills.

Students enrolled in this course continue to build and refine the skills learned in the 2161 Adv. Journalism: Yearbook Production I course. In this course students communicate in print, digital, or online media, focusing on yearbook production. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Students will practice journalism skills and leadership abilities as they produce the nationally acclaimed school yearbook, PANTHER TALE. Students will also develop advanced and specialized skills in at least one of the following: photography, editing/reporting, layout or advanced writing, editing and layout designing skills.

Students enrolled in this course continue to build and refine the skills learned in the 2161 Adv. Journalism: Yearbook Production II course. In this course students communicate in print, digital, or online media, focusing on yearbook production. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards. Students will practice journalism skills and leadership abilities as they produce the nationally acclaimed school yearbook, PANTHER TALE. Students will also develop advanced and specialized skills in at least one of the following: photography, editing/reporting, layout or advanced writing, editing and layout designing skills.

In this course students will develop effective communication skills for professional and career based environments. Students will learn to send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem solving processes. Students enrolled in Professional Communications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and career settings. Professional presentations combined with computer graphics will develop and expand students’ communication abilities.

In this course students will develop effective communication skills for professional and career based environments. Students will learn to send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem solving processes. Students enrolled in Professional Communications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and career settings. Professional presentations combined with computer graphics will develop and expand students’ communication abilities.
Students must obtain 9th grade theatre arts teacher's recommendation, and then audition for high school teacher

In this course students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. **Weekend contest participation is mandatory.**

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation I course. In this course students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. **Weekend contest participation is mandatory.**

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation II course. In this course students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. **Weekend contest participation is mandatory.**

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation III course. In this course students will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. **Weekend contest participation is mandatory.**

In this course students develop skills in argumentation and debate surrounding current issues, develop sound critical thinking, and sharpen communication skills. They acquire lifelong skills for intelligently approaching controversial issues. Emphasis will be placed on speaking skills and tournament events. **Participation in after school tournaments is possible but not mandatory.**

Students enrolled in this course continue to build and refine the skills learned in the Debate I course. In this course students develop skills in argumentation and debate surrounding current issues, develop sound critical thinking, and sharpen communication skills. They acquire lifelong skills for intelligently approaching controversial issues. This course is open to the student who wishes to compete with the Duncanville High School Debate Team in the areas of Lincoln Douglas debate, CX debate, Student Congress, Extemporaneous Speaking, and Original Oratory. Team members have the opportunity to travel and compete at local, state, and national tournaments. **Weekend contest participation is mandatory for students in grades 9, 10, 11, 12.**

Students enrolled in this course continue to build and refine the skills learned in the Debate II course. In this course students develop skills in argumentation and debate surrounding current issues, develop sound critical thinking, and sharpen communication skills. They acquire lifelong skills for intelligently approaching controversial issues. This course is open to the student who wishes to compete with the Duncanville High School Debate Team in the areas of Lincoln Douglas debate, CX debate, Student Congress, Extemporaneous Speaking, and Original Oratory. Team members have the opportunity to travel and compete at local, state, and national tournaments. **Weekend contest participation is mandatory for students in grades 9, 10, 11, 12.**
Students enrolled in this course continue to build and refine the skills learned in the Debate III course. In this course students develop skills in argumentation and debate surrounding current issues, develop sound critical thinking, and sharpen communication skills. They acquire lifelong skills for intelligently approaching controversial issues. This course is open to the student who wishes to compete with the Duncanville High School Debate Team in the areas of Lincoln Douglas debate, CX debate, Student Congress, Extemporaneous Speaking, and Original Oratory. Team members have the opportunity to travel and compete at local, state, and national tournaments. Weekend contest participation is mandatory for students in grades 9, 10, 11, 12.
Duncanville ISD
Mathematics Suggested Course Sequencing
4 Credits Required for Foundation Graduation Plan with an Endorsement
High School Credit

Suggested Course Sequence

Regular Course Sequence

7th Grade Math

8th Grade Math

Algebra I

Geometry

Math Models or Algebra II

Algebra II

Precalculus

Advanced Quantitative Reasoning

Foundations of College Math

AP Statistics

Accelerated Course Sequence

7th Grade Math Pre-AP

Algebra I Pre-AP

Geometry Pre-AP

Algebra II Pre-AP

Precalculus Pre-AP (DC option)

AP Calculus AB (DC)

AP Calculus BC (DC)

AP Statistics

Academic Electives
Engineering Mathematics (CTE)

Pre-AP = Pre-Advanced Placement
AP = Advanced Placement
DC = Dual Credit
CTE = Career and Technical Education
Mathematics

Please see Curriculum requirements for Graduation Requirements in Mathematics

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1042</td>
<td>ALGEBRA I</td>
<td>1</td>
<td>9-10</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: 8th Grade Math</td>
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</tbody>
</table>

This course provides students with opportunities to use symbols in a variety of ways to study relationships among quantities. Students will use functions to represent and model problem situations and to analyze and interpret relationships. They will work in many situations to set up equations and use a variety of methods to solve these equations.

- Some sections of Algebra I will engage in the math content using a “flipped classroom” model. In a flipped classroom, students interact with lessons outside of the regular school day so that they can spend the majority of their time receiving guidance in class. Students are expected to access instructional materials online in anticipation of upcoming topics. When they get to class, the teacher facilitates classroom discussions, hands-on activities, and other strategies designed to reinforce proper application of mathematics. Access to internet connected devices outside of the classroom is required.

| 1041| ALGEBRA I PRE-AP | 1      | 9     |
|     | Prerequisite: 8th Grade Math |

This course provides an enriched study in Algebra. Students will develop a deep understanding of variable manipulation with a thorough exploration of both linear and non-linear functions. Emphasized concepts will provide gifted students with the opportunity to take AP Calculus AB or AP Calculus BC before graduation. Technology will be an integral part of this course.

| 1193| ALGEBRA I LAB   | 1 (Local) | 9     |
|     | Prerequisite: Counselor Placement based on prior year’s performance in math and/or the Mathematics Section EOC test. |

This lab course is designed to reinforce skills in algebraic concepts by extensive use of manipulatives and discovery activities. Concepts are coordinated with those being introduced in the Algebra I course. Extensive attention will be given to the development of basic skills and the mastery of EOC objectives.

| 1052| GEOMETRY        | 1      | 10-12 |
|     | Prerequisite: Full year credit in Algebra I |

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, and they use geometric thinking to understand mathematical concepts and the relationships among them. Opportunities will be provided for students to use geometric ideas, relationships, and properties to solve problems.

| 1051| GEOMETRY PRE-AP | 1      | 9-10  |
|     | Prerequisite: Algebra I |

This course provides an enriched study in geometry for strong mathematics students. The basic content is the same as academic geometry, but major emphasis is placed upon the development of logical thinking. Technology is an integral part of this course. Students will have regular access to technology for geometric constructions, coordinate graphing, algebraic analysis, and computation. This course is designed for students planning to take Pre-AP Algebra II. Tenth grade students may wish to “double up” Pre-AP Geometry and Pre-AP Algebra II in order to complete AP Calculus in their senior year.

| 2182| ALGEBRA II      | 1      | 11-12 |
|     | Prerequisite: Geometry |

Algebra II is the study of linear, quadratic, absolute value, square root, rational, logarithmic, and exponential functions and their properties. The course includes equations, systems of equations, inequalities, systems of inequalities, variation, inverses, matrices, and conic sections. Symbolic, graphical, and numerical approaches are taken to solve a variety of real-world problems. Students are encouraged to supply their own graphing calculator for use in this course.
This course is designed for students planning to take AP Calculus. The pace of the course is rigorous, and the student is expected to be highly proficient in algebra I skills. Students are often required to complete high-level assignments at home during the week. Topics include: absolute value, linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions along with introductions to conics, statistics, and probability. Heavy emphasis is placed on the theoretical development of the skills that will be needed in more advanced mathematics courses. Technology is an integral part of this course. Students will make extensive use of graphing calculator technology, so the purchase of a graphing calculator is recommended.

**3002 MATHEMATICAL MODELS WITH APPLICATIONS**

Prerequisite: Algebra I

Students in MMA use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Mathematical methods are used to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Models from algebra, geometry, probability, and statistics are used to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations.

**4052 FOUNDATIONS OF COLLEGE MATHEMATICS**

Prerequisite: Algebra I, Geometry, and Algebra II

Students will extend mathematic understanding beyond Algebra II level. Students will be introduced to triangle and coordinate trigonometry, graphing trigonometric functions, and trigonometric identities. College Algebra concepts will be covered with emphasis on extensions and applications of exponential, logarithmic, rational, polynomial, and quadratic functions, and inductive and deductive reasoning skills. This course will assist students in preparation for college placement exams, targeting College Algebra. Students are encouraged to supply their own graphing calculator for use in this course.

**3152 PRECALCULUS**

Prerequisite: Algebra II

This course is intended for juniors who plan to take AB Calculus in their senior year, or for seniors who plan to major in a program requiring upper level mathematics in college. This course introduces the college bound student to many Precalculus concepts including limits. This pace is rigorous, and the student will be challenged. Students are encouraged to supply their own graphing calculator for use in this course. This course may be taken for college dual credit in College Algebra.

**3041 PRECALCULUS PRE-AP**

Prerequisite: Algebra II

This is a college level math course intended for students that will take the AP Calculus BC class their senior year. Topics include the study of real numbers, the conic sections, and transformation of coordinates, parametric equations, and three-dimensional space. This course also emphasizes circular and trigonometric functions, graphs of trigonometric functions, vectors and their applications, polar coordinates and their graphs, and calculus topics including limits and derivatives. The pace is rigorous, and the student will be challenged. Students must have at home time for this course. This course may be taken for college dual credit in College Algebra, Trigonometry, and Precalculus.

**3041DC PRECALCULUS PRE-AP Dual Credit**

Prerequisite: Algebra II and meet current TSI College Readiness level in Math.

This is a college level math course intended for students that will take the AP Calculus BC class their senior year. Topics include the study of real numbers, the conic sections, and transformation of coordinates, parametric equations, and three-dimensional space. This course also emphasizes circular and trigonometric functions, graphs of trigonometric functions, vectors and their applications, polar coordinates and their graphs, and calculus topics including limits and derivatives. The pace is rigorous, and the student will be challenged. Students must have at home time for this course. Successful completion of this course yields college credit for College Algebra (MATH 1314); College Trigonometry (MATH 1316), and College Pre-Calculus.
In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. This class will satisfy a 4th math requirement.

4051 ENGINEERING MATHEMATICS
Prerequisite: Algebra II

Engineering Mathematics is a course where students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

3040 STATISTICS AP
Prerequisite: Algebra II

This course is designed to enable the student to pass the Advanced Placement® Statistics Exam given by the College Board for advanced placement and/or college credit. The test is administered in May at a cost to the student. This activity based college-level course provides the student the opportunity to discover statistical concepts, explore statistical principles, and apply statistical techniques. Emphasis will be placed on collecting, analyzing, and drawing conclusions from data. The student will be trained in the use of the TI-83 calculator and statistical computer software. This course may be taken for college dual credit in Statistics.

3040DC STATISTICS Dual Credit
Prerequisite: Pre-AP Algebra II and meet current TSI College Readiness level in Math.

This course is designed to enable the student to pass the Advanced Placement® Statistics Exam given by the College Board for advanced placement and/or college credit. The test is administered in May at a cost to the student. This activity based college-level course provides the student the opportunity to discover statistical concepts, explore statistical principles, and apply statistical techniques. Emphasis will be placed on collecting, analyzing, and drawing conclusions from data. The student will be trained in the use of the TI-83 calculator and statistical computer calculator. Successful completion of this course yields college credit for Statistics. (MATH 2342)

4050 CALCULUS AP (AB)
Prerequisite: Precalculus

This is a college level math course for which many colleges grant advanced placement for one semester of Calculus if the student scores well on the Advanced Placement® exam administered by the College Board. The test is administered in May at a cost to the student. AB Calculus, taught over two semesters in high school, represents a semester course in college calculus that includes limits, continuity, derivatives, application of derivatives, integrals of algebraic and transcendental functions, Riemann sums, 1st and 2nd Fundamental Theorem of Calculus, numerical integration, and finding the volume and surface area of solids. This course may be taken for college dual credit in Calculus 1.

4060 CALCULUS AP (BC)
Prerequisite: Precalculus

This is a college level math course for which many colleges grant advanced placement for two semesters of Calculus if the student scores well on the AP® exam. The test is administered in May at a cost to the student. BC Calculus topics include limits, continuity, derivatives, application of derivatives, integrals of algebraic and transcendental functions, Riemann sums, 1st and 2nd Fundamental Theorem of Calculus, numerical integration, finding the volume and surface area of solids, polar coordinates, parametric equations, vector calculus, polynomial approximations and series, indeterminate forms, and partial differentiation with applications. This course may be taken for college dual credit in College Calculus 1 and 2.
No. | Course | Credit Hours | Prerequisite |
---|---|---|---|
4060DC | CALCULUS (BC) Dual Credit | 1 | Precalculus and meet current TSI College Readiness level in Math. |

This is a college level math course for which many colleges grant advanced placement for two semesters of Calculus if the student scores well on the AP® exam. The test is administered in May at a cost to the student. BC Calculus topics include limits, continuity, derivatives, application of derivatives, integrals of algebraic and transcendental functions, Riemann sums, 1st and 2nd Fundamental Theorem of Calculus, numerical integration, finding the volume and surface area of solids, polar coordinates, parametric equations, vector calculus, polynomial approximations and series, indeterminate forms, and partial differentiation with applications. Successful completion of this course yields college credit for Calculus I and II. (MATH 2413 and 2414)

4193 | MATH LAB | .5 (Local) | Counselor placement only |

This is a local elective credit course required of all seniors who have not mastered the mathematics section of the End of Exam (EOC) and are not enrolled in another math class. The course is designed to review math objectives and prepare students for the exit level exam, which is required for graduation.
Duncanville ISD
Science Suggested Course Sequencing
4 Credits Required for Recommended and Distinguished Graduation Plan
High School Credit

Regular Course Sequence

- Science I (7th Grade)
- Science II (8th Grade)
- Biology I
- IPC, Chemistry OR Physics I
- Advanced Science

Accelerated Course Sequence

- Science I PreAP (7th Grade)
- Science II PreAP (8th Grade)
- Biology I PreAP
- Chemistry I PreAP
- Physics I PreAP
- Advanced Science

Advanced Sciences
- Chemistry I
- Physics I
- Biology II AP
- Food Science
- Environmental Science
- Astronomy
- Medical Terminology
- Scientific Research and Design
- Physics II AP/Physics II AP Dual Credit
- Principles of Technology
- Chemistry II AP
- Anatomy and Physiology
- Aquatic Science
- Pathophysiology
**Sciences**

Please see Curriculum requirements Document for Graduation Requirements in Sciences

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF **

*Please see an academic counselor for guidance concerning graduation requirements*

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<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1072</td>
<td>BIOLOGY I</td>
<td>1</td>
<td>9-12</td>
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</table>

Students will study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; homeostasis in relation to living organisms: nucleic acids and genetics; change over time; taxonomy; metabolism and energy transfers in living organisms; comparative anatomy and physiology; ecosystems; and plants and the environment. Students are expected to regularly use the skills of scientific problem solving.

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<th>No.</th>
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<tbody>
<tr>
<td>1071</td>
<td>BIOLOGY I PRE-AP</td>
<td>1</td>
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</table>

Prerequisite: 8th grade Science

This is a Pre-Advanced Placement course designed to prepare students for the next level of Advanced Placement. It is a rigorous survey course in general biology that is accelerated in pace and is more in-depth than the academic course. Emphasis is on laboratory investigations in genetics, cell biology, botany, invertebrate zoology, ecology, microbiology, and vertebrate anatomy and physiology. Students are expected to regularly use the skills of critical thinking and scientific problem solving throughout this course.

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<th>No.</th>
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<tbody>
<tr>
<td>3070</td>
<td>BIOLOGY II AP</td>
<td>1</td>
<td>11-12</td>
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</tbody>
</table>

Prerequisite: Completion of Biology I and Chemistry I

Advanced study is presented in botany, ecology, molecular biology, microbiology, human physiology, and vertebrate anatomy. This rigorous lab-oriented course is designed for those students who plan a biology related career or are interested in possible college credit. This course prepares students for the Advanced Placement® Exam that is given in May at cost to the student and may enable the student to obtain college credit. This course is recognized by major universities as a lab course. It is highly recommended that students discuss this course with the teacher prior to selection.

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<th>No.</th>
<th>Course</th>
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<tbody>
<tr>
<td>2072</td>
<td>INTEGRATED PHYSICS AND CHEMISTRY</td>
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</tbody>
</table>

Prerequisite: Biology I (This course should not be taken if the student has completed chemistry and/or physics.)

This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

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<th>No.</th>
<th>Course</th>
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<tbody>
<tr>
<td>2872</td>
<td>FOOD SCIENCE</td>
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<td>11-12</td>
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</tbody>
</table>

Prerequisite: Biology

This is an intense, technical, science laboratory course that concentrates on laboratory and field investigations, using scientific methods during investigations. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. This is a yearlong course designed to allow research and experimentation in the area of food preparation, storage, processing, and production. Students gain hands on experience with the chemical and physical changes that occur during all stages of production from harvest through preparation. This satisfies the requirement for an advanced science option.

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<th>No.</th>
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<tbody>
<tr>
<td>3182</td>
<td>ENVIRONMENTAL SYSTEMS</td>
<td>1</td>
<td>11-12</td>
</tr>
</tbody>
</table>

Prerequisite: Biology I and a physical science

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. This satisfies the requirement for an advanced science option.
Students will study about the Earth’s position in the solar system, especially its relationship to the sun and the moon. Other topics will include a survey of the other objects of the solar system (planets and their moons, asteroids, comets, meteors), a brief history of the development of space travel and subsequent benefits of space applications to other aspects of society, discoveries and mysteries of stars, galaxies, black holes, supernovas, dark matter, and others.

**3122** ASTRONOMY

Prerequisite: Biology 1 and a physical science

This course is designed to familiarize students with the structures and functions of the human body and to prepare students for future courses in a medical or related field. Students will examine anatomical and physiological features of selected systems through the use of technology as well as the dissections of selected vertebrate specimens, qualitative and quantitative laboratory activities, demonstrations, lectures, and student-centered discussions. This satisfies the requirement for an advanced science option.

**1081** ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Advanced

Prerequisite: Completion of Biology I and Chemistry I (Chemistry can be taken concurrently.)

This course is designed to familiarize students with the structures and functions of the human body and to prepare students for future courses in a medical or related field. Students will examine anatomical and physiological features of selected systems through the use of technology as well as the dissections of selected vertebrate specimens, qualitative and quantitative laboratory activities, demonstrations, lectures, and student-centered discussions. This satisfies the requirement for an advanced science option.

**3132** AQUATIC SCIENCE

Prerequisite: Biology 1 and a physical science

Students will study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. This satisfies the requirement for an advanced science option.

**1081DC** ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Dual Credit

Prerequisite: Completion of Biology I and Chemistry I and meet the current TSI standards for College Readiness.

This course is designed to familiarize students with the structures and functions of the human body and to prepare students for future courses in a medical or related field. Students will examine anatomical and physiological features of selected systems through the use of technology as well as the dissections of selected vertebrate specimens, qualitative and quantitative laboratory activities, demonstrations, lectures, and student-centered discussions. This satisfies the requirement for an advanced science option. Successful completion of this course yields college credit for SCIT 1407.

**3912** MEDICAL MICROBIOLOGY

Prerequisite: Three credits of science are recommended. Paired with 3914

Students will study a variety of topics that include the relationship between microbes and health maintenance and the role of microbes in infectious diseases. Microbial organisms will be identified to assist in the understanding of specific diseases and treatment options. Proper laboratory and sterile technique will be emphasized in this lab-oriented course. Prior completion of the Anatomy and Physiology course is encouraged.

**3914** PATHOPHYSIOLOGY

Prerequisite: Three credits of science are recommended. Paired with 3912

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is place on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

**3062** CHEMISTRY I

Prerequisite: Biology

Students will study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. This course involves higher level algebraic skills. Students will investigate how chemistry is an integral part of our daily lives.
This course covers the atomic and periodic nature of matter, the physical states of matter, quantitative and qualitative aspects of chemical reactions, chemical bonds, acids, bases, equilibrium, and electrochemistry. This course differs from the regular course in that the depth of topics is much greater, and the pace of the course is accelerated. This course involves higher level algebraic skills.

Chemistry II-AP is an in-depth study of chemical concepts and principles encountered in Chemistry I. It also integrates the specialized areas of chemistry such as organic, quantitative and qualitative analysis, and nuclear chemistry. It involves extensive problem solving and graphical analysis. Chemistry II is designed for the student who desires a college-level, second year chemistry program. It prepares students for the Advanced Placement Exam to be given in May at a cost to the student, which may enable the student to obtain advanced placement and/or college credit. The lab program will present both confirmatory activities and inquiry investigations. Students are required to maintain a formal lab notebook. Several labs, projects and study sessions will occur outside regular school hours. Students should have excellent math skills and be proficient in reasoning and problem solving and committed to completing college level work.

This course is an applied physics course designed to provide a student a study in force, work, rate, resistance, energy, power and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course reinforces the mathematics applications a student needs to understand to apply the principles being studied.

Students will study a variety of topics that include laws of motion, changes within physical systems, and conservation of energy and momentum, force, thermodynamics, characteristics, and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. This course is recognized by major universities as a lab course.

Physics is a very challenging course designed for students planning careers in engineering, medicine, and science related fields. The course is quantitative in nature; therefore, all students should be proficient in mathematics. The course deals specifically with the areas of: mechanics (the study of motion and the relationship between forces and motion); conservation of energy and momentum, thermodynamics; waves and light which concerns propagation of energy and electromagnetic radiation; electricity and magnetism which deals with electric current fields, motors, and generators, electric meters, and basic circuit theory. This course is recognized by major universities as a lab course.

Successful completion of this course yields college credit in Physics (PHYS 1401 and 1402)

This course is recognized by major universities as a lab course. Successful completion of this course yields college credit in Physics (PHYS 1401 and 1402)
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<th>No</th>
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<tbody>
<tr>
<td>4090</td>
<td>PHYSICS II AP (C)</td>
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**Prerequisite:** Completion of Physics I

**Physics C covers two areas.** The first half of the year is devoted to mechanics using calculus in problem solving. The use of calculus will increase as the course progresses. In the second half of the year, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formatting principles and in solving problems. It prepares students for the AP® Exam to be given in May at a cost to the student, which may enable the student to obtain advanced placement and/or college credit. **This course is recognized by major universities as a lab course.**

| 4173 | SCIENCE LAB                     | .5 (local) | 11-12 |

**Prerequisite:** Counselor placement only, non-mastery of the Biology EOC exam

This is a local elective credit course REQUIRED of all seniors who have not mastered the science section of the EOC Exit Exam. The course is designed to review the science skills and concepts assessed by the EOC exit level exam. Mastery of the science section of the EOC Exit exam is required for graduation. Course may be taken for more than one semester.

*Please see your academic counselor for guidance concerning graduation requirements.*
Duncanville ISD
Social Studies Suggested Course Sequencing
4 Credits Required for Recommended and Distinguished Graduation Plan
High School Credit

Regular Course Sequence

Accelerated Course Sequence

Texas History 7 (7th Grade)

U.S. History 8 (8th Grade)

Texas History 7 Pre-AP (7th Grade)

U.S. History 8 Pre-AP (8th Grade)

World Geography

World Geography Pre-AP OR Human Geography AP

World History

World History Pre-AP OR World History AP

U.S. History OR U.S. History Dual Credit

U.S. History AP OR U.S. History Dual Credit

Economics OR Economics Dual Credit

Economics AP OR Economics AP Microeconomics OR Economics Dual Credit

U.S. Government OR U.S. Government Dual Credit

Social Studies Elective Courses

- Sociology
- U.S. Government, Psychology AP
- Special Topics in Social Studies
- Special Topics in African American Studies
- Special Topics in Latin American Studies

- Special Topics in Asian American Studies
- Special Topics in World Wars of the Twentieth Century
- Law Studies
- European History AP
- Social Studies Research Methods

*Please Note: Students may change pathway with proper approval.*
In this course students examine people, places, and environments at the local, regional, national, and international level and describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; and relationships among people, places, and environments.

1311 WORLD GEOGRAPHY PRE-AP

The World Geography Pre-Advanced Placement class is designed to prepare highly-motivated and self-disciplined students for the next level of Advanced Placement. Students examine people, places, and environments at the local, regional, national, and international level and describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; and relationships among people, places, and environments. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework classes.

2052 WORLD HISTORY

This course offers students the opportunity to study an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest time to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

2051 WORLD HISTORY PRE-AP

The Pre-Advanced Placement class is designed to prepare highly-motivated and self-disciplined students for the next level of Advanced Placement. This course is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of major political revolutions since the 17th century, analyze the process by which constitutional governments have evolved, trace the historical development of important legal and political concepts, and examine the history and impact of major religious and philosophical traditions. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework classes.

2050 WORLD HISTORY AP

The World History Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. This course will introduce highly motivated and responsible students to the evolution of global processes and contacts, in interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1,000 C.E. Students should possess excellent analytical reading and writing skills as the course requires extensive time outside of class completing reading and research assignments.
This course is the second part of a two-year study that begins in Grade 8. Students study the history of the United States from 1877 to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras, analyze the impact of constitutional issues on American society, evaluate the relationship of the three branches of the federal government, and analyze the impact of technological innovations on American life.

Students should meet current TSI college readiness level in Reading and Writing.

Dual Credit U.S. History is a college level history course intended for students who wish to receive college credit in high school. The student must enroll concurrently in Mountain View College by completing college registration, including taking a placement exam thorough Mountain View College. If the appropriate scores are achieved, the student can earn a total of 6 college history hours. Students must earn a minimum of a C average for the fall semester to continue in the spring semester of the course. This course covers United States history from Reconstruction to the present, focusing on political, economic, social and cultural developments. Students will use and assess a variety of historical materials, applying critical thinking to the particular challenges of specific time periods.

The United States Advanced Placement course is a college-level course intended for students who wish to receive college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. This course encompasses content from the colonial period to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students also acquire factual knowledge and analytical skills necessary to deal critically with documentary materials and problems related to United States history. Students are required to interpret and relate information through a variety of forms, in particular essay. This course also requires consistent and rigorous reading in both the text and extensive related materials.

In this course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped the African American culture. Students will explore the different aspects of the African American culture derived through its literature, art, music, customs, traditions, and most importantly, its history. The course will focus on historical periods/actions and the lasting influence of those events on African American society in particular, and the larger society in general.

In this course students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped the Latin American culture. Students will explore the different aspects of the Latin American culture derived through its literature, art, music, customs, traditions, and most importantly, its history. The course will focus on historical periods/actions and the lasting influence of those events on Latin American society in particular, and the larger society in general.

In this course students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped the Asian American culture. Students will explore the different aspects of the Asian American culture derived through its literature, art, music, customs, traditions, and most importantly, its history. The course will focus on historical periods/actions and the lasting influence of those events on Asian American society in particular, and the larger society in general.

In this course students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces associated with the world wars of the twentieth century. This one semester course focuses on the origins and outcomes of the conflicts, wartime diplomacy, the impact of war on the major civilian society, the ideological dimensions of the conflict, the stress of war, and the Holocaust. This course will begin with Europe's defeat of Napoleon and continue with the causes and impact of World War I, the worldwide economic depression, and the causes and impact of World War II.
The European History Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. This course will provide highly motivated students with an in-depth study of European civilization from 1450 to the present. Political, economic, diplomatic, philosophical, religious, socio/cultural, technological, and artistic/architectural themes are explored. Extensive reading is required from a variety of sources.

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<tr>
<td>4170 EUROPEAN HISTORY AP</td>
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The Human Geography Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. This course will introduce highly motivated students to the systematic and scientific study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice. Students will be required to spend extensive time outside of class completing reading and research assignments.

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<tr>
<td>4020 HUMAN GEOGRAPHY AP</td>
<td>1</td>
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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.

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<tr>
<td>4062 SOCIOLOGY</td>
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In Psychology 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.

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<th>Course</th>
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<tr>
<td>4072 PSYCHOLOGY</td>
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The Psychology Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. Students will receive one-half credit in Social Studies Research Methods (4180) in the fall and one-half credit in AP Psychology (4070) in the spring. This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomenon associated with each subfield within Psychology. They will also learn methods used by psychologists in their practice.

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<th>Course</th>
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<td>4180 SOCIAL STUDIES RESEARCH METHODS/4070PSYCHOLOGY AP</td>
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This one-semester course introduces students to the structure and process of the United States legal system as it relates to everyday lives. Hands-on simulations heighten awareness of the system. Included are studies of Constitutional law, criminal and juvenile law, and the corrections system. This course includes field trip opportunities to area courts. The semester exam involves participation in a mock trial as a judge, bailiff, lawyer, defendant, and witness.

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<tr>
<td>4172 LAW STUDIES</td>
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This course focuses on the basic principles concerning production, consumption, and distribution of goods and services in the U.S. and a comparison with those in other countries. Students analyze the interaction of supply, demand, and price; investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy; and study the roles of the Federal Reserve System and other institutions in a free enterprise system.

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<th>Course</th>
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<tr>
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<tr>
<td>4043</td>
<td>ECONOMICS DUAL CREDIT</td>
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See Sequence of Courses

Students should meet current TSI college readiness level in Reading and Writing.

Dual Credit Economics is a college level course intended for students who wish to receive college credit in high school. The student must enroll concurrently in Mountain View College by completing college registration, including taking a placement exam thorough Mountain View College. If the appropriate scores are achieved, the student can earn a total of 3 college Economics hours. This course is an in-depth study of economic systems, supply and demand, forms of business, the monetary system, government’s role in the economy, world trade, and the global economy. This is a project-oriented course than enables students to actively participate in order to learn. Students must be highly motivated and self-disciplined and willing to do required outside reading and preparation as well as to work in cooperative groups.

4040 ECONOMICS AP Macroeconomics (Spring Semester) .5 12
See Sequence of Courses including Algebra I and II

The Economics Advanced Placement Macroeconomics course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination and also develops students’ familiarity with economic performance measures, economic growth, and international economics. In addition to providing a clear understanding of the U.S. economic system, this course will teach analytical and problem solving skills in the context of economics. Students taking this course should be highly motivated and self-disciplined due to the necessary commitment of additional hours needed to master complex economic concepts.

4140 ECONOMICS AP Microeconomics (Fall Semester) .5 12
See Sequence of Courses including Algebra I and II

The Economics Advanced Placement Macroeconomics course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. AP Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination and also develops students’ familiarity with economic performance measures, economic growth, and international economics. In addition to providing a clear understanding of the U.S. economic system, this course will teach analytical and problem solving skills in the context of economics. Students taking this course should be highly motivated and self-disciplined due to the necessary commitment of additional hours needed to master complex economic concepts.

4032 GOVERNMENT .5 12
See Sequence of Courses

In this course the focus is 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. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students also analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution.

4033 GOVERNMENT DUAL CREDIT 1 12
See Sequence of Courses

Dual Credit Government is a college level government course intended for students who wish to receive college credit in high school. The student must enroll concurrently in Mountain View College by completing college registration including taking a placement exam thorough Mountain View College. If the appropriate scores are achieved, the student can earn a total of 6 college government hours. Students must earn a minimum of a C average for the fall semester to continue in the spring semester of the course. This course is a challenging and in-depth study of international, national, state, and local government suggested for students who plan to pursue a study of law or political science. Students will be provided knowledge of primary sources and will be expected to complete extensive research on their own concerning current topics. This course emphasizes analytical skills, critical thinking, and research skills.
See Sequence of Courses

The Government Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam administered in May by the College Board at a cost to the student. This course provides students a critical perspective on politics and government in the United States. This course involves both the study of general concepts to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students taking this course should be highly motivated and self-disciplined as the students will read extensively outside of class.

Prerequisite: Approval by Academic Decathlon coaches based upon teacher recommendation in core classes

Academic Decathlon courses 3521, 4521, and 4531 are designed to prepare students to participate on the ACADEMIC DECATHLON TEAM. With an emphasis on the social sciences, students also research and study science, mathematics, literature, fine arts, and a Super Quiz annual topic. Students who enjoy trivia and competitive challenges should consider taking these courses.

This is a local elective credit course designed to review social studies objectives and prepare the student for the EOC exam re-tests at the end of the fall semester or in the spring semester. An emphasis will be placed on mastery of social studies content and skills for the EOC exam which will include: applying critical thinking skills to organize and use information acquired from a variety of sources, communicating in written, oral, and visual forms, using problem solving and decision making skills, and having a clear understanding of the Texas Essential Knowledge and Skills for the 11th grade U.S. History course.
DUNCANVILLE HIGH SCHOOL HOUSE BILL 5 ENDORSEMENTS

**Arts & Humanities Endorsement**

**Business & Industry Endorsement**

**STEM Endorsement**

**Public Services Endorsement**

**Multidisciplinary Studies Endorsement**

**Endorsement can be earned by taking a sequence of courses in these areas:**

**A)** A total of five social studies courses

**B)** Four levels of the same language in a language other than English

**C)** Two levels of the same language in a language other than English and two levels of a different language in a language other than English

**D)** Four levels of American Sign Language

**E)** A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses

**F)** Four English elective credits

**Endorsement can be earned by taking a sequence of courses in these areas:**

**Arts, Audio/Video Technology, & Communication**

**Agricultural Sciences**

**Architecture & Construction**

**Business**

**Management**

**Finance**

**Information Technology**

**Marketing**

**Manufacturing**

**Transportation, Distribution, & Logistics**

**Cosmetology**

**Culinary Arts**

**English Electives:**

  - Broadcast Journalism
  - Newspaper
  - Debate

**Endorsement can be earned by taking a sequence of courses in these areas:**

**Engineering**

**Electronics**

**Emphasis in: Mathematics Science**

**Computer Science**

**Endorsement can be earned by taking a sequence of courses in these areas:**

**Education and Training**

**Human Services**

**Health Science**

**Endorsement can be earned by completing foundation and general endorsement requirements and:**

**A)** Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation form within one endorsement area or among endorsement areas that are not in a coherent sequence

**B)** Four credits in each of the four foundation subject areas to include English IV and chemistry and /or physics

**C)** Four credits in advanced placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
### Duncanville ISD Graduation Plan: Arts and Humanities Endorsement - Fine Arts

#### Last Name  First  M

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#### Foundation Courses

- English I
- Pre AP

- Algebra I
- Pre AP

- Geometry
- Pre AP

- Biology
- Pre AP

- World Geography
- Pre AP

- AP Human Geography
- Pre AP

- PE(1)
- Fine Art

#### Arts and Humanities

**FINE ARTS: ART**
- Art- I

**FINE ARTS: DANCE**
- Dance- I (Drill Team)

**FINE ARTS: THEATRE**
- Theatre Arts Exploratory-I
- Theatre Arts-I Production

**FINE ARTS: BAND**
- Symphonic Band-I
- Wind Ensemble
- Jazz Ensemble

**FINE ARTS: MUSIC**
- Concert Choir-I
- Varsity Women’s Choir

**FINE ARTS: ART**
- Art- II

**FINE ARTS: DANCE**
- Dance- II (Drill Team)

**FINE ARTS: THEATRE**
- Theatre Arts- I Exploratory
- Theatre Arts- I Production
- Technical Theatre- I
- Theatre Arts- II
- Theatre Production- Interpretation of Spoken Word

**FINE ARTS: BAND**
- Symphonic Band-II
- Honors Band-II
- Wind Ensemble-II
- Jazz Ensemble
- Applied Music-I

**FINE ARTS: MUSIC**
- Concert Choir- II
- Varsity Women’s Choir- II
- Vocal Ensemble Velocity –II
- A Cappella Choir- II
- Vocal Ensemble Chamber

**FINE ARTS: ART**
- AP Studio Art Design
- AP Studio Art Sculpture
- AP Studio Art- 2D

**FINE ARTS: DANCE**
- Dance- III (Drill Team)

**FINE ARTS: THEATRE**
- Theatre Arts Exploratory-I
- Theatre Arts-II
- Theatre Arts-I Production
- Theatre Production- Interpretation of Spoken Word
- Technical Theatre-I
- Technical Theatre-II
- Technical Theatre Arts-III

**FINE ARTS: BAND**
- Symphonic Band-III
- Honors Band-III
- Wind Ensemble-III
- Jazz Ensemble
- Applied Music-I

**FINE ARTS: MUSIC**
- Concert Choir III
- Varsity Women’s Choir III
- Vocal Ensemble Velocity III
- A Cappella Choir III
- Vocal Ensemble Chamber

**FINE ARTS: ART**
- AP Studio Art Design
- AP Studio Art Sculpture
- AP Studio Art- 2D

**FINE ARTS: DANCE**
- Dance- IV (Drill Team)

**FINE ARTS: THEATRE**
- Theatre Arts Exploratory-I
- Theatre Arts-II
- Theatre Arts-I Production
- Theatre Production- Interp
- Technical Theatre-I
- Technical Theatre-II
- Technical Theatre Arts-III
- Theatre IV

**FINE ARTS: BAND**
- Symphonic Band-IV
- Honors Band-IV
- Wind Ensemble-IV
- Jazz Ensemble
- Applied Music-I

**FINE ARTS: MUSIC**
- Concert Choir IV
- Varsity Women’s Choir IV
- Vocal Ensemble Velocity IV
- A Cappella Choir IV
- Vocal Ensemble Chamber
- Music Theory AP

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary educational opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

Parent/Guardian: ____________________________ Date: ________________

Student: ____________________________ Date: ________________

Counselor: ____________________________ Date: ________________

Contact Date: ____________________________ Date: ________________
# Duncanville ISD Personal Graduation Plan: Arts and Humanities Endorsement - Languages

## Foundation Courses

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## Arts and Humanities Languages

### Foreign Language:
- Choose 4 levels of the same language
- Or (2) levels of one language and (2) levels of an additional language

#### American Sign Language
- ASL Level I
- ASL Level II

### Met Expectations

- Spanish I Pre-AP □ YES □ NO
- Hispanic □ YES □ NO
- Health □ YES □ NO
- Algebra □ YES □ NO
- H.S. Career Prep □ YES □ NO

## 8th Grade Courses for High School Credit

- □ Migrant □ Retained # of times □ GATE □ Other
- □ American Sign Language
- □ Or (2) levels of one language
- □ Or (2) levels of an additional language

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary educational opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

Parent/Guardian

__________________________ Date __________
Student

__________________________ Date __________
Counselor

__________________________ Date __________
### Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Social Studies

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#### 8th Grade Courses for High School Credit

- Spanish I Pre-AP □ YES □ NO
- TSDE □ YES □ NO
- Health □ YES □ NO
- Algebra □ YES □ NO
- □ YES □ NO

#### Met Expectations

- □ Yes □ No

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<tr>
<th>9th Grade</th>
<th>10th Grade</th>
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#### Foundation Courses

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The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary educational opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

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Parent/Guardian: __________________________ Date: __________

Student: __________________________ Date: __________

Counselor: __________________________ Date: __________

Contact Date: __________________________

Contact Date: __________________________

Contact Date: __________________________

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## Duncanville ISD Graduation Plan
### Business and Industry Endorsement- Arts, AV Tech, Comm., Journalism & Debate

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- □ Migrant
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- □ #of times
- □ GATE
- □ Other

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| Arts, AV Tech, Comm., Journalism & Debate | | | |
|-----------------|----------|---------|
| **JOURNALISM** | | |
| □ Journalism-I | | |
| **DEBATE** | | |
| □ Debate-I | | |

**Business and Industry Endorsement- Arts, AV Tech, Comm., Journalism & Debate**

- □ Principles of Arts, AV, and Communications
- □ Graphic Design Illustration
- □ Audio/Video Production
- □ Animation
- □ Fashion Design
- □ Commercial Photography
- □ Advanced Graphic Design Illustration
- □ Advanced Audio/Video Production
- □ Animation
- □ Animation- Dual Credit
- □ Fashion Design Elective
- □ Adv Commercial Photography
- □ Practicum Graphic Design and Illustration
- □ Practicum Audio/Video Production
- □ Practicum Audio/Video Production
- □ Practicum in Fashion Design
- □ Journalism-I
- □ Photojournalism-I
- □ Photojournalism-II
- □ Adv Journalism- Newspaper Prod-I
- □ Adv Journalism-Yearbook Prod-I
- □ Adv Journalism-Yearbook Prod-II
- □ Adv Journalism-Yearbook Prod-III
- □ Debate-I
- □ Debate-II
- □ Debate-III

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary educational opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

Parent/Guardian

Student

Counselor

Date

Contact Date: ____________________

Date

Contact Date: ____________________

Contact Date: ____________________

Date

53
The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary education opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

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Contact Date: ____________

54
# Duncanville ISD Graduation Plan

## Business and Industry Endorsement - Business Management & Administration, Marketing & Finance

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<tr>
<th>Last Name</th>
<th>First</th>
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<th>Cohort Enrollment Date</th>
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<th>Student ID No.</th>
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<th>□ Special Education</th>
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<table>
<thead>
<tr>
<th>8th Grade Courses</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
</table>

**Business and Industry Endorsement, Business Management, Marketing, Finance**

### 9th Grade
- **Business Management and Administration**
  - □ Principles in Business, Marketing, and Finance
- **Marketing**
  - □ Principles of Business, Marketing, and Finance
- **Finance**
  - □ Principles in Business, Marketing, and Finance

### 10th Grade
- **Business Management and Administration**
  - □ Touch Systems Data Entry
  - □ Virtual Business
- **Marketing**
  - □ Advertising and Sales Promotion
  - □ Fashion Marketing
  - □ Entrepreneurship
  - □ Sports and Entertainment Marketing
- **Finance**
  - □ Accounting- I

### 11th Grade
- **Business Management and Administration**
  - □ Business Information Management
- **Marketing**
  - □ Marketing Dynamics
- **Finance**
  - □ Accounting- II

### 12th Grade
- **Business Management and Administration**
  - □ Business Information Management Certification
- **Marketing**
  - □ Practicum in Marketing Dynamics
- **Finance**
  - □ Problems and Solutions

**Met Expectations**
- Spanish I Pre-AP □ YES □ NO
- TSDE □ YES □ NO
- Health □ YES □ NO
- Algebra □ YES □ NO
- H.S. Career Prep □ YES □ NO

**Courses for High School Credit**

- English I □ Pre AP □ AP
- Algebra I □ Pre AP □ AP
- Geometry □ Pre AP □ AP
- Algebra II □ Pre AP □ AP
- Biology □ Pre AP □ AP
- World Geography □ Pre AP □ AP
- AP Human Geography □ AP □ AP
- PE(1) □ AP □ AP
- Fine Art □ AP □ AP
- LOTE □ AP □ AP

**Last Name**

**Parent/Guardian**

**Counselor**

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary education opportunities, automatic college admittance, and eligibility for financial aid have been explained to me.

**Contact Date:**

**Parent/Guardian**

**Student**

**Counselor**

**Date**

**Contact Date:**

**Date**

**Contact Date:**

55
**Duncanville ISD Graduation Plan**

**Public Service Endorsement**

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<tr>
<th>Last Name</th>
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<tr>
<td>Cohort Enrollment Date</td>
<td>Cohort Expected Graduation Date</td>
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**Student ID No.** □ ELL □ 504 □ Special Education

☐ Migrant ☐ Retained _ # of times ☐ GATE ☐ Other

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<thead>
<tr>
<th>8th Grade Courses for High School Credit</th>
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<tbody>
<tr>
<td>Met Expectations</td>
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<tr>
<td>English I Pre-AP □YES □NO</td>
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<tr>
<td>TSDE □YES □NO</td>
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<td>Health □YES □NO</td>
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<td>Algebra □YES □NO</td>
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<td>H.S. Career Prep □YES □NO</td>
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<td>Foundation Courses</td>
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<td>Algebra I</td>
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<td>Geometry</td>
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<td>Biology</td>
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<td>Integrated Science</td>
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<td>World Geography</td>
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<td>Chemistry</td>
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<td>AP Human Geography</td>
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<td>☐ Principles of Health Science</td>
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**Parent/Guardian**

**Student**

**Counselor**

**Date**

Contact Date:

Contact Date:

Contact Date:
### Duncanville ISD Graduation Plan: STEM Endorsement

#### Last Name  First  M

Cohort Enrollment Date  Cohort Expected Graduation Date

Student ID No.  □ ELL  □ 504  □ Special Education

□ Migrant  □ Retained  □ GATE  □ Other

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<tr>
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<td>Spanish I Pre-AP □ YES  □ NO</td>
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<td></td>
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<td>Algebra □ YES  □ NO</td>
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<td>H.S. Career Prep □ YES  □ NO</td>
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<td>□ Independent Study in Technology Applications - H</td>
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<td>□ Math</td>
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Parent/Guardian

Student

Counselor

Date

Date

Date

Contact Date:

Contact Date:

Contact Date:

57
Choose your Career Pathway at DHS

This section of the Academic Handbook is designed to help the student select educational plans and courses that are appropriate to his/her needs and career interest. Career and Technology Education provides competency based applied learning which contributes to academic knowledge, higher order thinking skills, problem solving skills, work attitudes, general employability skills, and occupationally-specific skills needed for success in the workplace or in post-secondary education. Various types of programs are offered: laboratory program classes, work-based learning classes, internships, and a variety of courses centered on technology.

After an analysis of the results of interest inventories and ability scores, students are encouraged to pursue a coherent sequence of courses in their chosen career field. Students must also complete all the requirements of their graduation plan. Students should review each program described and the courses enumerated after each description before making their four-year plans. The coherent sequence of courses for some subject areas may vary somewhat to the plans set forth in this section due to individual student interest, course offerings, and changes in state and local requirements.

What Are Career Pathways?
Career pathways are broad clusters of occupations, which are grouped together because many of the people in them share similar interests and strengths. The pathways are flexible and overlapping in nature, which allows students to change as new knowledge and experiences are acquired. They help provide a focus and guideline for future planning at the high school level and beyond. Students can use the pathways to explore career options and design individual career pathway education plans.

What is a Coherent Sequence?
A coherent sequence includes two (2) or more courses for three (3) or more credits in a Career and Technical Education Career Cluster. There are 16 National Career Clusters in the United States; Duncanville ISD offers courses, licensures/certificates, and internship/practicum experiences in 14 National Career Clusters.
The goal of Career and Technical Education (CTE) at Duncanville High School is to give students the opportunity to develop marketable skills, and have the opportunity to take courses that lead to college credit, nationally recognized certifications, and licensures. Our hope is that students will take advantage of the opportunities that they have available to them and graduate with a head start to their post-secondary education and skills that will prepare them to work in high wage, high demand jobs after graduation.

All CTE programs have students leadership organizations that give students an opportunity to develop leadership skills and compete in skills and leadership events at the regional, state, and national levels. We encourage all students to be active participants in these organizations. **It is a requirement by TEA and ALL CTE programs participate and have an active chapter in any of the approved CTSO.**

### CAREER & TECHNICAL STUDENT ORGANIZATIONS

<table>
<thead>
<tr>
<th>Business Professionals of America (BPA)</th>
</tr>
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<tbody>
<tr>
<td>Business Professionals of America has a history as a student organization that contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills for students at the secondary and the post-secondary level. Through co-curricular programs and services, members of Business Professionals of America compete in demonstrations of their business technology skills, develop their professional and leadership skills, network with one another and professionals across the nation, and get involved in the betterment of their community through good works projects.</td>
</tr>
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<table>
<thead>
<tr>
<th>Family, Career, and Community Leaders of America (FCCLA)</th>
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</thead>
<tbody>
<tr>
<td>Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through family and consumer sciences education. Today over 227,000 members are active in a network of associations in 50 states as well as in the District of Columbia, the Virgin Islands, and Puerto Rico. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life -- planning, goal setting, problem solving, decision-making, and interpersonal communication -- necessary in the home and workplace.</td>
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<thead>
<tr>
<th>Texas Association of Future Educators (TAFE)</th>
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<tbody>
<tr>
<td>T.A.F.E. is a statewide organization that offers students the opportunity to explore the teaching profession. We accomplish this by creating and supporting various activities, workshops, contests, scholarships, and summer workshops.</td>
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<thead>
<tr>
<th>Health Occupations Students of America (HOSA)</th>
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<tbody>
<tr>
<td>Health Occupations Students of America (HOSA) is a national vocational student organization endorsed by the U.S. Department of Education and the Health Occupations Education Division of the American Vocational Association. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HOE-HOSA Partnership.</td>
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<tr>
<th>National Future Farmers of America Organization (FFA)</th>
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<tbody>
<tr>
<td>FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.</td>
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<tr>
<th>SkillsUSA</th>
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<tbody>
<tr>
<td>SkillsUSA is a national organization serving high school and college students and professional members who are enrolled in technical, skilled, and service occupations, including health occupations.</td>
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<thead>
<tr>
<th>Technology Student Association (TSA)</th>
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<tbody>
<tr>
<td>The Technology Student Association (TSA) is the only student organization devoted exclusively to the needs of technology education students who are presently enrolled in, or have completed, technology education courses.</td>
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### CTSO General Information

- Students participating in CTSO competitions will follow the base guidelines of UIL for No Pass No Play Regulations.
- Constitutions/ Bylaws will be required for all CTSAs.
- Meeting dates and minutes will be required for submission.
- Area, local and district competitions are covered by fund raising activities.
- State and national and international competitions will be offset with CTE funds.
Agriculture, Food, and Natural Resources focuses on the essential elements of life – water, air, food, and land. The people who work in the cluster include farmers and ranchers tending Texas crops and livestock; utility operators providing oil, electricity, and natural gas; and conservationists protecting wilderness and wildlife. They put food on our tables and turn raw materials into products we all use. For students and workers in Agriculture, Food, and Natural Resources, the Earth is one giant classroom full of natural wonders to explore. For students who love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food and Natural Resources could be the right career cluster.
1882  **Principles of Food, Agriculture and Natural Resources**  1  9-10
The goal of this course is to prepare students for careers in agriculture, food, and natural resources. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations as it relates to agriculture. To prepare for success, students will have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills as it relates to plants, animals and the use of natural resources.

2352  **Principles & Elements of Floral Design**  1  10-12
**This course satisfies State Fine Arts Graduation Requirement**
This course will provide students with the basic skills in design and arrangement of flowers, foliage, and related plant materials for interior locations and skills to become a successful employee. Successful students will develop skills to prepare them for employment in the floral industry as well as demonstrate contemporary floral design, successful business practices, creativity, and specialty items. Students will have the opportunity to receive certification through the Texas State Florists’ Association. This course qualifies for ATC credit – Statewide Articulated – Advanced Technical Credit.

2722  **Horticulture Science**  1  10-12
Prerequisite: **Principles & Elements of Floral Design**
Horticulture Science is a one credit laboratory-oriented course is designed to develop and expand the skills in the various technical areas of the horticulture industry, preparing individuals to perform horticulture-related skills. The course emphasizes greenhouse and nursery crop production, landscaping, floral design and fruit, nut and vegetable crop production. This course qualifies for ATC credit – Statewide Articulated – Advanced Technical Credit.

2752  **Livestock Production**  0.5  10-11
Paired with 2772 Wildlife, Fisheries, and Ecology Management
This is a half credit laboratory-oriented course designed to develop common veterinary skills and knowledge pertaining to the nutrition, reproduction, health and management of animals such as beef, cattle, dairy cattle, swine, sheep, goats and poultry. Topics include animal anatomy and physiology, genetics and reproduction, performance and production, testing, nutritional requirements, causes and treatments of diseases and parasites and animal management techniques. This course is recommended for those interested in the Veterinary Science field.

2772  **Wildlife, Fisheries, and Ecology Management**  0.5  10-11
Paired with 2752 Livestock Production
To be prepared for careers in natural resources systems, students need to attain academic skills and knowledge, acquire technical skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish and aquacrops and their ecological needs as related to current agricultural practices.

3332  **Veterinary Medical Applications**  1  11-12
Prerequisites: Biology, Chemistry, Wild Life, and Livestock Production, application, interview, and transportation to the veterinary clinical site, drug screening, and criminal background check
This one credit course provides training in the unlicensed veterinary assistant field. The course includes, but not limited to animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and infection techniques, laws and ethics, and veterinary office procedures. Instruction is provided to assist students in utilizing communications skills, following directions, practicing basic mathematics skills as applied to a veterinary medical setting and reading to gain information and to perform assignments and tasks as directed. Students will be required to complete extracurricular practicum hours at a local veterinary clinic. These hours must be completed to receive certification and credit for the course. Students must have their own transportation to the clinical site. Upon completion of the course, skills checklist, and 500 clinical hours, students will have the opportunity to take the Certified Veterinary Assistant Level 1 Certification Exam.

3742  **Practicum in Agriculture, Food & Natural Resources**  2  12
Prerequisites: Horticulture Science, Application and Interview Required
Practicum in Agriculture, Food & Natural Resources is a double period two credit course that gives students an opportunity to learn advanced practices within the horticulture industry. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.
Architecture and Construction

Look around you. You are likely inside a room in a building, maybe your school. You are in a structure that started with an idea in an architect’s head. He or she imagined how tall it would be, how many rooms it would hold, where the walls and doorways would stand. The architect drew up plans that guided teams of people as they went about constructing the building—plumbers, electricians, masons, roofers, framers, and so on. Now that the building is finished, another team of people manage and maintain it, keeping equipment up and running, the spaces clean and organized, and the windows glistening. These are the people who work in the Architecture and Construction cluster. If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, paint, furniture, and art, then Architecture and Construction could be the right career cluster for you.

Architecture Focus
Certifications/Licensures:
Auto Desk
CADD Operator – DUAL CREDIT ONLY

Construction Focus
Certifications/Licensures:
OSHA – Occupational Safety and Health Administration

Endorsement:
Business & Industry
**2962 Principles of Architecture & Construction**  
1  
This introductory course focuses on the career fields of Architecture, Construction, and Civil Engineering. The knowledge explored in this course includes broad aspects of safety, employability, career development, business development and business ownership. Skills development, includes hand and power tool applications.

**2892 Interior Design**  
1  
This is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior design, exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity and compete in industry. Students will learn skills related to housing needs throughout the life cycle. They will also learn effective management practices related to the housing budget. Students evaluate the role of furniture in interior design for residential and nonresidential settings. The student expresses ideas through original interior design projects using a variety of media with appropriate skills. This course qualifies for ATC credit – Statewide Articulated – Advanced Technical Credit.

**2682 Architectural Design**  
1  
Architectural Design is an introductory course in the field of drafting. Centering on the field of architecture, this course will focus on using the computer to create a variety of images of structures, as well as study knowledge, skills, and characteristics necessary to be successful in the workforce of today. This course qualifies for ATC credit – Statewide Articulated – Advanced Technical Credit.

**2682DC Architectural Design Dual Credit**  
1  
Take TSI test.  
Architectural Design is an introductory course in the field of drafting. Centering on the field of architecture, this course will focus on using the computer to create a variety of images of structures, as well as study knowledge, skills, and characteristics necessary to be successful in the workforce of today. Successful completion of this course yields college credit for two courses within the sequence of courses which can end with a CADD Operator Certificate.

**3782 Advanced Architectural Design**  
2  
Prerequisite: 2682  
Advanced Architectural Design is a 2 credit course that is a detailed study of the field of architecture. Areas of study include: residential and commercial building design, architectural history, employability characteristics, and the production of presentation drawings made through the use of Computer Aided Drafting software. Statewide Articulated Credit.

**3782DC Advanced Architectural Design Dual Credit**  
2  
Prerequisite: 2682 and take TSI test.  
Advanced Architectural Design is a 2 credit course that is a detailed study of the field of architecture. Areas of study include: residential and commercial building design, architectural history, employability characteristics and the production of presentation drawings made through the use of Computer Aided Drafting software. Successful completion of this course yields college credit for two courses within the sequence of courses, which can end with a CADD operator Certificate.

**4782 Practicum in Architectural Design**  
2  
Prerequisite: 3782 Advanced Architectural Design  
Practicum in Architectural Design is a capstone course for the architectural design strand that involves advanced technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics.

**4782DC Practicum in Architectural Design Dual Credit**  
2  
Prerequisite: 3782 Advanced Architectural Design and take TSI test  
Practicum in Architectural Design is a capstone course for the architectural design strand that involves advanced technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics. Successful completion of this course yields college credit for two courses within the sequence of courses, which can end with a CADD operator Certificate.

**3992 Construction Technology**  
2  
Prerequisite: Principles of Architecture & Construction recommended  
Construction Technology provides opportunities for students to gain knowledge and skills related to various careers in the construction trade. Students acquire knowledge in areas such as safety, measuring, laying-out, hand tools, power tools, and assembling. Students will participate in hands-on lab activities, such as blueprint reading, framing, roofing, etc.
**4982 Advanced Construction Technology** 2 11-12

**Prerequisite: Construction Technology, Application, Teacher approval**
Advanced Construction Technology students have the opportunity to develop advanced skills to prepare students for entry level positions and post-secondary education in this dynamic field. They will work on advanced projects and learn to use technology to create computer generated projects using CNC technology. Students can become OSHA certified for safety during this advanced course.

**4983 Practicum in Construction Management** 2 12
Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. This course is the capstone of a coherent sequence in a program area related to the field of Construction Technology and Management.
As Shakespeare observed, all the world’s a stage. Whether its music, painting, drawing, sculpting, writing, dancing, or any other genre, artistic expression is all around us – on TV, radio, at the movies, in art galleries, and on the Web. People who work in the Art, A/V Technology, and Communications cluster may entertain and inform through an ever-growing array of new media forms such as cell phone ringtones, text messaging, and shared online videos. A world of audio-visual (A/V) technology and communications professionals – including producers and directors, print and electronic journalists, website designers, video game programmers, and multimedia artists – makes it all possible. If you have a calling to be creative, yearn to express yourself, or love using new technologies, then Arts, A/V Technology, and Communications may be the right cluster for you.

**Graphic Design and Illustration Focus**
Certifications/Licensures:
Adobe Photoshop
Adobe InDesign
Adobe Illustrator

**Audio/Video Production Focus**
Certifications/Licensures:
Adobe Photoshop
Adobe InDesign
Adobe Illustrator

**Endorsement:**
Business & Industry

**Club:** SKILLS USA

**Principles of Arts, AV Tech, and Communications (8-10) (1)**

- **Audio video Production (10-11) (1)**
  - Advanced Audio Video Production (11-12) (2)
  - Practicum in Audio Video Production (12) (2)

- **Fashion Design (10-11) (1)**
  - Advanced Fashion Design (11-12) (2)
  - Practicum in Fashion Design (12) (2)

- **Graphic Design and Illustration (10-11)**
  - Animation (11-12) (1)
  - Advanced Graphic Design and Illustration
  - Commercial Photography (11-12) (1)

- **Advanced Animation (12) (2)**
  - Practicum in Graphic Design (12) (2)

- **Practicum in Graphic Design (12) (2)**

- **Professional Communications (May be added to any cluster) (9-12) (.5)**
2702  **Principles of Arts, A/V, Technology, & Communication**  |  1  |  9-10  

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

3802  **Graphic Design & Illustration**  |  1  |  10-12  

**Prerequisite: Art recommended**  
Graphic Design & Illustration is designed to provide job specific training for entry level employment in graphic design and illustration careers. Instruction emphasizes creation and design of graphic materials for use as ornamentation, illustration, advertising, and computer graphics. Qualifies for Tech Prep credit.

4802  **Advanced Graphic Design & Illustration**  |  2  |  11-12  

**Prerequisite: Graphic Design & Illustration**  
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

4802DC  **Advanced Graphic Design & Illustration Dual Credit**  |  2  |  12  

**Prerequisite: Graphic Design & Illustration and take the TSI test**  
Careers in Graphic Design and Illustration span all aspects of the advertising and visual communications industries. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Successful completion of this course yields college credits in the field of graphic design.

4902  **Practicum in Graphic Design & Illustration**  |  2  |  12  

**Prerequisite: Graphic Design & Illustration, Advanced Graphic Design & Illustration**  
This course is designed to provide development of individual talents of interest such as film, animation, or computer graphics and prepare professional portfolio pieces aimed at the target job market. Hands-on experience in both manually produced and computer generated graphic illustrations, as well as a basic understanding of advertising design production is provided.

4902DC  **Practicum in Graphic Design & Illustration Dual Credit**  |  2  |  12  

**Prerequisite: Graphic Design & Illustration, Advanced Graphic Design & Illustration and take the TSI test**  
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. 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 a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Successful completion of this course yields college credit in the field of graphic design.
### 3882 Audio/Video Production

Audio/Video Production teaches students the basics of television production and broadcast journalism by working independently and in crews to produce a variety of their own video productions throughout the school year. Production units include “Eye of the Panther” news magazine, the News Package, commercials, talk shows, sports, theater and choir productions, music videos, and more. Students learn to script, direct, and produce television programs which air throughout the school district and on the internet. In this portfolio based class, students learn to develop digital video camera and editing skills and can burn a personal DVD “Video Portfolio” of their completed productions. Writing and program development are important components of the course. Business aspects of working in the communications industry and types of careers available are researched and discussed. The impact of media on society and the importance of accessing new media are studied. Leadership, professional development, and social skills are learned through membership in the internationally recognized student organization, SkillsUSA, and through participation in a variety of activities such as leadership events, competition, community service, and professional development activities. This course qualifies as Tech Prep Credit and ATC credit – Statewide Articulated – Advanced Technical Credit.

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<tr>
<th>4882</th>
<th>Advanced Audio/Video Production</th>
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<th>11-12</th>
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| **This course can be taken with an audio focus or video focus (Note descriptions below)**  
**Prerequisites:** Audio/Video Production, teacher approval |
| Students taking this course will indicate which focus area they wish to study (audio or video) when they request the course. The course descriptions for each course are:  
 **Advanced Video Production:** This course develops the student’s in-depth media skills and focuses on individual specialization while assuming real world production roles. Students practice more advanced concepts of leadership, teamwork, and deadlines. In addition, students may develop a variety of independent projects such as short films, documentaries, biographies, video art, highlight videos, and more. Students continue to learn to script, direct, and produce television productions at a more advanced level. Membership in SkillsUSA develops student leadership and provides many professional development opportunities such as competitions, field trips, and guest speakers. In this portfolio based class, students learn to produce and package a personal DVD containing their completed productions and develop their “Demo Reel” which may be used for college scholarship/job applications. Writing is a vital part of this course. Advanced students will have the opportunity to become Apple Final Cut Pro Certified as a video editor. This certification is recognized as an industry standard. This course qualifies as Performance Acknowledgement and ATC- statewide articulated advanced technical credit.  
 **Advanced Audio Production:** Students in this course will learn to work in the variety of audio fields of music recording, film sound, audio for video, radio, electronic sound synthesis, sound reinforcement, audio for computer applications, and audio equipment maintenance. A hands-on approach is a key part of the program and complements lectures on audio theory. The history of the audio industry is also an important component of the course, lending perspective and offering insight into the industry’s future. This course qualifies as Tech Prep and ATC-statewide advanced technical credit. |

### 4862 Practicum in Audio/Video Production

**Prerequisites:** Audio/Video Production and Advanced Audio/Video Production, teacher approval  
Practicum in Audio/Visual Production gives students the opportunity to work with a media professional in the field developing real world media projects. Students may work with their mentor or client in and/or outside the school facility. Student productions will be expected to be professional in quality, and the media mentor or client will be a part of the evaluation process. The students and mentor/client will develop production projects which may be multidimensional and will have a specific start and deadline date. Progress on the project will be recorded in a notebook and the project will be presented to the mentor, client, and teacher at the deadline. This course qualifies as Tech Prep Credit and ATC credit – Statewide Articulated – Advanced Technical Credit.

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<th>3872</th>
<th>Animation</th>
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| **Animation**  
Animation students will learn the principles of animation: modeling, texturing, lighting, motion design, and rendering. Instruction is designed as an introduction to 3-D scenes and computer animation using industry standard software and hardware. Software will include programs such as Adobe Photoshop and AfterEffects and Newtek’s Lightwave3D. This interdisciplinary course will have the student use the internet and other resources to research and develop animated computer projects. This course qualifies as ATC credit – Statewide Articulated – Advanced Technical Credit. |

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<th>4872</th>
<th>Advanced Animation</th>
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<th>11-12</th>
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| **Prerequisite:** Animation  
Advanced Animation students will enhance their animation skills through real-world, project based lessons. Advanced modeling, texturing, lighting, character animation, visual effects, and motion capture will be explored. Introduction to multimedia presentation management will be included in this project-oriented class with research into various areas of the animation industry. This course qualifies as ATC credit – Statewide Articulated – Advanced Technical Credit |
**4872DC  Advanced Animation Dual Credit**  
**Prerequisite:** Animation and take TSI test.  
2  
11-12  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. Successful completion of this course yields college credits in the visual communications and design field.

**4862DC  Practicum in Advanced Animation Dual Credit**  
**Prerequisite:** Advanced Animation and take TSI test.  
2  
12  
Careers in animation span all aspects of motion graphics. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry. Successful completion of this course yields college credits in the visual communications and design field.

**4892  Problems and Solutions**  
**Prerequisite:** 2 or more courses for 3 or more credits within one T & I discipline, application, and teacher approval  
1  
11-12  
**Fees:**  
Cost of project materials for the student selected project  
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

**4962  Problems and Solutions II**  
**Prerequisite:** 4892 Problems and Solutions, application, and teacher approval  
1  
12  
**Fees:**  
Cost of project materials for the student selected project  
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

**2882  Fashion Design**  
**Supplies:** approx. $75 in sewing supplies  
1  
10-12  
Fashion Design is a laboratory course that addresses 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 fashion and the textile and apparel industries. Careers in fashion span all aspects of the textile and apparel industries. The student will learn to select proper care and maintenance practices for apparel and commercial care of clothing, as well as effectively managing the apparel dollar. Students will design apparel products using principles of effective design, analyze the apparel production process from the design concept to finished product, and gain knowledge of fibers, fabrics, and design when evaluating and designing textile products.

**3732  Advanced Fashion Design**  
**Supplies:** Approx. $150 in sewing supplies  
2  
11-12  
Advanced Fashion Design is a laboratory course that develops advanced skills needed for success in this career field. The students will be expected to develop an advanced understanding of fashion, with emphasis on design and production. Students will analyze and summarize the history and evolution of the fashion, textiles, and apparel projects. Safety regulations will be applied to work environment. Students will produce quality fashion products.

**2472  Practicum in Fashion Design**  
**Supplies:** Approx. $200 in sewing supplies  
2  
12  
Practicum in Fashion Design is a laboratory course that develops skills for careers in fashion, which span all aspects of textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**4904  Commercial Photography**  
**Supplies:**  
3802 Graphic Design and Illustration  
1  
10-12  
Practicum in Fashion Design is a laboratory course that develops skills for careers in fashion, which span all aspects of textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in an aggressive market. Students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Students will demonstrate knowledge of lighting techniques, various cameras and lenses, as well as black and white and color photography processes. Students will learn to work with clients, interpret client instructions, and develop production schedules in order to prepare for this competitive field.
4906  **Advanced Commercial Photography**  2  
*Prerequisite: 3802 Graphic Design and Illustration*

Students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. Building upon knowledge gained in Commercial Photography, students will learn mounting, matting, and framing to meet industry-standards. Further, students will maintain a career portfolio to document work experiences, licenses, certifications, and work samples.

1234  **Professional Communications**  .5  

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

1235  **Dual Credit Professional Communications**  .5  
*Prerequisite: Meet current TSI college readiness level in Reading and Writing*

Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and career based environment. Professional presentations combined with computer graphics will develop and expand a student’s ability to write, read, edit, speak, and listen.
Business Management and Administration

Business touches everything in your world. It’s behind the food you eat, the vehicles you drive, the clothes you wear – every product or service you consume is the result of a business somewhere organizing the people, money, materials, and other resources to deliver that product or service to you. From chief executive officers (CEOs) overseeing worldwide organizations of hundreds of thousands of workers to receptionists answering phones, well-educated employees make businesses run more smoothly and profitably. The skills you learn in Business Management and Administration can make you an attractive job applicant for any company. If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business Management and Administration could be the right career cluster for you.

**Business Office Focus**
- Certifications/Licensures: Microsoft Office User

**Endorsement:**
- Business & Industry

**Clubs:**
- BPA (Business Professionals of America)

**Course Structure:**
- **Principles of Business, Marketing and Finance** (9-10) (1)
  - **Virtual Business** (10-11) (.5)
  - **Business Law** (10-11) (.5)
  - **Business Information Management I** (10-11) (1)
- **Business Information Management I-C** (11-12) (1)
- **Practicum Business Management** (12) (2)
1152  Touch System Data Entry  .5  9-10
This semester course will develop skills in operating the keyboard by touch as well as achieving acceptable speed and accuracy levels. Students will create basic documents such as letters, reports, and outlines for both personal and business use. The course includes skill development in proofreading, spelling, punctuation, and correction techniques. Current word processing software is utilized in the classroom. Qualifies as an Advanced measure for DAP and Tech Prep Credit.

3662  Principles of Business, Marketing, & Finance  1  9-10
Business is an integral part of our daily lives. Students will study the impact of global business, marketing of goods and services, advertising, and product pricing. Students will also learn the selling process and principles of financial management as it applies to business and themselves. This course will also emphasize business and personal ethics, communication, and interpersonal skills. Qualifies as ATC-Statewide Advanced Technical credit.

1172  Business Information Management I  1  10-12
Business Information Management I (one credit) is a full year computer course that develops technology skills with application to personal or business situations, focusing on Word Processing, Spreadsheets, Presentation Management, and Database Development. Current business application software is utilized in the course. Qualifies as Performance Acknowledgement and ATC-Statewide Articulated Advanced Technical credit.

3922  Business Information Management I-C  2  11-12
This course has an emphasis on preparation for MCAS Certifications in Microsoft Word and PowerPoint. Business Information Management I (one credit) is a full year computer course that develops technology skills with application to personal or business situations, focusing on Word Processing, Spreadsheets, Presentation Management, and Database Development. Current business application software is utilized in the course. Qualifies as Performance Acknowledgement and ATC-Statewide Articulated Advanced Technical credit.

3902  Business Information Management II  1  11-12
Prerequisite: Business Information Management I
Business Information Management II (one credit) is a course that develops personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skill to address business applications of emerging technologies, create spreadsheets using charts and graphs, and make an electric presentation using appropriate multimedia software. Qualifies as ATC-Statewide Articulated Advanced Technical Credit.

3452  Business Law  1  11-12
Students will analyze the social responsibility of business and industry regarding the issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Contemporary legal issues will be addressed while utilizing business decision skills.

4014  Business English  1  12
Prerequisite: English III
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills while applying them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English with the production of final, error-free drafts for business reproduction. This class will count as a fourth year of English for the Business and Industry Endorsement.
Teaching, they say, is the profession that makes all other professions possible. The people who work in Education and Training instill the knowledge and skills everyone from preschoolers to adult learners needs to succeed. These caring, capable, and committed professionals help prepare their students for the many rewards and challenges that personal, professional, and civic life brings. If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education and Training could be the right career cluster for you.

2992  **Principles of Education and Training**  
1  9-10  
Supplies: $10  
Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student’s interest area.

2742  **Human Growth and Development**  
1  10-11  
Supplies: approx. $10  
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is valuable to them as they move forward with a career in education and/or other human service career.

3722  **Instructional Practice in Education and Training**  
2  11-12  
Prerequisite: 2832 Child Development, transportation to the intern site, Application and Interview Required  
Supplies: must purchase internship shirt (approx. $20.), $35 for club dues  
Instructional Practice in Education and Training is a field-based internship that provides students with background knowledge of child development and adolescent development. Students work under the joint direction and supervision of both the teacher of this course and a mentor teacher at a Duncanville ISD elementary, intermediate, or middle school. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop lesson plans, assist with recordkeeping, and complete other responsibilities of teachers during this internship. Qualifies as advanced measure for DAP, Tech Prep and ATC- Statewide Articulated Advanced Technical credit.

4742  **Practicum in Education and Training**  
2  12  
Prerequisite: 3722 Instructional Practice in Education and Training, transportation to intern site, Application and Interview Required  
Supplies: must purchase internship shirt (approx. $20.), $35 for club dues  
Practicum in Education and Training is a field-based internship that provides students with an additional year of experience in shadowing and assisting an experienced teacher in their classroom. The students learn to plan and implement those lesson plans within an authentic classroom situation. This advanced course is geared for students interested in the field of education. Qualifies as ATC- Statewide Articulated Advanced Technical credit.
Finance

Money makes the world go round – and there is plenty of it in Texas. In fact, if our state were its own country, it would be the 15th-largest economy in the world, ranking right between Spain and South Korea. There are about 750 banks in Texas and thousands more brokerage, financial-service, insurance, and accounting firms. Professionals who work in these companies manage investments and make loans, pay for storm damage, sell bonds, and stock ATMs with cash, and more. If you are good at numbers, want to play the stock market, or enjoy working with the public, then Finance could be the right career cluster for you.

3662 Principles of Business, Marketing & Finance 1 9-11
This full year course allows students to gain knowledge and skills used in today’s rapidly changing business world. The course reinforces reading, writing, and calculation skills and develops effective communications and information management using emerging technology, including telecommunication. Students apply knowledge and skills to a variety of problems and settings in business.

3003 Banking and Financial Services 1 10-12
Prerequisite: Principles of Business, Marketing, and Finance
Students develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs.

3162 Accounting I 1 10-11
Accounting introduces general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle, special journal, and ledgers; develops the skills, knowledge, and attitudes necessary for individual to conduct personal business or to further their education in the field of accounting. Each student completes an automated business simulation, uses calculators, and explores career information and ethics. Qualifies as advanced measure for DAP, Tech Prep and ATC- Statewide Articulated Advanced Technical credit.

3162DC Accounting I Dual Credit 1 11-12
Prerequisite: Take TSI test
Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. Successful completion of this course yields college credit for Computerized Accounting.

4162 Accounting II 1 11-12
Prerequisite: Accounting I
Accounting II is designed for students interested in continuing at the post-secondary level or entering the workforce. The course focuses on developing advanced accounting techniques. Qualifies as advanced measure for DAP, Tech Prep, and ATC- Statewide Articulated Advanced Technical credit.
Health Science

From newborns to seniors, Texans require professionals who are experts at diagnosing and treating disease, using medical technologies, and providing preventive care. Although everyone thinks of doctors and nurses when they contemplate careers in health care, there are hundreds specialties available in the Health Science cluster including technicians, skilled support personnel, dentists, and scientists. In fact, a typical medical center is a giant business with employees as varied as aides and CEOs (chief executive officers). As the baby boomer generation in Texas ages, demand for health science grows, meaning that job security within the cluster is strong. If you feel a calling to care for others, won’t faint at the sight of blood, or want to pursue a career on the cutting edge of technology, then the Health Science cluster might be just the choice for you.

2922  Principles of Health Science  1  10-11
Prerequisites:  Algebra I, Biology I
Principles of Health Science is designed to develop health care specific knowledge in effective communications, ethical and legal responsibilities, client care, safety, first aid, medical terminology, and CPR. Students enrolled in this course must have strong soft skills such as being polite, demonstrating respect for others at all times, and demonstrating an ability to maintain a professional demeanor expected in the healthcare industry. This course prepares the student for the transition to clinical or work based experiences in health care. Qualifies as advanced measure for DAP and ATC- Statewide Articulated Advanced Technical credit.

3692  Health Science  (Internship)  2  11-12
Prerequisites:  Principles of Health Science, Application, Transcript, Interview
Fees:  approximately $100, (Students without a valid Social Security number may incur additional charges for background check)
Health Science is a non-paid work based clinical internship designed to “reinforce” concept areas that focus on soft-skills, safety, emergency care, ethics, and legal responsibilities, client care, and medical terminology. The theoretical knowledge is applied to meet the National Health Care Skill Standard needed to competently deliver quality health care within the health care industry. Selected high school juniors who have successfully taken the Principles of Health Science will engage in instructional learning activities by rotating through and shadowing health care professionals within a variety of assigned hospital training sites. Documented proof of criminal background status, negative drug screen, TBT, Hepatitis B vaccine, and current immunizations required prior to participation in clinical internship. Students must complete and pass with 80% accuracy the provided CPR and HIPAA training courses.
Health Science is a non-paid work based clinical internship designed to “reinforce” concept areas that focus on soft-skills, safety, emergency care, ethics, legal responsibilities, client care, and medical terminology. The theoretical knowledge is applied to meet the National Health Care Skill Standard needed to competently deliver quality health care within the health care industry. Selected high school juniors who have successfully taken the Principles of Health Science will engage in instructional learning activities by rotating through and shadowing health care professionals within a variety of assigned hospital training sites. Documented proof of criminal background status, negative drug screen, TBT, Hepatitis B vaccine, and current immunizations required prior to participation in clinical internship. Students must complete and pass with 80% accuracy the provided CPR and HIPAA training courses. Successful completion of this course yields college hours for Health Science toward an Associate’s degree.

**Practicum in Health Science**

This course is a 180 hour comprehensive training course designed to reinforce concept areas that focus on soft-skills, safety emergency care, Ethics, legal responsibilities, client care, and medical terminology. The theoretical knowledge is applied to skills needed to competently deliver quality health care in various pharmacy settings. High school seniors selected to the third year of Health Science Technology Education will engage in instructional learning activities using Kaduceus – “Hands-On Career Training” curriculum. Students will be oriented to pharmacy methods and procedures related to the identification, processing, labeling, and dispensing of prescription and non-prescription drugs. Students must be 18 years or older, registered with the Texas State Board of Pharmacy (TSPB), have documented proof of criminal background status, negative drug screen, TBT, Hepatitis B vaccine, and current immunizations prior to participation in the non-paid work based clinical externship. Students must complete and pass with 80% accuracy or more the provided CPR and HIPAA training courses. Mandatory student fees and HOSA dues required. Completion of externship and valid social security number will be required for students to be eligible to take the PTCB National certification exam. Successful completion of this course yields college credit for HPRS 2300.

**Pharmacy Technician**

This course is a 180 hour comprehensive training course designed to reinforce concept areas that focus on soft-skills, safety emergency care, Ethics, legal responsibilities, client care, and medical terminology. The theoretical knowledge is applied to skills needed to competently deliver quality health care in various pharmacy settings. High school seniors selected to the third year of Health Science Technology Education will engage in instructional learning activities using Kaduceus – “Hands-On Career Training” curriculum. Students will be oriented to Pharmacy methods and procedures related to the identification, processing, labeling and dispensing of prescription and non-prescription drugs. Students must be 18 years or older, registered with the Texas State Board of Pharmacy (TSPB), have documented proof of criminal background status, negative drug screen, TBT, Hepatitis B vaccine, and current immunizations prior to participation in the non-paid work based clinical externship. Students must complete and pass with 80% accuracy or more the provided CPR and HIPAA training courses. Mandatory student fees and HOSA dues required. Completion of externship and valid social security number will be required for students to be eligible to take the PTCB National certification exam.

**Medical Billing and Coding**

The program is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field by offering problem-solving exercises by utilizing real-world scenarios. The program places a strong emphasis on ethics, accountability, professionalism, and the individuals’ commitment to the pursuit of lifelong personal, educational, and professional development, as it relates to the medical insurance billing and coding field. Students learn best through "hands-on" application; however, the program offers teaching techniques that facilitate the learning styles of all students (e.g., kinesthetic/tactile, visual, and audio). The program also encourages active student participation by incorporating group discussions, projects, interactive lectures, review games, and computer labs/internet activities.

**Certified Nursing Assistant**

The program is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position as a certified nursing assistant. A Certified Nursing Assistant helps nurses in medical facilities by giving basic care to patients, which is vital in hospitals, long-term care facilities, and in home health care environments. Duties often include helping patients by providing help in feeding and bathing, checking vital signs, and helping them with basic health care needs. In addition to providing patients with the basic physical health care needs, Certified Nursing Assistants must also be able to offer encouragement and emotional support to the patients. Certified Nursing Assistants, also known as Nursing Aides have an enormous impact on the day-to-day experience of the patients, helping them to feel well cared for and capable as they face medical challenges. Certified Nursing Assistants have become more respected over the years as it has become more obvious just how important the care is that they provide to people. Upon successful completion of the Certified Nursing Assistant Program, students qualify to sit for the certification exam.
### Anatomical and Physiological Preparation

**1081 Anatomy & Physiology Advanced**
- **Credits:** 1
- **Meeting Time:** 10-12

**Prerequisite:** Chemistry and Biology

This course satisfies state science graduation requirements for a lab science.

In Anatomy and Physiology, students 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 study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. This course is an approved advanced science credit.

**1081DC Anatomy & Physiology - Dual Credit**
- **Credits:** 1
- **Meeting Time:** 11-12

**Prerequisite:** Chemistry, Biology, and TSI test

This course is designed to familiarize students with the structures and functions of the human body and to prepare students for future courses in a medical or related field. Students will examine anatomical and physiological features of selected systems through the use of technology as well as the dissection of selected vertebrate specimens, qualitative and quantitative laboratory activities, demonstrations, lectures, and students centered discussions. Honors course (1081) qualifies as an advanced measure for DAP and Dual Credit.

**3912 Medical Microbiology**
- **Credits:** .5
- **Meeting Time:** 10-12

**Prerequisite:** Completion of Biology and Chemistry (or concurrent in Chemistry) completion of Anatomy and Physiology is encouraged.

This course offers study in a variety of topics that include relationships between microbes and health maintenance and the role of microbes in infectious diseases. Microbial organisms will be identified to assist in the understanding of specific diseases and treatment options. Proper laboratory and sterile technique will be emphasized in this lab-oriented course.

**3914 Pathophysiology**
- **Credits:** .5
- **Meeting Time:** 10-12

**Prerequisite:** Three credits of science are recommended.

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

**3916 Medical Terminology**
- **Credits:** .5
- **Meeting Time:** 10-12

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixed, word roots, plus medical abbreviations and acronyms. The course allows students to comprehend medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.
Hospitality and Tourism

Texas is a top destination. People from around the globe come here to visit attractions such as the Alamo, Six Flags over Texas, and Padre Island National Seashore – all ranked among the top draws for tourists in the state. Untold millions enjoy our wealth of hotels, restaurants, theaters, museums, zoos, aquariums, rodeos, campgrounds, state and national parks, racetracks, cruises, and more. The job of keeping all those people happy fall to workers in Hospitality and Tourism. Whether chefs or concierges, travel agents or tour guides, park rangers or players for sports teams, the professionals in this cluster are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, then Hospitality and Tourism may be the right cluster for you.
3683 **Principles of Hospitality and Tourism**  1  9-10
The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

2862 **Lifetime Nutrition and Wellness**  1  10-12
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. The students will study the role of nutrients in the body in reference to overall health. The students will learn about digestion and metabolism. A study of the diet and related diseases such as diabetes, hypertension, obesity, anorexia, and bulimia will be covered. Additionally, the course content includes: safety and sanitation, etiquette, food preparation and presentation, measuring techniques, teamwork skills, and career investigations.

3702 **Culinary Arts**  2  11-12
Prerequisite: recommended successful completion of Lifetime Nutrition and Wellness; application, and teacher interview.
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking. Students will receive training and certification as a Food Handler and safety training for the professional kitchen. This laboratory based course offers skill development necessary to enter the many Food Service Careers. Practical experience is received through a student run businesses – Breakfast Express and Main Street Catering. Qualifies for ATC- Statewide Articulation Advanced Technical credit.

4702 **Practicum in Culinary Arts**  2  12
Prerequisite: Culinary Arts, Application, and Interview Required
Supplies: approx. $70
This practicum provides occupationally specific opportunities for students to participate in a learning experience that combines classroom activities with actual business and industry career experiences. This course provides rigorous application of skills through our school laboratory with the implementation of our students run restaurant, Main Street Bistro. Students can pursue a national sanitation certification. Students will practice the skills which can lead to employment through practicing job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development in the area of culinary arts.

3982 **Practicum in Hospitality & Tourism**  2  12
Prerequisite: Hospitality Services, Application, and Interview Required
Practicum in Hospitality and Tourism provides a second year of internship an opportunity to utilize the experience and skills developed during Hospitality Services course. Qualifies as ATC- Statewide Articulated Advanced Technical credit.

3712 **Career Prep I**  3  11-12
Prerequisite: 2 or more courses for 3 or more credits within one CTE cluster
Must be at least 16 year’s old, application, teacher interview, students must sign up for at least a double block work release
Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

4712 **Career Prep II**  3  12
Prerequisite: 3712 Career Prep I
A unique practicum that provides opportunities for students to participate in an on the job training experience that combines classroom instruction with actual business and industry career experiences. This class supports strong partnerships among schools, businesses and community institutions with the goal of preparing students with a variety of skills in a fast changing workplace. Students must work a minimum of fifteen hours a week at their job throughout the duration of this course.

2872 **Food Science**  1  11-12
Prerequisite: three units of science, recommended Lifetime Nutrition and Wellness
Course satisfies Advanced Science Option
This is an intense, technical, science laboratory course that concentrates on laboratory and field investigations, using scientific methods during investigations. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing and the improvement of foods for the consuming public. This is a yearlong course designed to allow research and experimentation in the area of food preparation, storage, processing, and production. Students gain hands on experience with the chemical and physical changes that occur during all stages of production from harvest through preparation.
It takes a special kind of person to work in Human Services. Although many jobs in the cluster pay well, those who choose Human Services generally don’t do it for the money. Instead, they are motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, financial planners, clergy members, and others tend to the physical, mental, and spiritual needs of people in their hometowns. They offer helping hands to everyone from babies in child-care centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing that you have improved someone’s life is immense. If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services cluster could be the right career cluster for you.
Principles of Human Services 1 9-10
Supplies: approx. $10
This laboratory course will enable students to investigate careers in the human services career cluster, including counseling, and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high skill, high-wage, or high demand human services careers.

Introduction to Cosmetology 1 9-10
Prerequisite: Application and Interview Required Supplies: $25 TDLR fee, supply manikin (approx. $20), supply fee $20, closed-toe closed-heel shoes, mandatory parent meeting
This course introduces the beginning theory used in Cosmetology. Students will sample a variety of services offered in Cosmetology through theory, practical assignments, observation, video, and guest speakers. Students will earn clock hours toward an operator’s license with the Texas Department of Licensing and regulation (TDLR). Student and parent are required to attend a mandatory meeting in May and must leave the $25 TDLR fee at that time (fee will be submitted in August). Class size is limited by the TDLR. A limited number of students will advanced to Cosmetology I due to class size restrictions set by TDLR. Returning students will be selected based on their discipline record attendance, class hours accumulated, academic success, citizenship, and career interest.

Cosmetology I 3 11
Prerequisite: 2432 Intro to Cosmetology (selection process)
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included.

Cosmetology 2 3 12
Prerequisite: 3852 Cosmetology 1
This is a pre-employment laboratory course and provides job specific training for an entry level position in the cosmetology field. Students will continue advanced training in all phases of cosmetology. Customer services will be provided during class time and in after school activities. Preparation for the state exam is emphasized and students may be required to attend outside class time to prepare for the exams. Written documentation is to be provided to the instructor upon passing the written and practical portions of the licensing exam.

Interpersonal Studies .5 10-12
Prerequisite: recommended Principles of Human Services
This one semester course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Child Development .5 10-12
Prerequisite: recommended Principles of Human Services
This one semester technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Counseling and Mental Health 1 11-12
Prerequisite: Principles of Human Services
Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions.

Practicum of Human Services 2 12
Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Special emphasis is placed on communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship.
Texas is at the heart of the information technology revolution. Our state is home to world-class high-tech companies such as Texas Instruments, Dell, and Advanced Microsystems. Countless smaller firms create computer games, set up custom networks, service computer equipment, or develop and manage websites. In fact, every business in Texas needs IT expertise, either from in-house staff or from outside vendors. Keeping electronic data flowing takes both technical expertise and problem-solving savvy. If you are good at grasping how technology works, have an idea for a new website or computer game, or want a career that is always changing, then Information Technology may be the right cluster for you.
### 1982  **Principles of Information Technology**  
1  
9-10  
Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### 4912  **Web Technologies - Advanced**  
1  
10-12  
**Prerequisite: Principles of Information Technology**  
Through the study of web technologies and design, students will learn to make informed decisions and apply the decisions to the field of information technology. Students will learn to write web pages through the use of HTML and will learn how to use Photoshop to create web graphics and design. The knowledge and skills acquired and practiced will enable students to perform successfully in a technology-driven society.

### 3952  **Computer Maintenance**  
1  
10-12  
**Prerequisite: Principles of Information Technology**  
This course gives students an opportunity to acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. In order to prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems, both internal and external to the classroom. At the conclusion of this course, the student has the opportunity to become certified in CompTIA A+ certification once all instructor-mandated criteria have been completed.

### 3752  **Telecommunication & Networking**  
1  
11-12  
**Prerequisite: Computer Maintenance**  
This course employs team based instruction in networking technologies and their implementation. The variety of topics covered includes the OSI reference model, network protocols, transmission media, and networking hardware, and software. At the conclusion of this course, the student has the opportunity to become certified in CompTIA A+ certification or Network+ certification once all instructor-mandated criteria has been completed.

### 4892  **Problems and Solutions**  
1  
11-12  
**Prerequisite: 2 or more courses or 3 or more credits within the pathway, application, and teacher approval**  
**Fees: cost of project materials for the student selected project**  
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

### 4962  **Problems and Solutions II**  
1  
12  
**Prerequisite: 4892 Problems and Solutions, application, and teacher approval**  
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

### 2912  **Digital & Interactive Multimedia**  
1  
10-12  
**Prerequisite: Art 1 recommended**  
This course will expose students to various aspects of Animation, Audio and Video Technology, and Graphic Design concepts. Students will combine these concepts to produce class projects. Students will develop an adequate background to enter Graphic Design, Audio and Video Technology, or Animation the next year.

### 2912DC  **Digital & Interactive Multimedia**  
1  
11-12  
**Prerequisite: Art 1 recommended and completion of the TSI test**  
This course will expose students to various aspects of Animation, Audio & Video Technology, and Graphic Design concepts. Students will combine these concepts to produce class projects. Students will develop an adequate background to enter Graphic Design, Audio and Video Technology, or Animation the next year. Successful completion of this course will yield college credit in the Technology field.
2512  **Computer Programming**  1  10-12  
**Prerequisite: Principles of Information Technology**  
Students acquire knowledge of structured programming techniques and concepts appropriate to developing programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies.

3513  **Advanced Computer Programming**  1  11-12  
**Prerequisite: Principles of Information Technology and Computer Programming**  
Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students apply technical skills to address business applications of emerging technologies.

4942  **Research in Information Technology Solutions**  1  12  
Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.
Manufacturing

**Endorsement:** Business & Industry  
**Clubs:** SKILLS USA

Manufacturing is making things. Raw materials become products such as cars, computer chips, cell phones, contact lenses, cosmetics, couches, clothes, candy and more. Employees who create those products range from production-line workers in factories assembling parts to executives in skyscrapers overseeing global operations. Repetitive tasks that typically occur in manufacturing are being performed by robots and the automation process, which requires highly trained employees that can adapt to a variety of situations. Manufacturing today needs people who can understand highly technical information and make complex decisions. Workers are responsible for creative problem solving that ensures companies meet the highest quality standards. If you like building things, can follow detailed instructions, or are good at organizing people and processes, then manufacturing could be the right career cluster for you.
### 4908 Principles of Manufacturing

- **Prerequisite:** Algebra I or Geometry

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

### 3772 Welding

- **Prerequisite:** Algebra I is recommended

Pre-employment course with job specific training for entry level employment in welding careers. The curriculum includes safety, cutting, and welding with oxyfuel, shielded metal arc welding, gas tungsten arc, and gas metal arc welding processes, entrepreneurship, blueprint reading, leadership skills, and career opportunities. This course can receive Tech Prep credit when taken in sequence with Advanced Welding.

### 4772 Advanced Welding

- **Prerequisites:** Welding I

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal career development. This course integrates academic and technical knowledge and skills. Students in this course will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. OSHA certification will be available in this course. This course can receive Tech Prep credit when taken in sequence with Welding. When the entire sequence is taken (Welding, Adv. Welding, and Problems and Solutions) and students maintain an 80 better average in each course, they have the option after graduation to take one additional course at Mountain View College (WLDG 2443) and receive a Shielded Metal Arc Welding Certificate. The salary for this skill set starts around $23/hr.

### 4602 Practicum in Manufacturing

- **Prerequisite:** Welding

This practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the manufacturing cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

### 4892 Problems and Solutions

- **Prerequisite:** 2 or more courses for 3 or more credits within the pathway, application, and teacher approval

Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

### 4962 Problems and Solutions II

- **Prerequisite:** 4892 Problems and Solutions II, application, and teacher approval

Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.
Marketing

Building a career in the booming field of marketing, sales, and service starts with selling you. You need to think of yourself as a “product” and define the features and benefits that will attract your “customers” – the employers that might hire you. Your resume is like an advertisement telling your story clearly and compellingly by detailing the education, experience, and skills you have that qualify you for the job. Then, with persistence, comes an interview, during which you have to dress to impress, speak and listen well, and show that you can be a valuable member of the organization’s team. Finally, you need to close the deal by following up with a thank-you note that makes a positive impact on the hirer.

If you want to learn how to package yourself for success, sell any type of product or service, or serve all kinds of customers, then Marketing may be the right cluster for you.

Clubs:
DECA (Distributive Educational Clubs of America

Endorsement:
Business & Industry

Principles of Business, Marketing & Finance (9-10) (1)

Sports & Entertainment Marketing (10-11) (1)
Entrepreneurship (10-11) (1)
Advertising & Sales Promotion (10-11) (1)
Fashion Marketing (10-11) (1)

Marketing Dynamics (11-12) (2)

Practicum in Marketing Dynamics (12) (2)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3662</td>
<td>Principles of Business, Marketing &amp; Finance</td>
<td>1</td>
<td>9-10</td>
<td>Business is an integral part of our daily lives. Students will study the impact of global business, marketing of goods and services, advertising and product pricing. Students will also learn the selling process and principles of financial management as it applies to business and themselves. This course will also emphasize business and personal ethics, communication and interpersonal skills.</td>
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<tr>
<td>2952</td>
<td>Advertising &amp; Sales Promotion</td>
<td>1</td>
<td>10-11</td>
<td>Prerequisite: Recommended: 3662 Prin. of Business, Marketing and Finance&lt;br&gt;This course equips students with the knowledge of current techniques used in advertising. The course explores the social, ethical and legal issues of advertising, historical influences, strategies and media decisions. Additionally, it will provide an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.</td>
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<td>2442</td>
<td>Fashion Marketing</td>
<td>1</td>
<td>10-11</td>
<td>Prerequisite: Recommended: 3662 Prin. of Business, Marketing and Finance (may be concurrent)&lt;br&gt;This course is designed to introduce students to an exciting and innovative industry full of style and charisma. Students taking this course will explore the way apparel and accessories are designed, purchased and distributed. Students will discover the many career related positions that this multi-billion dollar industry has to offer.</td>
</tr>
<tr>
<td>2452</td>
<td>Entrepreneurship</td>
<td>1</td>
<td>10-11</td>
<td>Prerequisite: Recommended: 3662 Prin. of Business, Marketing and Finance (may be concurrent); 1172 or 3922 Bus. Info Mgmt.; 10th graders accepted with teacher approval&lt;br&gt;Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.</td>
</tr>
<tr>
<td>2452DC</td>
<td>Entrepreneurship - Dual Credit</td>
<td>1</td>
<td>11-12</td>
<td>Prerequisite: See above information and take the TSI test&lt;br&gt;This course is for those students that have thought about owning their own business. Students enrolled in this class will gain the knowledge and skills necessary to own and operate a successful business. The primary focus of this course is to help students understand the process of analyzing a business opportunity, prepare a business plan and conduct research in order to make proper business decisions. In addition students will understand the sources of working capital required to start the business and promote strategies to the businesses products and services.</td>
</tr>
<tr>
<td>2462</td>
<td>Sports and Entertainment Marketing</td>
<td>1</td>
<td>10-11</td>
<td>Prerequisite: Recommended: 3662 Prin. of Business, Marketing and Finance (may be concurrent)&lt;br&gt;This course explores the dynamic world of sports behind the scenes and off the field. It is designed to expose students to promotional plans, contracts, virtual sports, sports and entertainment marketing plans, evaluation and club management techniques. Using our virtual business sports simulator, students will own and operate their own sports franchise and make decisions that will impact the economic environment of a city. Students will also research fun and exciting careers related to this multi-billion dollar industry. Qualifies as advanced measure for DAP, and Dual credit.</td>
</tr>
<tr>
<td>3672</td>
<td>Marketing Dynamics (Internship)</td>
<td>2</td>
<td>11-12</td>
<td>Prerequisite: 3662 Principles of Business, Marketing and Finance; and either 2952 Advertising and Sales Promotion or 2442 Fashion Marketing; or 2452 Entrepreneurship or 2462 Sports and Entertainment Marketing recommended; Application and Interview Required&lt;br&gt;Marketing Dynamics is designed to expose students to the behind the scene operations as it relates to retail business management, fashion marketing, advertising and sales promotion and human resource management. This business/marketing work-based instruction focuses on practical training and experiences with DECA corporate sponsors located at the Parks Mall in Arlington. This unpaid internship involves rotations and practical work experience on site at the Parks Mall. This training occurs during the school day and students are transported to the intern site during the school day for this “real world” experience. Qualifies as ATC- Statewide Articulated Advanced Technical credit.</td>
</tr>
<tr>
<td>4672</td>
<td>Practicum in Marketing Dynamics (Internship 2nd year)</td>
<td>2</td>
<td>12</td>
<td>Prerequisite: 3672 Marketing Dynamics&lt;br&gt;Practicum in Marketing Dynamics provides advanced training opportunities within an unpaid internship that occurs off campus at the Parks Mall. Practicum includes specialized DECA projects. ATC- Statewide Articulated Advanced Technical credit.</td>
</tr>
<tr>
<td>3712</td>
<td>Career Prep I</td>
<td></td>
<td>11-12</td>
<td>Prerequisite: 2 or more courses for 3 or more credits within one CTE cluster&lt;br&gt;Must be at least 16 year’s old, application, teacher interview, students must sign up for at least a double block work release, transportation to work site</td>
</tr>
</tbody>
</table>
Science, Technology, Engineering, & Mathematics

New discoveries are made every day. Scientists, technologists, engineers, and mathematicians are pushing the boundaries of human knowledge by seeking to understand better and improve the world around us. They spend their time exploring everything from vast galaxies of stars to the tiniest subatomic particles. They invent the technologies that make our lives easier and more rewarding and develop solutions to problems that threaten our future. Thanks to the men and women on the cutting edge, we know more than ever before. If you are curious about the universe, dream of exploring new worlds of knowledge, or want to solve the planet’s problems, then Science, Technology, Engineering, and Mathematics could be the right career cluster for you.

Engineering Focus
Certifications/Licensures:
Auto Desk Certification

Endorsement: STEM
Clubs: SKILLS USA

Concepts of Engineering & Technology (9-10) (1)

Electronics (10-11) (1)

Robotics & Automation (10-11) (1)

Advanced Electronics (11-12) (2)

Advanced Engineering Design & Presentation (11-12) (2)

Engineering Design & Presentation (10-11) (1)

Advanced Engineering Design & Presentation (11-12) (2)

Scientific Research & Design* (11-12) (2)

Practicum in STEM (12) (2)

Engineering Mathematics (12) (1)

*Course approved for science credit
### 1992 Concepts of Engineering & Technology

<table>
<thead>
<tr>
<th>Prerequisite: Concepts of Engineering and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is a project-based program designed to provide an overview of the various engineering fields. It is designed to introduce the technology systems of bio-related technology, communication, computer applications, construction, energy, power, transportation, and manufacturing. The study of engineering history will provide the foundation of engineering concepts and will show students how engineering has impacted various societies and cultures but also how societies and cultural needs have affected engineering designs. Students will learn in a computer networked environment to solve engineering problems that may not have any pre-set formulas or procedures to guide them. Areas of study include: CAD, CNC, electricity, electrical controls, graphic design, manual machine tools, measurements, mechanisms, plastics, pneumatics, and robotics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4952 Engineering Design &amp; Presentation - AC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Concepts of Engineering and Technology</td>
</tr>
<tr>
<td>This course will focus on the knowledge and skills necessary to complete an engineering design process. This will be demonstrated by students developing their own engineering design project from original concept, documentation of all phases of their design problem, planning, drafting, proto-type development, testing, final design, and delivery. Students will learn in a computer networked environment to learn more advanced skills and technical knowledge first. Areas of specific study include and are not limited to CAD, CNC, electricity, electrical controls, graphic design, manual machine tools, measurements, mechanisms, plastics, pneumatics, and robotics. Students will also learn how to coordinate their engineering design efforts with other outside organizations i.e. major universities, technical colleges, and or industry. Qualifies as ATC- Statewide Articulated Advanced Technical credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4053 Advanced Engineering Design &amp; Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Concepts of Engineering and one additional credit in the pathway</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>3222 Principles of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Concepts of Engineering and one additional credit in the pathway</td>
</tr>
<tr>
<td>This is an engineering survey course designed to expose students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. In Principles of Engineering, students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.</td>
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<table>
<thead>
<tr>
<th>3792 Electronics</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Concepts of Engineering and Technology</td>
</tr>
<tr>
<td>Electronics students enrolled in this course will demonstrate knowledge and applications of DC and AC circuits, electronic measurement, and electronic implementation. Once the student is selected after the application and interview, summer contact must be made available in order for preparation of the fall semester. By employing the design process, students will transfer academic skills to component designs in at least 2 project-based assessments. Students will use a combination of bread boarding, computer simulation and software applications to complete both assignments and projects. Additionally students explore various career opportunities, current employer expectations, and internal educational needs in the electronics industry. The opportunities for both job placement and college references are created with a working portfolio. ATC- Statewide Articulated Advanced Technical credit</td>
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<table>
<thead>
<tr>
<th>4792 Advanced Electronics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Electronics, Interview Required</td>
</tr>
<tr>
<td>Advanced Electronics students will demonstrate knowledge and applications of semiconductor and digital circuits. Students will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. By employing the design process, students will transfer academic skills to component designs in at least 2 project-based assessments. Students will transfer advanced academic skills to component designs in a project-based environment by employing a prototype in 2 of the design projects. Qualifies ATC- Statewide Articulated Advanced Technical credit.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3762 Robotics and Automation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Engineering and Technology required, Electronics recommended</td>
</tr>
<tr>
<td>This double blocked course will use a project based environment to transfer advanced academic skills to component designs using the design process. Students will exhibit this by utilizing an understanding of advanced physics related to robotics and automated systems. The students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. An engineering notebook will be employed throughout the course for project maturation and presentation.</td>
</tr>
</tbody>
</table>
Problems and Solutions
Prerequisite: 2 or more courses for 3 or more credits within the pathway, application, and teacher approval
Fees: cost of project materials for the student selected project
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

Problems and Solutions II
Prerequisite: 4892 Problems and Solutions, application, and teacher approval
Fees: cost of project materials for the student selected project
Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field.

Practicum in STEM
Prerequisite: 2-3 course in the pathway and teacher approval
This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Principles of Technology (Physics credit)
Prerequisite: 2 credits of science and Algebra I
This course is an applied physics course designed to provide a student a study in force, work, rate, resistance, energy, power, and force transformers as applied to mechanical, fluid, thermal, and electrical energy that comprise simple and technological devices and equipment. The course reinforces the mathematics applications a student needs to understand to apply the principles being studied.
Transportation, Distribution, and Logistics

Texas is on the move. Every day, everywhere in the northern, southern, eastern and western parts of the state, people and products travel hundreds of thousands of miles of roads, waterways, railroad tracks, and air routes—all because of those who work in Transportation, Distribution, and Logistics. These professionals are responsible for ensuring that everyone and everything gets to the right place on time at the lowest possible cost. They are experts at planning and project management, increasingly using technology such as Global Positioning System (GPS) satellites, and Radio Frequency Identification (RFID) tags to track the location of shipments. If you are a mover and shaker, have a talent for organization, or yearn to see new places, then Transportation, Distribution, and Logistics could be the right cluster for you.

Endorsement: Business & Industry

Automotive Focus Certification/Licensure: Automotive Service Excellence Student

Clubs: SKILLS USA

Principles of Transportation, Distribution & Logistics (9-10) (.5)

Energy, Power & Transportation Systems (9-10) (.5)

Automotive Technology (10-11) (2)

Advanced Automotive Technology (11-12) (2)

Practicum in Transportation, Distribution, & Logistics (12) (2)

Collision Repair & Refinishing (10-11) (2)

Advanced Collision Repair & Refinishing (11-12) (2)

Practicum in Transportation, Distribution, & Logistics (12) (2)
### Principles of Transportation, Distribution, and Logistics (1872) 0.5 Fall semester 9-10

**Students that enroll in this course should have a strong interest in Automotive, Electronics and Engineering careers.**

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws, regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

### Energy Power & Transportation Systems (1832) 0.5 Spring semester 9-10

**Students that enroll in this course should have a strong interest in Automotive, Electronics and Engineering careers.**

The businesses and Industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner. The increasing demand for employees will provide growth potential.

### Collision Repair & Refinishing (3822) 2 10-12

Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

**Prerequisite: 3822 Collision Repair & Refinishing, application, instructor approval**

This is a pre-employment laboratory course with job specific training for entry level employment in the rapidly changing automotive after-market care field of auto body repair and refinishing. Course content includes custom painting techniques, frame and unibody repair; sheet metal, fiberglass and synthetic material repair; welding skills; and preparation for and application of primers and paints. Students have the opportunity to become OSHA certified for safety. Entrepreneurship, safety, leadership training, and career opportunity awareness are included. This course will meet the National Automotive Technicians Education Foundation (NATEF) Program instructional requirements. These courses qualify as Statewide Articulated Advanced Technical credit.

### Advanced Collision Repair & Refinishing (4822) 2 11-12

**Prerequisite: 3822 Collision Repair & Refinishing, application, instructor approval**

This is a pre-employment laboratory course with job specific training for entry level employment in the rapidly changing automotive after-market care field of auto body repair and refinishing. Course content includes custom painting techniques, frame and unibody repair; sheet metal, fiberglass and synthetic material repair; welding skills; and preparation for and application of primers and paints. Students have the opportunity to become OSHA certified for safety. Entrepreneurship, safety, leadership training, and career opportunity awareness are included. This course will meet the National Automotive Technicians Education Foundation (NATEF) Program instructional requirements. These courses qualify as Statewide Articulated Advanced Technical credit.

### Automotive Technology (3832) 2 10-12

**Prerequisite: 1832 Energy Power & Transportation Systems recommended**

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

### Automotive Technology - Dual Credit (3832DC) 2 11-12

**Prerequisite: Take the TSI test and instructor approval**

Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. Successful completion of this course yields college hours for Introduction to Automotive Technology.

### Advanced Auto Technology (4832) 2 11-12

**Prerequisite: 3832 Automotive Technology, application process, instructor approval**

These are pre-employment laboratory courses with job specific training for entry level employment in the automotive technician career field. Course content consist of all eight areas of the automobile. General Services curriculum required by NATEF will be used. Students have the opportunity to become OSHA certified for safety. Entrepreneurship, safety, leadership, and career opportunities are included. These courses will meet the National Automotive Technicians Education Foundation Program instructional requirements.
**Computer Science**

*Please see Curriculum requirements for Graduation Requirements in Computer Science*

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1372</td>
<td>COMPUTER SCIENCE I</td>
<td>1</td>
<td>9-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Algebra I**

Computer Science is a branch of knowledge that includes, but is not limited to “Computer Programming.” Computer Science I differs from BCIS in that students are instructed in how to communicate with and instruct a computer what to do rather than how to use a prewritten program such as Word, Excel, or PowerPoint. Students are taught problem solving skills using sequence, selection, repetition, and modularization. Modularization is repeated achieving several levels of abstraction. Primitive data is distinguished from composite data, and students modulate between using prewritten code and creating new code. Java syntax is used as the language vehicle allowing for an introduction to OOP (Object Oriented Programming). Completion of this course should permit a student to be prepared to successfully take an introductory college/university level computer class. Course satisfies the state Technology Applications credit requirement.

| 2370 | COMPUTER SCIENCE I AP | 1     | 10-12 |

**Prerequisite: Geometry**

AP Computer Science is designed to prepare students to take the AP Computer Science A exam at the end of one year of study. Students use Java as a language vehicle to learn concepts associated with problem solving: sequence, repetition, modularization, and functional decomposition. Students learn to distinguish primitive data from composite data as well as being introduced to OOP (Object Oriented Programming) concepts of encapsulation, inheritance, and polymorphism. Only highly motivated and driven students should take this class as the pace in relentless and the evaluations are constructed to mimic the evaluations of the AP Computer Science exam.
Fine Arts

Please see Curriculum requirements for Graduation Requirements in Fine Arts

One Credit in a Fine Arts course is required for graduation from Duncanville High School

Any of the courses listed below and in addition Principles & Elements of Floral Design Satisfies the Fine Arts credit

Art

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT, STAFF, AND FUNDS TO BE OFFERED**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1142</td>
<td>ART I</td>
<td>1</td>
<td>9-12</td>
</tr>
</tbody>
</table>

This course emphasizes the study of basic art concepts designed to introduce the student to the importance of recognizing, defining, and applying the ELEMENTS OF ART and the PRINCIPLES OF DESIGN in composition, to expose the student to various art movements, and to explore the use of a variety of media available to the artist in both two and three-dimensional art projects. Art supplies are required.

| 2042 | ART II               | 1      | 9-12  |

Prerequisite: Art I or Art I Pre-AP at the middle school level

This course is designed to expand student experience in working with basic art concepts and movements and to introduce additional techniques and media related to two and three-dimensional areas. Art supplies are required.

| 3042 | ART III              | 1      | 11-12 |

Prerequisite: Art II

This course emphasizes more advanced compositional concepts utilizing realistic and abstract interpretation of subject matter. Opportunities for in-depth study will allow the student to become more familiar with techniques and media presented in the previous course. The emphasis is on individual insight, style, interpretation, and experimentation. Supply fee is required.

| 3020 | 3-D STUDIO ART AP    | 1      | 11-12 |
| 3030 | DESIGN PORTFOLIO AP  | 1      | 11-12 |
| 3130 | DRAWING PORTFOLIO AP | 1      | 11-12 |

Prerequisite: Art I and II, portfolio submission of artwork created within the past two years

Studio art is intended for highly motivated students who are seriously interested in the study of art. This course requires significant commitment and accomplishment than the typical high school course. The student is required to create a portfolio of art that is divided into three sections: Quality, Concentration, and Breadth. The Concentration section demonstrates a depth of investigation and process of discovery created outside of class, while the Quality and Breadth sections must demonstrate skills in visual principles and material techniques created within the class. The portfolio of work will be evaluated at the end of the school year by college, university, and secondary art instructors. AP Studio Art is a college-level course for those who want to obtain college Art credit, which is determined by the Studio Art portfolio and exam administered in May by the College Board at a cost to the student. Supply fee is required. Course may be repeated for credit.
Dance and Drill Team

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2502</td>
<td>DANCE I (PE)</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Physical Education 1602 or 1632**

This course provides the student with a beginning approach to basic/intermediate dance movements, rhythm, floor exercise and choreography. The course will provide the student with beginner-intermediate skills and knowledge of dance as an art form and lifetime activity. The student shall develop kinesthetic awareness and movement memory, as well as creative expression through movement.

<table>
<thead>
<tr>
<th>2532</th>
<th>DANCE II</th>
<th>.5</th>
<th>10-12</th>
</tr>
</thead>
</table>

**Prerequisite: Dance I 2502**

The course will provide the student with intermediate skills and knowledge of dance as an art form and lifetime activity. The student shall develop kinesthetic awareness and movement memory, as well as creative expression through movement. Dance II shall also develop self-confidence through the use of dance by providing informal performances during class. This class shall be structured for those students who are particularly interested in advancing to Dance III/Drill Team.

<table>
<thead>
<tr>
<th>1682</th>
<th>FRESHMAN DRILL TEAM (Showstoppers)</th>
<th></th>
<th></th>
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</table>

**Prerequisite: Successful completion of a 2 day Registration during the summer**

Participation in drill team is considered an extracurricular activity requiring dancing skills and physical endurance. This course includes time beyond the one period of class. Students will perform at 2-4 athletic events as well as other school-related events. This drill team is open to interested girls in the 9th grade. Tryouts are not required. A course fee will be required prior to enrollment. This course will count as a PE equivalent.

<table>
<thead>
<tr>
<th>1692</th>
<th>FRESHMAN DRILL TEAM (Rookies)</th>
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</table>

**Selection by impartial judges in December**

At the conclusion of the fall semester and upon being selected by impartial judges, participants will be enrolled in Rookie Class. This class is designed to train the students in technique, skill, rules and regulations for the following year as a High Hat. Participation in drill team is considered an extracurricular activity requiring dancing skills and physical endurance. This course includes time beyond the one period of class. Students will perform at Spring Show and commit to after school practices in April and May. This course will count as a Fine Arts equivalent.

<table>
<thead>
<tr>
<th>2192</th>
<th>DRILL TEAM (High Hats)</th>
<th>.5</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2392</td>
<td>DRILL TEAM (High Hats)</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Selection by impartial judges**

Participation in drill team is considered an extracurricular activity and demands not only marching and dancing skills but also much time beyond the 60 minute class period. Drill team activities are varied throughout the year and include performances at football halftimes as well as performing at all competitive events with the DHS Marching Band. (The High Hats are actually considered a “color guard” during marching season.) During the winter and spring, performances include basketball halftimes, parades, competitive events, and an elaborate Spring Show. Tryouts are held in December and are open to any freshman, sophomore, or junior girl who wishes to be in the drill team the following school year. They are placed in Rookie Class in the spring semester for training. Approximately eight weeks of practice during summer vacation is required for drill team. If selected, there is a substantial fee involved which includes payment for mandatory summer camps, uniforms, and uniform accessories, practice attire, footwear, and general supplies.
**Music (Choral)**

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1492 CONCERT WOMEN'S CHOIR I</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2492 CONCERT WOMEN'S CHOIR II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3492 CONCERT WOMEN'S CHOIR III</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>4492 CONCERT WOMEN'S CHOIR IV</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** None

This choral ensemble is primarily a training ensemble for students who have an interest in choral music. Course content will emphasize learning to read music, ear training, and vocal development in preparation for more advanced choral ensembles. This choir will have some required after school rehearsals and will participate in the choral department concerts.

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1262 VARSITY WOMEN'S CHOIR I</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2262 VARSITY WOMEN'S CHOIR II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3322 VARSITY WOMEN'S CHOIR III</td>
<td>(Honors)</td>
<td>11</td>
</tr>
<tr>
<td>4262 VARSITY WOMEN'S CHOIR IV</td>
<td>(Honors)</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:** Previous choral experience. Audition required.

This choral ensemble is an advanced choir for students who have at least a basic knowledge of sight-reading and are interested in pursuing a higher level of choral music. Course content will emphasize advancement in reading music and singing more advanced choral music. Performance will include fall, holiday, and spring concerts. In addition, this choir will participate in UIL solo and ensemble competition and UIL concert and sight reading competition. There will be scheduled required after school rehearsals.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>1242 CONCERT MEN'S CHOIR I</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2212 CONCERT MEN'S CHOIR II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3202 CONCERT MEN'S CHOIR III</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>4212 CONCERT MEN'S CHOIR IV</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** None

This choral ensemble is primarily a training ensemble for students who have an interest in choral music. Course content will emphasize learning to read music, ear training, and vocal development in preparation for more advanced choral ensembles. This choir will have some required after school rehearsals and will participate in the choral department concerts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2272 VOCAL ENSEMBLE - VELOCITY II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3272 VOCAL ENSEMBLE - VELOCITY III</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>4272 VOCAL ENSEMBLE - VELOCITY IV</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** Previous choral experience. Audition required.

This group is the school's Show Choir. This class affords the more talented student an opportunity to experience different musical styles, including jazz choir, show choir, pop choir, etc. The Show Choir performs most music with choreography. Any additional students involved with the group (instrumentalists, sound technician, business manager, etc.) must be members of the choral program. Students will be required to meet many evening and some weekend performances and numerous extra rehearsals. The Show Choir experience provides opportunities to develop singing, dancing, acting, and other performance skills necessary for performing in musical theatre productions. A strong positive attitude toward teamwork and excellence is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2252 A CAPPPELLA CHOIR II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3242 A CAPPPELLA CHOIR III</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>4252 A CAPPPELLA CHOIR IV</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** Audition required.

This choral ensemble will consist of 40-60 singers chosen through competitive audition held in the spring. Students may be added in the fall if vacancies occur during the summer. This group will participate in UIL activities, present fall, holiday and spring concerts, and perform for a number of school and community events. Students should maintain passing grades in all classes and exhibit a superior attitude. Members of A Cappella Choir are expected to participate in all choir activities and be dedicated to the choir program for the benefit of themselves and the organization. This ensemble usually will participate in an out of the area music festival at some point during the school year.


2322  VOCAL ENSEMBLE – CHAMBER SINGERS  1  10-12
Prerequisite: Audition and director's approval and at least one year of previous high school choir experience.
This sixteen member Ensemble is designed to sing music from Early Renaissance to Classical Style. This ensemble affords the more talented students to sing advanced music in a smaller ensemble. This group will sing in a variety of concerts and dinner theaters and will sing off campus during the school day at various times for public performances. This ensemble will have extra rehearsal called throughout the year and may perform in a contest at some point during the year. A strong positive attitude toward teamwork and excellence is required.

4000  MUSIC THEORY ADVANCED PLACEMENT  1  12
Prerequisite: Prior enrollment in vocal/instrumental study within the past year, either as part of the Duncanville ISD music curriculum or in private study with an applied instructor. In addition, the student must pass a pretest covering the fundamentals of music theory.
This course will cover the materials and structure of music. It is a freshman college level course. Included will be the analysis of individual compositions and the use of composition techniques. Students will be expected to do written work daily. College Board curriculum will prepare students to take the Advanced Placement Examination in May at a cost to the student, which may enable the student to obtain advanced placement and/or college credit.

Music (Instrumental)

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1302</td>
<td>SYMPHONIC BAND I</td>
<td>1</td>
<td>9-12</td>
</tr>
<tr>
<td>2312</td>
<td>SYMPHONIC BAND II</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>3312</td>
<td>SYMPHONIC BAND III</td>
<td>1</td>
<td>11-12</td>
</tr>
<tr>
<td>4312</td>
<td>SYMPHONIC BAND IV</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Audition required.
An instrumentation of approximately 50-70 players will be chosen in tryouts in the preceding semester from among those who have reached Performance Level IV. The Symphonic Bands (Red & Blue), will participate in UIL contest, winter and spring concerts, and a festival if scheduling will allow. A weekly sectional after school is required.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2302</td>
<td>HONORS BAND II &amp; Instrumental Ensemble</td>
<td>2</td>
<td>10-12</td>
</tr>
<tr>
<td>3302</td>
<td>HONORS BAND III &amp; Instrumental Ensemble</td>
<td>2</td>
<td>11-12</td>
</tr>
<tr>
<td>4302</td>
<td>HONORS BAND IV &amp; Instrumental Ensemble</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Audition required.
An instrumentation of approximately 50-70 players will be chosen in tryouts in the preceding semester from among those who have reached Performance Level V. The Honors band will participate in UIL contest, winter and spring concerts, and a festival if scheduling allows. A weekly sectional after school is required. Concurrent enrollment in the corresponding section of Instrumental Ensemble is required.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1292</td>
<td>WIND ENSEMBLE I &amp; Instrumental Ensemble</td>
<td>2</td>
<td>9-12</td>
</tr>
<tr>
<td>2292</td>
<td>WIND ENSEMBLE II &amp; Instrumental Ensemble</td>
<td>2</td>
<td>10-12</td>
</tr>
<tr>
<td>3292</td>
<td>WIND ENSEMBLE III &amp; Instrumental Ensemble</td>
<td>2</td>
<td>11-12</td>
</tr>
<tr>
<td>4292</td>
<td>WIND ENSEMBLE IV &amp; Instrumental Ensemble</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Audition required.
A specific instrumentation of 46-60 players chosen in tryouts in the preceding semester from among those who have reached Performance Level VI. Students in Wind Ensemble must exhibit superior attitudes and competency as musicians. The Wind Ensemble will participate in UIL contest, winter and spring concerts, and a festival to be announced in the fall. A weekly sectional after school is required. Concurrent enrollment in the corresponding section of Instrumental Ensemble is required.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3282</td>
<td>CHAMBER MUSIC</td>
<td>1</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Prerequisite: Audition and director's approval, Wind players must be members of the Wind Ensemble or Honors Band.
This course offers a range of music study. Music studied and performed by this band includes styles not available in marching band and concert band. The instrumentation is limited and membership will be determined by audition.
**THEATRE ARTS I - EXPLORATORY PROGRAM**

The objective of this course is to allow the student to explore all the different areas involved in theatre and to develop an appreciation for live theatre. Emphasis will be placed upon building confidence, eliminating stage fright, and developing creative and collaborative skills, as students create and perform monologues and scenes. Course units include acting, pantomime, improvisation, theatre heritage and technical theatre. Some memorization is required in preparation for performances. Participation in after school drama activities is not required.

**THEATRE ARTS I - PRODUCTION**

Prerequisite: Audition required.
The objective of this course is to offer an accelerated approach to performance for the student who plans to be very involved in play productions and in oral interpretation and acting events at speech tournaments. Extensive reading of scripts and memorization of monologues, oral interpretation selections, and scenes will be required of students in this course. Students will be expected to display strong self-discipline, motivation, and must work productively in a loosely structured environment. In addition to giving acting performances, students will study theatre heritage, script analysis, and technical theatre. Participation in after school play productions and at speech tournaments will be expected of students.

**THEATRE ARTS II**

Prerequisite: Theatre Arts I student audition required.
This course continues the study of theatre established in Theatre Arts I. It is designed to further investigate the area of acting. Instructional units will include classical styles, children's theatre, play writing, stylized stage make-up, and theatre career awareness. Participation in after school play productions and at speech tournaments will be expected of students.

**THEATRE ARTS III**

Prerequisite: Theatre Arts I & II audition required.
The objective of this course is to develop further the individual talents of the theatre student. Emphasis will be placed on acting and directing; all projects will be performance oriented. Special attention will be given to career opportunities and preparation for theatrical occupations. Participation in after school play productions and at speech tournaments will be expected of students.

**THEATRE ARTS IV**

Prerequisite: Theatre Arts III audition required
The objective of this course is to further the development of the individual talents of the advanced theatre student. Special projects are assigned to each student in areas of design, directing, and acting. Participation in after school play productions and at speech tournaments will be expected of students.

**THEATRE PRODUCTION – INTERPRETATION OF THE SPOKEN WORD**

Prerequisite: Theatre Arts I or Oral Interpretation I and concurrent enrollment in Debate, Oral Interpretation, or Theatre Arts
This course is for the enthusiastic communications student. It involves advanced work in theatre theory. Students will direct theatrical productions and perform advanced oral interpretations. Participation in competitive events is required.

**TECHNICAL THEATRE I**

Prerequisite: Theatre Arts I and audition required.
This course is designed for those students interested in the technical aspects of theatre. Instruction will include both design and practical application techniques in the areas of stage lighting, scenery, properties, costuming, and make-up. All backstage operations will be thoroughly explored. Students will be strongly encouraged to participate in crew positions in major theatre productions.
Prerequisite: Technical Theatre I and audition required

Technical Theatre II students will be required to help with all aspects of the various theatre productions throughout the year. They will develop social and leadership skills as they serve as crew heads for the shows. They will also study various design elements and will have the opportunity to design costumes, sets, lights, makeup, and sound. They will be given the chance to work in various types of theatre and recognize the many career options open to them.

### Foreign Languages

**Required Credit**

<table>
<thead>
<tr>
<th>French I</th>
<th>German I</th>
<th>Latin I</th>
<th>Spanish I</th>
<th>American Sign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II</td>
<td>German II</td>
<td>Latin II</td>
<td>Accelerated Spanish I</td>
<td>American Sign Language I</td>
</tr>
<tr>
<td>French III</td>
<td>German III</td>
<td>Latin III</td>
<td>Accelerated Spanish II</td>
<td>American Sign Language II</td>
</tr>
<tr>
<td>French IV-AP</td>
<td>German IV-AP</td>
<td>Latin IV-AP</td>
<td>Spanish II-Spanish for Native Speakers</td>
<td>American Sign Language III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish II</td>
<td>Special Topics in Language and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish III</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish III Dual Credit</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish IV AP (Language &amp; Dual Credit)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish V AP (Literature)</td>
<td></td>
</tr>
</tbody>
</table>
# Foreign Languages

*Please see Curriculum requirements for Graduation Requirements in Languages Other Than English*

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1102</td>
<td>FRENCH I</td>
<td>1</td>
<td>9-12</td>
</tr>
<tr>
<td>2102</td>
<td>FRENCH II</td>
<td>1</td>
<td>9-12</td>
</tr>
</tbody>
</table>
P**erequisite:** French I  
This course is a continuation of French I with increased emphasis on speaking, reading, and written skills. More advanced study of grammar and vocabulary with special attention to the areas of Touraine and Provence, Paris, Martinique, and the Ivory Coast will be studied.

| 3101| FRENCH III   | 1      | 10-12 |
P**Prerequisite:** French II  
The third year includes a grammar review and introduction to complex grammatical structures in addition to composition and practice in listening and speaking. Selected readings in French literature and an introduction to historical, cultural, and artistic elements of French culture complete this course.

| 4100| FRENCH IV AP | 1      | 11-12 |
P**Prerequisite:** French III  
The fourth year of French will follow the Advanced Placement curriculum for French language which involves an intense study of French grammar and composition with special emphasis on listening and speaking skills. The course will involve the use of college level texts and materials with selected readings in French literature and media publications. Students who are interested will be able to take the Advanced Placement Examination in May at a cost to the student, which may enable the student to obtain advanced placement and/or college credit.

| 1092| GERMAN I     | 1      | 9-12  |
| 2092| GERMAN II    | 1      | 10-12 |
P**Prerequisite:** German I  
The course is a continuation of German I, with more complex vocabulary and grammar structures introduced. Students will continue to improve their listening comprehension, speaking, reading, and writing skills. Students will broaden their understanding of life in German-speaking countries.

| 3121| GERMAN III   | 1      | 11-12 |
P**Prerequisite:** German II  
The third year of German continues the comprehensive approach to the German language and culture. Students expand their vocabulary and understanding of grammar concepts to examine issues important to them and students in Germany. An in-depth study of German culture and history is an essential part of this course. An introduction to authentic German prose with selected readings from German literature and an introduction to historical and cultural aspects of German culture are essential to this course.

| 4120| GERMAN IV AP | 1      | 12    |
P**Prerequisite:** German III  
The fourth year of German will follow the Advanced Placement guidelines and will focus on the mastery of listening, speaking, reading, and writing skills with emphasis on advanced conversation and composition. The study of culture will be an important part of the curriculum which will include the use of college-level texts and authentic reading materials such as literature and media publications. This course is designed for college-bound students, and will prepare the students to take the Advanced Placement Exam in German in May at a cost to the student.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1112</td>
<td>LATIN I</td>
<td>1</td>
<td>Native Speaker of Spanish and paired with Latin 2</td>
</tr>
<tr>
<td>2112</td>
<td>LATIN II</td>
<td>1</td>
<td>Latin 1</td>
</tr>
<tr>
<td>3111</td>
<td>LATIN III</td>
<td>1</td>
<td>Latin II</td>
</tr>
<tr>
<td>4110</td>
<td>LATIN IV AP</td>
<td>1</td>
<td>Latin III</td>
</tr>
<tr>
<td>1082</td>
<td>SPANISH I</td>
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<td></td>
</tr>
<tr>
<td>10822</td>
<td>ACCELERATED SPANISH I</td>
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<td></td>
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<tr>
<td>13822</td>
<td>ACCELERATED SPANISH II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1282</td>
<td>SPANISH II – SPANISH FOR NATIVE SPEAKERS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1382</td>
<td>SPANISH II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2081</td>
<td>SPANISH III</td>
<td>1</td>
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</tbody>
</table>

This course concentrates on skills necessary for reading Latin with strong emphasis on grammar and vocabulary, with intensive derivative study and secondary emphasis on oral and aural skills. Included is introduction to mythology, Roman history and culture.

The second year features the review and continuation of Latin grammar, vocabulary, and derivatives. Students increase their ability in reading comprehension as they read both adapted Latin and selections from such Roman authors as Martial, Pliny, and Phaedrus. Varied aspects of mythology, Roman history and culture are also presented.

This third year course completes a study of basic Latin grammar while continuing to increase the student’s Latin and English vocabulary. The second semester allows students to choose from a broad selection of Latin authors to read un-adapted Latin, developing skill in critical analysis and poetry interpretation as they seek to learn from the past how to better live in the present.

During alternating years this course focuses on the Aeneid, Vergil’s Roman epic, or the poets Catulius and Ovid. The curriculum emphasizes skills in reading comprehension, poetry interpretation, and critical analysis. Students continue to expand English and Latin vocabulary and to develop expertise in their own areas of classical interest. The course prepares students for the Advanced Placement Exam to be given in May at a cost to the student which may enable the student to obtain advanced placement and /or college credit.

This course focuses on the communicative skills of listening, speaking, reading, and writing. Students will learn vocabulary and grammar structures to give students tools for communication. An introduction to cultures of various Spanish speaking countries is integrated into the curriculum. Students become aware of the influence of Spanish on the English language and compare their own culture and language with those of the Spanish speaking countries studied.

This course will cover a full year of Spanish 1 in one semester by moving at an accelerated rate due to the vocabulary and prior knowledge of the language acquired by native speakers.

This course will cover a full year of Spanish 2 in one semester by moving at an accelerated rate due to a native speaker’s vocabulary and knowledge of the language. More grammar will be covered in this semester with emphasis on pronunciation and listening skills.

This course is designed for those students who can already speak Spanish fluently but need to expand their skills in reading and writing the Spanish language. The student will be prepared to communicate effectively in a wide variety of social and professional environments where Spanish is the primary means of communication. Successful students may advance to Spanish III Pre-Advanced Placement.

Students will expand communicative skills introduced in level 1 while continuing to develop vocabulary and learn more complex grammar structures. There is a continued oral approach with emphasis on pronunciation and listening skills. Students will continue learning about other cultures in context. Students will compare cultures and languages and will use Spanish skills to make connections to other disciplines.

The third year of Spanish is a pre advanced placement course which reviews basic vocabulary and grammar from the first two years and adds advanced vocabulary and grammar concepts. The communicative skills of speaking, listening, reading, and writing will continue to be emphasized and refined in order to increase the student’s proficiency in the language. Cultures will be studied in context. Students will compare languages and cultures and will continue to make connections with other disciplines.
Students will develop a greater understanding of other culture, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. They will gain insight into other world languages and cultures.

**2081DC  SPANISH III – DUAL CREDIT**

Prerequisite: Spanish II and meet current TSI requirements for dual credit.
The third year of Spanish reviews basic vocabulary and grammar and adds advanced vocabulary and grammar concepts. All forms of communication (speaking, listening, reading and writing) will continue to be refined.

**3080  SPANISH V AP (Language & Dual Credit)**

Prerequisite: Spanish III
The course covers the equivalent of a third year college course in Spanish composition and conversation. It encompasses speaking and listening skills, grammar, and writing. The emphasis is on using Spanish for active communication. Students use college level texts and authentic reading materials including literature and periodicals. This course will prepare those students who choose to do so to take the College Board Advanced Placement Examination in Spanish Language to be given in May at a cost to the student which may enable the student to obtain advanced placement and/or college credit

**4080  SPANISH V AP (Literature)**

Prerequisite: Advanced Spanish IV AP (Language)
The fifth year of Spanish follows the College Board guidelines for the AP Spanish Literature program and prepares students to take the Advanced Placement Examination in Literature to be given in May at a cost to the student which may enable the student to obtain advanced placement and/or college credit. This course encompasses authors from all periods of Spanish literature, both in Spain and Latin America. Students will analyze the form and content of literary works, both orally and in writing, using appropriate terminology.

**2942  AMERICAN SIGN LANGUAGE I**

Prerequisite: American Sign Language Level One
Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The student will be able to understand short-signed phrases; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe ASL into English

**3592  AMERICAN SIGN LANGUAGE II**

Prerequisite: American Sign Language-Level One
This course reviews American Sign Language vocabulary and grammar essentials presented in ASL I. Focus is placed on building signing vocabulary, use of signing space, use of non-manual components, and finger spelling. A broader understanding and appreciation of the hearing-impaired perspective and of hearing-impaired history and culture are also essential goals of the course.

**4592  AMERICAN SIGN LANGUAGE III**

Prerequisite: American Sign Language-Level Two
This course reviews and strengthens communication competencies acquired in ASL II. Receptive and expressive skills are further developed through expanded vocabulary and grammar. Cultural topics are included.

**3143  SPECIAL TOPICS in LANGUAGE AND CULTURE**

Prerequisite: Placed in class by counselor following the first year of a foreign language.
Students will develop a greater understanding of other culture, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. They will gain insight into other world languages and cultures.
**Physical Education, Athletics, and Health**

Please see Curriculum requirements for Graduation Requirements in Physical Education

One credit in Physical Education or an equivalency course are required for graduation.

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF **

<table>
<thead>
<tr>
<th>No</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1902</td>
<td>PHYSICAL EDUCATION IA - FOUNDATIONS OF PERSONAL FITNESS 9th grade</td>
<td>.5</td>
<td>9</td>
</tr>
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<td></td>
<td>First Semester</td>
<td></td>
<td></td>
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<tr>
<td>2602</td>
<td>PHYSICAL EDUCATION IA - FOUNDATIONS OF PERSONAL FITNESS</td>
<td>.5</td>
<td>10-12</td>
</tr>
<tr>
<td></td>
<td>First Semester</td>
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</table>

This coed one semester course will provide students with the opportunity to analyze the components of physical fitness. Students will develop an understanding of the relationship between physical fitness activities, stress, sound nutritional practices, consumer issues, and health problems. Students will be provided with the opportunity to design a personal fitness program to help improve or maintain an acceptable level of health-related fitness. Suiting out in the regulation gym suit and daily participation is imperative. **Students may take this course for only one semester.**

<table>
<thead>
<tr>
<th>1922</th>
<th>AEROBICS 9th Grade</th>
<th>Second Semester</th>
<th>.5</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: Physical Education IA - Foundations of Personal Fitness</td>
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</tbody>
</table>

This coed one semester course will provide students with the opportunity to improve skills necessary for successful participation in physical activities. Instruction will include knowledge, skills, and rules basic to proficient participation in physical recreation activities and individual, dual, or team sports. Suiting out in the regulation gym suit and daily participation is imperative. **Students may take this course for only one semester.**

<table>
<thead>
<tr>
<th>1932</th>
<th>AEROBICS</th>
<th>First Semester</th>
<th>.5</th>
<th>10-12</th>
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<tbody>
<tr>
<td>1942</td>
<td>AEROBICS</td>
<td>Second Semester</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Physical Education IA - Foundations of Personal Fitness**

This coed one semester course will provide students with the opportunity to improve skills necessary for successful participation in physical activities. Instruction will include knowledge, skills, and rules basic to proficient participation in physical recreation activities and individual, dual, or team sports. Suiting out in the regulation gym suit and daily participation is imperative.

<table>
<thead>
<tr>
<th>1952</th>
<th>TEAM SPORTS</th>
<th>First Semester</th>
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<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>TEAM SPORTS</td>
<td>Second Semester</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Physical Education IA - Foundations of Personal Fitness**

The coed course extends and reinforces the development of skill and knowledge in the following team sports: volleyball, basketball, hockey, soccer, and softball. Physical fitness activities are included on a daily basis. Suiting out in the regulation gym suit and daily participation is imperative.

<table>
<thead>
<tr>
<th>2642</th>
<th>INDIVIDUAL SPORTS</th>
<th>First Semester</th>
<th>.5</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2652</td>
<td>INDIVIDUAL SPORTS</td>
<td>Second Semester</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Physical Education IA - Foundations of Personal Fitness**

The coed course broadens the appreciation of lifetime sports and develops the skills involved in specific lifetime activities. These activities include: tennis, badminton, and table tennis. Suiting out in the regulation gym suit and daily participation is imperative.

<table>
<thead>
<tr>
<th>2662</th>
<th>PHYSICAL DEVELOPMENT</th>
<th>First Semester</th>
<th>.5</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2672</td>
<td>PHYSICAL DEVELOPMENT</td>
<td>Second Semester</td>
<td>.5</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Prerequisite: Physical Education IA - Foundations of Personal Fitness**

The coed course includes a variety of activities including: weight training, stretching, exercises, aerobic training, diet and nutrition, muscle and flexibility measurement, and muscle anatomy. The program is based on the needs and goals of the individual student. Suiting out in the regulation gym suit and daily participation is imperative. Physical Development is a local PE credit.

**PE SUBSTITUTES**

The fall semester of the following courses can substitute for one half credit of PE:

Marching Band  Drill Team  Cheerleading  Athletic Training
Athletics

Prospective athletes must have coach’s approval prior to enrolling in an athletic course.

Athletic courses are full year unless noted otherwise.

- Students enrolled in an extracurricular athletic program are required to have a physical health examination prior to tryouts and participation.
- Student athletes must adhere to all Athletic Department and University Interscholastic League rules and regulations.

<table>
<thead>
<tr>
<th>No</th>
<th>Course Name</th>
<th>Grade</th>
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<tbody>
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<td></td>
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</table>

**Football**
The Duncanville High School Football Team is a competitive program geared toward providing student-athletes with the opportunity to represent Duncanville High School during the competitive football season. The season is broken down into the regular season, spring training, and summer training phases ranging from competition in games, strengthening and conditioning, and a spring intra-squad football game. This team is for those with previous football ability, desire, and commitment to the development of the total student-athlete. Students must meet all UIL requirements to participate.

29324  **Seniors (Junior Varsity & Varsity)**  .5
Returning players only. Those have participated in spring off season with coach’s approval and have attended the 2 weeks of practice before school starts. New students must have been in the 2 weeks of practice before school starts and have coaches’ signature. Lists will be submitted to counselor before registration.

29323  **Juniors (Junior Varsity & Varsity)**  .5
Returning players only. Those have participated in spring off season with coach’s approval and have attended the 2 weeks of practice before school starts. New students must have been in the 2 weeks of practice before school starts and have coaches’ signature. Lists will be submitted to counselor before registration.

29322  **Sophomores (Junior Varsity & Varsity)**  .5
Returning players only. Those have participated in spring off season with coach’s approval and have attended the 2 weeks of practice before school starts. New students must have been in the 2 weeks of practice before school starts and have coaches’ signature. Lists will be submitted to counselor before registration.

29321  **Freshmen (Junior Varsity & Varsity)**  .5
Must attend practices the 2 weeks before school starts in order to register for the class. List will be submitted to counselors before registration.

<table>
<thead>
<tr>
<th>No</th>
<th>Course Name</th>
<th>Grade</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Baseball**

14021  **Boys**  .5
Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive baseball previously, must have a completed UIL, Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

**Softball**

14221  **Girls**  .5
Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive softball previously, must have a completed UIL, Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.
Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will be determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will be determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will be determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will be determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will be determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.
No  Course Name

**Track**
14321  Boys .5 Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have run competitive track previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coaches, and must meet with the Duncanville Head Coach before registering for this class.

**Track**
14621  Girls .5 Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have run competitive track previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

**Cross-Country**
15621  Girls .5 Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have run competitive cross country previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

15321  Boys .5 Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have run competitive cross country previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

**Golf**
15121  Boys and Girls .5 Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive golf previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.
No.  Course Name
Volleyball
14721  Girls  .5
Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists will be submitted to counselor before registration.

Ninth grade student athletes will be recommended for this class by the middle school coaches. Tryouts and workouts for ninth grade student athletes will determined by the head coach of the sport.

Students new to Duncanville ISD must have played competitive volleyball previously, must have a completed UIL. Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school’s coach, and must meet with the Duncanville Head Coach before registering for this class.

Swimming
15921  Boys and Girls  .5  9-12
The Duncanville High School Swimming Team is a competitive program geared toward providing student-athletes with the opportunity to represent Duncanville High School during the competitive swim season from August-February at Dual, Tri, Quad and Invitational Meets. The season is broken down in training phases ranging from technique focus to endurance potential to speed development. This team is for those with previous swimming ability, desire, and commitment to develop their technique in the four elemental strokes with the goal to qualify for District, Regional, and State competitions.

16421  Cheerleaders  .5  9-12
Prerequisite: Tryout in the spring, required fees and expenses once selected to squad.
Cheerleading is a program designed for students to create, promote, and uphold school spirit in accordance with school rules and to represent the DISD and DHS campus. Cheerleaders shall plan and initiate activities that encourage student body and community support and involvement in the promotion of athletic events and other large school activities. Each cheerleader is required to learn and continue in safety practices according to the AACCA (The American Association of Cheerleading Coaches and Administrators) while upholding the skill level and ability required to represent the Duncanville ISD cheerleading organization. Cheerleaders must exhibit the ability and leadership qualities in all phases of school activities, as well as maintain an overall 80-grade point average. The fall semester of cheerleading counts as PE credit; the spring semester counts as LOCAL credit. Selection to cheerleader positions is conducted each spring. Two squads will be selected: Junior Varsity and Varsity.

3892  Ambassadors Program (Captains Council)  1 (Local)  11-12
Prerequisite: Students must be appointed to serve in the ambassador’s program by the Athletic Department and approval of program advisor.
This course is designed to reinforce various aspects of leadership. It is required for elected Ambassador Officers. Students taking this course should be highly motivated and self-disciplined. In addition to planning and completing numerous projects for the school and community, students read and analyze leadership articles and books, and they perform several written projects involving leadership skills. Each student will be required to keep a written journal of all program activities. Students are expected to participate in numerous activities outside the school day in addition to their extracurricular commitments.

Health Education
One-half credit in Health is required for graduation.

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF**

No.  Course  Credit  Grade
1322  HEALTH  Either Semester .5  9-12
Health Education involves the learning of physical, mental, and social health that will enable the student to live a longer and healthier life. Areas such as drug and tobacco use, body systems, diseases including STDs and AIDS, physical and mental fitness, environmental pollution, and first aid are among the major areas covered. This course should be taken at the 9th grade level, unless the student is enrolled in an athletic or band course.
Approval of Head Athletic Trainer-Application process
A course designed for students desiring to obtain practical experience in athletic training. The student will participate in the application of various protective tapings, dressings, and rehabilitation programs for the interscholastic athletic teams of Duncanville High School. Other suggested outside work will be in student trainer clinics, first aid classes, and CPR. The student will be required to attend practices and competitions of those athletic teams to which they are assigned. This is a local PE credit.

Special Education
Duncanville High School provides a continuum of special education services designed to meet the unique learning needs of students receiving special education services. Access to special education services is provided based upon decisions made by each student’s Admission, Review and Dismissal (ARD) committee. Options available to support the success of students receiving special education services include, but are not limited to:

- Accommodations and Supplementary Aids and Services provided within the general education classroom
- Inclusion Support Classes – Students receiving special education services in designated general education inclusion support classes are supported by certified special education staff
- Co-taught Classes – Students receiving special education services in designated general education classes are co-taught by certified general education and special education teachers
- Special Education Classes – Students may be placed by the ARD committee in classes designed specifically for students receiving special education services. Certain special education classes may be taken in place of general education classes in order to meet graduation requirements.

State Elective Classes

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3022</td>
<td>Student Council Leadership I</td>
<td>1</td>
<td>11-12</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: For students who are elected and/or appointed to serve in student government and approval of student council advisor. This course is designed to reinforce various aspects of leadership. It is required for elected student council officers, and is recommended for committee chairs and class officers. Students taking this course should be highly motivated and self-disciplined. In addition to planning and completing numerous student council projects for the school and community, students read and analyze leadership articles and books, and they perform several written projects involving leadership skills. Each student is required to keep a written journal of all activities in addition to their officer or committee responsibilities. Topics covered in the course include the structure of leadership, meeting and communication skills, team building, problem solving, goal setting, motivation, and community responsibility. Students are expected to participate in numerous activities outside the school day.</td>
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</table>

| 3372| Peer Mediation I                     | 1      | 11-12 |
|     | Prerequisite: Application and interview process. Students must complete 15 hours of training during the summer. This course is designed to train students in the art of mediation so that a positive alternative to settle disputes among fellow students is available to all DHS students. Training is provided by an outside source provided through a grant and reinforced throughout the school year by the teachers of the class. Students will also learn how to become mentors to students that are struggling socially in a school setting. These students will need to present themselves as good examples to others with the skills they have learned. |

| 3382| Peer Mediation II                    | 1      | 12    |
|     | Prerequisite: Peer Mediation I. Students must complete 15 hours of training during the summer. Students will continue to improve their skills in the art of mediation while helping new peer mediators learn the proper steps in mediation. Students will continue to mentor their peers that are struggling socially in a school setting. These students will need to present themselves as good examples to others with the skills they have mastered. |
Local Elective Classes

The course descriptions for the following local courses can be found in their appropriate subject area in this catalog:

- Community Volunteer Service
- English As A Second Language I, II, & III
- Reading Lab
- Science lab
- Practical Athletic Training

Cheerleading (2nd Semester)
Algebra 1 Lab
Math Lab
Ambassadors Program (Athletic Captains Council)

**ALL COURSES MUST HAVE ADEQUATE ENROLLMENT AND STAFF **

The following courses are offered as local credits. They do not count toward the required state credits for graduation. Students receive credit that counts above those required by the state.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>3352</td>
<td>LIBRARY AIDE</td>
<td>1 (Local)</td>
<td>11-12</td>
</tr>
</tbody>
</table>

Prerequisite: Counselor and/or librarian’s approval

This course credit will require students to run the circulation desk which includes such tasks as checking in and out books, monitoring both library printers, counting change, straightening assigned sections of the book collection, shelving returned books, helping process and display new magazines, greeting students, delivering items to classrooms, helping students and teachers locate books and materials, and assisting students with their research. Since student library aides become familiar with our collection of materials, they are better prepared for high school library assignments and for college research.

STUDENTS MAY ENROLL IN ONLY ONE BLOCK EACH SEMESTER AS AN AIDE

<table>
<thead>
<tr>
<th>No.</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
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<tbody>
<tr>
<td>3303</td>
<td>TEACHER/OFFICE AIDE</td>
<td>1 (Local)</td>
<td>12 only</td>
</tr>
</tbody>
</table>

Prerequisite: Application process. Teachers who approve a student will be assigned the student should a placement not be available with another teacher.

The student will be scheduled with a teacher or an attendance office to assist in organization, word processing, filing, and other clerical duties. Students may not receive more than one aide credit per year.

*Please see your academic counselor for guidance concerning graduation requirements.*
PLANNING YOUR FUTURE

Here are some websites to visit and research information about Careers, Colleges, Financial Aid, and College Entrance Exams. Researching Careers: When you do research, you need to look for the following information:

- How do your interests and abilities connect to a career?
- What college degrees, licenses, certifications or specialty training will you need for the career you want?
- How many years will it take you to get to the career you want?
- What is the job description of the career you are interested in? What will you be doing?
- What is the average starting salary of an entry level position?
- What opportunities for advancement will you have in this career? What are the benefits of this career?
- Where will you have to live for this career?

What is the job outlook for the future in this career? Is it growing or dying?

CAREER WEBSITES:

| Occupational Outlook Handbook   | www.bls.gov/oco/                |
| O*net Online                   | www.onetonline.org/            |
| Mapping Your Future            | http://mappingyourfuture.org/  |
| Career One Stop                | www.careeronestop.org/StudentsandCareerAdvisors |
| My Future                      | http://www.myfuture.com        |
| Internet Career Connection     | http://iccweb.com/index.html   |
| Career Development Resources   | www.cdr.state.tx.us            |
| Career Explorer                | www.careerexplorer.net         |

College Board and ACT websites provide excellent guides for career planning. The College Board website (www.collegeboard.com/career) even includes an online Career Questionnaire that will point you to possible careers based on responses to sections on temperament, abilities, working conditions, educational interest areas, salary requirements, and future demand for the employment area. The ACT website (www.act.org/pate/parent/career) encourages parents and student to work together in a career planning process that is developed in six steps. As you progress through high school, continue to visit these websites that continue to expand their guidance for students and their parents. Also, use career and continuing education guidance programs available on your campus.

College Entrance Exams and Test Prep:

Going to a 4-year college?
- You will need the SAT or ACT, and possibly a subject area test.
- Check the college’s website for their entrance requirements and deadlines.
- Register online by the deadline, late fees will apply after deadline.
- Fee waivers are available for students who qualify for free or reduced lunch

Going to a 2-year community college, junior college, or technical school?
- You probably won’t need the SAT or ACT.
- Check the college’s website for their entrance requirements and deadlines.
- You may be exempt from the THEA/Compass Test by your TAKS or SAT scores.

Going to an Armed Service Branch?
- You need to talk to a recruiter from Army, Navy, Air Force, Marines, or Coast Guard to see what criteria they have, to see what benefits they are offering, and to get signed up.
- You will need to take the ASVAB (Army Services Vocational Aptitude Battery).
College Entrance Exams and Test Prep Websites:

<table>
<thead>
<tr>
<th>College Entrance Exams</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Board (PSAT, SAT, test prep)</td>
<td><a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
</tr>
<tr>
<td>ACT Testing</td>
<td><a href="http://www.actstudent.org">www.actstudent.org</a></td>
</tr>
<tr>
<td>Number 2</td>
<td><a href="http://www.number2.com">www.number2.com</a></td>
</tr>
<tr>
<td>4 Tests</td>
<td><a href="http://www.4tests.com">www.4tests.com</a></td>
</tr>
<tr>
<td>Test Prep Review</td>
<td><a href="http://www.testprepreview.com/sat_practice.htm">www.testprepreview.com/sat_practice.htm</a></td>
</tr>
<tr>
<td>March 2 Success</td>
<td><a href="http://www.march2success.com/index.cfm">www.march2success.com/index.cfm</a></td>
</tr>
<tr>
<td>Test Guide</td>
<td><a href="http://www.test-guide.com/">www.test-guide.com/</a></td>
</tr>
<tr>
<td>Internet 4 classrooms</td>
<td><a href="http://www.internet4classrooms.com/act_sat.htm">www.internet4classrooms.com/act_sat.htm</a></td>
</tr>
</tbody>
</table>

Researching College Information:

**When doing research for colleges, find out the following information:**

- Information about campus tours or special orientations for prospective students
- Degrees and programs the college offers?
- What courses does that college require for the degree you are seeking?
- Application process - application, deadlines, requirements
- Admission Requirements - entrance exams, minimum scores, fee requirements
- Extra-Curricular activities - clubs, organizations, intramural sports

**Campus Websites:**

<table>
<thead>
<tr>
<th>Campus Websites</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Generation TX</td>
<td><a href="http://gentx.org">http://gentx.org</a></td>
</tr>
<tr>
<td>Big Future</td>
<td><a href="http://www.bigfuture.org">www.bigfuture.org</a></td>
</tr>
<tr>
<td>College View</td>
<td><a href="http://www.collegeview.com">www.collegeview.com</a></td>
</tr>
<tr>
<td>Fast Web</td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
</tr>
<tr>
<td>Go College</td>
<td><a href="http://www.gocollege.com">www.gocollege.com</a></td>
</tr>
<tr>
<td>Think College</td>
<td><a href="http://www.ed.gov/">www.ed.gov/</a></td>
</tr>
<tr>
<td>Texas Colleges and Universities</td>
<td><a href="http://www.window.state.tx.us/scholars/schools/">www.window.state.tx.us/scholars/schools/</a></td>
</tr>
<tr>
<td>The Minnie Stevens Piper Foundation</td>
<td><a href="http://www.everychancenevertexan.org/about/scholars/">www.everychancenevertexan.org/about/scholars/</a></td>
</tr>
<tr>
<td>Texas Common Application</td>
<td><a href="http://www.applytexas.org">www.applytexas.org</a></td>
</tr>
<tr>
<td>Monster College</td>
<td><a href="http://www.monstercollege.com">www.monstercollege.com</a></td>
</tr>
<tr>
<td>Peterson’s Guide</td>
<td><a href="http://www.petersons.com">www.petersons.com</a></td>
</tr>
<tr>
<td>Know How 2 Go</td>
<td><a href="http://www.KnowHow2GO.org">www.KnowHow2GO.org</a></td>
</tr>
</tbody>
</table>

Researching Financial Aid and Scholarships:

- **Financial Aid** - all financial assistance given to students to attend college is financial aid.
- **Scholarships** - money given to students that doesn’t have to be paid back.
- **Grants** - money that comes with some stipulations - may have to qualify for or participate in a specific program of study, may have to be paid back if student doesn’t fulfill their obligation. (Pell Grant, TPEG Grant, Teach for Texas Grant)
Student Loans. Money loaned to students that has to be paid back with low interest. Subsidized- interest is paid while student is enrolled in school. Unsubsidized- interest has to be paid by the student while the student is enrolled. A re-payment plan is made for when the student is no longer a student and is employed in their career choice.

Colleges give scholarship money to their own students. Fill out financial aid applications at the college were you are thinking of attending. These are the biggest scholarships. Sometimes the financial aid deadline is before their application to the college. Do your research.

Avoid Scholarship Scams. Do not pay anyone money to find scholarships for you. You can do the same searches. Do not pay an application fee for a scholarship application. That is a sign of a scam.

Financial Aid and Scholarships Websites:

<table>
<thead>
<tr>
<th>College for All Texans</th>
<th><a href="http://www.collegeforalltexans.com">www.collegeforalltexans.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA</td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
</tr>
<tr>
<td>Federal Student Loans</td>
<td><a href="http://www.collegeloan.com">www.collegeloan.com</a></td>
</tr>
<tr>
<td>Fast Web</td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
</tr>
<tr>
<td>The Minnie Stevens Piper Foundation</td>
<td><a href="http://www.everychanceeverytexan.org/about/scholars/">www.everychanceeverytexan.org/about/scholars/</a></td>
</tr>
<tr>
<td>Federal Student Aid Information Center</td>
<td><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
</tr>
<tr>
<td>Fin Aid</td>
<td><a href="http://www.finaid.org/">www.finaid.org/</a></td>
</tr>
<tr>
<td>College.gov</td>
<td><a href="http://www.college.gov">www.college.gov</a></td>
</tr>
<tr>
<td>Adventures In Education</td>
<td><a href="http://www.AIE.org">www.AIE.org</a></td>
</tr>
<tr>
<td>Next Step U</td>
<td><a href="http://www.nextSTEPU.com">www.nextSTEPU.com</a></td>
</tr>
</tbody>
</table>

ADDITIONAL RESOURCES COLLEGE AND CAREER PLANNING

www.bridges.com – free online website for DHS students. Set up a profile and begin career/college search

www.college.us.com – free information on degree programs online

www.fastweb.com – Internet’s largest free scholarship search. Free registration online and weekly updates delivered to your e-mail address. Search 600,000 national scholarships and 4,000 schools, includes student tips.

www.brokescholar.com – free website for national scholarships

www.collegeanswer.com – comprehensive website for college planning, covers all facets from selecting a program that is right for you through preparing for entrance exams, applying, and searching for scholarships and financing


www.collegeboard.com – general information regarding SAT, AP tests, and college searches. Check for dates given at DHS.

www.act.org – ACT testing information and registration. Check for dates given at DHS.

www.applytexas.org – complete the online Texas Common Application which covers most state colleges

www.ncaaclearinghouse.com – NCAA rules of eligibility for entering college as an athlete

www.collegequest.com – college search website to find the right school for students

www.collegenet.com – website for college searching, applying for colleges, scholarships and financial aid
www.studentaid.ed.gov – federal student aid website

www.nces.ed.gov/collegenavigator - find colleges in the US; apply for federal student aid; consult occupational outlook handbook

www.collegeispossible.com – designed to help parents and students with financial aid and finding the right college

www.ed.gov/students/prep/college - help with the college process

www.finaid.org – general information about the financial aid process

www.gocollege.com – college searches, financial aid, scholarships, distance learning, ACT/SAT practice tests, and tips

www.uscollegesearch.org – find a college in the US

www.campuscompare.com – check out to see how your top picks for schools compare to one another

www.usnews.com/sections/education - get information on colleges and tips on admissions and financial aid

www.peterson.com/college - college and admission information; test review information

www.collegeanswer.com – information regarding searches for college

www.window.state.tx.us/education - compendium of Texas colleges and financial aid for high school seniors

www.collegeview.com – college finder and recruiting service

www.anycollege.com – search for colleges; view videos to glimpse college life; register to win scholarships

www.careercuilder.com – upload resume; use the patent-pending matching technology to enhance career choices; apply

www.careersearch.com – utilize career searches, blogs, and postings to find the right career for you

www.texashotjobs – a guide to health careers

**Timeline for College and Career Planning:**

<table>
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<tr>
<th><strong>Freshman Year</strong></th>
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| **Fall**  
Schedule an appointment with a school guidance counselor as soon as possible. Learn the requirements for high school graduation and college admission.  
Take the most challenging classes you can, and keep at least a “B” average.  |
| **Winter**  
Set up a saving account if you do not already have one. Add to it every month. Ask grandparents and other relatives to contribute to it if they are able.  
Join at least one school or community club or sport, or find a volunteer spot in your community. |
| **Spring**  
Talk to a teacher, counselor, parent, or other trusted adult if you are having any problems in school. Help is available!  
Start researching colleges. Look on the websites of schools that interest you. Find out their application process and what you need to do to prepare. |
| **Summer**  
Make sure your course schedule is on track for the upcoming school year.  
Read at least 20 minutes a day – read something of interest to you. |
### Sophomore Year

**Fall**
- Make sure to take all classes needed for graduation, plus challenging classes.
- Register to take PSAT
- Talk about careers with staff at your school. Take a career or interest assessment and research careers based on your results.

**Winter**
- Begin to research colleges/universities. Check out the websites of schools that interest you.
- Write down questions to ask when you make college visits.
- Study for ACT and SAT tests.

**Spring**
- Look into summer jobs, internships, or other career-related programs or experiences.
- Register to take the ACT and/or SAT tests.
- Check into dual credit classes.

**Summer**
- Gather letters of recommendation from supervisors, mentors, or other contacts from your summer jobs and activities.
- Make sure your course schedule for senior year is on track.
- Create or update your resume, and think about creating a portfolio.

### Junior Year

**August**
- Stay or get involved in school or community clubs or other activities.
- Keep track of the number of hours you volunteer. Add these to your college and scholarship applications.
- Meet with your counselor and ask about college-related tests, financial aid, and other questions you have about college.

**September**
- Take a career assessment test, then research what experience and education are required for potential careers.
- Look online at colleges you are interested in. Ask your parent or guardian to take you to visit campuses.
- Attend College Night at your school.

**October**
- Begin to explore scholarship opportunities.
- Look for information you may receive in the mail from colleges/universities after your college night. Compare offerings and programs at these schools to make the best choice for you.
- Plan for taking ACT and/or SAT tests.

**November**
- Take SAT, ACT, or other tests you have signed up for.
- Ask college students or recent graduates you know about their college experiences.

**December**
- Take SAT, ACT, or other tests you have signed up for.
- Ask your guidance counselor about college courses that earn both high school and college credit.
Think about taking a summer program or class at a college or university. Prepare to apply and take admissions tests.

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<th>January</th>
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<tr>
<td>Check with your guidance counselor regarding your class ranking. Make adjustments as necessary.</td>
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<td>Research careers online to help focus your areas of study.</td>
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<td>Check into job shadowing opportunities to assist in your decision.</td>
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<tr>
<td>Be on the look-out for financial aid workshops. Plan to attend one or more.</td>
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<tr>
<td>Use a free scholarship online search service (such as FastWeb) that matches your personal information with scholarships. The more practice you have the more likely you are to receive funds to help pay for college.</td>
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<th>March</th>
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<tr>
<td>If you are taking Advanced Placement classes, ask your teachers about AP exams and how you can best prepare for them.</td>
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<tr>
<td>After Spring Break, remember to focus hard and not let your grades slip at this time. Your GPA will be of benefit to you as you apply to colleges and universities.</td>
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<tr>
<td>Begin to look for a part-time or summer job so that you can add regularly to your college fund.</td>
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<th>April</th>
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<td>Look into internship programs through community organizations, or consider volunteering in a field of your interest to lessen the likelihood of having to change your major or area of study once you get into college.</td>
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<td>If you are taking a summer college course, be sure that all enrollment paperwork and transcripts are delivered to the college by the deadline.</td>
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<td>Find professionals to interview in a career that intrigues you.</td>
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<tr>
<td>Check your community for teen job fairs to explore careers.</td>
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<tr>
<td>Plan for a summer visit to a college or two to avoid missing your high school days.</td>
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<th>Senior Year</th>
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<td>August</td>
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<tr>
<td>Request catalogs and admission information from colleges that interest you. Plan to visit if possible.</td>
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<td>Schedule a meeting with your guidance counselor or college advisor to talk about plans and make preparations.</td>
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<th>September</th>
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<td>Download applications or request them from colleges of your choice as well as some “reach” schools.</td>
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<td>Attend College Night and financial aid workshops with your parents/guardians.</td>
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<tr>
<td>Plan to retake ACT and/or SAT.</td>
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<td>Request letters of recommendation from teachers, counselors, employers, and others.</td>
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<tr>
<td>If you are applying for early decision or action, submit your application.</td>
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<td>Check into how to get transcripts sent to colleges/universities.</td>
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<tr>
<td>Submit college/university applications and essays on time.</td>
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<tr>
<td>Check to see that letters of recommendation have been sent.</td>
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<tr>
<td>Begin actively looking for scholarships.</td>
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<tr>
<th>December</th>
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</table>
Get a copy of the FAFSA and begin to work on it with your parents.

Make sure colleges/universities have received all your application materials.

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<td>File the FAFSA as soon as you can after January 1.</td>
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<tr>
<td>Have your counselor send your midyear grades to colleges/universities that require them.</td>
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<tr>
<td>Be aware of the deadline for your Financial Aid Profile if you have not submitted it at this time.</td>
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<tr>
<td>If it has been four weeks or more since you submitted a FAFSA and you have not received a Student Aid Report (SAR), contact the Federal Student Aid Information Center.</td>
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<tr>
<td>Attend a financial aid workshop.</td>
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<td>If you are taking Advanced Placement classes, ask your teachers or counselor about AP exams and how you can best prepare.</td>
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<tr>
<td>Keep searching for scholarships.</td>
</tr>
<tr>
<td>Look for admission decisions from colleges/universities. Pay attention to any requests for action or further information.</td>
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<tr>
<td>If a college or university has placed you on a waiting list, let it know you are still interested.</td>
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<tr>
<td>Decide which college/university you will attend. Send the enrollment form and a deposit. Pay attention to other deadlines.</td>
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<tr>
<td>Take the AP exams you have signed up for. Check to see that your scores are sent to your college/university.</td>
</tr>
<tr>
<td>Stay on top of deadlines and paperwork required by your college/university.</td>
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<td>Start planning to attend summer orientation at your college/university.</td>
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<tr>
<td>Have your counselor send your final transcript to your college/university.</td>
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<tr>
<td>Begin planning your move to college/university.</td>
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Duncanville Independent School District
2016-2017 Course Selection Guide Committee
Chairperson, Dr. Sandra McCoy-Jackson, Assistant Supt. of Curriculum & Instruction

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Dr. Kimberly Gilmore-Madkins</td>
<td>Director – Secondary Education</td>
</tr>
<tr>
<td>Nneka Bernard</td>
<td>Principal - Ninth Grade</td>
</tr>
<tr>
<td>Wanda Carter</td>
<td>Counselor – DHS Secondary</td>
</tr>
<tr>
<td>Shalontae Payne</td>
<td>Coordinator – Career Technology Education</td>
</tr>
<tr>
<td>Suzanne Gardner</td>
<td>Coordinator – Assessment and Counseling</td>
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<tr>
<td>Carla Coggins</td>
<td>Counselor – DHS Secondary</td>
</tr>
<tr>
<td>Devin Hanes</td>
<td>Coordinator Instruction – Math Secondary</td>
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<tr>
<td>Carlos Meekins</td>
<td>Principal – DHS Secondary</td>
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<tr>
<td>Janice Reynolds</td>
<td>Coordinator Instruction – English/Language</td>
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<tr>
<td>Elizabeth Estrada</td>
<td>Arts – Social Studies Secondary</td>
</tr>
<tr>
<td>Michelle Anderson</td>
<td>LPAC Specialist Secondary</td>
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<tr>
<td>Carol Anderson</td>
<td>PEIMS Manager – Information Services</td>
</tr>
<tr>
<td>Brenda Webb</td>
<td>Executive Secretary – Curriculum &amp; Instruction</td>
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<td></td>
<td>Department Secretary – Curriculum &amp; Instruction</td>
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The contents of this handbook are not contractual and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.

**Non Discrimination Provision**

It is the policy of the Duncanville Independent School District to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no persons shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs on the grounds of race, religion, color, national origin, sex, handicapped disadvantages, limited English proficient, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration).

Duncanville Independent School District offers career and technology education programs which develop marketable skills, provide opportunities to take courses that lead to college credit, and earn nationally recognized certifications and licensures. Admission to these programs is based on interest and aptitude, age appropriateness, course prerequisites, class space availability, and/or counselor approval.

This provision is required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education amendment of 1971; and section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the Title IX Coordinator, at 710 S. Cedar Ridge, Duncanville, Texas 75116, (972) 708-2000, and/or the section 504 Coordinator, at 710 S. Cedar Ridge, Duncanville, Texas 75116, (972) 708-2000. The Duncanville Independent School District makes positive efforts to employ and advance in employment all protected groups.