

2019 - 2020



High School



DUNCANVILLE
Independent School District

ACADEMIC HANDBOOK & COURSE CATALOG



*Writing
success
stories,
one
student
at a
time.*



DUNCANVILLE ISD
Writing success stories, one student at a time.

District 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.

District Vision

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

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2019-2020

Duncanville High School

Academic Handbook



Duncanville High School

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DUNCANVILLE ISD

Writing success stories, one student at a time.

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.

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GRADUATION REQUIREMENTS

For students entering Grade 9 in the 2014-2015 school year and thereafter:

Subject Area	Foundation with Endorsement	Distinguished Level of Achievement
English Language Arts	Four (4) credits: - English I - English II - English III - Advanced English credit	Four (4) credits: - English I - English II - English III - Advanced English credit
Mathematics	Four (4) credits: - Algebra I - Geometry - Advanced math credit - Advanced math credit	Four (4) credits: - Algebra I - Geometry - Algebra II - Advanced math credit
Science	Four (4) credits: - Biology - IPC, Chemistry, or Physics - Advanced science credit - Advanced science credit	Four (4) credits: - Biology - IPC, Chemistry, or Physics - Advanced science credit - Advanced science credit
Social Studies	Three (3) credits: - World Geography or World History - US History - US Government (0.5 credit) - Economics (0.5 credit)	Three (3) credits: - World Geography or World History - US History - US Government (0.5 credit) - Economics (0.5 credit)
Physical Education	One (1) credit	One (1) credit
Language Other Than English	Two (2) credits in the same language	Two (2) credits in the same language
Fine Arts	One (1) credit	One (1) credit
Required Electives/ Endorsement-Specific Electives	Nine (9) credits	Nine (9) credits
Total	28 Credits	28 Credits

Graduation Plan

Duncanville High School Graduation Requirements

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. It 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 to the workforce. The law reduced the number of STAAR end-of-course tests required for graduation from 15 to five exams.

Three Major Components of the Graduation Plan

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

$$\text{Foundation} + \text{Endorsement} + \text{Local} = \text{DHS Diploma}$$

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.

PROFICIENCY IN SPEECH

In Duncanville ISD, students are considered to be proficient in speech after they have completed a principles class and/or all of the English courses that are required for graduation.

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.

Course Sequences, Recommendations,
and Coherent Sequences of Classes

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

Graduation Recognitions

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

DISTINGUISHED LEVEL OF ACHIEVEMENT

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether a student intends to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, choices made in high school will determine future options. To best prepare now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for the future.

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 ACKNOWLEDGEMENT

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 (for transfers)
- Outstanding performance on the PSAT, SAT, or ACT
- Completing a minimum of 12 dual credit hours with a minimum GPA 3.0
- 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 ninth 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.

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, those with seven or fewer 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 Duncanville High School for the last two years prior to graduation.

Special recognition shall be given to the top 10 percent 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 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 Percent Automatic College Admission*

Texas public colleges or universities must automatically admit a student if:

- Class ranking point average places student in the top 10 percent of high school graduating class
- Application received no later than two years after graduation from a Texas high school
- 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 6 percent of the class beginning in summer 2019. (Reference: Senate Bill 175 passed by the 81st Texas Legislature, updated from TEA)*

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 ninth 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:

LEVEL	RANKING POINTS
Advanced Placement (AP)	+12 Points
Pre-Advanced Placement PAP), Dual Credit (DC)	+8 Points
Articulated (AC)	+8 Points
Academic (A)	+4 Points
Regular (R)	+0 Points (Aide, Math/ReadingLab)

Grade Conversion Scale for Grade Point Average (GPA):

ALPHA/NUMERICAL GRADING SYSTEM	FOUR-POINT SCALE
A = 90-100	4
B = 80-89	3
C = 70-79	2
F = Below 70	0

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 organizations that provide much-needed services to the community without earning profits. These organizations provide a variety of services to many different clients for many different causes. Nonprofits are funded through donations or modest fees that 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 welfare, the environment, social services, help for refugees, disaster relief, and others. They provide food, clothing, some medical care, counseling, job training, and other free or low-cost services.

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 (e.g., 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.
- 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 an offering, etc.)

NOTE: Simply working for free does not mean the service will be approved.

PROCESS FOR RECEIVING COMMUNITY SERVICE CREDIT

Each student needs 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 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 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.

Note; 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 percent in grades 10–11 who have completed 20 hours of community service verified by a printout 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 courses, 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.

Special Education

High School Special Education Program

The instructional program for secondary students who are eligible for special education services is determined by the Admission, Review, and Dismissal (ARD) committee. Duncanville ISD provides a continuum of services that include three levels of support: inclusion and in-class support, resource and pull-out services, and specialized services/self-contained classrooms. Using research-based instructional strategies, teachers support students working toward mastery of specific goals and/or objectives as specified in the student's Individualized Education Plan (IEP.) The effective, inclusive classroom combines rigor and differentiated instruction with collaboration among general and special educators that emphasizes high expectations for all learners. This approach allows students with special needs the adequate skills to be successful during post-secondary readiness. Access to the general education curriculum is a primary consideration when considering service options for students with disabilities. Course offerings range from any option available to students not receiving special education services to locally designed courses that meet the individualized needs of students in various developmental stages. A student's data, including formative assessments and present levels of academic achievement and functional performance (PLAAFP), serves as a foundation for instructional decision-making. Students may need accommodations or modifications in course content, which will be documented in the student's Individualized Education Plan (IEP).

Dyslexia Services

Programs for students with dyslexia and related disorders are offered and provided at Duncanville High School. Dyslexia support programs in Duncanville ISD have been designed to offer an educational option for both regular and special education students, through a 504 committee or ARD committee, who:

- exhibit primary difficulties in phonemic awareness, single-word decoding, reading, fluency, spelling, comprehension, and written expression
- have an educational diagnosis of dyslexia

Student screening, identification, placement, and monitoring procedures are designed to ensure that students receive the most appropriate support to address their identified needs.

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 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 have 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 are required to be off campus by 10 minutes into the following 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. Seniors must follow the campus application and approval process.

Units of Credit

It is very important that final grades and credits completed are 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 10th-grade student (Sophomore): 6 Credits Required

To be an 11th- grade student (Junior): 12 Credits Required

To be a 12- grade student (Senior): 20 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

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 percent of the days the course is taught or must have approval of the Campus Attendance Review Committee. 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 percent of the days the course is taught or must have approval of the Campus Attendance Review Committee. 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. 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 TEKS graduation requirements; however, they will satisfy local graduation requirements which exceed state requirements. Local credit courses are identified with the notation “(Local)” in the course description.

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. There is a two-credit limit to the number of exams a student can take.

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/k12/current-students/forms/cbe-review-sheets/>

Credit by Examination *with* Prior Instruction

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. A score of 70 percent 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. [Board Policy EHDB (Local)]

Credit by Examination *without* Prior Instruction

Students currently enrolled in Duncanville ISD who wish to receive credit for a course they have 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 percent 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 be given the course credit. The cumulative record will show “Credit by Examination.”

If a student uses CBE to gain credit for a course in which he or she has had some prior instruction, the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement. However, if a student uses CBE to gain credit for a course in which he or she has had no prior instruction, the student is not required to take the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement. [Board Policy EHDC (Legal); EIC (Local)]

Credit by Distance/Correspondence Course

Students in grades 9-12 shall be eligible to take distance/correspondence courses and earn credit toward graduation. Prior to enrollment in distance/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 distance/correspondence courses and may be enrolled in only one distance/correspondence course at a time. Students may earn a maximum of one local credit through distance/correspondence. Grades earned in distance/correspondence courses shall not be used in computing class rankings [See EIC (LOCAL)]. Seniors who are enrolled in distance/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. [Board Policy EHDE (Legal & Local)]

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, during evenings, 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.
- No cost is associated with taking the college course, unless the student is taking the course as an elective and not for original credit. 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.

College or University	Tuition	Textbooks
DCCCD: Mountain View El Centro Eastfield Cedar Valley	Tuition and fees are waived for up to two courses per semester. Administrative approval is required for any courses beyond two per semester.	The District pays for student textbooks.
Required Form	Duncanville ISD Dual Credit Program Application DCCCD High School Student Enrollment Form	
Eligibility Requirement	Enrolled in the 10 th , 11 th , or 12 th grade. Receive a recommendation from the counselor. Fulfill appropriate admissions requirement for DCCCD and ONE of the following: ACT, SAT, TSI Passing Score or EOC Exemption (for TSI)	
	ACT	English 19 + Math 19 + Composite 23+
	SAT	Verbal 500 + Math 500 + Composite 1070 +
	TSI	Math 350 - 390 Reading 351 – 390 Writing Essay 5 Writing Essay 4 + 350 on the multiple choice
	EOC Exemption (for TSI)	English II EOC 4000 + Algebra I EOC 4000 + and a grade of C or higher in Algebra II

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 life

CHALLENGES

Differences in high school and college calendars

Occasionally students lack maturity, self-discipline, and motivation for college classes.

Duncanville High School Dual Credit Course Offerings

Here is the process for dropping a Dual Credit course:

	Before the Census Date	After the Census Date
Process for dropping courses	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 <u>before</u> the Census Date.	<u>After</u> the Census Date, a student must complete a College or University drop form (DCCCD <u>drop form</u>) 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.
Consequence of dropping courses	For high school dual credit courses, changes and/or drops can occur only within the first ten days of the semester. If a student drops or withdraws 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 <u>academic calendar</u> and the current class schedule. After the Census Date, a penalty will be reflected on the student's college transcript.	<p>After the first ten days of a semester but before the official Last Day to Withdraw or drop date:</p> <p>The College or University will publicize a specific Last Day to Withdraw date each semester. Withdrawals after Date the Census 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, admission to college and/or financial aid could be affected.</p> <p>After the official Last Day to Withdraw/Drop date: 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.</p>

Duncanville High School Dual Credit Course Offerings

ENGLISH

ENGL 1301 Composition I
ENGL 1302 Composition II
ONRAMPS ENGLISH 1301
ONRAMPS ENGLISH 1302

LANGUAGES OTHER THAN ENGLISH (LOTE)

SPAN 1411 Beginning Spanish I
SPAN 1412 Beginning Spanish II

ELECTIVES

SPCH 1311 Professional Communications
PSYC 2301 General Psychology
SOCI 1301 Introduction to Sociology
PHIL 1301 Introduction to Philosophy
MUSI 1306 Music Appreciation
ARTS 1301 Art Appreciation

HEALTH SCIENCE

HPRS 2231 General Health Professions Management
HPRS 2300 Pharmacology for Health Professions

MATH

MATH 1314 College Algebra
MATH 1316 Plane Trigonometry

ENGINEERING

MFTG 1404 Automated Manufacturing
MFTG 1406 Mechanical Principles in Automated Manufacturing
ELPT 2419 Programmable Logic Controllers I
MFTG 2459 Industrial Automation II

AUTOMOTIVES

AUMT 1305 Introduction to Automotive Technology
AUMT 1307 Automotive Electrical Systems
AUMT 1310 Automotive Brake Systems
AUMT 1316 Automotive Suspension and Steering Systems
AUMT 1380 Cooperative Education

DIGITAL MEDIA

IMED 1301 Introduction to Digital Media
IMED 1416 Web Design I

GRAPHIC DESIGN

ARTC 1305 Basic Graphic Design
ARTC 1313 Digital Publishing I
ARTC 1302 Digital Imaging I
ARTC 1353 Computer Illustration
ARTC 2313 Digital Publishing II
ARTC 2340 Computer Illustration II
ARTC 2305 Digital Imaging II
GRPH 2309 Digital Pre-Press

ANIMATION

ARTV 1345 3-D Modeling and Rendering I
ARTV 2351 3-D Animation II

SCIENCE

BIOL 1408 Biology I for Non-Science Majors
BIOL 1409 Biology II for Non-Science Majors
PHYS 1405 Elementary Physics I for Non-Science Majors
PHYS 1407 Elementary Physics II for Non-Science Majors
BIOL 1406 Biology I for Science Majors
BIOL 1407 Biology II for Science Majors
PHYS 1401 College Physics I for Science Majors
PHYS 1402 College Physics II for Science Majors

SOCIAL STUDIES

ECON 2301 Principles of Macroeconomics
GOVT 2305 Federal Government
GOVT 2306 Texas Government
HIST 1301 United States History I
HIST 1302 United States History II

ARCHITECTURE

ARCE 1421 Architectural Illustration
DFTG 1409 Basic Computer-Aided Drafting
DFTG 1417 Architectural Drafting - Residential
DFTG 2419 Intermediate Computer-Aided Drafting
DFTG 2428 Architectural Drafting-Commercial
DFTG 2431 Advanced Technologies in Architectural Design and Drafting
DFTG 2321 Topographical Drafting
DFTG 1445 Parametric Modeling and Design

Duncanville High School

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 and counselor 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 on the course request form. 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.

ENGLISH

English I PAP
English II PAP
English III AP
English IV AP
CA English I PAP
CA English II PAP

MATH

Geometry PAP
CA Geometry PAP
CA Algebra I PAP
Algebra II PAP
CA Algebra II PAP
Pre-Calculus PAP
Calculus AB (Cal I) AP
Calculus BC (Cal I & II) AP
Statistics AP

SCIENCE

Biology I PAP
Biology II AP
Chemistry I PAP
Chemistry II AP
CA Chemistry PAP
Physics I PAP
Physics I AP
Physics II AP
CA Biology 1 PAP
Psychology AP

SOCIAL STUDIES

World Geography PAP
World History AP
U.S. History PAP
U.S. History AP
Government AP
Economics AP Macro
Psychology AP
Human Geography AP
CA Human Geography AP
European History AP
CA World History AP
Social Studies Research Method
World History PAP

TECHNOLOGY

Computer Science I AP
Computer Science I PAP

LANGUAGES OTHER THAN ENGLISH (LOTE)

LOTE - Spanish II PAP
LOTE - Spanish III PAP
LOTE - Spanish V AP Literature
LOTE - Latin III PAP
LOTE - Spanish IV Adv AP
LOTE - German III PAP
LOTE - German IV AP
LOTE - French IV (French I AP)
LOTE - French III PAP

FINE ARTS

Seminar – AP Seminar
Art – Studio Art III- D AP
Art – Design Portfolio AP
Art – Drawing Portfolio AP
Art History AP
Research – AP Research

HIGH SCHOOL LEVEL

AP courses are college-level courses taught in a high school setting. At the end of each AP course, an AP Exam is given. Students are expected to take the corresponding exam. Although students are responsible for exam costs, Duncanville High School offers scholarship opportunities to reduce the fees. Qualifying scores on the AP exams can enable students to receive college credit and/ or advanced standing at a university or college. Please note, all college and universities have different AP Exam score requirements.

PRE-ADVANCED PLACEMENT (PRE-AP) COURSES

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. DISD offers Pre-AP courses in English, math, science, and social studies.

ENROLLMENT CRITERIA

Students may request enrollment in a Pre-AP class through the course-request process with their counselor. The student's course request must include parental approval for each subject and the recommendation of the current content teacher. Final placement for Pre-AP courses lies with campus administration.

Students who experience success in Pre-AP courses typically exhibit the following characteristics:

Personal:

- Strong will and determination to succeed
- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in a particular subject

Academic:

- Successful performance in related content area courses (Example: math and science or English and social studies)
- Teacher recommendation
- STAAR test scores indicating on or above grade level performance in corresponding content area/s

Summer School/Credit Recovery Guidelines

Courses for credit recovery and some accelerated courses may be offered in Summer school. The maximum number of semester courses that can be taken is four. The maximum number of credits that can be earned is two. Tuition rates are set by the School Board, and payment of tuition is due at the time of registration. Courses are offered depending upon sufficient enrollment.

All district policies and guidelines are in effect during summer school. Students should see a counselor for more information about Summer school opportunities and credits.

Grading Guidelines

The Duncanville ISD Grading Guidelines contains specific information regarding grading practices and procedures at Duncanville High School. The grading guidelines contain pertinent information regarding grading practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards, the Texas Essential Knowledge and Skills (TEKS). Please see Grading Guidelines for information specific to Progress Report/Tutorials, Transfer Grades, and No Pass No Play Policy, which is also provided below.

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 notices/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, the following system will be used to determine his or her nine-week and/or semester grade: The student will be given credit only for that portion of a reporting period actively in attendance.

For example: If a student was in attendance only three weeks of a nine-week period, those grades earned while in attendance in our district would be multiplied by 1/3 in determining his or her nine-week grade. This grade, added to the subsequent nine-week grades, would determine his or her semester grade.

No Pass No Play Policy

At the end of the first six weeks of the school year, any student 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 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, he or she 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 70 in each enrolled course.

A student whose grade is between 60-69 in an AP class is allowed one exemption to the “no pass no play” policy per semester. Ineligibility becomes effective seven days after the last day of the six-week grading period during which the grade lower than 70 was earned.

Note: 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.

NCAA Initial Eligibility

NCAA eligibility standards are subject to change by NCAA ruling at anytime. For questions about National Collegiate Athletic Association eligibility standards, please check the NCAA web site at <https://web3.ncaa.org/ecwr3> or call the NCAA Initial-Eligibility Center at 317-223-0700 or toll-free at 877-262-1492.

GRADE POINT AVERAGE

Duncanville High School uses 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.

Grading System	Point Scale
A = 90 – 100	4
B = 80 – 89	3
C = 70 – 79	2
F = Below 70	0

COURSE DESCRIPTIONS

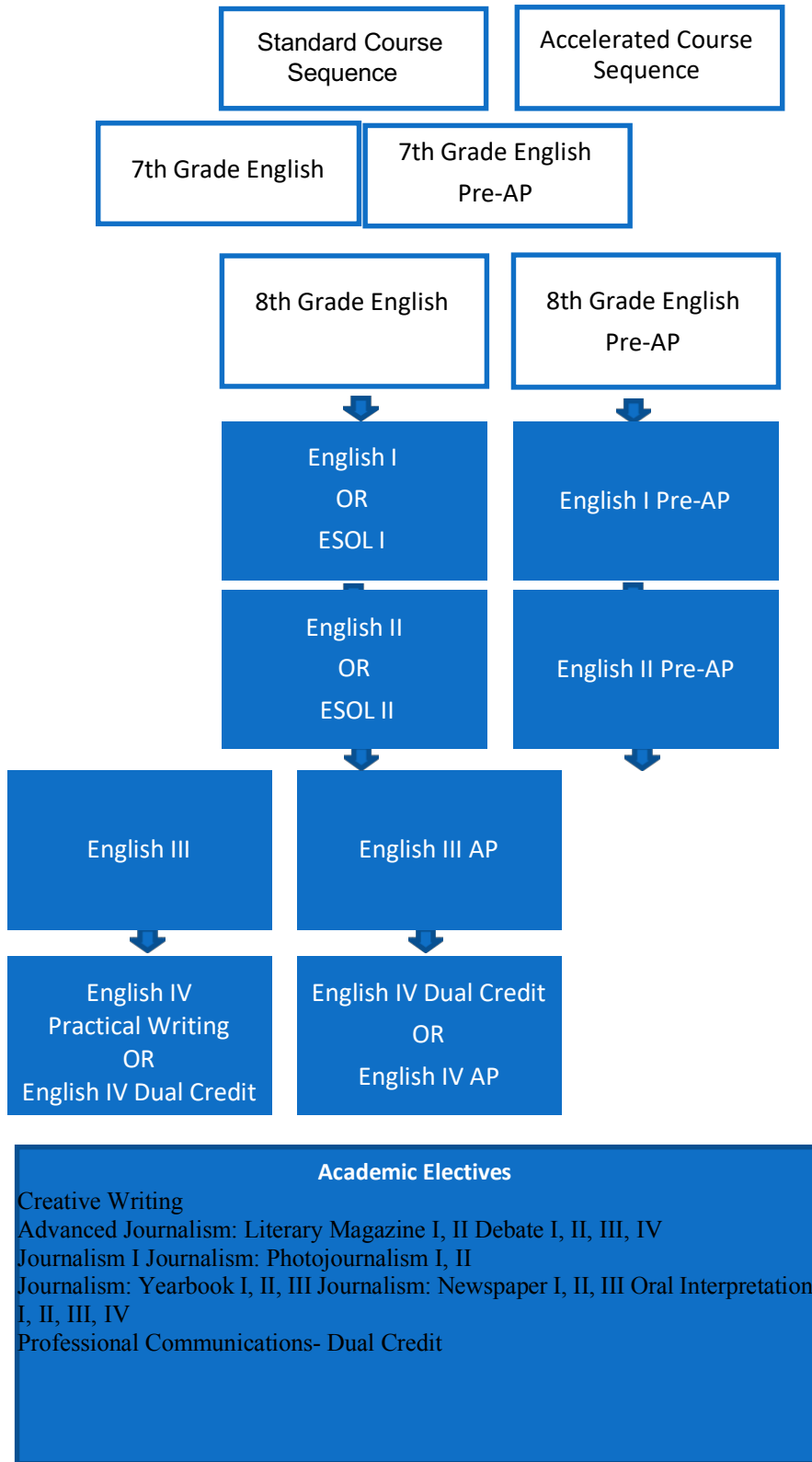
LANGUAGE ARTS
MATHEMATICS
SCIENCE
SOCIAL STUDIES



FINE ARTS
LANGUAGES OTHER THAN ENGLISH (LOTE)
PHYSICAL EDUCATION, ATHLETICS, & HEALTH
STATE & LOCAL ELECTIVE CLASSES

Duncanville ISD

English Language Arts Course Sequencing



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

Course Descriptions

Please see Curriculum Requirements for Graduation Requirements.

Please see your academic counselor for guidance on graduation requirements.

All courses must have adequate enrollment and staff. It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

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.

No.	Course	Credit	Grade
09010912	ENGLISH I	1	9
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 to strengthen their reading, writing, and oral language skills. Students will also be expected to complete an assigned summer reading project before class starts in the fall.			
0901011	ENGLISH I PRE-AP	1	9
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 before class begins in the fall.			
0901032	READING I	1	9
Reading I offers students reading instruction to successfully meet 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 affect. All of these strategies are applied in instructional-level and independent-level texts across content areas.			
0370800	READING II	1	10-11
See Sequence of Courses			
Reading II is the second course in the sequence after Reading I. This course offers students reading instruction to successfully meet academic demands as well as attain lifelong 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 across content areas.			
1001022	ENGLISH II	1	10
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 to strengthen their reading, writing, and oral language skills. Students will also be expected to complete an assigned summer reading project before class begins in the fall.			
1001021	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 before class begins in the fall.			

No.	Course	Credit	Grade
1101032	ENGLISH III 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 to strengthen their reading, writing, and oral language skills.	1	11
1101030	ENGLISH III AP - LANGUAGE AND COMPOSITION 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, which is 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, both literary and non-literary, with or without documentation, and in timed settings. Students will also be expected to complete an assigned summer reading project before class begins in the fall.	1	11
1201042	ENGLISH IV 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 to strengthen their reading, writing, and oral language skills.	1	12
1201043 Fall	ENGLISH IV-DUAL CREDIT		
120053 Spring	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.			
1201040	ENGLISH IV AP - LITERATURE AND COMPOSITION 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 before class starts in August.	1	12
1301012	BUSINESS ENGLISH See Sequence of Courses 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.	1	12
1101802	CREATIVE WRITING 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. One full year of Creative Writing, will count as a fourth year of English.	First Semester .5	10-12

No.	Course	Credit	Grade
1301012	COLLEGE READINESS AND STUDY SKILLS	.5	10-12
Students that request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one-semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of context texts in preparation for post-secondary schooling.			
1301022	RESEARCH AND TECHNICAL WRITING	.5	10-12
The study of technical writing allows high school students to earn credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. This class counts as a fourth year of English.			
1101812	ADV. JOURNALISM: LITERARY MAGAZINE - Second Semester	.5	11-12
See Sequence of Courses			
Advanced Journalism: Literary Magazine is designed for students motivated to enhance and refine their writing skills and craft developed in Creative Writing 1101802. 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 apply journalistic ethics and standards. Students 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.			
1201802	ADV. JOURNALISM: LITERARY MAGAZINE - Full Year	1	12
Counselor placement only. See Sequence of Courses			
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 1101802 and Adv. Journalism - Literary Magazine 1101812 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 apply journalistic ethics and standards. Students 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.			
1214142	COLLEGE PREP ELAR	1	12
See Sequence of Courses			
College Preparatory English Language Arts is a full credit course designed to be a full-year course that prepares students for success in entry-level college courses and/or success on the Texas Success Initiative (TSI) Assessment. College Preparatory English Language Arts is a rigorous course that provides foundation work in the areas of reading and writing for the student who intends to advance to college-level work. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students.			
1201063/1201073	THE UNIVERSITY OF TEXAS ONRAMPS	1	12
INTRODUCTION TO RHETORIC: READING, WRITING & RESEARCH			
(ENGLISH IV HIGH SCHOOL CREDIT & 1301 COLLEGE CREDIT)			
See Sequence of Courses			
This Rhetoric and Writing course teaches students to write sound and effective arguments on their own, to analyze various positions held in any public debate, and to advocate for their own positions effectively.			

English as a Second Language

No.	Course	Credit	Grade
0901062	ENGLISH I Speakers of Other Languages Beginners' Class (ESOL)	1	9 - 10
<i>This class is ONLY for students in their first year of instruction in United States schools.</i>			
0901042	ENGLISH I Speakers of Other Languages (ESOL)	1	9
1001042	ENGLISH II Speakers of Other Languages (ESOL)	1	10

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 an English IV equivalent.) Any additional units completed will be considered as electives.

0901064 ENGLISH AS A SECOND LANGUAGE (ESL Reading Foundations) 1 (Local) 9-10

Prerequisite: LPAC recommendation

This course is designed to help English Language Learner in reading comprehension and fluency. The students also receive instruction in writing, grammar, and oral presentation. The course supplements 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 is determined according to previous TELPAS and EOC scores.

0901204 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.

1014034 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.

1012064 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).

Journalism

No.	Course	Credit	Grade
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0901082 JOURNALISM I

1

9-12

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 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.

1001112 PHOTOJOURNALISM I

.5

10-12

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 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.

1001182 PHOTOJOURNALISM II

.5

10-12

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

Students in this course continue to build and refine the skills learned in 1001112 Photojournalism I. Students communicate various forms for a variety of audiences and purposes. Students study laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, 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 refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication

ORAL INTERPRETATION

No.	Course	Credit	Grade
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0902052 ORAL INTERPRETATION I

1

10-12

Students must obtain 9th grade theatre arts teacher's recommendation, and then audition for high school teacher

In this course students 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.**

1002052 ORAL INTERPRETATION II

1

11-12

See Sequence of Courses

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation I course. In this course students 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 are presented and evaluated. **Weekend contest participation is mandatory.**

1102061 ORAL INTERPRETATION III

1

11-12

See Sequence of Courses

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation I and II. In this course, students 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 are presented and evaluated. **Weekend contest participation is mandatory. This course will count as a fourth year of English.**

1202071 ORAL INTERPRETATION IV

1

12

See Sequence of Courses

Students enrolled in this course continue to build and refine the skills learned in the Oral Interpretation I, II, and III courses. In this course students 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 are presented and evaluated. **Weekend contest participation is mandatory. This course will count as a fourth year of English.**

DEBATE

No.	Course	Credit	Grade
0902012	DEBATE I	1	9-12

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 is placed on speaking skills and tournament events. **Participation in after school tournaments is possible, but not mandatory.**

1002022	DEBATE II	1	10-12
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See Sequence of Courses

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.**

1102031	DEBATE III	1	11-12
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See Sequence of Courses

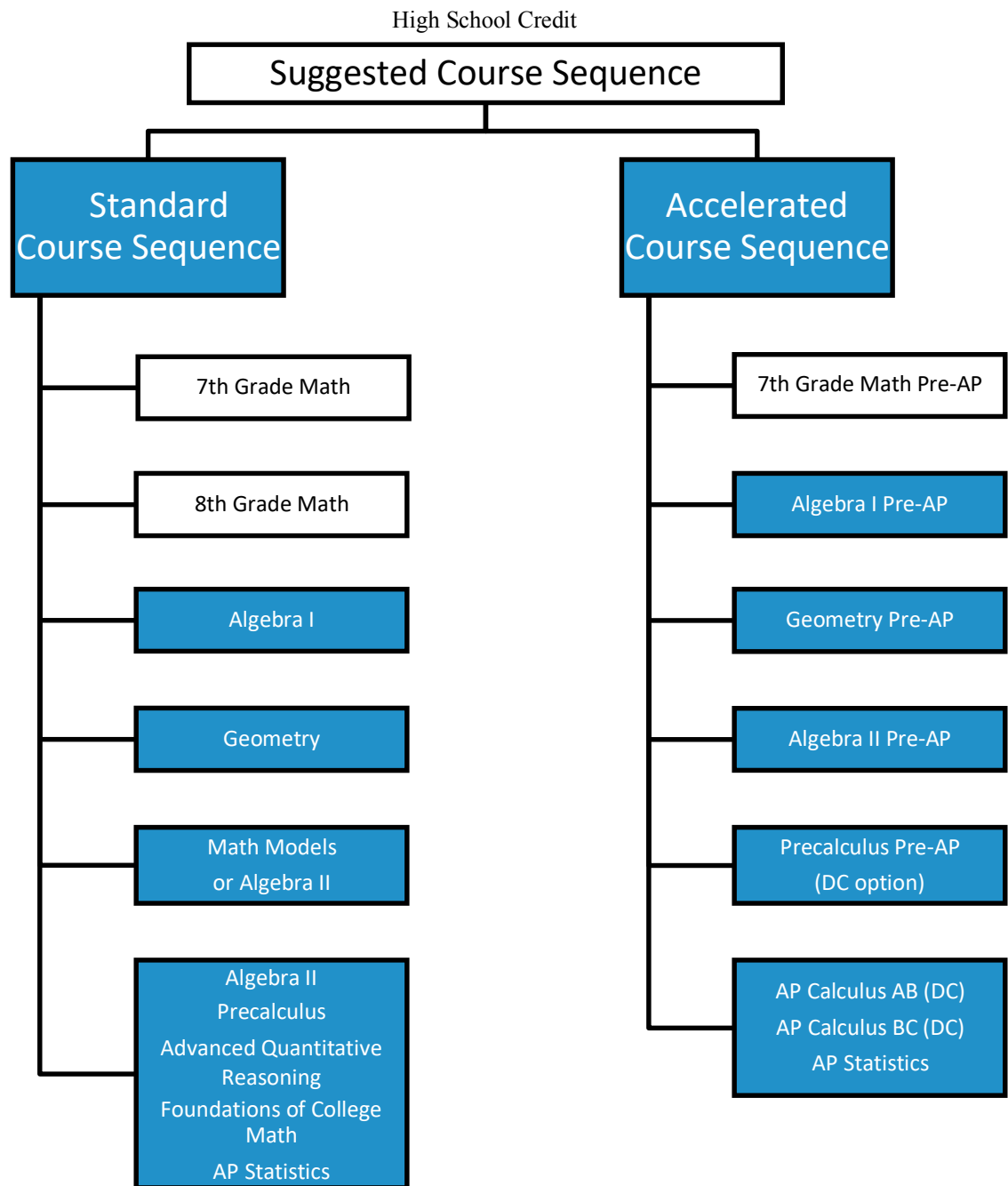
Students enrolled in this course continue to build and refine the skills learned in the Debate I and II courses. In this course students develop skills in argumentation and debate surrounding current issues, develop sound critical thinking, and sharpen communication skills. They acquire lifelong skills 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. This course will count as a fourth year of English.**

1202041	DEBATE IV	1	12
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Students enrolled in this course continue to build and refine the skills learned in the Debate I, II, and III courses. 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. This course will count as a fourth year of English.**

Duncanville ISD

Mathematics Suggested Course Sequencing



Pre-AP = Pre-Advanced Placement
 AP = Advanced Placement
 DC = Dual Credit

Mathematics

Please see Curriculum requirements for Graduation Requirements in Mathematics

All courses must have adequate enrollment and staff. It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0903012	ALGEBRA 1	1	9-10

Prerequisite: Eighth Grade Math

In Algebra I, students study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students connect functions and their associated solutions in both mathematical and real-world situations. Successful completion of Algebra I is required before moving on to other high school math courses.

0903011	ALGEBRA I PRE-AP	1	9
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Prerequisite: Eighth Grade Math

This course covers the Algebra I (0903012) course content with added enrichment geared towards students wishing to accelerate instruction and take AP Calculus before graduation.

1003012	GEOMETRY	1	10-12
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Prerequisite: Algebra I

In Geometry, students build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability.

1003021	GEOMETRY PRE-AP	1	9-10
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Prerequisite: Algebra I

This course covers the Geometry (1003012) course content with added enrichment geared towards students wishing to accelerate instruction and take AP Calculus before graduation. Students who have successfully completed Algebra I Pre-AP may wish to “double up” Geometry Pre-AP and Algebra II Pre-AP in order to complete AP Calculus in their senior year.

1103042	ALGEBRA II	1	11-12
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Prerequisite: Algebra I & Geometry

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

1103041	ALGEBRA II PRE-AP	1	10-12
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Prerequisite: Algebra I & Geometry

This course covers the Algebra II (1003042) course content with added enrichment geared towards students wishing to take Precalculus Pre-AP or DC.

1103032	MATHEMATICAL MODELS WITH APPLICATIONS	1	11-12
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Prerequisite: Algebra I

This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

1203062	FOUNDATIONS OF COLLEGE MATHEMATICS	1	11-12
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Prerequisite: Algebra I, Geometry, and Algebra II

Students extend mathematic understanding beyond Algebra II level. Students 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.

1203092	PRECALCULUS	1	11-12
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Prerequisite: Algebra I, Geometry, and Algebra II

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels.

1103051 PRECALCULUS PRE-AP**1****11****Prerequisite: Algebra I, Geometry, and 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. Students must have at home time for this course. This course may be taken for college dual credit in College Algebra, Trigonometry, and Precalculus.

1103013-Semester 1 PRECALCULUS PRE-AP Dual Credit**1103023-Semester 2 PRECALCULUS PRE-AP Dual Credit****.5 per Semester 11****Prerequisite: Algebra I and meet current TSI College Readiness level in Math, Geometry, and 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. Successful completion of this course yields college credit for College Algebra (MATH 1314); College Trigonometry (MATH 1316), and College Pre-Calculus.

1203072 ADVANCENT QUANTITATIVE REASONING**1****11****Prerequisite: Algebra I, Geometry, and Algebra II**

In Advanced Quantitative Reasoning, students 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 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 fourth math requirement.

1303011 ENGINEERING MATHEMATICS**1****11-12****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.

1203080 STATISTICS AP**1****11-12****Prerequisite: Algebra I**

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. Students will use graphing calculators or computer-based software. This course may be taken for college dual credit in Statistics.

1103022 STATISTICS Dual Credit**1****11-12****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. Students will use graphing calculators or computer-based software. Successful completion of this course yields college credit for Statistics. (MATH 2342)

1203110 CALCULUS AP (AB)**1****12****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 I.

1203013 CALCULUS AP (AB) DUAL CREDIT**1****12****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 I and II. Successful completion of this course will yield 4 hours college credit for Calculus I.

1203130 CALCULUS AP (BC)**1****12****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 I and II.

1203023 Fall CALCULUS (BC) Dual Credit**1203033 Spring CALCULUS (BC) Dual Credit****1****12****Prerequisite: 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)

1214152 COLLEGE PREP MATH**1****12****See Sequence of Courses**

College Preparatory Mathematics is a full credit course designed to be a full-year course that prepares students for success in entry-level college courses and/or success on the Texas Success Initiative (TSI) Assessment. College Preparatory Mathematics is a rigorous course that will include student learning outcomes and objectives in the following areas: Elementary Algebra and Functions, Intermediate Algebra and Functions, Geometry and Measurement; and Data Analysis, Statistics, and Probability. Credit recovery options are not permitted for this course.

1203043/1203053 THE UNIVERSITY OF TEXAS ONRAMPS COLLEGE ALGEBRA**1****11-12****See Sequence of Courses**

This course helps students deepen their critical thinking skills as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic.

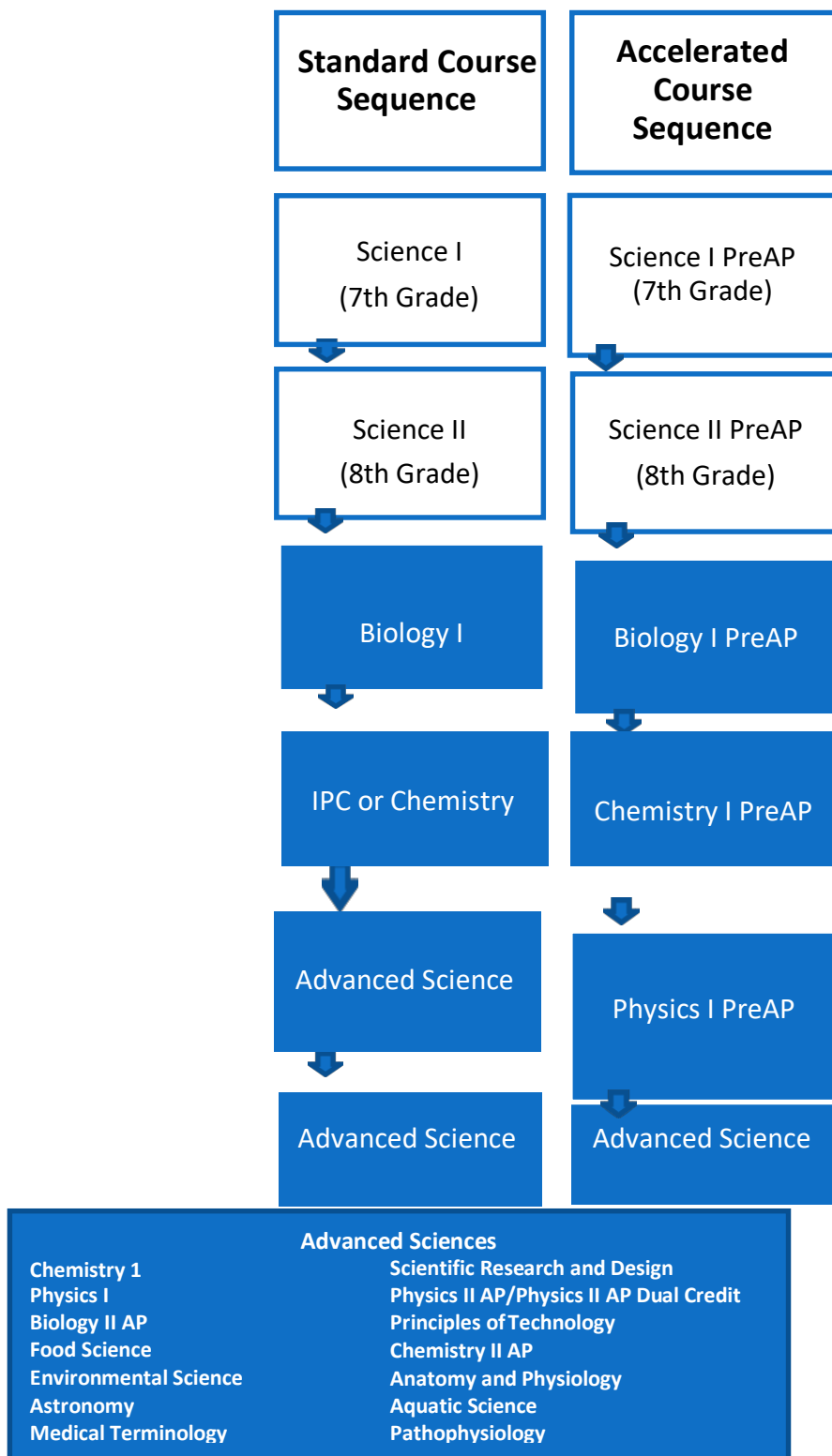
1203063/1203073 THE UNIVERSITY OF TEXAS ONRAMPS PRE-CALCULUS**1****11-12****See Sequence of Courses**

This course helps students extend their knowledge of functions, graphs, and equations so they can successfully work with the concepts in a rigorous university-level calculus course.

Duncanville ISD

Science Suggested Course Sequencing

High School Credit



*Chemistry PreAP students can take Physics AP I the following year if concurrently taking Pre Cal.

Sciences

Please see Curriculum requirements document for Graduation Requirements in Sciences.

Please see an academic counselor for guidance concerning graduation requirements

All courses must have adequate enrollment and staff. It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0904012	BIOLOGY 1	1	9-12

Biology is a course designed around the study of living things. Students conduct laboratory and field investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include 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, biological evolution, living systems, human physiology, ecosystems, plants and the environment.

0904011	BIOLOGY I PRE-AP	1	9
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 regular 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.

1204020	BIOLOGY II AP	1	11-12
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.

0904032	INTEGRATED PHYSICS AND CHEMISTRY	1	10-12
Prerequisite: Biology I (This course should not be taken if the student has completed chemistry and/or physics.)			

Integrated Physics and Chemistry is a course that reinforces the foundational knowledge required for all subsequent physical science courses. 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.

1304042	FOOD SCIENCE	1	11-12
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.

1204142	ENVIRONMENTAL SYSTEMS	1	11-12
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.

1204102	ASTRONOMY	1	11-12
Prerequisite: Biology I and a physical science			

Students will study the Earth's position in the solar system and 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.

1204132	AQUATIC SCIENCE	1	11-12
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.

No.	Course	Credit	Grade
1304011	ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Advanced	1	10-12

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 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.

1304011	ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Dual Credit	1	11-12
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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 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.

1304022	MEDICAL MICROBIOLOGY	.5	11-12
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Prerequisite: Three credits of science are recommended. Paired with 4032

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 are 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.

1304032	PATHOPHYSIOLOGY	.5	11-12
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Prerequisite: Three credits of science are recommended. Paired with 4022

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.

1004032	CHEMISTRY I	1	10-12
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Prerequisite: Biology & Algebra I

Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes, atomic structure, the 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.

1004011	CHEMISTRY I PRE-AP	1	10-12
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Prerequisite: Biology

PreAP Chemistry is a course designed for students exhibiting advanced achievement levels in the chemical sciences. 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.

1204010	CHEMISTRY II AP	1	11-12
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Prerequisite: Chemistry I & Algebra II

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 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 occur outside regular school hours. Students should have excellent math skills, be proficient in reasoning and problem solving, and be committed to completing college level work.

1313512	PRINCIPLES OF TECHNOLOGY	1	11-12
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Prerequisite: Algebra I, Biology and Chemistry

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.

1104012	PHYSICS I	1	11-12
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Prerequisite: Algebra I

Physics is a course designed to provide a lab-oriented approach to the study of matter and energy. Students study a variety of topics that include laws of motion, changes within physical systems, 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.**

No.	Course	Credit	Grade
1104031	PHYSICS I PreAP	1	11-12

Prerequisite: Algebra I

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.**

BENG42	SCIENTIFIC RESEARCH AND DESIGN	1	11-12
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Prerequisite: 1 year high school science

Students will study the vast body of changing and growing knowledge in science as describe by physical, mathematical, and conceptual models.

1204040	PHYSICS II AP (C)	1	11-12
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Prerequisite: Physics PreAP or Comparable Physics Introductory Course

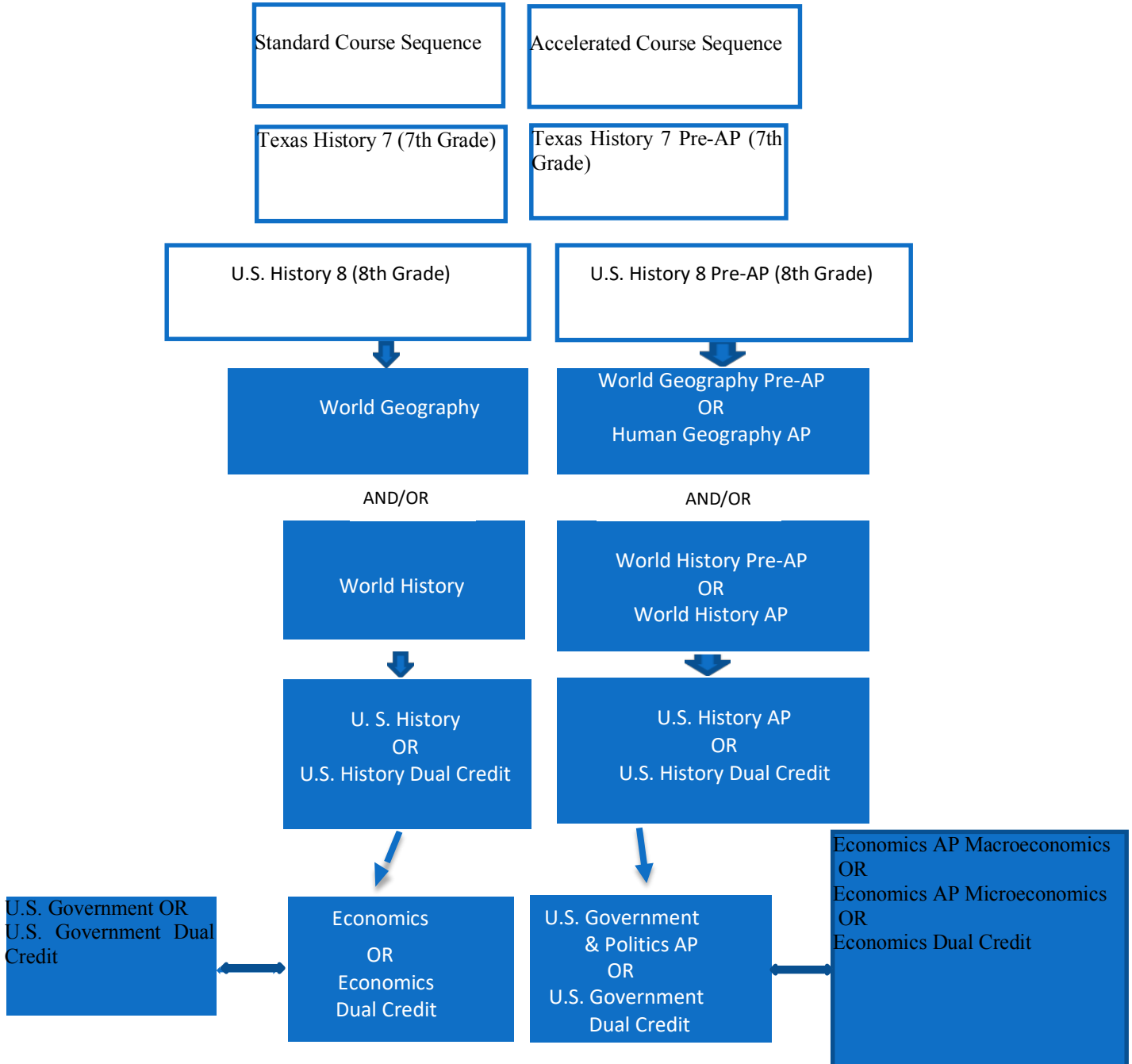
Physics C covers two areas. The first half of the year is devoted to mechanics using calculus in problem solving. The use of calculus will increase as the course progresses. In the second half of the year, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formatting principles and in solving problems. It prepares students for the AP® Exam 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.**

Duncanville ISD

Social Studies

Suggested Course Sequencing

High School Credit (Note: Students may change pathway with proper approval.)



Social Studies Elective Courses

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

Social Studies

Please see Curriculum Requirements for Graduation Requirements in Social Studies.

All courses must have adequate enrollment and staff. It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
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0905012	WORLD GEOGRAPHY	1	9-12
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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.

0905011	WORLD GEOGRAPHY PRE-AP	1	9
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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.

1005022	WORLD HISTORY	1	10-12
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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.

1005021	WORLD HISTORY PRE-AP	1	10-12
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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 continue to build on their prior knowledge and skills for success in advanced coursework classes.

1005020	WORLD HISTORY AP	1	10-12
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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.

1105032	UNITED STATES HISTORY	1	10-12
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See Sequence of Courses

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.

1105033 Fall UNITED STATES HISTORY Dual Credit

1105043 Spring UNITED STATES HISTORY Dual Credit	.5 per Semester	11-12
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See Sequence of Courses. 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 and take 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 while applying critical thinking to the particular challenges of specific time periods.

No.	Course	Credit	Grade
1105030	UNITED STATES HISTORY AP	1	11-12

See Sequence of Courses

The United States 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 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, including essay. This course also requires consistent and rigorous reading in both the text and extensive related materials.

1105042 AFRICAN AMERICAN STUDIES-SPECIAL TOPICS (1st Course) .5 11-12

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 focuses on historical periods/actions and the lasting influence of those events on African American society in particular, as well as American Society.

1105072 ASIAN AMERICAN STUDIES-SPECIAL TOPICS .5 11-12

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 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 as well as American Society.

1105082 WORLD WARS OF THE 20th CENTURY- SPECIAL TOPICS .5 11-12

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 begins with Europe's defeat of Napoleon and continues with the causes and impacts of World War I, the worldwide economic depression, and the causes and impacts of World War II.

1105150 EUROPEAN HISTORY AP .5 11-12

See Sequence of Courses

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.

0905090 HUMAN GEOGRAPHY AP 1 9-12

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 introduces 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 are required to spend extensive time outside of class completing reading and research assignments.

1105132 SOCIOLOGY .5 11-12

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 on how an 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.

1105142 PSYCHOLOGY .5 11-12

In Psychology, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology through the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

1105172 SOCIAL STUDIES RESEARCH METHODS/1105140 PSYCHOLOGY AP 1 11-12

Sequence of Courses – Students must register for 4180 in the fall semester.

The Psychology Advanced Placement course is a college-level course for those who want to obtain college credit as determined by Advanced Placement Exam, which is administered in May by the College Board at a cost to the student. Students 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 introduces 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.

1105162 LAW STUDIES .5 11-12

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.

No.	Course	Credit	Grade
1206012	ECONOMICS–FREE ENTERPRISE SYSTEM	.5	11-12
See Sequence of Courses			
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.			
1206013	ECONOMICS–DUAL CREDIT	.5	12
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 that 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.			
1206030	ECONOMICS AP Macroeconomics	.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, which is 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 teaches 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.			
1205112	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.			
1205113	GOVERNMENT DUAL CREDIT	1	12
See Sequence of Courses – Must meet current TSI standards in Reading and Writing.			
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 and take 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 and highly recommended 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.			
1205110	GOVERNMENT AP	.5	12
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.			
13GOV41	GOVERNMENT AND PUBLIC ADMINISTRATION CTE	2	12
See Sequence of Courses			
Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, Foreign Service, revenue, taxation, and regulation.			
1105052	WORLD AREA STUDIES (AC DEC) Both Semesters	1	11-12
1105182	HUMANITIES (AC DEC) First Semester	.5	11-12
Prerequisite: Approval by Academic Decathlon coaches based upon teacher recommendation in core classes.			

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, along with Principles & Elements of Floral Design, satisfies the Fine Arts credit.

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

Art

No.	Course	Credit	Grade
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0910032	ART I	1	9-12
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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. Successful completion of both semesters of Art I are required before advancement to Art II.

1010032	ART II	1	9-12
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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.

1110032	ART III	1	11-12
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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.

1210230	ART 3: 3D	1	11-12
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Art 1, Art 2 and Portfolio Review

Students experiment with advanced techniques exploring in-depth concepts presented in Art 2. Individual instruction prepares the student in the development of a portfolio. Historical aspects of drawing, painting, and printmaking will be incorporated. Additional information concerning career choices and selection process is presented. \$25 supply fee.

1210240	ART 3: 2D	1	11-12
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Art 1, Art 2 and Portfolio Review

Students experiment with advanced techniques exploring in-depth concepts presented in Art 1. Individual instruction prepares the student in the development of a portfolio. Historical aspects of drawing, painting, and printmaking will be incorporated. Additional information concerning career choices and selection process is presented. \$25 supply fee.

1210250	DRAWING PORTFOLIO	1	10-12
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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.

1210260	AP ART HISTORY	1	11-12
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AP English or AP US History Recommended

This course is designed to provide an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity. Students may earn college credit by passing College Board exam. Supply fee is \$25.

Dance and Drill Team

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
1010202	DANCE I (PE) – First Semester	.5	9-12

Prerequisite: Physical Education 1602 or 1632 can take at the same time.

This course provides the student with a beginning approach to basic/intermediate dance movements, rhythm, floor exercise and choreography. The course provides the student with beginner-intermediate skills and knowledge of dance as an art form and lifetime activity. The student develops kinesthetic awareness and movement memory, as well as creative expression through movement. This is a non-performing class (no public performances).

1010212	DANCE II-Second Semester	.5	9-12
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Prerequisite: Dance 2502

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

0910142	FRESHMAN DRILL TEAM (Showstoppers)	.5	9
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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 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 required prior to enrollment. This course counts as a PE equivalent.

0910142	FRESHMAN DRILL TEAM (Rookies) – Second Semester	.5	9-11
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Selection by impartial judges in December

At the conclusion of the fall semester and upon being selected by impartial judges, participants are 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 perform at Spring Show and commit to after school practices in April and May. This course will count as a Fine Arts equivalent.

1010142	DRILL TEAM (High Hats) – First Semester	.5	10-12
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1010142	DRILL TEAM (High Hats) – Second Semester	.5	10-12
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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 considered a “color guard” during marching season.) During 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.

1210142	DRILL TEAM OFFICER – First Semester	.5	11-12
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This is a class for High Hat Officers Only-selected three at tryout process.

1210142	DRILL TEAM OFFICER – Second Semester	.5	11-12
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This is a class for High Hat Officers Only-selected three at tryout process.

Music (Choral)

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0910122	CONCERT WOMEN'S CHOIR I	1	9
1010122	CONCERT WOMEN'S CHOIR II	1	10
1110122	CONCERT WOMEN'S CHOIR III	1	11
1210122	CONCERT WOMEN'S CHOIR IV	1	12

Prerequisite: None

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

0910082	VARSITY WOMEN'S CHOIR I	1	9
1010082	VARSITY WOMEN'S CHOIR II	1	10
1110082	VARSITY WOMEN'S CHOIR III	(Honors) 1	11
1210082	VARSITY WOMEN'S CHOIR IV	(Honors) 1	12

Prerequisite: Previous choral experience. Audition required.

This choral ensemble is an advanced choir for students who have 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 include Fall holiday and Spring concerts. In addition, this choir participates in UIL solo and ensemble competition and UIL concert and sight-reading competition. Some after-school rehearsals are required.

0910062	CONCERT MEN'S CHOIR I	1	9
1010062	CONCERT MEN'S CHOIR II	1	10
1110062	CONCERT MEN'S CHOIR III	1	11
1210062	CONCERT MEN'S CHOIR IV	1	12

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.

1010152	VOCAL ENSEMBLE - VELOCITY II (HONORS)	1	10
1110152	VOCAL ENSEMBLE - VELOCITY III	1	11
1210152	VOCAL ENSEMBLE - VELOCITY IV	1	12

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 tunes, 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 required to attend evening and 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.

No.	Course	Credit	Grade
0910072	A CAPPELLA CHOIR I (HONORS)	1	9
1010072	A CAPPELLA CHOIR II	1	10
1110072	A CAPPELLA CHOIR III	1	11
1210072	A CAPPELLA CHOIR IV	1	12

Prerequisite: Audition required.

This choral ensemble consists 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 participates in an out of the area music festival at some point during the school year. There will be required after-school rehearsals.

1010222 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 16-member Ensemble is designed to sing music from Early Renaissance to Contemporary. This ensemble affords the more talented students to sing advanced music in a smaller ensemble. This group sings in a variety of concerts and dinner theaters and sings off campus during the school day at various times for public performances. This ensemble will have extra rehearsals 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.

1210220 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 covers 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 are 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)

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
09101V2	VARSITY BAND I	1	9-12
10101V2	VARSITY BAND II	1	10-12
11101V2	VARSITY BAND III	1	11-12
12101V2	VARSITY BAND IV	1	12

Prerequisite: Audition and director's approval.
 A varied instrumentation of approximately 50-70 players are chosen in tryouts during preceding semester from among those who have reached Performance Level IV. The Varsity band will participate in the winter and spring concerts only. Rehearsals after school may be scheduled in the spring semester as needed.

0910112	CONCERT BAND I	1	9-12
1010112	CONCERT BAND II	1	10-12
1110112	CONCERT BAND III	1	11-12
1210112	CONCERT BAND IV	1	12

Prerequisite: Audition and director's approval.
 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 Concert band will participate in UIL contest, winter and spring concerts, and a festival if scheduling will allow. A weekly sectional after school is required.

0910052	SYMPHONIC BAND I	1	9
1010052	SYMPHONIC BAND II	1	10
1110052	SYMPHONIC BAND III	1	11
1210052	SYMPHONIC BAND IV	1	12

Prerequisite: Audition and director's approval.
 An instrumentation of approximately 50-70 players is chosen in tryouts during preceding semester from those who have reached Performance Level IV. The Symphonic Band participates in UIL contest, winter and spring concerts, and a festival (if scheduling will allow). A weekly sectional after school is required.

1010162	HONORS BAND II & Instrumental Ensemble	2	10
1110161	HONORS BAND III (Honors) & Instrumental Ensemble (Academic)	2	11
1210161	HONORS BAND IV (Honors) & Instrumental Ensemble (Academic)	2	12

Prerequisite: Audition and director's approval.
 An instrumentation of approximately 50-70 players is chosen in tryouts during the preceding semester from those who have reached Performance Level V. The Honors band participates 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.

0910092	WIND ENSEMBLE & Instrumental Ensemble	2	9
1010092	WIND ENSEMBLE & Instrumental Ensemble	2	10
1110091	WIND ENSEMBLE (Honors) & Instrumental Ensemble (Academic)	2	11
1210091	WIND ENSEMBLE (Honors) & Instrumental Ensemble (Academic)	2	12

Prerequisite: Audition and director's approval.

A specific instrumentation of 46-60 players is chosen in tryouts during preceding semester from those who have reached Performance Level VI. Students in Wind Ensemble must exhibit superior attitudes and competency as musicians. The Wind Ensemble participates 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.

1010182 APPLIED MUSIC I **1** **10-12**

Prerequisite: Must be concurrently enrolled in varsity level choir.

This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student, and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

1110182 APPLIED MUSIC II **1** **10-12**

Prerequisite: Must be concurrently enrolled in varsity level choir.

This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student, and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

1210182 APPLIED MUSIC III **1** **10-12**

Prerequisite: Must be concurrently enrolled in varsity level choir.

This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

Theatre Arts

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0910012	THEATRE ARTS I - EXPLORATORY PROGRAM	1	9-12

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 is 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.

0910022 THEATRE ARTS I - PRODUCTION **1** **9-12**

Prerequisite: Director's approval and tryout 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 in oral interpretation and in acting events at speech tournaments. Extensive reading of scripts and memorization of monologues, oral interpretation selections, and scenes are required of students in this course. Students are 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 is required.

1010012 THEATRE ARTS II **1** **10-12**

Prerequisite: Theatre Arts I with Director's approval and tryout 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 is required.

No.	Course	Credit	Grade
1110011	THEATRE ARTS III	1	11-12
Prerequisite: Theatre Arts I with Director's approval and tryout 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 required of students.			
1210011	THEATRE ARTS IV	1	12
Prerequisite: Theatre Arts III with Director's approval and tryout 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 is required of students.			
1010022	THEATRE PRODUCTION-INTERPRETATION OF SPOKEN WORD	1	10-12
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 direct theatrical productions and perform advanced oral interpretations. Participation in competitive events is required.			
1010132	TECHNICAL THEATRE I	1	10-12
Prerequisite: Theatre Arts I and teacher recommendation, and instructor interview			
This course is designed for those students interested in the technical aspects of theatre. Instruction includes 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 are strongly encouraged to participate in crew positions in major theatre productions.			
1110132	TECHNICAL THEATRE II/or Theatre Arts I	1	11-12
Prerequisite: Technical Theatre I with teacher recommendations			
Technical Theatre II students are required to help with all aspects of the various theatre productions throughout the year. They develop social and leadership skills as they serve as crew heads for the shows. They also study various design elements and have the opportunity to design costumes, sets, lights, makeup, and sound. They are given the chance to work in various types of theatre and recognize the many career options open to them.			
910002	MUSICAL THEATRE I	1	9
Prerequisite suggested in two of the following disciplines: theatre, dance, or music or by audition.			
Musical Theatre exposes students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course enhances and cultivates the creative gifts of each student while encouraging a sense of self-confidence. The course enables students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.			
1010002	MUSICAL THEATRE II	1	10
Prerequisite: Musical Theatre, Level I or by audition.			
Musical Theatre exposes students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course also provides an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course enhances and cultivates the creative gifts of each student while encouraging a sense of self-confidence. The course enables students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.			
1110002	MUSICAL THEATRE III	1	11
Prerequisite: Musical Theatre, Level II or by audition.			
Musical Theatre exposes students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course also provides an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course enhances and cultivates the creative gifts of each student while encouraging a sense of self-confidence. The course enables students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.			

1210001 MUSICAL THEATRE IV**1****12****Prerequisite: Musical Theatre, Level III or by audition.**

Musical Theatre exposes students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course also provides an atmosphere in which students benefit from a teaching and learning experience in performance disciplines of musical theatre. Students receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course enhances and cultivates the creative gifts of each student while encouraging a sense of self-confidence. The course enables students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.

Duncanville ISD

Languages Other Than English (LOTE)

Suggested Course Sequencing

French I	German I	Latin I	Spanish I	American Sign Language I
French II	German II	Latin II	Accelerated Spanish I	American Sign Language II
French III	German III	Latin III	Accelerated Spanish II	American Sign Language III
French IV-AP	German IV-AP	Latin IV-AP	Spanish II- Spanish for Native Speakers	Special Topics in Language and Culture
			Spanish II	
			Spanish III	
			Spanish III Dual Credit	
			Spanish IV AP (Language & Dual Credit)	
			Spanish V AP (Literature)	

Languages Other Than English (LOTE)

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

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0909052	FRENCH I	1	9-12

This course is an integrated, proficiency-based program with an emphasis on oral/written communication, interwoven with the study of francophone cultures. Students develop proficiency through a variety of methods including special attention to vocabulary development, grammar, speaking, and listening activities.

1009052	FRENCH II	1	9-12
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Prerequisite: French I

This course is a continuation and further study of the French language. There is a strong emphasis placed on grammar, vocabulary, and conversation dealing with different tenses in the French language. Study of Francophone cultures are interwoven throughout the course.

1109051	FRENCH III	1	10-12
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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 and contemporary elements of French culture complete this course.

1209050	FRENCH I AP	1	11-12
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Prerequisite: French III

This fourth-year French class is being offered for the student who wishes to continue his/her study of French, but does not choose to take Advanced Placement French. The student continues to expand his/her use of grammatical construction and to develop oral proficiency. Students study history, cultures, and literature of French speaking countries curriculum will be the honors curriculum approved by the state.

0909042	GERMAN I	1	9-12
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This is a comprehensive approach to the German language and culture in German-speaking countries. Students develop concurrently the skills of speaking, listening comprehension, reading, and writing German. The course emphasizes basic vocabulary and grammar structures to provide students with tools for authentic use of the language. Introduction to the German culture is integrated into the curriculum.

1009042	GERMAN II	1	10-12
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Prerequisite: German I

The course is a continuation of German I, with more complex vocabulary and grammar structures introduced. Students continue to improve their listening comprehension, speaking, reading, and writing skills. Students broaden their understanding of life in German-speaking countries.

1109041	GERMAN III	1	11-12
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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.

1209040	GERMAN IV AP	1	12
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Prerequisite: German III

The fourth year of German follows the Advanced Placement guidelines and focuses on the mastery of listening, speaking, reading, and writing skills with emphasis on advanced conversation and composition. The study of culture includes 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 prepares the students to take the Advanced Placement Exam in German in May at a cost to the student.

No.	Course	Credit	Grade
0909062	LATIN I	1	9-12

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.

1009062	LATIN II	1	10-12
Prerequisite: Latin I			

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.

1109061	LATIN III	1	11-12
Prerequisite: Latin II			

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 skills in critical analysis and poetry interpretation as they seek to learn from the past how to better live in the present.

1209060	LATIN IV AP	1	11-12
Prerequisite: Latin III			

During alternating years, this course focuses on the Aeneid, Vergil's Roman epic, or the poets Catullus 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.

0909012	SPANISH I	1	9-12
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This course focuses on the communicative skills of listening, speaking, reading, and writing. Students 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.

0909021	ACCELERATED SPANISH 1	1	9-12
Prerequisite: Native Speaker of Spanish and paired with Accelerated Spanish 2			

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.

0909031	ACCELERATED SPANISH II	1	9-12
Prerequisite: Accelerated Spanish 1 and Native Speaker			

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.

0909072	SPANISH II – SPANISH FOR NATIVE SPEAKERS	1	9-12
Prerequisite: Spanish I			

This course is designed for those students who can already speak Spanish fluently but want to expand their skills in reading and writing the Spanish language. The student communicates 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.

1009012	SPANISH II	1	9-12
Prerequisite: Spanish I			

Students expand communicative skills introduced in level I 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 continue learning about other cultures in context. Students compare cultures and languages and use Spanish skills to make connections to other disciplines.

1109011	SPANISH III	1	10-12
Prerequisite: Spanish II			

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 continue to be emphasized and refined in order to increase the student's proficiency in the language. Cultures studied in context. Students will compare languages and cultures and continue to make connections with other disciplines.

1209013/1209023	SPANISH III – DUAL CREDIT	1	11-12
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) continue to be refined.

No.	Course	Credit	Grade
1109010	SPANISH IV AP (Language & Dual Credit)	1	11-12

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 prepares students to take the College Board Advanced Placement Examination in Spanish Language which is given in May at a cost to the student. This may enable the student to obtain advanced placement and /or college credit

1209010	SPANISH V AP (Literature)	1	11-12
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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 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 analyze the form and content of literary works, both orally and in writing, using appropriate terminology.

1009082	AMERICAN SIGN LANGUAGE I	1	10-12
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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, and to transcribe ASL into English.

1109082	AMERICAN SIGN LANGUAGE II	1	11-12
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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.

1209082	AMERICAN SIGN LANGUAGE III	1	11-12
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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.

1209092	SPECIAL TOPICS in LANGUAGE AND CULTURE	1	10-12
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Prerequisite: Placed in class by counselor following the first year of a foreign language.

Students develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. They also 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.

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
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100812 PHYSICAL EDUCATION		.5	9-12
FOUNDATIONS OF PERSONAL FITNESS	FIRST SEMESTER		

This coed, one-semester course provides students with the opportunity to analyze the components of physical fitness. Students develop an understanding of the relationship between physical fitness activities, stress, sound nutritional practices, consumer issues, and health problems. Students are 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.

090802 AEROBICS	Second Semester	.5	10-12
100803 AEROBICS	Fall Semester	.5	
100804 AEROBICS	Spring Semester		

Prerequisite: Physical Education IA - Foundations of Personal Fitness

This coed one semester course provides students with the opportunity to improve skills necessary for successful participation in physical activities. Instruction includes 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.

100805 TEAM SPORTS	Fall Semester	.5	10-12
100806 TEAM SPORTS	Spring Semester	.5	10-12

Prerequisite: Physical Education IA - Foundations of Personal Fitness

This 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.

100813 INDIVIDUAL SPORTS	Second Semester	.5	10-12
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Prerequisite: Physical Education IA - Foundations of Personal Fitness

This 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.

090801 PHYSICAL DEVELOPMENT	First Semester	.5	10-12
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Prerequisite: Physical Education IA - Foundations of Personal Fitness

This 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.

No.	Course	Credit
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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.

1208312 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 are submitted to counselors before registration.

1108312 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 are submitted to counselors before registration.

1008312 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 are submitted to counselors before registration.

0908312 Freshmen (Junior Varsity & Varsity) .5

Must attend practices the 2 weeks before school starts in order to register for the class. List are submitted to counselors before registration.

Baseball - Boys

0908162 FRESHMEN, 1008162 SOPHOMORES, 1108162 JUNIORS, 1208162 SENIORS

.5

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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 - Girls

0908172 FRESHMEN, 1008172 SOPHOMORES, 1108172 JUNIORS, 1208172 SENIORS

.5

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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.

Basketball – Girls**0908192 FRESHMEN, 1008192 SOPHOMORES, 1108192 JUNIORS, 1208192 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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.

Basketball – Boys**0908202 FRESHMEN, 1008202 SOPHOMORES, 1108202 JUNIORS, 1208202 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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.

Soccer - Girls**0908242 FRESHMEN, 1008242 SOPHOMORES, 1108242 JUNIORS, 1208242 SENIORS .5**

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

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

Students new to Duncanville ISD must have played competitive soccer 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.

Soccer - Boys**0908262 FRESHMEN, 1008262 SOPHOMORES, 1108262 JUNIORS, 1208262 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning player lists are submitted to counselors before registration.

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

Students new to Duncanville ISD must have played competitive soccer 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.

Tennis – Boys and Girls**0908232 FRESHMEN, 1008232 SOPHOMORES, 1108232 JUNIORS, 1208232 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists submitted to counselors before registration.

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

Students new to Duncanville ISD must have played competitive tennis 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.

Track – Boys**0908182 FRESHMEN, 1008182 SOPHOMORES, 1108182 JUNIORS, 1208182 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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 – Girls**0908212 FRESHMEN, 1008212 SOPHOMORES, 1108212 JUNIORS, 1208212 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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 – Girls**0908282 FRESHMEN, 1008282 SOPHOMORES, 1108282 JUNIORS, 1208282 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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.

Cross-Country – Boys**0908272 FRESHMEN, 1008272 SOPHOMORES, 1108272 JUNIORS, 1208272 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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 – Boys and Girls**0908252 FRESHMEN, 1008252 SOPHOMORES, 1108252 JUNIORS, 1208252 SENIORS .5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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.

Volleyball- Girls

0908222 FRESHMEN, 1008222 SOPHOMORES, 1108222 JUNIORS, 1208222 SENIORS .5 9-12

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration.

Ninth-grade student athletes are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are 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 – Boys and Girls

0908292 FRESHMEN, 1008292 SOPHOMORES, 1108292 JUNIORS, 1208292 SENIORS .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.

Cheerleaders

0908302 FRESHMEN, 1008302 SOPHOMORES, 1108302 JUNIORS, 1208302 SENIORS .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 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 are selected: Junior Varsity and Varsity.

1214032 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 are 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.

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0907012	HEALTH	.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.

1208092 PRACTICAL ATHLETIC TRAINING

1 (Local) 9-12

Prerequisite: 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 are 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.

Elective Classes

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0914002	METHOD. FOR ACADEMIC AND PERSONAL SUCCESS (M.A.P.S)	1	9-12

See Sequence of Courses

Learning Frameworks is an interdisciplinary college course addressing factors that impact learning, including research and theory in learning; strategies to monitor, regulate and control cognition, motivation and behavior; and the ability to think ethically and critically

1003032	STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS	1	9-12
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See Sequence of Courses

This course is intended to create strategic mathematical learning from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying areas in the teaching and learning process, input areas, Physiological concerns, and key cognitive skills. The central knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical Analysis will establish Redlands and aid in the creation of individualized learning plans (I.L.P's). This will also help with IP providing our special students with implementing their Intensive Plan of Instruction

1014022	Student Council Leadership I	1	11-12
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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.

1114062	Peer Mediation	1	11-12
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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 present themselves as good examples to others with the skills they have learned.

1214022	Peer Mediation II	1	12
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Prerequisite: Peer Mediation I. Students must complete 15 hours of training during the summer.

Students 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 need to present themselves as good examples to others with the skills they have mastered.

1214002	BRAILLE READING AND WRITING	1	12
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See Sequence of Courses

The braille reading and writing course will emphasize the conventions and mechanics of braille. This course will also support the change in Braille Standards Unified English Braille (UEB).

1214012	MAKING CONNECTIONS I	.5	9-12
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See Sequence of Courses

The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome. Making Connections I assists the students in developing an understanding of autism and other related disorders. The course also assists the students in developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

No.	Course	Credit	Grade
1214042	MAKING CONNECTIONS II	.5	9-12
	See Sequence of Courses		
	The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. Making Connections II assists the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcomes.		
1214062	MAKING CONNECTIONS III	.5	9-12
	See Sequence of Courses		
	The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome. Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.		
1214072	MAKING CONNECTIONS IV	.5	9-12
	See Sequence of Courses		
	The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome. Making Connections IV assists students with developing skills to employ collaborative problem solving.		
1214052	GENERAL EMPLOYABILITY SKILLS	1	9-12
	See Sequence of Courses		
	This course will provide instruction in general employability skills as well as the pre-requisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is an experiential learning process that takes place over time. This course is designed to guide students through learning these skills that can be transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the world of work.		
1214082	ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS I	1	9-12
	See Sequence of Courses		
	This course focuses on skills and strategies that will enhance essential travel skills. The course will allow the students Visual Impaired students and blindness to access all of the educational environments in which they will be involved. Such as: Home/ Living, Campus Environment, Residential Environment, Commercial Environment, and Public Transportation.		
1214092	ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS II	1	9-12
	See Sequence of Courses		
	This course focuses on skills and strategies that will enhance essential travel skills. The course will allow the students Visual Impaired students and blindness to access all of the educational environments in which they will be involved. Such as: Home/ Living, Campus Environment, Residential Environment, Commercial Environment, and Public Transportation.		
1214102	ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS III	1	9-12
	See Sequence of Courses		
	This course focuses on skills and strategies that will enhance essential travel skills. The course will allow the students Visual Impaired students and blindness to access all of the educational environments in which they will be involved. Such as: Home/ Living, Campus Environment, Residential Environment, Commercial Environment, and Public Transportation.		
1214112	ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS IV	1	9-12
	See Sequence of Courses		
	This course focuses on skills and strategies that will enhance essential travel skills. The course will allow the students Visual Impaired students and blindness to access all of the educational environments in which they will be involved. Such as: Home/ Living, Campus Environment, Residential Environment, Commercial Environment, and Public Transportation.		
1214122	PEER ASSISTANCE I	.5	10-12
	See Sequence of Courses		
	Peer Assistance for students with disabilities is designed to promote an inclusive educational environment students with special education. The goal is to create a relationship among age-appropriate Peers different abilities, both socially and academically.		

No.	Course	Credit	Grade
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1214132 PEER ASSISTANCE II

.5

10-12

See Sequence of Courses

Peer Assistance for students with disabilities is designed to promote an inclusive educational environment students with special education. The goal is to create a relationship among age-appropriate Peers different abilities, both socially and academically.

1214A12 AVID I

1

9

See Sequence of Courses

Students will develop and reinforce attitudes skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies and the use of technology to improve performance will be stressed.

1114044 National Honor Society Officer

1 (Local)

12

Officers will work closely with teacher advisor to perform duties that support and advance organizational goals.

1114054 LIBRARY AIDE

1 (Local)

11-12

Prerequisite: Counselor and/or librarian's approval

This course credit requires 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

1214014 STUDENT AIDE

1 (Local)

12

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

The student is scheduled, as appropriate to assist in organization, word processing, filing, and other clerical duties. Students may not receive more than one aide credit per year.

Courses offered as local credits do not count toward the required state credits for graduation. Students receive credit that counts above those required by the state. **Please see your academic counselor for guidance concerning graduation requirements.**

Duncanville ISD

House Bill 5

Career Endorsements

Arts & Humanities

The Arts & Humanities Endorsement can be earned by taking a coherent sequence of courses directly related to fine and performing arts, political science, world languages, cultural studies, and English literature.

Six Options:

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

Business & Industry

The Business & Industry Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Architecture & Construction

Arts, Audio/Video Technology & Communication

Business Management

Finance

Information Technology

Marketing

Manufacturing

Transportation, Distribution, & Logistics

Cosmetology

Culinary Arts

English Electives:

- Broadcast Journalism
- Newspaper
- Debate

STEM Science, Technology, Engineering & Math

The STEM Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Engineering

Electronics

Emphasis in: Mathematics Science

Computer Science

Public Service

The Public Service Endorsement can be earned by taking a coherent sequence of courses directly related to the following:

Education & Training

Human Services

Health Science

Multi-disciplinary Studies

The Multidisciplinary Studies Endorsement can be earned by completing foundation and general endorsement requirements and:

Three options:

(A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from 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 or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts



You're Going to
Love our Stories
at DHS



**PATHWAYS IN
TECHNOLOGY
EARLY COLLEGE
HIGH SCHOOL**

**Dual Enrollment &
Dual Credit**

for High School Students



**EXPLORE COLLEGE READINESS PROGRAMS AT
DUNCANVILLE HIGH SCHOOL**

Duncanville Early College High School

Four Year Plan—Class of 2023 only

State of Texas Distinguished Level of Achievement and Mountain view College's Associate of Arts

Duncanville HS Endorsement: Multidisciplinary • Students may be able to earn additional endorsements

**This plan may vary by student*

9 th Grade	10 th Grade
<ul style="list-style-type: none"> • English 1 or English 2 (Pre-AP) • Algebra 1 or Geometry (Pre-AP) • Biology (Pre-AP) • Human Geography (AP) • Spanish I or Spanish II DC/French I or II • PE • Methodologies and Personal Skills (ECHS) • Elective (MVC Course) <p>MVC Courses for ECHS EDUC 1300/PHED 1304 ITSC 1401/SPCH 1311</p>	<ul style="list-style-type: none"> • English 2(Pre-AP) or English 3 (AP) • Algebra 2 (Pre-AP) or Geometry • Chemistry (Pre-AP) • World History (AP) • Spanish II DC/French II or III or Elective • Elective • Elective (MVC Course) • Elective (MVC Course) <p>MVC Courses for ECHS ARTS 1301/MUSI 1301 BMGT 1327/MRKG 1311 PSYC 2301/SOCI 1301</p>
Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)	Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)
11 th Grade	12 th Grade
<ul style="list-style-type: none"> • Algebra 2 (Pre-AP)/Geometry or Pre-Calculus (Pre-AP) • Physics (AP) • Electives • AP Language (Some students—English 3 credit) <p>MVC Courses for ECHS ENGL 1301/1302* (English 3 credit) MATH 1314/1316 HIST 1301/1302 (US History credit) PHIL 1301/HUMA 1302</p> <p><i>*If you take AP Language, you will still need ENGL 1301 & ENGL 1302 for your CVC degree</i></p>	<ul style="list-style-type: none"> • Pre-Calculus or Advanced Quantitative Reasoning • Economics • AP Literature or ENGL 2327/2328 • Electives <p>MVC Courses for ECHS ENGL 1301/1302* (English 3 credit) ENGL 2327/2328 (English 4 credit) MATH 1314/1316 BIOL 1406/1408 or BIOL 1407/1409 PHYS 1401/1405 or CHEM 1405/1411 GOVT 2305/2306</p>
Total HS Credits: 8 CVC Credit Hours: 22 (ECHS)	Total HS Credits:8 CVC Credit Hours: # of credits will vary

Total High School Credits: 32

- Minimum number of credits required to graduate from high school=28
- Verify graduation requirement progress every semester using high school transcript and credit check sheet

Total CVC Hours: 60

Verify degree progress every semester using CVC Program of Stud

Architectural Design P-TECH

Duncanville High School

www.duncanvilleisd.org/PTECH

P-TECH Graduation Plans

Through a partnership with Mountain View College, students enrolled in Duncanville High School's Architectural Design Pathways in Technology Early College High School (P-TECH) have the opportunity to complete a course of study that combines high school and college courses. Students earn a high school diploma and an associate degree, certificate, or industry certification while completing work-based training. Course catalogs for Mountain View College's Computer-Aided Design and Drafting (CADD) certificate and degree programs are subject to change and can be found at <http://bit.ly/caddprograms>.

Below is an example graduation plan that allows a student to simultaneously earn the CADD Associate of Applied Science (AAS) and a high school diploma. In this graduation plan, students completing the AAS degree will also earn three CADD certificates.

Computer-Aided Design and Drafting Associate of Applied Science (AAS)

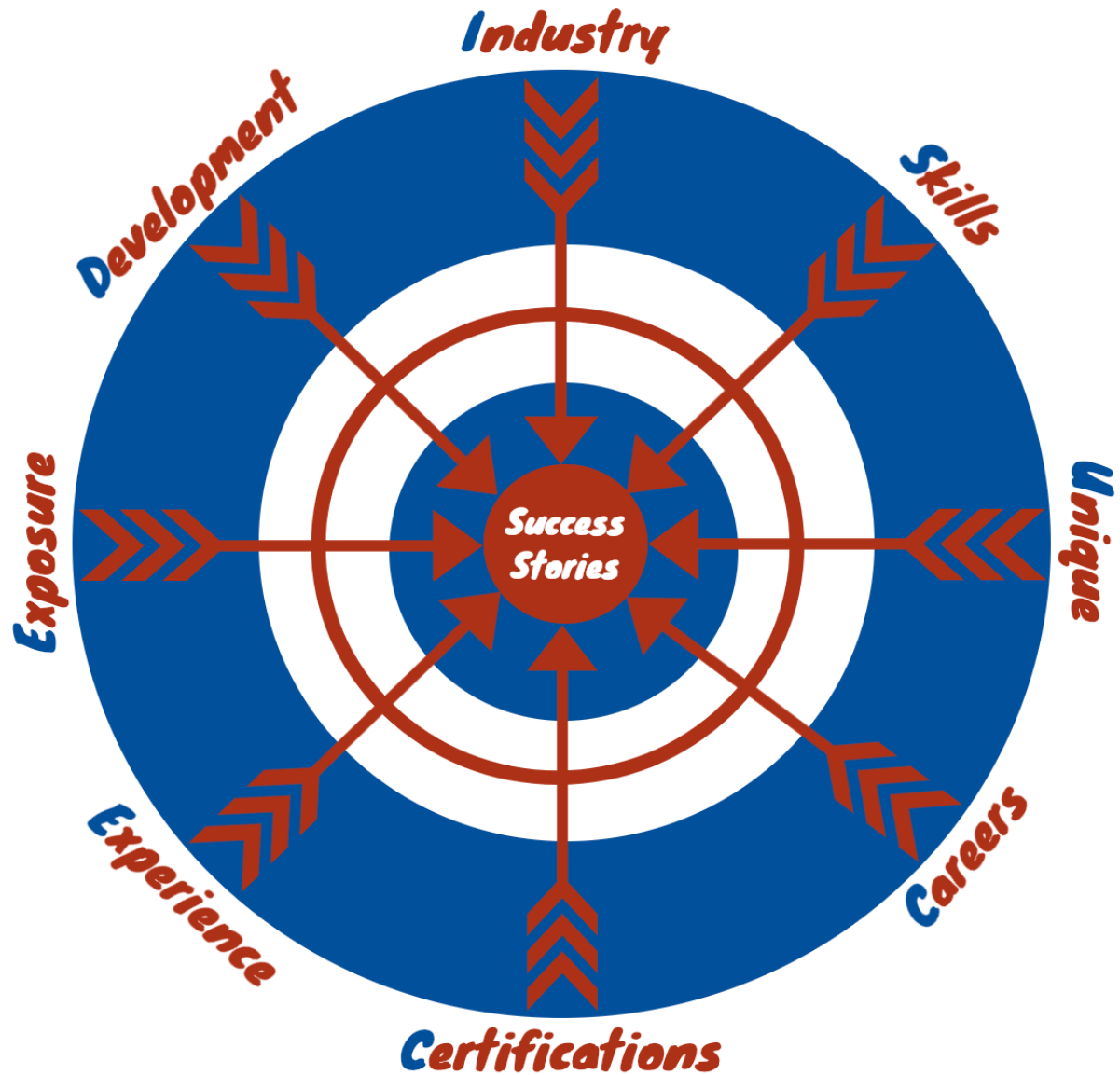
9 th Grade Courses	10 th Grade Courses	11 th Grade Courses	12 th Grade Courses
Architectural Design Dual Credit Courses, 17 Courses for 60 Credits (15 Core)			
Fall: SPCH 1311 Spring: ARCE 1421 ITSC 1401	Fall: DFTG 1409 ARTS 1301 Spring: DFTG 1445 PSYC 2301 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: DFTG 2321 Flex: DFTG 2432
High School Core Content Courses			
English I Algebra I or Geometry World Geography or AP Human Geography Biology I PE Spanish I	English II Geometry or Algebra 2 World History Chemistry I Spanish II	English III US History Physics I Spanish III	Government Macroeconomics Advanced Math Course Advanced Science Course Spanish IV

Computer-Aided Design and Drafting Level I and II Certificates

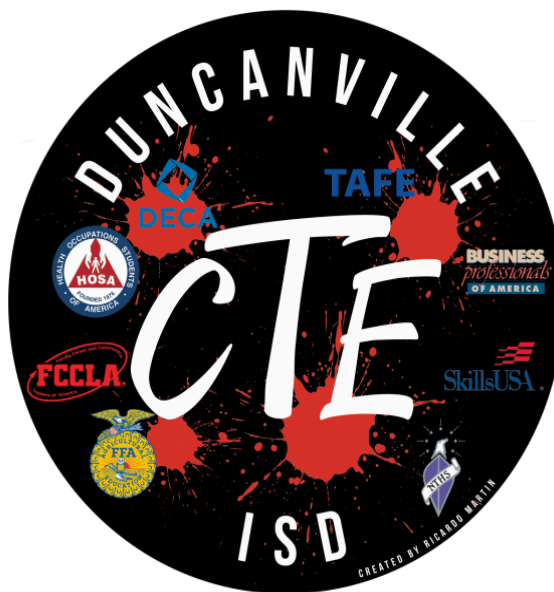
9 th Grade Dual Credit Courses	10 th Grade Dual Credit Courses	11 th Grade Dual Credit Courses	12 th Grade Dual Credit Courses
Computer-Aided Design Operator Certificate (Level I) 5 Courses for 19 Credits			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 2419 Spring:	Fall: Spring:
Architectural Drafting Certificate (Level I) 8 Courses for 30 Credits			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Spring: DFTG 2428	Fall: DFTG 2431 Spring: DFTG 2321
Computer-Aided Design Advanced Operator Certificate (Level II) 12 Courses for 44 Credits (6 Core)			
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: Flex: DFTG 2432
Fall: Spring: ARCE 1421	Fall: DFTG 1409 Spring: DFTG 1445 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 Math 1314 Spring: DFTG 2419 Flex: DFTG 2428 (Spring) DFTG 2380 (Summer)	Fall: DFTG 2431 ENGL 1301 Spring: Flex: DFTG 2432

Duncanville High School

Dual Credit Program



Dallas County
Community College District



Mission Statement:

The mission of Duncanville ISD Career and Technical Education Department is to empower students by providing them the rigorous and relevant instruction, along with real world experiences that prepare them for college, careers, and participation in the 21st century workforce.

Vision Statement:

The Duncanville ISD Career and Technical Education vision is to create a district wide culture where students can select and pursue career pathways and develop the needed skills to prepare them for post-secondary education and the world of work.

Program Goals

Industry Certifications: A goal of our CTE program is to give students the ability to gain industry-recognized credentials while still in high school. Student certifications are available in all CTE cluster areas. These certifications and/or licenses can provide the student with credentials that will benefit them in obtaining employment in a related field or acceptance into a post-secondary education. Some certifications may be obtained at no cost to the student; some may require the payment of fees by the student.

Work-based Opportunities: Practicum Courses provide opportunities for students to participate in a learning experience that combines classroom instruction with paid and non-paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders.

Career and Technical Student Organizations Involvement: CTSOs are integrated into Career and Technical Education programs and courses. CTSOs extend teaching and learning through innovative programs and provide students leadership experiences at the school, state and national levels. CTSOs offer learning experience opportunities with business and community partners. CTSOs offered: BPA, FBLA, FCCLA, DECA, HOSA, Skills USA, TSA, and VEX Robotics.

Choose Your Career Pathway at DHS

This section of the academic handbook is designed to help students select educational plans and courses that are appropriate to their 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 course 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.

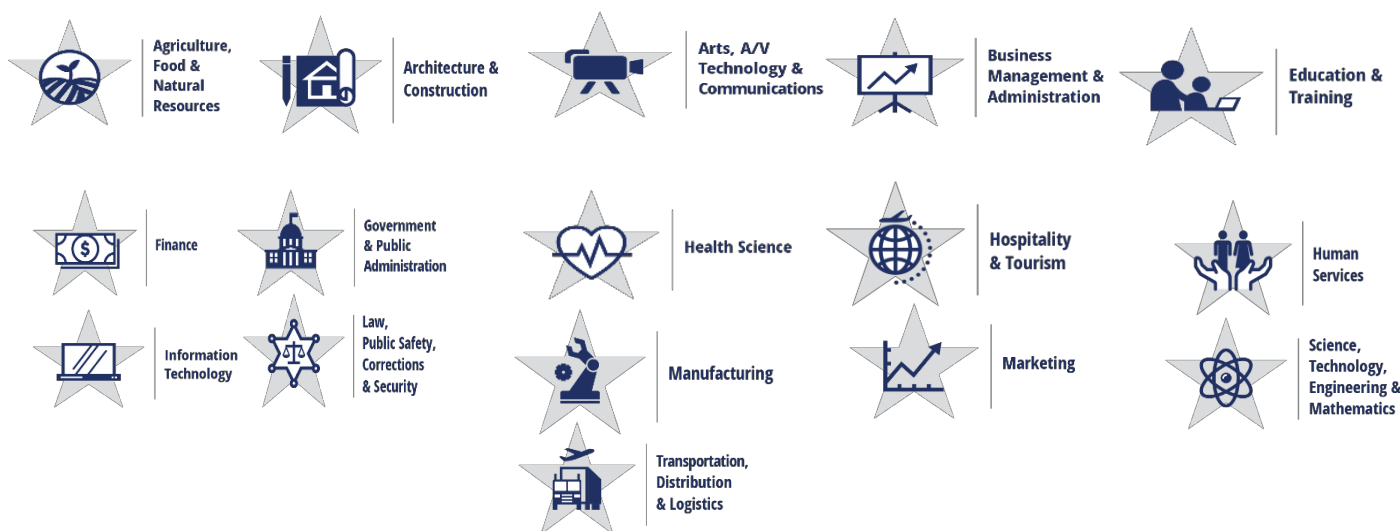
What Are Career Pathways?

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.

CAREER CLUSTERS



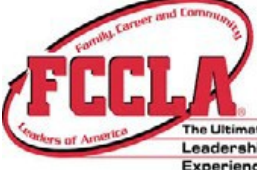




The goal of Career and Technical Education (CTE) at Duncanville High School is to give students the opportunity to develop marketable skills, have the opportunity to take courses that lead to college credit, nationally recognized certifications and licensures. Our hope is that students will take advantage 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 provide student 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.

CAREER & TECHNICAL STUDENT ORGANIZATIONS

It is a requirement by TEA and ALL CTE programs participate and have an active chapter in any of the approved CTSO that best represents your program. Sec. 29.182. STATE PLAN FOR CAREER AND TECHNOLOGY EDUCATION. (D) as an integral part of the program, participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education. Added by Acts 1995, 74th Leg., Ch. 260, 1, eff. May 30, 1995.

	<p>Business Professionals of America (BPA)</p> <p>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.</p>
	<p>Distributive Education Clubs of America (DECA)</p> <p style="text-align: right;">DECA</p> <p>The experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-educator to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition.</p> <p>DECA continues to be a leader in supporting key educational initiatives through its comprehensive learning program, which directly supports Career Clusters®, National Curriculum Standards, 21st Century Skills, project-based learning and financial literacy.</p>
	<p>Family, Career, and Community Leaders of America (FCCLA)</p> <p>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.</p>
	<p>Texas Association of Future Educators (TAFE)</p> <p>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.</p>
	<p>Health Occupations Students of America (HOSA)</p> <p>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.</p>
	<p>National Future Farmers of America Organization (FFA)</p> <p>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.</p>
	<p>Skills USA</p> <p>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.</p>
	<p>Technology Student Association (TSA)</p> <p>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.</p>

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 CTSA's.
- Meeting dates and minutes will be required for submission.
- Area, local and district competitions are covered by fund raising activities.

PERSONAL GRADUATION PLAN

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 considerations 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 student and parent or guardian

For students receiving special education services an individualized education plan may be used as the student's Personal Graduation Plan.



Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Art, Dance, and Theatre

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			8 th Grade Courses for High School Credit	Spanish I Pre-AP _____ <u>Met Expectations</u> <input type="checkbox"/> YES <input type="checkbox"/> NO
				TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO
	9TH Grade	10TH Grade	11TH Grade	12TH Grade
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> CTE Science <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	9th	10th	11th	12th
	Fine Arts - Art	Fine Arts - Art	Fine Arts - Art	Fine Arts - Art
	<input type="checkbox"/> Art I	<input type="checkbox"/> Art I	<input type="checkbox"/> Art II	<input type="checkbox"/> Art III
	<input type="checkbox"/> Art I Advanced	<input type="checkbox"/> Art I Advanced	<input type="checkbox"/> Art III	<input type="checkbox"/> Art IV
		<input type="checkbox"/> Art II	<input type="checkbox"/> AP Studio Art Design	<input type="checkbox"/> AP Studio Art Design
			<input type="checkbox"/> AP Studio Art Sculpture	<input type="checkbox"/> AP Studio Art Sculpture
			<input type="checkbox"/> AP Studio Art-2D	<input type="checkbox"/> AP Studio Art-2D
	Fine Arts -Dance	Fine Arts -Dance	Fine Arts -Dance	Fine Arts -Dance
	<input type="checkbox"/> Dance I	<input type="checkbox"/> Dance II	<input type="checkbox"/> Dance III	<input type="checkbox"/> Dance IV
	<input type="checkbox"/> Dance (Drill Team)	<input type="checkbox"/> Dance II (Drill Team)	<input type="checkbox"/> Dance III (Drill Team)	<input type="checkbox"/> Dance IV (Drill Team)
	Fine Arts - Theatre	Fine Arts - Theatre	Fine Arts - Theatre	Fine Arts - Theatre
	<input type="checkbox"/> Theatre Arts Exploratory I	<input type="checkbox"/> Theatre Arts Exploratory I	<input type="checkbox"/> Theatre Arts Exploratory I	<input type="checkbox"/> Theatre Arts Exploratory I
	<input type="checkbox"/> Theatre Arts I - Production	<input type="checkbox"/> Theatre Arts I - Production	<input type="checkbox"/> Theatre Arts I - Production	<input type="checkbox"/> Theatre Arts I - Production
		<input type="checkbox"/> Technical Theatre I	<input type="checkbox"/> Technical Theatre I	<input type="checkbox"/> Technical Theatre I
	<input type="checkbox"/> Theatre Arts II	<input type="checkbox"/> Theatre Arts II	<input type="checkbox"/> Theatre Arts II	
	<input type="checkbox"/> Theatre Production - Interpretation of Spoken Word	<input type="checkbox"/> Theatre Production - Interpretation of Spoken Word	<input type="checkbox"/> Theatre Production - Interpretation of Spoken Word	
		<input type="checkbox"/> Technical Theatre II	<input type="checkbox"/> Technical Theatre II	
		<input type="checkbox"/> Technical Theatre III	<input type="checkbox"/> Technical Theatre III	
		<input type="checkbox"/>	<input type="checkbox"/> Theatre Arts IV	

Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Band and Choir

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			8th Grade Courses for High School Credit	<u>Met Expectations</u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade		
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> CTE Science <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		
	ARTS AND HUMANITIES (Band and Choir)	9th	10th	11th	12th	
		Fine Arts - Band	Fine Arts - Band	Fine Arts - Band	Fine Arts - Band	
<input type="checkbox"/> Symphonic Band I		<input type="checkbox"/> Symphonic Band II	<input type="checkbox"/> Symphonic Band III	<input type="checkbox"/> Symphonic Band IV		
<input type="checkbox"/> Concert Band I		<input type="checkbox"/> Concert Band II	<input type="checkbox"/> Concert Band III	<input type="checkbox"/> Concert Band IV		
<input type="checkbox"/> Varsity Band I		<input type="checkbox"/> Varsity Band II	<input type="checkbox"/> Varsity Band III	<input type="checkbox"/> Varsity Band IV		
<input type="checkbox"/> Wind Ensemble I		<input type="checkbox"/> Honors Band II	<input type="checkbox"/> Honors Band III	<input type="checkbox"/> Honors Band IV		
<input type="checkbox"/> Instrumental Ensemble (paired)		<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)		
		<input type="checkbox"/> Wind Ensemble II	<input type="checkbox"/> Wind Ensemble III	<input type="checkbox"/> Wind Ensemble IV		
		<input type="checkbox"/> Instrumental Ensemble (paired)I	<input type="checkbox"/> Instrumental Ensemble (paired)	<input type="checkbox"/> Instrumental Ensemble (paired)		
		<input type="checkbox"/> Applied Music I	<input type="checkbox"/> Applied Music II	<input type="checkbox"/> Applied Music III		
Fine Arts - Choir		Fine Arts - Choir	Fine Arts - Choir	Fine Arts - Choir		
<input type="checkbox"/> Concert Women's Choir I		<input type="checkbox"/> Concert Women's Choir II	<input type="checkbox"/> Concert Women's Choir III	<input type="checkbox"/> Concert Women's Choir IV		
<input type="checkbox"/> Concert Men's Choir I		<input type="checkbox"/> Concert Men's Choir II	<input type="checkbox"/> Concert Men's Choir III	<input type="checkbox"/> Concert Men's Choir IV		
<input type="checkbox"/> Varsity Women's Choir I H		<input type="checkbox"/> Varsity Women's Choir II H	<input type="checkbox"/> Varsity Women's Choir III H	<input type="checkbox"/> Varsity Women's Choir IV H		
<input type="checkbox"/> Varsity Men's Choir IH		<input type="checkbox"/> Varsity Men's Choir II H	<input type="checkbox"/> Varsity Men's Choir III H	<input type="checkbox"/> Varsity Men's Choir IV H		
<input type="checkbox"/> A Cappella I H		<input type="checkbox"/> Vocal Ensemble Velocity II H	<input type="checkbox"/> Vocal Ensemble Velocity III H	<input type="checkbox"/> Vocal Ensemble Velocity IV H		
		<input type="checkbox"/> Vocal Ensemble Chamber II H	<input type="checkbox"/> Vocal Ensemble Chamber III H	<input type="checkbox"/> Vocal Ensemble Chamber IV H		
		<input type="checkbox"/> A Cappella II H	<input type="checkbox"/> A Cappella III H	<input type="checkbox"/> A Cappella IV H		
			<input type="checkbox"/> Music Theory AP	<input type="checkbox"/> Music Theory AP		

Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Languages Other Than English (LOTE)

_____ Last Name First M Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education		8th Grade Courses for High School Credit	<u>Met Expectations</u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade	
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	
	ARTS AND HUMANITIES (Foreign Language)	9th	10th	11th	12th
		Foreign Language	Foreign Language	Foreign Language	Foreign Language
		<input type="checkbox"/> Spanish I	<input type="checkbox"/> Spanish I	<input type="checkbox"/> Spanish I	<input type="checkbox"/> Spanish II
		<input type="checkbox"/> Spanish II	<input type="checkbox"/> Spanish II	<input type="checkbox"/> Spanish II	<input type="checkbox"/> Spanish III
		<input type="checkbox"/> German I	<input type="checkbox"/> Spanish III	<input type="checkbox"/> Spanish III	<input type="checkbox"/> Spanish Dual Credit
		<input type="checkbox"/> French I	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Spanish IV
		<input type="checkbox"/> Latin I	<input type="checkbox"/> German I	<input type="checkbox"/> Spanish IV	<input type="checkbox"/> Spanish Dual Credit
		<input type="checkbox"/> Accelerated Spanish-I	<input type="checkbox"/> German II	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> German II
		<input type="checkbox"/> Accelerated Spanish-II	<input type="checkbox"/> French I	<input type="checkbox"/> German I	<input type="checkbox"/> German III
			<input type="checkbox"/> French II	<input type="checkbox"/> German II	<input type="checkbox"/> Latin II
			<input type="checkbox"/> Latin I	<input type="checkbox"/> German III	<input type="checkbox"/> Latin III
			<input type="checkbox"/> Latin II	<input type="checkbox"/> French I	<input type="checkbox"/> Latin IV
				<input type="checkbox"/> French II	
				<input type="checkbox"/> French III	
			<input type="checkbox"/> Latin I		
			<input type="checkbox"/> Latin II		
			<input type="checkbox"/> Latin III		
		American Sign Language	American Sign Language	American Sign Language	
		<input type="checkbox"/> ASL I	<input type="checkbox"/> ASL I	<input type="checkbox"/> ASL II	
		<input type="checkbox"/> ASL II	<input type="checkbox"/> ASL III		

Duncanville ISD Graduation Plan: Arts and Humanities Endorsement-Fine Arts
Social Studies

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			8th Grade Courses for High School Credit	<u>Met Expectations</u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade		
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English _____ <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Advanced Science _____ <input type="checkbox"/> CTE Science _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		
	ARTS AND HUMANITIES (Social Studies)	9th	10th	11th	12th	
		Social Studies Elective	Social Studies Elective	Social Studies Elective	Social Studies Elective	
<input type="checkbox"/> World Geography		<input type="checkbox"/> World Geography	<input type="checkbox"/> World Geography	<input type="checkbox"/> World Geography		
<input type="checkbox"/> AP Human Geography		<input type="checkbox"/> AP World History	<input type="checkbox"/> Law Studies	<input type="checkbox"/> Law Studies		
		<input type="checkbox"/> Psychology	<input type="checkbox"/> Psychology	<input type="checkbox"/> Psychology		
			<input type="checkbox"/> Sociology	<input type="checkbox"/> Sociology		
			<input type="checkbox"/> African American Studies	<input type="checkbox"/> African American Studies		
			<input type="checkbox"/> Asian American Studies	<input type="checkbox"/> Asian American Studies		
			<input type="checkbox"/> World Wars of the 20th Century	<input type="checkbox"/> World Wars of the 20th Century		
			<input type="checkbox"/> AP Psychology/Social Studies Research Methods	<input type="checkbox"/> AP Psychology/Social Studies Research Methods		
			<input type="checkbox"/> AP Human Geography	<input type="checkbox"/> AP Human Geography		
			<input type="checkbox"/> AP European History	<input type="checkbox"/> AP European History		
		<input type="checkbox"/> AP Micro Economics	<input type="checkbox"/> AP Micro Economics			

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

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
	9TH Grade <input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	10TH Grade <input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	11TH Grade <input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	12TH Grade <input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
BUSINESS AND INDUSTRY (Arts/AV/Commination, Journalism, and Debate)	9th Arts, A/V Tech/Comm <input type="checkbox"/> Principles of Arts, A/V Tech and Communications	10th Arts, A/V Tech/Comm <input type="checkbox"/> Animation I and Lab <input type="checkbox"/> Audio/Video Production I and Lab <input type="checkbox"/> Commercial Photography I and Lab <input type="checkbox"/> Fashion Design I and Lab <input type="checkbox"/> Graphic Design and Illustration I and Lab	11th Arts, A/V Tech/Comm <input type="checkbox"/> Animation II and Lab <input type="checkbox"/> Audio/Video Production II and Lab <input type="checkbox"/> Digital Audio Technology I <input type="checkbox"/> Commercial Photography II and Lab <input type="checkbox"/> Fashion Design II and Lab <input type="checkbox"/> Graphic Design and Illustration II and Lab	12th Arts, A/V Tech/Comm <input type="checkbox"/> Practicum in Animation and Extended Practicum <input type="checkbox"/> Practicum in Audio/Video Production and Extended Practicum <input type="checkbox"/> Digital Audio Technology II <input type="checkbox"/> Practicum in Commercial Photography and Extended Practicum <input type="checkbox"/> Practicum in Fashion Design and Extended Practicum <input type="checkbox"/> Practicum in Graphic Design and Illustration and Extended Practicum	
	Journalism <input type="checkbox"/> Journalism I	Journalism <input type="checkbox"/> Journalism I <input type="checkbox"/> Photojournalism I <input type="checkbox"/> Photojournalism II <input type="checkbox"/> Printing and Imaging Technology I	Journalism <input type="checkbox"/> Journalism I <input type="checkbox"/> Photojournalism I <input type="checkbox"/> Photojournalism II <input type="checkbox"/> Printing and Imaging Technology II	Journalism <input type="checkbox"/> Journalism I <input type="checkbox"/> Photojournalism I <input type="checkbox"/> Photojournalism II <input type="checkbox"/> Practicum in Printing and Imaging Technology	
	Debate <input type="checkbox"/> Debate I	Debate <input type="checkbox"/> Debate I <input type="checkbox"/> Debate II	Debate <input type="checkbox"/> Debate II <input type="checkbox"/> Debate III	Debate <input type="checkbox"/> Debate II <input type="checkbox"/> Debate III <input type="checkbox"/> Debate IV	
	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Professional Communications	

Duncanville ISD Graduation Plan

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

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO					
	9TH Grade	10TH Grade	11TH Grade	12TH Grade					
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English _____ <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Advanced Science _____ <input type="checkbox"/> CTE Science _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____					
	BUSINESS AND INDUSTRY (Business, Marketing, and Finance)								
						9th	10th	11th	12th
						Business Management and Administration	Business Management and Administration	Business Management and Administration	Business Management and Administration
						<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Business Information Management I	<input type="checkbox"/> Business Information Management II	<input type="checkbox"/> Practicum in Business Management & Admin
							<input type="checkbox"/> Business Law	<input type="checkbox"/> Business Management	<input type="checkbox"/> Practicum in Business
									<input type="checkbox"/> Business English
									<input type="checkbox"/> Project-Based Research
						Marketing	Marketing	Marketing	Marketing
						<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Advertising	<input type="checkbox"/> Advertising	<input type="checkbox"/> Entrepreneurship
							<input type="checkbox"/> Fashion Marketing	<input type="checkbox"/> Fashion Marketing	<input type="checkbox"/> Entrepreneurship - DC
							<input type="checkbox"/> Social Media Marketing	<input type="checkbox"/> Social Media Marketing	<input type="checkbox"/> Advanced Marketing
						<input type="checkbox"/> Sports and Entertainment Marketing	<input type="checkbox"/> Sports and Entertainment Marketing	<input type="checkbox"/> Practicum in Marketing and Extended Practicum	
						<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Entrepreneurship		
						<input type="checkbox"/> Entrepreneurship - DC	<input type="checkbox"/> Entrepreneurship - DC		
							<input type="checkbox"/> Advanced Marketing		
Finance	Finance	Finance	Finance						
<input type="checkbox"/> Principles in Business, Marketing and Finance	<input type="checkbox"/> Accounting I	<input type="checkbox"/> Accounting II	<input type="checkbox"/> Accounting II						
		<input type="checkbox"/> Banking and Financial Services	<input type="checkbox"/> Banking and Financial Services						
			<input type="checkbox"/> Project-Based Research						

Duncanville ISD Graduation Plan- Public Service Endorsement

Last Name _____ First _____ M _____			8th Grade Courses for High School Credit	Spanish I Pre-AP _____ <u>Met Expectations</u> <input type="checkbox"/> YES <input type="checkbox"/> NO	
Cohort Enrollment Date _____ Cohort Expected Graduation Date _____				TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education				Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
<input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____				H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
	9TH Grade	10TH Grade	11TH Grade	12TH Grade	
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English _____ <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Advanced Science _____ <input type="checkbox"/> CTE Science _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____	
	9th				
	Cosmetology				
	<input type="checkbox"/> Principles of Cosmetology Design and Color Theory				
	Education				
	<input type="checkbox"/> Principles of Education and Training				
	Government and Public Administration				
	<input type="checkbox"/> Principles of Government and Public Administration				
	<input type="checkbox"/> Political Science I				
	Health Science				
	<input type="checkbox"/> Principles of Health Science				
	<input type="checkbox"/> _____				
	<input type="checkbox"/> _____				
	<input type="checkbox"/> _____				
	Hospitality and Tourism				
<input type="checkbox"/> Introduction to Culinary Arts					
Human Services					
<input type="checkbox"/> Principles of Human Services					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					

Duncanville ISD Graduation Plan: STEM Endorsement

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____		8th Grade Courses for High School Credit	<u>Met Expectations</u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
	9TH Grade	10TH Grade	11TH Grade	12TH Grade
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (I) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English _____ <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Advanced Science _____ <input type="checkbox"/> CTE Science _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____
STEM (Engineering, Electronics, Mathematics, and Science)	9th	10th	11th	12th
	Engineering	Engineering	Engineering	Engineering
	<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Engineering Design and Presentation I	<input type="checkbox"/> Engineering Design and Presentation II DC	<input type="checkbox"/> Practicum in STEM and Extended Practicum
		<input type="checkbox"/> Engineering Design and Presentation I DC	<input type="checkbox"/> Robotics II	<input type="checkbox"/> Engineering Mathematics
		<input type="checkbox"/> Robotics I	<input type="checkbox"/> Engineering Mathematics	<input type="checkbox"/> Scientific Research and Design
	Electronics	Electronics	Electronics	Electronics
	<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> AC/DC Electronics	<input type="checkbox"/> Solid State Electronics	<input type="checkbox"/> Practicum in STEM and Extended Practicum
		<input type="checkbox"/> AC/DC Electronics DC	<input type="checkbox"/> Solid State Electronics DC	<input type="checkbox"/> Engineering Mathematics
			<input type="checkbox"/> Engineering Mathematics	<input type="checkbox"/> Scientific Research and Design
	Mathematics	Mathematics	Mathematics	Mathematics
	<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Algebra II	<input type="checkbox"/> Pre-Calculus PAP	<input type="checkbox"/> Calculus AP (AB)
	<input type="checkbox"/> Computer Science I	<input type="checkbox"/> Algebra II-Pre-AP	<input type="checkbox"/> Pre-Calculus PAP DC	<input type="checkbox"/> Calculus DC (AB)
	<input type="checkbox"/> Geometry PAP		<input type="checkbox"/> Statistics AP	<input type="checkbox"/> Calculus AP (BC)
			<input type="checkbox"/> Statistics DC	<input type="checkbox"/> Calculus DC (BC)
	Science	Science	Science	Science
	<input type="checkbox"/> Biology I PAP	<input type="checkbox"/> Chemistry PAP	<input type="checkbox"/> Physics PAP	<input type="checkbox"/> Biology II AP
		<input type="checkbox"/> Anatomy and Physiology H	<input type="checkbox"/> Anatomy and Physiology H	<input type="checkbox"/> Chemistry II AP
		<input type="checkbox"/> Physics PAP	<input type="checkbox"/> Food Science	<input type="checkbox"/> Physics II AP
			<input type="checkbox"/> Environmental Science	<input type="checkbox"/> Anatomy and Physiology H
			<input type="checkbox"/> Physics I AP	<input type="checkbox"/> Forensic Science
		<input type="checkbox"/> Forensic Science		

Duncanville ISD Graduation Plan: STEM Endorsement

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____				8th Grade Courses for High School Credit	<u>Met Expectations</u> Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
	9TH Grade	10TH Grade	11TH Grade	12TH Grade		
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> CTE Science <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		
	9th	10th	11th	12th		
STEM (IT and Computer Science)	Information Technology	Information Technology	Information Technology	Information Technology		
	<input type="checkbox"/> Principles of Information Technology	<input type="checkbox"/> Computer Maintenance and Lab	<input type="checkbox"/> Networking	<input type="checkbox"/> Computer Technician Practicum and Extended Practicum		
		<input type="checkbox"/> Digital Media	<input type="checkbox"/> Web Technologies	<input type="checkbox"/> Practicum in Information Technology and Extended Practicum		
		<input type="checkbox"/> Digital Media DC	<input type="checkbox"/> Web Technologies DC	<input type="checkbox"/> Practicum in Information Technology and Extended Practicum		
		<input type="checkbox"/> Computer Programming I	<input type="checkbox"/> Computer Programming II	<input type="checkbox"/> Practicum in Information Technology and Extended Practicum		
	Computer Science	Computer Science	Computer Science	Computer Science		
	<input type="checkbox"/> Computer Science I	<input type="checkbox"/> Advanced Computer Science AP	<input type="checkbox"/> Independent Study in Technology Applications	<input type="checkbox"/> Independent Study in Technology Applications		

Duncanville ISD Graduation Plan

Business and Industry Endorsement- Agriculture, Architecture, Manufacturing & Transportation

Last Name _____ First _____ M _____ Cohort Enrollment Date _____ Cohort Expected Graduation Date _____ Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			8th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO		
	9TH Grade	10TH Grade	11TH Grade	12TH Grade		
FOUNDATION COURSES	<input type="checkbox"/> English I <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Biology <input type="checkbox"/> Pre AP <input type="checkbox"/> World Geography <input type="checkbox"/> Pre AP <input type="checkbox"/> AP Human Geography <input type="checkbox"/> PE (1) <input type="checkbox"/> Fine Art _____ <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English II <input type="checkbox"/> Pre AP <input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Integrated Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Pre AP <input type="checkbox"/> World History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP <input type="checkbox"/> Advanced Math _____ <input type="checkbox"/> Physics I <input type="checkbox"/> Pre AP <input type="checkbox"/> Chemistry I <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <input type="checkbox"/> Pre AP <input type="checkbox"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Math <input type="checkbox"/> _____ <input type="checkbox"/> Advanced Science <input type="checkbox"/> _____ <input type="checkbox"/> CTE Science <input type="checkbox"/> _____ <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Micro- Economics <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Macro-Economics- AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____		
	9th		10th	11th	12th	
	Agriculture		Agriculture	Agriculture	Agriculture	
	<input type="checkbox"/> Principles of Agriculture, Food and Natural Resources		<input type="checkbox"/> Livestock Production	<input type="checkbox"/> Veterinary Medical Applications	<input type="checkbox"/> Practicum in Agriculture, Food and Natural Resources and Extended Practicum	
			<input type="checkbox"/> Floral Design	<input type="checkbox"/> Horticulture Science	<input type="checkbox"/> Practicum in Agriculture, Food and Natural Resources and Extended Practicum	
	Architecture		Architecture	Architecture	Architecture	
	<input type="checkbox"/> Principles of Architecture		<input type="checkbox"/> Architectural Design I	<input type="checkbox"/> Architectural Design II	<input type="checkbox"/> Practicum in Architectural Design and Extended Practicum	
			<input type="checkbox"/> Architectural Design I - DC	<input type="checkbox"/> Architectural Design II - DC	<input type="checkbox"/> Practicum in Architectural Design and Extended Practicum - DC	
				<input type="checkbox"/> Interior Design	<input type="checkbox"/> Interior Design	
	Construction		Construction	Construction	Construction	
	<input type="checkbox"/> Principles of Construction		<input type="checkbox"/> Construction Technology I	<input type="checkbox"/> Construction Technology II	<input type="checkbox"/> Practicum in Construction Technology and Extended Practicum	
				<input type="checkbox"/> Interior Design I	<input type="checkbox"/> Interior Design II	
	Manufacturing		Manufacturing	Manufacturing	Manufacturing	
	<input type="checkbox"/> Introduction to Welding		<input type="checkbox"/> Welding I	<input type="checkbox"/> Welding II and Lab	<input type="checkbox"/> Practicum in Manufacturing and Extended Practicum	
	Automotive		Automotive	Automotive	Automotive	
<input type="checkbox"/> Automotive Basics		<input type="checkbox"/> Automotive Technology I	<input type="checkbox"/> Automotive Technology II	<input type="checkbox"/> Practicum in Transportation Systems - Automotive		
		<input type="checkbox"/> Automotive Technology I - DC	<input type="checkbox"/> Automotive Technology II - DC	<input type="checkbox"/> Practicum in Transportation Systems - Automotive - DC		
Collision Repair		Collision Repair	Collision Repair	Collision Repair		
<input type="checkbox"/> Basic Collision Repair and Refinishing		<input type="checkbox"/> Collision Repair	<input type="checkbox"/> Paint and Refinishing	<input type="checkbox"/> Practicum in Transportation Systems - Collision Repair and Extended Practicum		

Agriculture, Food and Natural Resources

Certifications/Licensures:

Pet CPR

Veterinarian Assistant - Level 1

Endorsement Business & Industry

Clubs:

FFA (Future Farmers of America)

SKILLS USA



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. If you 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 for you.

Principles of Agriculture, Food and Natural Resources (9-10) 1 credit

Animal Science Focus

Livestock Production
(10-11) 1 credit

Veterinary Medical Applications
(11-12) 1 credit

Practicum in AFNR
(12) 2 credits

Animal Science Focus

Floral Design
(10-11) 1 credit

Horticulture Science
(11-12) 1 credit

Practicum in AFNR
(12) 2 credits

Architecture and Construction

Certifications/Licensures:

Auto Desk
CADD Operator- Dual Credit Only
OSHA

Endorsement Business & Industry

Clubs:
SKILLS USA



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. With the building finished, another team of people manages 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

Principles of Architecture
(9-10) 1 Credit

Principles of Architecture
(9-10) 1 Credit

Architectural Design II
(11-12) 2 Credits

Practicum in
Architectural Design
(12) 2 Credits

Interior Design I
(10-11) 1 Credit

Interior Design II
(11-12) 2 Credits

Construction Focus

Principles of Construction
(9-10) 1 Credits

Construction Technology I
(10-11) 1 Credits

Construction Technology II
(11-12) 2 Credits

Practicum in Construction
Technology (12) 2 Credits

Arts, AV Tech and Communications

Certifications/Licensures:

Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Maya, and Adobe Flash

Endorsement Business & Industry

Clubs:

SKILLS USA



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.

Principles of Technology (9-10) 1 credit

Computer Technician Focus	AV Production Focus	Commercial Photography Focus	Digital Audio Focus	Fashion Design Focus	Graphic Design Focus	Printing & Imaging Focus
Animation I (10-11) 1 credit	Audio Video Production I (10-11) 1 credit	Commercial Photography I (10-11) 1 credit	Digital Audio Technology I (10-11) 1 credit	Fashion Design I (10-11) 1 credit	Graphic Design I (10-11) 1 credit	Printing & Imaging Technology I (10-11) 1 credit
^ Animation I Lab (10-11) 1 credit	^ Audio Video Production I Lab (10-11) 1 credit	^ Commercial Photography I Lab (10-11) 1 credit	Digital Audio Technology II (11-12) 1 credit	^ Fashion Design I Lab (10-11) 1 credit	^ Graphic Design I Lab (10-11) 1 credit	Printing & Imaging Technology II (11-12) 2 credits
Animation II (11-12) 1 credit	Audio Video Production II (11-12) 1 credit	Commercial Photography II (11-12) 1 credit		Fashion Design II (11-12) 1 credit	Graphic Design II (11-12) 1 credit	Practicum in Printing & Imaging Technology II (12) 2 credits
^^ Animation II Lab (11-12) 1 credit	^^ Audio Video Production II Lab (11-12) 1 credit	^^ Commercial Photography II Lab (11-12) 1 credit		^^ Fashion Design II Lab (11-12) 1 credit	^^ Graphic Design II Lab (11-12) 2 credits	
Practicum in Animation (12) 2 credits	Practicum in Audio Video Production (12) 2 credits	Practicum in Commercial Photography (12) 2 credits		Practicum Fashion Design (12) 2 credits	Practicum in Graphic Design (12) 2 credits	
^^^ Extended Practicum in Animation (12) 1 credit	^^^ Extended Practicum in Audio Video Production (12) 1 credit	^^^ Extended Practicum in Commercial Photography (12) 1 credit		^^^ Extended Practicum in Fashion Design (12) 1 credit	^^^ Extended Practicum in Graphic Design (12) 1 credits	Video Game Design (10-12) 1 credit * Can be taken anytime after Principles of AV

^, ^^, ^^^ Must be taken concurrently with class listed above it.

Business Management and Administration

Certifications/Licensures:
Microsoft Office User

Endorsement
Business & Industry

Clubs:
BPA
(Business Professionals of America)



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.

Principles of Business Marketing and Finance
(9-10) 1 credit

Virtual Business I
(10-11) .5 credit

Business Information
Management I
(10-11) 1 credit

Business Law
(10-12) 1 credit

Business Information
Management II
(11-12) 1 credit

Business English
(12) 1 credit

Practicum of Business
Management & Administration
(12) 2 credits

Business
Management
(11-12) 1 credit

Project Based Research
(12) 1 credit

Education and Training

Certifications/Licensures:
TeXes Educational Aide - 1

Endorsement
Public Service

Clubs:
TAFE
(Texas Association of Future Educators)



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.

Principles of
Education and Training
(9-10) 1 credit

Human Growth and
Development
(10-12) 1 credit

Instructional Practice in
Education and Training
(11-12) 1 credit

Practicum in Education
and Training
(12) 2 credits

Finance

Certifications/Licensures:
QuickBooks Intuit Certification

Endorsement
Business & Industry

Clubs:
SKILLS USA
UIL



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, the Finance could be the right career cluster for you.

Principles of Business Marketing and Finance
(9-10) 1 credit

Accounting I
(10-12) 1 credit

Accounting II
(11-12) 1 credit

Project Based Research
(12) 1 credits

Banking and
Financial Services
(10-11) .5 credit

Government & Public Administration

Certifications/Licensures:
NA

Endorsement
Public Service

Clubs:
YAG
(Youth and Government)



If your interested in shaping or protecting the future of your city, state, and country, the Government and Public Administration Career Cluster may be for you. Though there are some areas that are unique to military service, virtually every occupation can be found within government. Some sample occupations for this cluster are elected official (city council, mayor, governor, etc.) city manager, lobbyist, legislative assistant, military member, foreign service, diplomatic or consular office, planner, federal aid coordinator, court clerk.

Principles of Government &
Public Administration
(9-10) 1 credit

Political Science I
(10-12) 1 credit

Political Science II
(11-12) 1 credit

Practicum in Government &
Public Administration
(12) 2 credits

Health Science

Certifications/Licensures:
CPR
Pharmacy Tech
CNA

Endorsement
Public Service

Clubs:
HOSA
(Health Occupations Students of America)



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 CEO's (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.

Principles of Health Science
(9-10) 1 credit

Pharmacy Tech Focus

**Medical Billing &
Coding Focus**

CNA Focus

Anatomy & Physiology (10-12) 1 credit
Pathophysiology (10-12) .5 credit
Medical Terminology (10-12) .5 credit
Medical Microbiology (10-12) .5 credit
Forensic Science (11-12) 1 credit
World Health Research (12) 1 credit

Health Science Theory & Clinical**
(11-12) 2 credits

Practicum in Health Science
Pharmacy Tech Program
(12) 1 credit

Practicum in Health Science
Medical Billing & Coding
(12) 2 credits

Practicum in Health
Science CNA Program**
(12) 2 credits

***limited to 16 student per double block*

Human Services

Certifications/Licensures:
Cosmetologist Operators License

Endorsement
Public Service

Clubs:
SKILLS USA, FCCLA
(Family, Career and Community Leaders
of America)



It takes a special kind of person to work in Human Services. Although many jobs in the cluster pay well, those who chooses 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.

Human Service Focus

Principles of Human Services
(9-10) 1 credit

Child Development
(11-12) 1 credit
Interpersonal Studies
(10-11) .5 credit
Lifetime Nutrition & Wellness
(10-11) .5 credit
Counseling & Mental Health
(11-12) 1 credit
Child Guidance
(12) 2 credits

Practicum in Human Services
(12) 2 credits

Cosmetology Focus

Principles of of Cosmetology
(9) 1 credit

Introduction to Cosmetology
(10) 1 credit

Cosmetology I
(11) 3 credits

Cosmetology II
(12) 3 credits

**Cosmetology courses are limited to 50 students*

Hospitality and Tourism

Certifications/Licensures:
SafeServ Certification

Endorsement
Business & Industry

Clubs:
SKILLS USA



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.

Introduction to Culinary Arts
(9-10) 1 credit

Culinary Arts
(10-12) 1 credit

Advanced Culinary Arts
(11-12) 2 credits

Practicum in Culinary Arts
(12) 2 credits

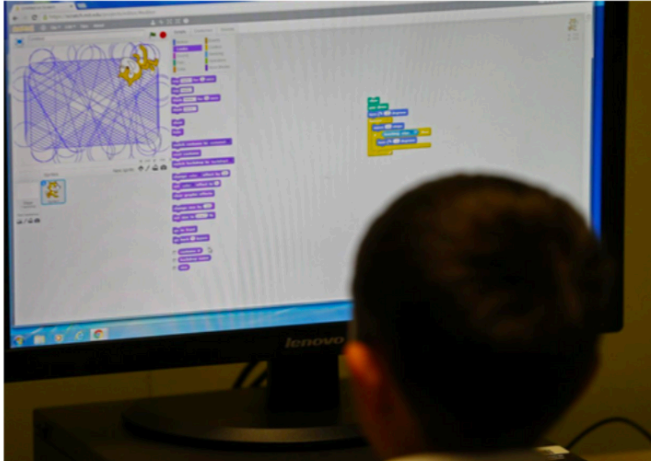
Food Science
(12) 1 credits

Information Technology

Certifications/Licensures:
NA

Endorsement
STEM

Clubs:
SKILLS USA



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.

Principles of Technology
(9-10) 1 credit

Computer Technician
Focus

Computer Maintenance
(10-11) 1 credit

Networking
(11-12) 1 credit

Practicum in Computer
Technician
(12) 2 credits

Programming Focus

Computer Programming I
(10-11) 1 credit

Computer Programming II
(11-12) 1 credit

Practicum in
Information Technology
(12) 2 credits

Web Focus

Digital Media
(10-11) 1 credit

Web Technologies
(11-12) 1 credit

Manufacturing

Certifications/Licensures:
AWS Welding D1.1

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.

Introduction to Welding
(9-10) 1 credit

Welding I
(10-12) 1 credit

Welding II
(11-12) 1 credit

Practicum in Manufacturing
(12) 2 credits

Marketing

Certifications/Licensures:
NA

Endorsement
Business & Industry

Clubs:
DECA
(Distributive Education Clubs of America)



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 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.

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

*One or more of the following courses, must
total at least one year credit*

Entrepreneurship (10-12) .5 credit

Advertising (10-12) .5 credit

Fashion Marketing (10-12) .5 credit

Sports & Entertainment Marketing (10-12) .5 credit

Social Media Marketing (10-12) .5 credit

Advanced Marketing (11-12) 2 credits

Practicum in Marketing (12) 2 credits

Extended Practicum in Marketing (12) 1 credit
(Must be taken concurrently with Practicum in Marketing)

Science, Technology, Engineering & Mathematics

Certifications/Licensures:
Auto Desk Certification

Endorsement
STEM

Clubs:
SKILLS USA



New discoveries are made every day. Scientists, technologists, engineers, and mathematicians are pushing the boundaries of human knowledge by seeking to better understand 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.

Principles of Applied Engineering (9-10) 1 credit

Electronic Focus

AC/DC Electronics
(10-11) 1 credit

Solid State Electronics
(11-12) 2 credits

Robotics Focus

Robotics I
(10-11) 1 credit

Robotics II
(11-12) 1 credit

Engineering Focus

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

Engineering Design & Presentation II
(11-12) 2 credits

Engineering Math (11-12) 1 credit
Practicum in STEM (12) 2 credits

CTE COURSE DESCRIPTIONS



Agriculture, Food and Natural Resources

No.	Course	Credit	Grade
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13AG012	Principles of Agriculture, Food and Natural Resources	1	9-10
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Student choice – membership fee for Future Farmers of America is \$20 and membership for SkillsUSA is \$30.

Students in this cluster are eligible to join either or both student leadership organizations.

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

13AG022	Livestock Production	1	10-11
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In Livestock Production, students acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, 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.

13AG032	Veterinary Medical Applications	1	11-12
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Prerequisite: Livestock Production or other animal related course

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, 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 knowledge and skills and technologies in a variety of settings.

13AG042	Floral Design	1	10-11
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This course satisfies the state Fine Arts graduation requirement

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design, as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, 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 and technologies in a variety of settings.

13AG052	Horticulture Science	1	11-12
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Prerequisite: Floral Design

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, 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 knowledge and skills in a variety of settings.

13AG06	Practicum in Agriculture, Food and Natural Resources	2	11-12
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Prerequisite: Completion of 2 or more courses within either plant or animal focus within this cluster

Practicum in Agriculture, Food, and Natural Resources 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. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, 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 and technologies in a variety of settings.

1303012	Mathematical Applications in Agriculture, Food and Natural Resources	1	10-12
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Prerequisite: Algebra I

In Mathematical Applications in Agriculture, Food, and Natural Resources, students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. To prepare for success, students need opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

No.	Course	Credit	Grade
13A6072	Extended Practicum in Agriculture, Food and Natural Resources	1	11-2

Co-requisite Practicum in Agriculture, Food and Natural Resources

Extended Practicum in Agriculture, Food, and Natural Resources 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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, 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 and technologies in a variety of settings.

Architecture and Construction

No.	Course	Credit	Grade
13AR012	Principles of Architecture	1	9-10
Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision-making and problem-solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills, such as problem solving, critical thinking, and reading technical drawings.			
13AR022	Architectural Design I	1	10-11
In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.			
13AR003/13AR013	Architectural Design I Dual Credit Apply to Mountain View College and take TSI	1	10-11
Students gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes. Successful completion of this course yields college credit for courses within the sequence of courses which can achieve an industry recognized certificate or Associate's Degree.			
13AR032	Architectural Design II	2	11-12
Prerequisite: Architectural Design I In Architectural Design II, students gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.			
13AR033/13AR043	Architectural Design II Dual Credit	2	11-12
Prerequisite: Architectural Design I Dual Credit In Architectural Design II, students gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes. Successful completion of these courses yields college credit for courses within the sequence of courses which can award an industry recognized certificate or Associate's Degree.			
13AR041	Practicum in Architectural Design	2	12
Prerequisite: Architectural Design II Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.			
13AR053/13AR063	Practicum in Architectural Design Dual Credit	2	12
Prerequisite: Architectural Design II Dual Credit Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. Successful completion of these courses yields college credit for two courses within the sequence of courses which can award an industry recognized certificate or Associate's Degree.			
13AR052	Extended Practicum in Architectural Design	1	12
Co-requisite: Practicum in Architectural Design Extended Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.			
13AR073/13AR083	Extended Practicum in Architectural Design Dual Credit	1	12
Co-requisite: Practicum in Architectural Design Dual Credit Extended Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study. Successful completion of these courses yields college credit for courses within the sequence of courses which can award an industry recognized certificate or Associate's Degree.			

No.	Course	Credit	Grade
13ID012	Interior Design Interior Design I is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, promote sustainability, and compete in industry.	1	10-12
13ID022	Interior Design II Interior Design II is a technical laboratory course that includes the application of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design to meet industry standards. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	1	11-12
13CO012	Principles of Construction Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.	1	9-10
13CO022	Construction Technology I In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.	2	10-11
13CO032	Construction Technology II Prerequisite: Construction Technology I In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.	2	11-12
13CO041	Practicum in Construction Technology In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.	2	12
13CO052	Extended Practicum in Construction Technology Co-requisite: Practicum in Construction Technology In Extended Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.	1	12

Arts, Audio/Video Technology and Communications

No.	Course	Credit	Grade
13AAV02	Principles of Arts, Audio/Video Technology and Communications	1	9-10
The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a 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 are 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.			
13AN012	Animation I	1	10-11
Supplies needed include: 16 GB flash drive and ear buds			
Careers in animation span all aspects of motion graphics. Within this context, students are expected to develop an understanding of the history and techniques of the animation industry (in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster)			
13AN013	Animation I Dual Credit	1	10-11
Prerequisite: Meet TSI requirements.			
Supplies needed include: 16 GB flash drive and ear buds			
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 are expected to develop an understanding of the history and techniques of the animation industry. Successful completion of this course will yield college credit in this field of study.			
13AN022	Animation I Lab	1	10-11
Co-requisite: Animation I			
This Lab is offered with Animation I to allow students sufficient time to master the content of both courses.			
13AN022	Animation I Lab Dual Credit	1	10-11
Co-requisite: Animation I Dual Credit			
This Lab is offered with Animation I to allow students sufficient time to master the content of both courses. Successful completion of this course will yield college credit in this field of study.			
13AN032	Animation II	1	11-12
Prerequisite: Animation I			
Careers in animation span all aspects of motion graphics. Within this context, students are expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry (in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster).			
13AN033/13AN043	Animation II Dual Credit	1	11-12
Careers in animation span all aspects of motion graphics. Within this context, students are expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry (in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster). Successful completion of this course will yield college credit in this field of study.			
13AN042	Animation II Lab	1	11-12
Co-requisite: Animation II			
This Lab is offered with Animation II to allow students sufficient time to master the content of both courses.			
13AN053	Animation II Lab Dual Credit	1	11-12
This Lab is offered with Animation II to allow students sufficient time to master the content of both courses. Successful completion of this course will yield college credit in this field of study.			
13AN051	Practicum in Animation	2	12
Prerequisite: Animation II			
Careers in animation span all aspects of the arts, audio/video technology, and communications industry. Building upon the concepts taught in Animation II and its co-requisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.			

No.	Course	Credit	Grade
13AN063/13AN073	Practicum in Animation Dual Credit	2	12
Prerequisite: Animation II Dual Credit			
Careers in animation span all aspects of the arts, audio/video technology, and communications industry. Building upon the concepts taught in Animation II and its co-requisite, Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Successful completion of these courses yield college credit in this field of study.			
13AN062	Extended Practicum in Animation	1	12
Co-requisite: Practicum in Animation			
This Lab is offered with Practicum in Animation to allow students sufficient time to master the content of both courses.			
13AN083	Extended Practicum in Animation Dual Credit	1	12
Co-requisite: Practicum in Animation Dual Credit			
This Lab is offered with Practicum in Animation to allow students sufficient time to master the content of both courses. Successful completion of this course yields college credit in this field of study.			
13AV012	Audio/Video Production I	1	10-11
Supplies needed include 32 GB flash drive			
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.			
13AV022	Audio/Video Production I Lab	1	10-11
Co-requisite: Audio/Video Production I			
A lab co-requisite for the course affords necessary time devoted specifically to the production and post- production process.			
13AV032	Audio/Video Production II	1	11-12
Prerequisite: Audio/Video Production I			
Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an advanced understanding of the industry with a focus on pre- production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.			
13AV042	Audio/Video Production II Lab	1	11-12
Co-requisite: Audio/Video Production II			
Students are expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab co- requisite for the course affords necessary time devoted specifically to the production and post-production process.			
13AV051	Practicum in Audio/Video Production	2	12
Prerequisite: Audio/Video Production II			
Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.			
13AV062	Extended Practicum in Audio/Video Production	1	12
Co-requisite: Practicum in Audio/Video Production			
Students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based class experiences or career preparation opportunities.			
13CP012	Commercial Photography I	1	10-11
Supplies needed 32 GB flash drive			
Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students are expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs (In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster).			

No.	Course	Credit	Grade
13CP022	Commercial Photography I Lab	1	10-11
Co-requisite: Commercial Photography I			
A lab co-requisite for the course affords necessary time devoted specifically to developing an understanding of the commercial photography industry with a focus on creating quality photographs.			
13CP032	Commercial Photography II	1	11-12
Prerequisite: Commercial Photography I			
Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students are expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs (in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster).			
13CP042	Commercial Photography II Lab	1	11-12
Co-requisite: Commercial Photography II			
A lab co-requisite for the course affords necessary time devoted specifically to developing an understanding of the commercial photography industry with a focus on creating quality photographs and to augment the knowledge gained in Commercial Photography I and II.			
13CP051	Practicum in Commercial Photography	2	12
Prerequisite: Commercial Photography II			
Students are expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.			
13CP062	Extended Practicum in Commercial Photography	1	12
Co-requisite: Practicum in Commercial Photography			
A lab co-requisite for the course affords necessary time devoted specifically to developing an understanding of the commercial photography industry with a focus on creating quality photographs and to augment the knowledge gained in the sequence of Commercial Photography classes previously taken.			
13FD012	Fashion Design I	1	10-11
Supplies: Approximately \$75 in sewing and design materials over the course of the year.			
Careers in fashion span all aspects of the textile and apparel industries. 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 are expected to develop an understanding of the fashion industry with an emphasis on design and construction.			
13FD022	Fashion Design I Lab	1	10-11
Co-requisite: Fashion Design I			
A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design I.			
13FD032	Fashion Design II	1	11-12
Prerequisite: Fashion Design I			
Supplies: Approximately \$150 in sewing and design materials over the course of the year.			
Students are expected to develop an understanding of the fashion industry with an emphasis on design and construction. Use of technology as it applies to the industry is covered, as well as hand-drawn designs to assist with the development of a design portfolio.			
13FD042	Fashion Design II Lab	1	11-12
Co-requisite: Fashion Design II			
A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design II.			
13FD051	Practicum in Fashion Design	2	12
Prerequisite: Fashion Design II			
Supplies: Approximately \$200 in sewing and design materials over the course of the year.			
Careers in fashion span all aspects of the 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 are 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.			
13FD062	Extended Practicum in Fashion Design	1	12
Co-requisite: Practicum in Fashion Design			
A lab co-requisite for the course affords necessary time devoted specifically to master the content of Practicum in Fashion Design.			

No.	Course	Credit	Grade
31GD012	Graphic Design I Supplies needed include an 8 GB flash drive and a sketch book Careers in graphic design span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.	1	10-11
13GD022	Graphic Design I Lab Co-requisite: Graphic Design I A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design I.	1	10-11
13GD013/13GD023	Graphic Design I Dual Credit Prerequisite: Meet TSI requirements Supplies needed include an 8 GB flash drive and a sketch book Careers in graphic design span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. Successful completion of these courses will yield college credit in this field of study.	1	10-11
13GD032	Graphic Design II Prerequisite: Graphic Design I Careers in graphic design span all aspects of the advertising and visual communications industries. Students are expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. The initiation of a portfolio will begin in this course to display skills obtained that are viable for the industry.	1	11-12
13GD042	Graphic Design II Lab Co-requisite: Graphic Design II A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design II.	1	11-12
13GD033/13GD043	Graphic Design II Dual Credit Prerequisite: Graphic Design I Dual Credit Careers in graphic design span all aspects of the advertising and visual communications industries. Students are expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. The initiation of a portfolio will begin in this course to display skills obtained that are viable for the industry. Successful completion of these courses will yield college credit in this field of study.	1	11-12
13GD052	Practicum in Graphic Design Prerequisite: Graphic Design II Careers in graphic design span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are 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.	2	12
13GD062	Extended Practicum in Graphic Design Co-requisite: Practicum in Graphic Design A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design I and II.	1	12
13GD053/13GD063	Practicum in Graphic Design Dual Credit Prerequisite: Graphic Design II Dual Credit Careers in graphic design span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are 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 these courses will yield college credit in this field of study.	2	12
13GD073	Extended Practicum in Graphic Design Dual Credit Co-requisite: Practicum in Graphic Design Dual Credit A lab co-requisite for the course affords necessary time devoted specifically to master the content of Design I and II. Successful completion of this course will yield college credit in this field of study.	1	12
13PC002	Professional Communications 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 are expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.	.5	10-12

No.	Course	Credit	Grade
13PC003	Professional Communications Dual Credit	.5	10-12
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 are expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Successful completion of this course yields college credit for speech.			
13PIT02	Printing and Imaging Technology I	1	10-12
Prerequisite: Principles of Arts, A/V Technology and Communication. Application required.			
The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment. Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.			
13PIT12	Printing and Imaging Technology II	1	11-12
Prerequisite: Printing and Imaging Technology I			
The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment. Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.			
13PIT22	Practicum in Printing and Imaging Technology	2	12
Prerequisite: Printing and Imaging Technology II			
The practicum is paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster.			

Business Management and Administration

No.	Course	Credit	Grade
13BMF02	Principles of Business, Marketing and Finance	1	9-10
13BBMF2	Basic Principles of Business, Marketing and Finance (As Determined by ARD)		

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

13BMG02	BUSINESS MANAGEMENT CTE	1	10-11
See Sequence of Courses			

The course will familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling.

13BMG21	BUSINESS ADMINISTRATION PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT CTE	2	12
See Sequence of Courses			

In this practicum course, Business Management students will experience supervised practical application of previously studied knowledge. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students will apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social and ethical aspects of business to become competent consumers, employees, and entrepreneurs.

13TSD02	Touch System Data Entry	.5	9-10
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In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students need to apply touch system data entry for production of business documents.

13VB002	Virtual Business	.5	10-11
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Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project- management skills. Students demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

13BIM02	Business Information Management I	1	10-11
13BBIM2	Basic Business Information Management I (As Determined by ARD)		

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

13BIM12	Business Information Management II	1	11-12
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This course has an emphasis on preparation for Certifications in Microsoft Word, Excel and PowerPoint. In Business Information Management II, students implement 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 skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

13BL002	Business Law	1	11-12
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Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.

13PS012	Project-Based Research	1	11-12
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Prerequisite: 2 or more courses for 3 or more credits within a pathway

Fees: cost of project materials for the student-selected project

Project-Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

1301002	Business English	1	12
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In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

Computer Science

Please see Curriculum requirements for Graduation Requirements in Computer Science

It is important to know that this course description guide includes all courses that are offered in the Duncanville ISD. However, due to enrollment and teacher availability, not every class will be offered every year at the High School.

No.	Course	Credit	Grade
0914011	COMPUTER SCIENCE I	1	9-12

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.

1014010	COMPUTER SCIENCE I AP	1	10-12
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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 is relentless and the evaluations are constructed to mimic the evaluations of the AP Computer Science exam.

Education and Training

No.	Course	Credit	Grade
13EDU02	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 as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students develop a graduation plan that leads to a specific career choice in the student's interest area.

13EDU12	Human Growth and Development	1	10-11
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Supplies: \$10

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

13EDU22	Instructional Practices	2	11-12
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Prerequisite: Human Growth and Development; Application and Interview required Supplies: Approximately \$20 for purchase of intern shirt; \$35 for club dues

Instructional Practices is a field-based internship (practicum) that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

13EDU31	Practicum in Education and Training	2	12
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Prerequisite: Instructional Practices

Supplies: \$20 if replacement shirt is needed; \$35 for club dues

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices.

Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

No.	Course	Credit	Grade
13EDU42	Extended Practicum in Education and Training	1	12
Co-requisite: Practicum in Education and Training			
Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.			
13HS032	WORLD HEALTH RESEARCH CTE	1	11-12
See Sequence of Courses			
Students will examine major world health problems and emerging technologies as solutions to medical concerns. Students will improve their understanding of cultural, infrastructure, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical care issues.			
13HUS42	CHILD GUIDANCE	1	12
See Sequence of Courses			
A technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Instruction may be delivered through school-based laboratory training or through work- based delivery arrangements such as cooperative education, mentoring, and job shadowing.			

Finance

No.	Course	Credit	Grade
13BMF02	Principles of Business, Marketing and Finance	1	9-10
13BBMF2	Basic Principles of Business, Marketing and Finance		

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

13BFS02	Banking and Financial Services	1	10-12
13BBFS2	Basic Banking and Financial Services		

In Banking and Financial Services, students develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

13ACC02	Accounting I	1	10-12
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In Accounting I, 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.

13ACC12	Accounting II	1	11-12
Prerequisite: Accounting I			

In Accounting II, students continue the investigation of 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 various managerial, financial, and operational accounting activities. Students formulate, interpret, and communicate financial information for use in management decision making. Students use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Government and Public Administration

No.	Course	Credit	Grade
13GOV02	Principles of Government and Public Administration	1	9-10

Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.

13GOV12	Political Science I	1	10-12
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Political Science I introduces students to political theory through the study of governments; public policies; and political processes, systems, and behavior.

13GOV22	Political Science II	1	11-12
Prerequisite: Political Science I			

Political Science II uses a variety of learning methods and approaches to examine the processes, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current U.S. and world events.

13GOV41	Practicum in Local, State and Federal Government	2	11-12
Prerequisite: Political Science II			

Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, Foreign Service, revenue, taxation, and regulation.

13GOV52	Extended Practicum in Local, State and Federal Government	1	11-12
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Students in the Extended Practicum in Local, State, and Federal Government concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, Foreign Service, revenue, taxation, and regulation.

Health Science

No.	Course	Credit	Grade
13HS002	Principles of Health Science This course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.	1	9-10
1304011	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 will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.	1	10-12
1304022	Medical Microbiology Students explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.	1	10-12
1304032	Pathophysiology 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 will 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.	1	10-12
13HS042	Medical Terminology Students are introduced to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.	1	10-12
13HS012	Health Science Theory Prerequisite: Principles of Health Science; Application and Interview Fees: Approximately \$100 (an additional charge for a background check may be incurred if Social Security number is not valid) Student's development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.	1	11-12
13HS013	Health Science Theory Dual Credit Meet current TSI requirements set by El Centro College. Same prerequisites and fees apply denoted above. Student's development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Successful completion of this course will yield college credit in this Health Science course.	1	11-12
13HS022	Health Science Clinical Co-requisite: Health Science Theory Student's development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.	1	11-12
13HS023	Health Science Clinical Dual Credit Co-requisite: Health Science Theory Dual Credit Students develop advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Successful completion of this course will yield college credit in this Health Science course.	1	11-12
13HS051	Practicum in Health Science – Pharmacy Technician The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course ends with an opportunity to assess with the test for licensure as a Pharmacy Technician.	1	12
13HS053	Practicum in Health Science – Pharmacy Technician The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course ends with an opportunity to assess with the test for licensure as a Pharmacy Technician. Successful completion of this course yields college credit in this Health Science course.	1	12
13HS061	Practicum in Health Science – Medical Billing and Coding The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.	1	12

No.	Course	Credit	Grade
13HS071	Practicum in Health Science – Clinical Nursing Assistant	1	12
The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.			
13HS052	Extended Practicum in Health Science – Pharmacy	1	12
Co-requisite: Practicum in Health Science – Pharmacy			
The Extended Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.			
13HS063	Extended Practicum in Health Science – Pharmacy Dual Credit	1	12
Co-requisite: Practicum in Health Science – Pharmacy Dual Credit			
The Extended Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Successful completion of this course will yield college credit in this field of study.			
13BHGD2	Basic Human Growth and Development (As Determined by ARD)	1	10-11
Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.			

Hospitality and Tourism

No.	Course	Credit	Grade
13CA002	Introduction to Culinary Arts	1	9-10
13BCA02	Basic Introduction to Culinary Arts		
Introduction to Culinary Arts emphasizes the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course provides insight into the operation of a well-run restaurant. Introduction to Culinary Arts provides insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.			
13CA012	Culinary Arts	2	10-11
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.			
13CA022	Advanced Culinary Arts	2	11-12
Prerequisite: Culinary Arts			
Expect a monetary investment of \$75, which covers the cost of appropriate uniform and tools			
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.			
1304042	Food Science	1	11-12
In Food Science, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. 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.			
13CA031	Practicum in Culinary Arts	2	12
Prerequisite: Advanced Culinary Arts; Application and Interview required			
Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education, provides more interdisciplinary instruction, and 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.			
13CA042	Extended Practicum in Culinary Arts	1	12
Co-requisite: Practicum in Culinary Arts			
Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education, provides more interdisciplinary instruction, and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a rapidly changing workplace.			
13BHT02	Basic Principles of Hospitality and Tourism	1	9-10
Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.			

Human Services

No.	Course	Credit	Grade
13HUS02	Principles of Human Services	1	9-10
13DHUS2	Basic Principles of Human Services		

Supplies: Approximately \$10

Principles of Human Services is a laboratory course that enables students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.

13HUS12	Principles of Cosmetology Design and Color Theory	1	9
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Prerequisite: Application and Interview required

Supplies: \$25 TDLR fee; approximately \$50 for consumable products and manikin; closed-toe/closed heel shoes required; night labs are mandatory to accrue hours for TDLR requirement; mandatory parent meeting prior to registration for course

In Principles of Cosmetology Design and Color Theory, 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. Students attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

13HUS22	Introduction to Cosmetology	1	10
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Prerequisite: successful completion of Principles of Cosmetology Design and Color Theory, a minimum of 8 credits toward graduation and 150 hours clocked for TDLR; fall fees include payment of \$205.00 and spring fees include payment of \$205.00 which covers the cost of the cosmetologist's kit. Night labs are mandatory to accrue hours for TDLR requirement.

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

13HUS32	Cosmetology I	2	11
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Prerequisite: successful completion of Introduction to Cosmetology, a minimum of 16 credits toward graduation and 300 hours clocked for TDLR; spring fees include payment of \$175.00 which includes supplies required for state board kit and other board testing requirements. Night labs are mandatory to accrue hours for TDLR requirement.

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

13HUS42	Cosmetology II	2	12
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Prerequisite: successful completion of Cosmetology I, a minimum of 24 credits toward graduation and 650 hours clocked for TDLR. Night labs are mandatory to accrue hours for TDLR requirement

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

13HUS52	Interpersonal Studies	.5	10-11
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Interpersonal Studies 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.

13HUS62	Lifetime Nutrition and Wellness	.5	10-11
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Lifetime Nutrition and Wellness is a laboratory course that 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.

No.	Course	Credit	Grade
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13HUS72 Child Development

1

10-11

13BCD02 Basic Child Development

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

13HUS82 Counseling and Mental Health

1

11-12

Prerequisite: Child Development plus a minimum of 1 credit of other Human Services courses

In Counseling and Mental Health, 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. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

13HUS91 Practicum in Human Services

2

12

Prerequisite: Counseling and Mental Health

Supplies include \$85.00 to cover the cost of 2 internship shirts, FCCLA membership and competition fees.

Practicum in Human Services provides background knowledge and occupation-specific training that 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.

13HUS92 Extended Practicum in Human Services

1

12

Co-requisite: Practicum in Human Services

Extended Practicum in Human Services provides background knowledge and occupation-specific training that 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 Extended 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.

Information Technology

13IT002 Principles of Information Technology

1

9-10

13BIT02 Basic Principles of Information Technology

In Principles of Information Technology, students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

13IT012 Computer Maintenance

1

10-11

In Computer Maintenance, students acquire knowledge of computer maintenance and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students apply technical skills to address the IT industry and emerging technologies.

13IT022 Computer Maintenance Lab

1

10-11

Co-requisite: Computer Maintenance

In Computer Maintenance Lab, students acquire knowledge of computer maintenance and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students apply technical skills to address the IT industry and emerging technologies.

13IT032 Networking

1

11-12

Prerequisite: Computer Maintenance

In Networking, students develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

No.	Course	Credit	Grade
13IT041	Computer Technician Practicum	2	12
Prerequisite: Networking			
In the Computer Technician Practicum, students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.			
13IT042	Extended Computer Technician Practicum	1	12
Co-requisite: Computer Technician Practicum			
In the Extended Computer Technician Practicum, students will gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.			
13IT052	Digital Media	1	10-11
13BDM02	Basic Digital Media		
In Digital Media, students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.			
13IT053	Digital Media Dual Credit	1	10-11
In Digital Media, students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. Successful completion of this course yields college credit in this field of study.			
13IT062	Web Technologies	1	10-11
13BWT02	Basic Web Technologies		
Prerequisite: Digital Media			
In Web Technologies, students will learn to make informed decisions and apply the decisions to the field of IT. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.			
13IT063	Web Technologies Dual Credit	1	10-11
Prerequisite: Digital Media Dual Credit			
In Web Technologies, students will learn to make informed decisions and apply the decisions to the field of IT. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. Successful completion of this course yields college credit in this field of study.			
13IT072	Computer Programming I	1	10-11
In Computer Programming I, students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students apply technical skills to address business applications of emerging technologies.			
13IT082	Computer Programming II	1	11-12
In Computer Programming II, students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students apply technical skills to address business applications of emerging technologies.			

No.	Course	Credit	Grade
13IT091	Practicum in Information Technology	2	12

Prerequisite: 2 or more courses for 3 or more credits within the IT cluster

In the Practicum in Information Technology, 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

13IT092	Extended Practicum in Information Technology	1	12
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Co-requisite: Computer Technician Practicum

In the Extended Computer Technician Practicum, students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.

Manufacturing

No.	Course	Credit	Grade
13WLD02	Introduction to Welding	1	9-10

Introduction to Welding provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

13WLD12	Welding I	2	10-11
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Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

13WLD22	Welding II	2	11-12
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Prerequisite: Welding I

Welding II builds on the knowledge and skills developed in Welding I. Students develop advanced welding concepts and skills as related to personal and career development. Students integrate academic and technical knowledge and skills. Students have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

13WLD32	Welding II Lab	1	11-12
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Co-requisite: Welding II

Welding II Lab provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. This course provides knowledge, skills, and technologies required for employment in welding industries. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

13WLD42	Practicum in Manufacturing	2	12
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Prerequisite: Welding II

The Practicum in Manufacturing course 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.

13WLD52	Extended Practicum in Manufacturing	1	12
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Co-requisite: Practicum in Manufacturing

The Extended Practicum in Manufacturing course 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.

Marketing

No.	Course	Credit	Grade
13BMF02	Principles of Business, Marketing and Finance	1	9-10
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.			
13AD002	Advertising	.5	10-12
Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.			
13FM002	Fashion Marketing	.5	10-12
Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.			
13ENT02	Entrepreneurship	1	10-12
In Entrepreneurship, students gain the knowledge and skills needed to become an entrepreneur. Students 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.			
13ENT03	Entrepreneurship Dual Credit	1	10-12
Prerequisite: College application and TSI met			
In Entrepreneurship, students gain the knowledge and skills needed to become an entrepreneur. Students 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. Successful completion of this course will yield college credit in this field of study.			
13SEM02	Sports and Entertainment Marketing	.5	10-12
Sports and Entertainment Marketing provides students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course covers include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.			
13SMM02	Social Media Marketing	.5	10-12
Students examine the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course investigates how the marketing community measures success in the new world of social media. Students manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.			
13MKT02	Practicum in Marketing	2	11-12
Prerequisite: Completion of a minimum of 2 credits of courses within this cluster prior to this course			
Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.			
13MKT12	Extended Practicum in Marketing	1	11-12
Co-requisite: Practicum in Marketing			
Extended Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.			

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
13MKT21	Advanced Marketing	2	12
Prerequisite: Practicum in Marketing			
In Advanced Marketing, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.			

Science, Mathematics, Engineering and Technology

No.	Course	Credit	Grade
13ENG02	Principles of Applied Engineering	1	9-10
Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students have an understanding of the various fields of engineering and will be able to make informed career decisions. Further, students work on a design team to develop a product or system. Students use multiple software applications to prepare and present course assignments.			
13ENG12	Engineering Design I	1	10-12
Prerequisite: Principles of Applied Engineering			
Engineering Design I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and gain understanding about what is required and maintain employment in these areas.			
13ENG13/13ENG23	Engineering Design I Dual Credit	1	10-12
Prerequisite: Meet TSI requirement			
Engineering Design I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. Successful completion of these courses yield college hours toward a certificate in Mechatronics.			
13ENG33/13ENG43	Engineering Design II Dual Credit	2	11-12
Prerequisite: Engineering Design and Presentation I Dual Credit			
Engineering Design II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students use a variety of hardware and software applications to complete assignments and projects. Through implementation of the design process, students transfer advanced academic skills to component designs. Emphasis is placed on using skills from ideation through prototyping. Successful completion of these courses yields college hours toward a certificate in Mechatronics.			
13ENG22	Robotics I	1	10-11
In Robotics I, students transfer academic skills to component designs in a project-based environment through implementation of the design process. Students build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.			
13ENG32	Robotics II	1	11-12
Prerequisite: Robotics I			
In Robotics II, student's I explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students transfer academic skills to component designs in a project-based environment. Students build prototypes and use software to test their designs.			
13ELE02	AC/DC Electronics	1	10-11
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students explore career opportunities, employer expectations, and educational needs in the electronics industry.			
13ELE03/13ELE13	AC/DC Electronics Dual Credit	1	10-11
Prerequisite: Meet TSI requirements			
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students transfer academic skills to component designs in a project-based environment. Students use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students explore career opportunities, employer expectations, and educational needs in the electronics industry. Successful completion of these courses yield college credit in the Electronics field.			

No.	Course	Credit	Grade
13ELE12	Solid State Electronics	1	11-12

Prerequisite: AC/DC Electronics

In Solid State Electronics, students demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

13ELE23/13ELE33 Solid State Electronics Dual Credit	1	11-12
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Prerequisite: AC/DC Electronics Dual Credit

In Solid State Electronics, students demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students explore career opportunities, employer expectations, and educational needs in the Electronics industry. Successful completion of these courses will yield college credit in the Electronics field.

1303022 Engineering Mathematics	1	11-12
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Engineering Mathematics is a course where students solve and model design problems. Students use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming.

13ENG42 Scientific Research and Design	1	11-12
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Prerequisite: 2 or more courses for 3 or more credits within the STEM cluster

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. All of these components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education.

13ENG51 Practicum in STEM	2	12
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Prerequisite: 2 or more courses for 3 or more credits within the STEM cluster

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

13ENG53 Practicum in STEM Dual Credit	2	12
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Prerequisite: 2 or more courses for 3 or more DC credits within the STEM cluster

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Successful completion of this course yields college credit in the field of either Engineering or Electronics.

13ENG62 Extended Practicum in STEM	1	12
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Extended Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Transportation, Distribution and Logistics

No.	Course	Credit	Grade
13AT012	Automotive Basics		
13BAT02	Basic Automotive Basics	1	9-10

Student option to join SkillsUSA at a cost of \$25.00.

Automotive Basics includes knowledge of the basic [major] automotive systems and the theory and principles of the components that make up each system and how to service [diagnosing and serving] these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students gain knowledge and skills in the repair, maintenance, and servicing [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 safety, tool identification, proper tool use, and employability.

13AT022	Automotive Technology I	2	10-11
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Student option to join SkillsUSA at a cost of \$25.00.

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

13AT023/13AT033	Automotive Technology I Dual Credit	2	10-11
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Prerequisite: Meet TSI requirements

Student option to join SkillsUSA at a cost of \$25.00.

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

13AT032	Automotive Technology II	2	11-12
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Prerequisite: Automotive Technology I

Student option to join SkillsUSA at a cost of \$25.00.

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

13AT043/13AT053	Automotive Technology II Dual Credit	2	11-12
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Prerequisite: Automotive Technology I Dual Credit

Student option to join SkillsUSA at a cost of \$25.00.

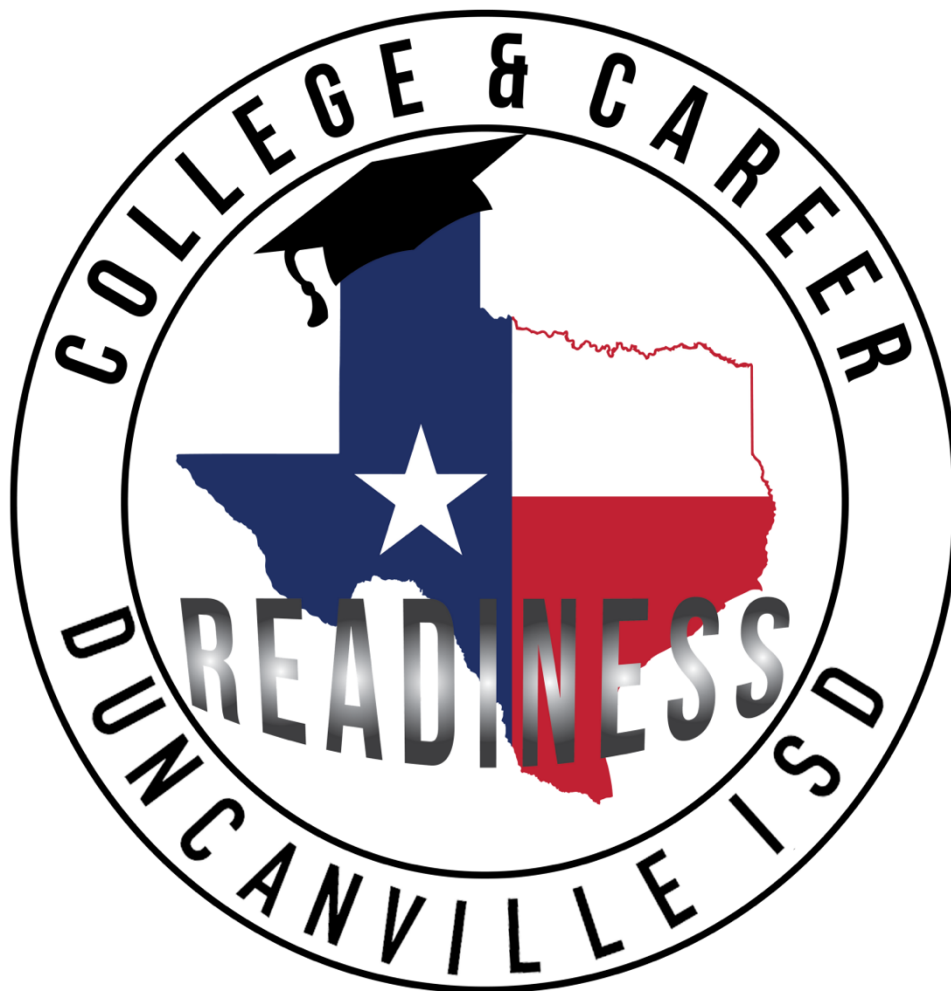
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, Automotive Technology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

13AT042	Advanced Transportation Systems Laboratory	1	11-12
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Co-requisites: Automotive Technology II.

Advanced Transportation Systems Laboratory provides the opportunity to extend knowledge of the major transportation systems and the principles of diagnosing and servicing these systems. Topics in this course may include alternative fuels such as hybrid, bio diesel, hydrogen, compressed natural gas (CNG), liquidized natural gas (LNG), propane, and solar; total electric vehicles and power trains; advanced transportation systems such as collision avoidance, telematics, vehicle stability control, navigation, vehicle-to-vehicle communications; and other technologies. This study allows students to have an increased understanding of science, technology, engineering, and mathematics in all aspects of these systems. This will reinforce, apply, and transfer academic knowledge and skills to a variety of relevant activities, problems, and settings.

No.	Course	Credit	Grade
13AT051	Practicum in Transportation Systems – Automotive	2	12
Prerequisite: Automotive Technology II			
Student option to join SkillsUSA at a cost of \$25.00.			
Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.			
13AT063/13AT073	Practicum in Transportation Systems – Automotive Dual Credit	2	12
Prerequisite: Automotive Technology II Dual Credit Student option to join SkillsUSA at a cost of \$25.00.			
Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based. Successful completion of these courses will yield college credit in the automotive field.			
13AT062	Extended Practicum in Transportation Systems – Automotive	1	12
Co-requisite: Practicum in Transportation System - Automotive.			
Extended Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. Extended Practicum in Transportation Systems can be either school lab based or worked based.			
13CR002	Basic Collision Repair and Refinishing	1	9-10
Student option to join SkillsUSA at a cost of \$25.00.			
Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.			
13CR012	Collision Repair	2	10-11
Student option to join SkillsUSA at a cost of \$25.00.			
Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.			
13CR022	Paint and Refinishing	2	11-12
Prerequisite: Collision Repair			
Student option to join SkillsUSA at a cost of \$25.00.			
Additional option is to prepare a competitive project for SkillsUSA with an average cost of \$50.00.			
Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.			
13CR031	Practicum in Transportation Systems – Collision Repair	2	12
Prerequisite: Paint and Refinishing			
Student option to join SkillsUSA at a cost of \$25.00.			
Additional option is to prepare a competitive project for SkillsUSA with an average cost of \$50.00.			
Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.			
13CR042	Extended Practicum in Transportation Systems – Collision Repair	1	12
Co-requisite: Practicum in Transportation Systems – Collision Repair.			
Extended Practicum in Transportation Systems 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 experience such as internships, mentorships, independent study, or laboratories. Extended Practicum in Transportation Systems can be either school lab based or worked based.			



Duncanville ISD believes that all students should graduate from high school ready for college, careers, and life, prepared to pursue the future of their choosing.

COLLEGE AND CAREER PLANNING...

PLANNING YOUR FUTURE

Here are some websites to visit and research information about Careers, Colleges, Financial Aid and College Entrance Exams.

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/
My Future	http://www.myfuture.com
Internet Career Connection	http://iccweb.com
Career Explorer	www.careerexplorer.com

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 points 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 as they continue to expand guidance for students and parents. Also, use career and continuing education guidance programs available on yourcampus.

College Entrance Exams and Test

Prep: Going to a 4-year college?

- ✓ Take 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?

- ✓ 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 registered.
- ✓ Take the ASVAB (Army Services Vocational Aptitude Battery).

College Entrance Exams and Test Prep Websites:

The College Board (PSAT, SAT, test prep)	www.collegeboard.org
ACT Testing	www.actstudent.org
Number 2	www.number2.com
Princeton Review	www.princetonreview.com/college/free-sat-practice-test
4 Tests	www.4tests.com
Test Prep Review	www.testprepreview.com/sat_practice.htm
March 2 Success	www.march2success.com/index.cfm
Test Guide	www.test-guide.com/
Internet 4 classrooms	www.internet4classrooms.com/act_sat.htm

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:

Generation TX	http://gentx.org
Big Future	www.bigfuture.org
College View	www.collegeview.com
Fast Web	www.fastweb.com
Go College	www.gocollege.com
Think College	www.ed.gov/
The Minnie Stevens Piper Foundation	www.everychanceeverytexan.org/about/scholars/
Texas Common Application	www.applytexas.org
Monster College	www.college.monster.com
Peterson's Guide	www.petersons.com
Know How 2 Go	www.KnowHow2GO.org

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 you are thinking of going to. 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:

College for All Texans	www.collegeforalltexans.com
FAFSA	www.fafsa.ed.gov
Federal Student Loans	www.collegeloan.com
Fast Web	www.fastweb.com
The Minnie Stevens Piper Foundation	www.everychanceeverytexan.org/about/scholars/
Federal Student Aid Information Center	www.studentaid.ed.gov
Fin Aid	www.finaid.org/
Adventures In Education	www.AIE.org
Next Step U	www.nextSTEPSU.com

Additional Resources:

Websites for Career and College Searches

www.colleges.com – assistance with finding the right college by areas of study

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.mycollegeanswers.com –strategic guidance for education planning, college preparation, admissions and aid

www.fafsa.ed.gov – Application online for US Department of Education free financial student aid.

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.50states.com/college - find a college in any state that is the school type you desire

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

www.colleges.usnews.rankingsandreviews.com - get information on comparison of schools by program

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

www.comptroller.texas.gov/programs/educaiton - compendium of Texas colleges and financial aid for high school seniors

www.collegeview.com – college finder and recruiting service

www.careerbuilder.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.texas-hot-jobs.com – a guide to health careers

Timeline for College and Career Planning:

College Readiness Checklist for Middle Schoolers
Ask your parents or guardians to set up a savings account for college. Add to it every month.
Take the most challenging classes you can, and keep at least a “B” average.
Study daily in a quiet spot at home. When there’s no homework, you can review notes or read.
Read at least 15 minutes a day – books or other materials not related to school assignments.
Meet with your guidance counselor and ask about college readiness programs or other steps you can take.
Look online and talk to adults about careers that interest you. Research what college degrees and experience are needed for different jobs.
Ask your parents about getting a job such as yard work or babysitting. Add the money you earn to your college fund.
Join at least one school or community club or sport, or volunteer.
Talk to a teacher, parent, counselor or other trusted adult if you are having any problems in school. Help is available!

Freshman Year	
<u>Fall</u>	
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.	
<u>Winter</u>	
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.	
<u>Spring</u>	
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.	
<u>Summer</u>	
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	
<u>Fall</u>	
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.	
<u>Winter</u>	
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.	
<u>Spring</u>	
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.	
<u>Summer</u>	
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
<u>August</u>
Stay or get involved in school or community clubs or other activities.
Keep track of the number of yours 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.
<u>September</u>
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.
<u>October</u>
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.
<u>November</u>
Take SAT, ACT or other tests you have signed up for.
Ask college students or recent graduates you know about their college experiences.
<u>December</u>
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.
<u>January</u>
Check with your guidance counselor regarding your class ranking. Make adjustments as necessary.
Research careers online to help focus your areas of study.
Check into job shadowing opportunities to assist in your decision.
<u>February</u>
Be on the look-out for financial aid workshops. Plan to attend one or more.
Use a free scholarship online search service (such as Fast Web) 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
<u>March</u>
If you are taking an Advanced Placement class, ask your teachers about AP exams and how you can best prepare for them.
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. Begin to look for a part-time or summer job so that you can add regularly to your college fund.

<u>April</u>
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.
If you are taking a summer college course, be sure that all enrollment paperwork and transcripts are delivered to the college by the deadline.
<u>May</u>
Find professionals to interview in career that intrigue you.
Check your community for teen job fairs to explore careers.
Plan for a summer visit to a college or two to avoid missing your high schooldays.
Senior Year
<u>August</u>
Request catalogs and admission information from colleges that interest you. Plan to visit if possible.
Schedule a meeting with your guidance counselor or college advisor to talk about plans and make preparations.
<u>September</u>
Download applications or request them from colleges of your choice as well as some “reach” schools.
Attend College Night and financial aid workshops with your parents/guardians.
Plan to retake ACT and/or SAT.
Request letters of recommendation from teachers, counselors, employers and others.
<u>October</u>
If you are applying for early decision or action, submit your application.
Check into how to get transcripts sent to colleges/universities.
<u>November</u>
Submit college/university applications and essays on time.
Check to see that letters of recommendation have been sent.
Begin actively looking for scholarships.
<u>December</u>
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.
<u>January</u>
File the FAFSA as soon as you can after January 1.
Have your counselor send your midyear grades to colleges/universities that require them.
Be aware of the deadline for your Financial Aid Profile if you have not submitted it at this time.
<u>February</u>
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.
Attend a financial aid workshop.
<u>March</u>
If you are taking Advanced Placement classes, ask your teachers or counselor about AP exams and how you can best prepare.
Keep searching for scholarships.
Look for admission decisions from colleges/universities. Pay attention to any requests for action or further information.

<u>April</u>
If a college or university has placed you on a waiting list, let them know you are still interested.
Decide which college/university you will attend. Send the enrollment form and a deposit. Pay attention to other deadlines.
<u>May</u>
Take the AP exams you have signed up for. Check to see that your scores are sent to your college/university.
Stay on top of deadlines and paperwork required by your college/university.
Start planning to attend summer orientation at your college/university.
<u>June</u>
Have your counselor send your final transcript to your college/university.
Begin planning your move to college/university.

Duncanville Independent School District

2018-2019 Course Selection Guide Committee

Chairperson: Dr. Silvia E. Martinez, Director of Secondary Curriculum & Instruction

Dr. Silvia E. Martinez Director of Curriculum & Instruction	Mackenzie Casall Director of Special Education
Tia Simmons Principal – Duncanville High School	Fallon Hawthorne Coordinator Special Education Instruction
Carla Coggins Director of CTE/College & Career Readiness DHS	Katie Lene Counselor - Duncanville High School
Shalontae Payne Director of CTE/College & Career Readiness DHS	Tamara Allen Associate Principal - Duncanville High School
Dana Harper Director of Counselors	Devin Hanes Coordinator Instruction – Math Secondary
Nneka Bernard Director of Advanced Academics	Dr. Fanta Fridia Coordinator Instruction - Science K-12
Kristi Mullins ELAR / SS Coordinators	Ashley Logan ELAR / SS Coordinators
Kendria Davis-Martin Principal - Byrd MS	David Marshall Counselor – Byrd MS
Bryan Byrd Principal - Reed MS	Delonda Robinson Assistant Principal – Reed MS
Monica King Principal - Kennemer MS	Lerina Raymond Counselor – Kennemer MS
Tijuana Hudson Principal – Pace HS	Roxanne Saldana Counselor Secondary – Pace HS
Delora S. DeQuire Executive Secretary - Curriculum & Instruction	Aurora Cantu Secretary – Curriculum & Instruction

NOTICE

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

Es norma de Duncanville ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

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

Es norma de Duncanville ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

ACCESS TO STUDENT RECORDS

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public Law 93-380 provides for protection of the rights and privacy of parents and students. The Duncanville Independent School District will abide by the provisions of this act by making available to parents (or eligible student) official records and files included in his/her cumulative record folder as provided by the law. Duncanville Independent School District will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

Public Notification of Nondiscrimination in Career and Technical Education. Duncanville ISD offers Career and Technical Education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology, and Communication, Business Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, Transportation, Distribution, and Logistics. Admission to these programs is based on open enrollment.

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Duncanville ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.