



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

My Future. My Choice.

Duncanville High School
2020 - 2021
Academic Handbook and
Course Catalog





DUNCANVILLE

Independent School District

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2020 - 2021

Duncanville High School Academic Handbook v 1.1



**Duncanville High School
900 West Camp Wisdom Road
Duncanville, Texas 75116
972-708-3700 main
972-708-3737 fax
Principal - Michael McDonald
Counseling Office - 972-708-6570
www.duncanvilleisd.org**

**DHS Collegiate Academy
972-708-3885
Principal - Pamela Thomas
Counseling - 972-708-6570**

**PACE High School
972-708-2470
Principal - Tijuana Hudson
Counseling - 972-708-2472**

My Future. My Choice.



COMPREHENSIVE EXPERIENCE

A traditional high school model with diverse course offerings and opportunities for students seeking a more flexible, personalized plan towards graduation and individual post-HS goals.

- On the DHS Campus
- Flexible course opportunities at Mountain View College
- Open Enrollment
- Offers AP, Pre-AP, Dual Credit & CTE Courses
- Free College Tuition & Books
- Opportunity for Extra/Co-Curricular Participation
- Partnerships are a local option
- Earn Associates degree or up to 60 hours
- Opportunity to earn Certificates and Certifications in 29 Career Pathways



P-TECH

Career pathway models in architectural design, automotive technology and education & training with a focus on earning an associate degree and certifications. *Expanding to additional CTE Pathways.

- On the DHS Campus and limited at Mountain View and Cedar Valley Colleges
- Application + Lottery when interest >60/cohort matching district demographics
- Offers AP, Pre-AP, Dual Credit & CTE Opportunities
 - Free College Tuition & Books
 - Work-based Learning
 - Internship Opportunities
 - Defined Program
- University & Business Partner Required
 - Program within a school
- Earn Associate of Applied Science degree or up to 60 hours
- Opportunity to earn Certificates and Certifications
- Opportunity for Extra/Co-Curricular Participation



COLLEGIATE ACADEMY

*An Early College High School

An early-college model for selected students interested in accelerating to a post-secondary experience to pursue an associate degree while in HS.

- On the ECHS campus at DHS for 9th/10th
- At Mountain View College for 11th/12th
- Application + Lottery when interest >125/cohort matching district demographics
- Offers Dual Credit & Limited AP, Pre-AP
 - Defined Program for multi-disciplinary endorsement
 - Free College Tuition & Books
 - University Partner Required
- Earn Associate of Arts or Science degree or up to 60 hours
- Limited opportunity for Extra/Co-Curricular Participation
 - School within a school



T-STEM

A career-pathway model focused on Science, Technology, Engineering & Math for students pursuing a STEM-related certification or degree in a STEM-related field post-HS.

- On the DHS Campus & designated MS
- Application + Lottery when interest >60/cohort matching district demographics
- Offers AP, Pre-AP, Dual Credit & CTE Opportunities
- Free College Tuition & Books
- Work-based Learning
- Internship Opportunities
- Defined Program
- University & Business Partner Required
 - Earn 15 or more hours
- Opportunity to earn Certificates and Certifications
 - Opportunity for Extra/Co-Curricular Participation
 - Program within a school

For more exploration visit:

<https://www.duncanvilleisd.org/Page/16024>

Table of Contents

Academic Handbook

Graduation Requirements.....	9
Duncanville High School House Bill 5 Endorsements.....	10
Graduation Plan.....	11
Graduation Recognitions.....	11
State Assessment Requirements.....	12
Honor Graduates, Valedictorian, and Salutatorian.....	12
Top 10% Automatic College Admission.....	12
Class Rank.....	13
Community Volunteer Service Program.....	13
National Honor Society Induction.....	14
National Technical Honor Society Induction.....	14
Gifted and Talented Program.....	14
Special Education.....	14 - 15
Dyslexia Services.....	15
Adding and Dropping Classes.....	15
Schedule Change Policy.....	15
Retention and Promotion.....	15
Release Time Regulations.....	15
Units of Credit.....	15
Grade Level Classifications.....	16
Course Credit.....	16
Local Credit Course.....	16
Credit by Examination.....	16
Credit by Examination with Prior Instruction.....	16
Credit by Examination without Prior Instruction.....	16
Credit by Distance/Correspondence Course.....	17
Dual Credit College Coursework.....	17 - 18
Dual Credit.....	18
Dropping Dual Credit Course.....	19
Dual Credit Courses.....	20
Advanced Placement/Pre-Advanced Placement.....	21 - 22
Summer School/Credit Recovery Guidelines.....	22

Grading Guidelines.....	22
Progress Report/Tutorials.....	22
Transfer Grades.....	23
No Pass no Play Policy.....	23
Student Financial Assistance Available.....	24
National Collegiate Athletic Association - (NCAA) Eligibility.....	24

Course Catalog: Core Academic Programming

English Language Arts Suggested Course Sequencing & Course Descriptions.....	27 - 31
English as a Second Language Suggested Course Sequencing & Course Descriptions.....	32 - 35
Mathematics Suggested Course Sequencing & Course Descriptions.....	36 - 41
Science Suggested Course Sequencing & Course Descriptions.....	42 - 45
Social Studies Suggested Course Sequencing & Course Descriptions.....	46 - 51
Fine Arts Course Descriptions.....	51 - 60
Languages Other Than English (LOTE) Course Descriptions.....	60 - 63
Physical Education, Athletics, and Health Course Descriptions.....	64 - 69
Elective Classes Course Descriptions.....	69 - 72

Course Catalog: Career and Technical Education/ Career, College, & Military Readiness

College Readiness Programs.....	74
Duncanville Early College High School - Four Year Plan.....	75
Architectural Design P-TECH.....	76
Duncanville High School House Bill 5 Endorsements.....	78
CTE Program Overview.....	79
Personal Graduation Plan Templates.....	82 - 93

Career and Technical Education/Career Clusters

Agriculture, Food, and Natural Resources.....	95
Architecture and Construction.....	96
Arts, AV Tech, and Communications.....	97
Business Management and Administration.....	98
CyberSecurity.....	99
Education and Training.....	100
Finance.....	101

Government and Public Administration.....	102
Health Science.....	103
Hospitality and Tourism.....	104
Human Services	105
Information Technology.....	106
Manufacturing.....	107
Marketing.....	108
Science, Technology, Engineering, & Mathematics.....	109
Transportation, Distribution, and Logistics.....	110

Career & Technical Education/Course Descriptions

Agriculture, Food, and Natural Resources.....	111 - 113
Architecture and Construction.....	112 - 115
Arts, AV Tech, and Communications.....	115 - 119
Business Management and Administration.....	120 -121
Computer Science.....	121 -122
Education and Training.....	122 - 123
Finance.....	123 - 124
Government and Public Administration.....	124
Health Science.....	124 - 125
Hospitality and Tourism.....	126
Human Services.....	127 - 128
Information Technology.....	128 - 130
Manufacturing.....	130
Marketing.....	130 - 131
Science, Technology, Engineering, & Mathematics.....	132 - 134
Transportation, Distribution, and Logistics.....	134 - 136

College and Career Planning and Resources

College Entrance Exams and Test Prep Websites.....	139
Researching Financial Aid and Scholarships.....	140

Academic Handbook

Graduation Requirements

DHS House Bill 5 Career Endorsements

Graduation Plan

Graduation Recognitions

State Assessment Requirements

Certificate of Coursework Completion

Honor Graduates, Valedictorian, and Salutatorian

Top 10% Automatic College Admission

Class Rank

Community Volunteer Service Program

National Honor Society Induction

National Technical Honor Society Induction

Gifted and Talented Program

Special Education

Dyslexia Services

Adding and Dropping Classes

Schedule Change Policy

Retention and Promotion

Release Time Regulations

Units of Credit

Grade Level Classifications

Dual Credit College Coursework

Dual Credit

Course Credit

Local Credit Course

Credit by Examination

Credit by Examination with Prior Instruction

Credit by Examination without Prior Instruction

Credit by Distance/Correspondence Course

Dropping Dual Credit Course

Dual Credit Courses

Advanced Placement/Pre-Advanced Placement

Summer School/Credit Recovery Guidelines

Grading Guidelines

Progress Report/Tutorials

Transfer Grades

No Pass no Play Policy

Student Financial Assistance Available

NCAA Eligibility

GRADUATION REQUIREMENTS

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

Subject Area	Foundation with Endorsement	Distinguished Level of Achievement *Program Level required for College Readiness
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	Seven (7) credits Four (4) of which must be in your declared pathway	Seven (7) credits Four (4) of which must be in your declared pathway
Total	26 Credits	26 Credits

Note: While a student is not required by state law to successfully complete Algebra II, it is important to note that unless Algebra II is completed:

- The student may not earn the distinguished level of achievement.
- The student will not be eligible for automatic admission to a Texas public college or university as an undergraduate student.

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

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.

Foundation + Endorsement + Local = DHS Diploma

FOUNDATION

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

ENDORSEMENT

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

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.

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 ACKNOWLEDGMENT

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)/ OC – 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 valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
 2. Be graduating after exactly eight semesters of enrollment in high school; and
 3. Have completed the foundation program with the distinguished level of achievement.
- [Policy EIC (Local)]

BREAKING A TIE

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

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

HONOR GRADUATES

The 12 highest-ranking students in a graduating class shall be considered honor graduates. Of these 12 honor graduates, the highest-ranked student shall be named valedictorian and the second highest-ranking student shall be named salutatorian. [Policy EIC (Local)]

TOP TEN PERCENT

Special recognition shall be given to students in the top ten percent of each graduating class. The two-year residency requirement necessary for honor graduates shall not be applicable to these students.

[Policy EIC (Local)] **NOTE: Final class rankings for seniors shall be determined at the end of the 3rd 9-week grading period.**

HIGHEST RANKING GRADUATE

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas. [Policy EIC (Local)]

Top 10 Percent Automatic College Admission*

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 3rd 9-week grading period 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.

Ranking points are determined by adding points to the semester grade as follows for the classes of 2020, 2021, 2022 and 2023:

LEVEL

Advanced Placement (AP)
Pre-Advanced Placement (PAP), Dual Credit (DC)
Articulated (AC)
Academic (A)
Regular (R)

RANKING POINTS

+12 Points
+8 Points
+8 Points
+4 Points
+0 Points (Aide, Math/ReadingLab)

Grade Conversion Scale for Grade Point Average (GPA):

ALPHA/NUMERICAL GRADING SYSTEM

A = 90-100
B = 80-89
C = 70-79
F = Below 70

FOUR-POINT SCALE

4
3
2
0

Ranking points are determined by adding points to the semester grades as follows for the class of 2024 and beyond:

LEVEL

Advanced Placement (AP), Dual Credit (DC)
Pre-Advanced Placement (PAP), Honors
Academic (A)
Regular (R)

RANKING POINTS

+12 Points
+8 Points
+4 Points
+0 Points

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.

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.)

*Parent/student requests for change in teacher assignment after the designated date requires a parent/teacher conference and administrative approval before the request will be considered.

Retention and Promotion

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 EIE (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 12th grade student (Senior): 18 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 fill 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.

Beginning with the 2020 - 2021 school year, a numeric grade will be awarded by DCCCD for students enrolled in a course that is utilized for state high school credit. This numeric grade will be received by and applied to the DHS Alpha/Numerical System Grading System as described above in the Section: **Class Rank**.

DHS Grading System:

Alpha	Numeric Scale
A	90 - 100
B	80 - 89
C	70 - 79
F	Below 70

DCCCD Grading System:

DCCCD College Grad	DuncanvilleISD Equivalent Numerical Grade
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

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 College	Tuition and fees are waived for up to two courses per semester.	The District pays for student textbooks.

Eligibility Require- ments	Enrolled in the 10 th , 11 th , or 12 th grade. Receive a recommendation from the counselor. Fulfill appropriate admissions requirements for DCCCD.		
	And one of the following:		
	ACT, SAT, STAAR EXEMPTION*		
	ACT	ENGLISH 19 + Math 19+ Composite 23+	
	SAT	Verbal 500 + Math 500 + Composite 1070+	
	*STAAR	Reading and Writing: Level 2 on English III Level 2 on Algebra II	
	Qualifying Texas Success Initiative Assessment Scores: Freshman Entering Higher Education Fall 2017		
	Subject	Passing Score	
	Math	350 - to higher	
	Reading	350 - to higher	
	Writing	Essay 4 + 340 on the multiple choice or Essay 5	

* - Duncanville High School does not administer English III or Algebra II STAAR tests.

BENEFITS

- Provides a head start on postsecondary corerequirements
- 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

Dropping Dual Credit Course

Here is the process for dropping or withdrawing from a dual credit class:

	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 drop form) so the withdrawal from the dual-credit course can be properly processed. Failure to complete both drop forms could result in an F on a student's college transcript.
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: 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 Offering

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

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

AUTOMOTIVE

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

MATH

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

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

SCIENCE

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

SOCIAL STUDIES

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

FINE ARTS

Music Theory AP Adv
Seminar - AP Seminar
Art - Studio Art III - D AP
Art - Design Portfolio AP
Art - Drawing Portfolio AP
Art History AP

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 transfers to Duncanville ISD with letter grades on their academic achievement record, the grades shall be converted to numerical grades using the chart provided below. International Grade Conversions can be found in the Foreign Transcripts guide provided by the Region 10 Service Center

Letter Grade	Number Grade
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	70
D	70
D-	70
F	65

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 $\frac{1}{3}$ 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 or fee waiver(s) 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 or fee waiver(s).

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 Catalog: Core Academics

English Language Arts Suggested Course Sequencing & Course Descriptions

English as a Second Language Suggested Course Sequencing & Course Descriptions

Mathematics Suggested Course Sequencing & Course Descriptions

Science Suggested Course Sequencing & Course Descriptions

Social Studies Suggested Course Sequencing & Course Descriptions

Fine Arts Course Descriptions

Languages Other Than English (LOTE) Course Descriptions

Physical Education, Athletics, and Health Course Descriptions

Elective Classes Course Descriptions



DUNCANVILLE ISD

Writing success stories, one student at a time.

My Future. My Choice.

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

Suggested Course Sequencing

Standard Course Sequence	Accelerated Course Sequence
7th Grade English	7th Grade English Pre-AP
8th Grade English	8th Grade English Pre-AP
English I	English I Pre-AP
English II	English II Pre-AP
English III or OnRamps English	English III AP or OnRamps English
English IV, English IV Dual Credit, or OnRamps English	English IV, English IV Dual Credit, or OnRamps English
Academic Electives Creative Writing Advanced Journalism: Literary Magazine I, II Debate I, II, III, IV Journalism I Journalism: Photojournalism I, II Journalism: Newspaper I, II Oral Interpretation I, II, III, IV Professional Communications - Dual Credit	

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

High School Credit

No. Course

Credit

Grade



English Language Arts

Please see Curriculum Requirements for Graduation Requirements. Please see your academic counselor for guidance on graduation requirements. Unless otherwise indicated, see Suggested Course Sequencing for listing of prerequisites. 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.

09010912ENGLISH I

1

9

In the English I course, students experience the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

0901011ENGLISH 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 composition 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. All strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework. Students will be expected to complete an assigned summer reading project before class begins in the fall.

1001022 ENGLISH II

1

10

In the English II course, students experience the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

1001021 ENGLISH II PRE-AP

1

10

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 composition 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. All strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. With a focus on critical thinking skills, students will continue to build on their prior knowledge and skills for success in advanced coursework. Students will be expected to complete an assigned summer reading project before class begins in the fall.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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1101032 ENGLISH III

1

11

In the English III course, students experience the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

1101030 ENGLISH III AP - LANGUAGE AND COMPOSITION **1** **11**

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

1201042 ENGLISH IV **1** **12**

In the English IV course, students experience the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

1201043 Fall ENGLISH IV-DUAL CREDIT

120053 Spring ENGLISH IV-DUAL CREDIT

.5

12

Students should meet current TSI college readiness levels 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 **1** **12**

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1301012	<u>BUSINESS ENGLISH</u>	1	12

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.

1101802	<u>CREATIVE WRITING</u>	.5	10-12
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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.

1301012	<u>COLLEGE READINESS AND STUDY SKILLS</u>	.5	10-12
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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	<u>RESEARCH AND TECHNICAL WRITING</u>	.5	10-12
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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	<u>ADV. JOURNALISM: LITERARY MAGAZINE</u>	.5	11-12
	<u>Second Semester</u>		

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	<u>ADV. JOURNALISM: LITERARY MAGAZINE- Full Year</u>	1	12
	<u>Counselor placement only.</u>		

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

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
	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.		

<u>1214142 COLLEGE PREP ELAR</u>	1	12
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.		

<u>1201063/1201073 THE UNIVERSITY OF TEXAS ONRAMPS</u>	1	12
<u>INTRODUCTION TO RHETORIC: READING, WRITING & RESEARCH</u>		
<u>(ENGLISH IV HIGH SCHOOL CREDIT & 1301 COLLEGE CREDIT)</u>		
Prerequisite: English I & English II		
This two-semester, six-credit writing intensive sequence features a fall RHE 306 “Research & Writing” course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K “Rhetoric of American Identity” featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to “fairly” represent someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students’ abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Successful completion of this course yields college credit for English 1301 (semester 1) & 1302 (semester 2) at approved Texas colleges and universities or RHE 306 (semester 1) & RHE 309 (semester 2) at University of Texas. * <i>Coursework must be completed for both high school and college curriculum to receive credit and Advanced Academic weight.</i>		

<u>0901032 READING I</u>	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 author’s craft impacts meaning. All of these strategies are applied in instructional-level and independent-level texts across content areas.		

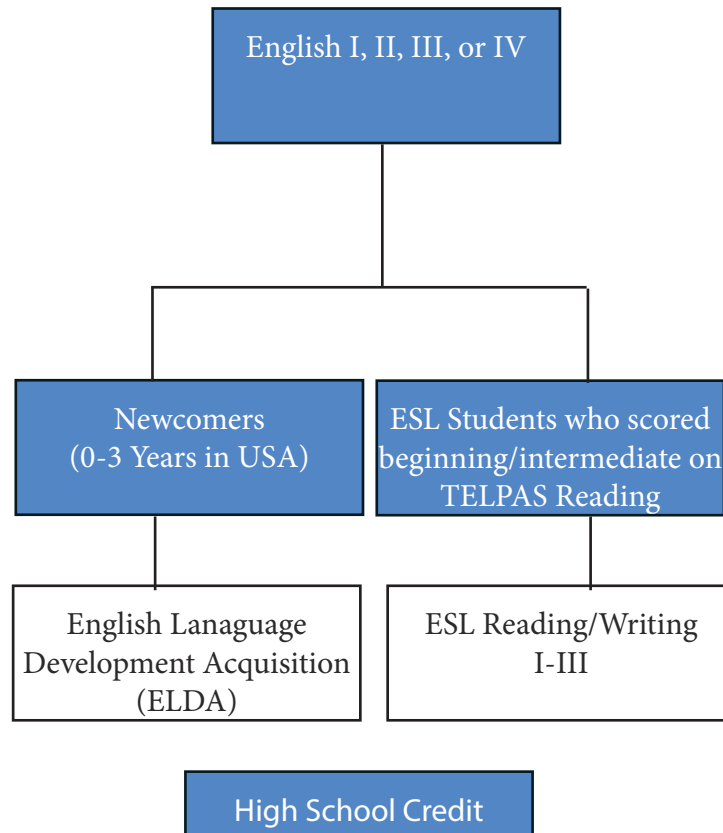
<u>1001042 READING II</u>	1	10-11
Reading II is the second course in the sequence after Reading I. This course offers students reading instruction to successfully meet academic demands as well as attain lifelong literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how texts are organized and how author’s craft impacts meaning. All of these strategies are applied in instructional-level and independent-level texts across content areas.		

<u>1101092 READING III</u>	.5 or 1	11
Reading III offers students reading instruction to successfully navigate 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 traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.		

DUNCANVILLE ISD

ENGLISH AS A SECOND LANGUAGE

Suggested Course Sequencing



<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
ELDA can be must be taken concurrently with corequisite language arts course			
<u>0914EL2 ENGLISH LANGUAGE DEVELOPMENT AND ACOUISITION (ELDA) I</u>		1	9-10
English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. The course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains.			
<u>1014EL2 ENGLISH LANGUAGE DEVELOPMENT AND ACOUISITION (ELDA) II</u>		1	10-12
Prerequisite: ELDA I			
English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. The course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains.			
<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>0901204 ENGLISH AS A SECOND LANGUAGE (ESL Reading/Writing I)</u>		1 (Local)	9-11
Prerequisite: LPAC recommendation			
This course is designed to assist the English Language Learner continue to develop and become competent in reading and writing through the integrated use of second language acquisition instructional methods. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS scores.			
<u>1014034 ENGLISH AS A SECOND LANGUAGE (ESL Reading/Writing II)</u>		1 (Local)	9-12
Prerequisite: LPAC recommendation			
This course is designed to assist the English Language Learner continue to develop and become competent in reading and writing through the integrated use of second language acquisition instructional methods. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS scores.			
<u>1114034 ENGLISH AS A SECOND LANGUAGE (ESL Reading/Writing III)</u>		1 (Local)	11-12
Prerequisite: LPAC recommendation			
This course is designed to assist the English Language Learner continue to develop and become competent in reading and writing through the integrated use of second language acquisition instructional methods. Prior approval of the Language Proficiency Assessment Committee (LPAC) is required for enrollment in this course. Placement will be determined according to previous TELPAS scores.			

No. Course

Credit

Grade

Journalism



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**

Students must have their own cameras.

Students enrolled in this course continue to build and refine the skills learned in the 1001112 Photojournalism I course. Students communicate in a variety of forms for a variety of audiences and purposes. Students study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication.

Oral Interpretation

0902052 ORALINTERPRETATION 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 ORALINTERPRETATION II **1** **11-12**

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 ORALINTERPRETATION III **1** **11-12**

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.**

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>1202071</u>	<u>ORAL INTERPRETATION IV</u>	1	12
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

<u>0902012</u>	<u>DEBATE I</u>	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.			

<u>1002022</u>	<u>DEBATE II</u>	1	10-12
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.			

<u>1102031</u>	<u>DEBATE III</u>	1	11-12
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.			

<u>1202041</u>	<u>DEBATE IV</u>	1	12
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

Standard Course Sequence	Accelerated Course Sequence
7th Grade Math	7th Grade Math Pre-AP
8th Grade Math	Algebra I Pre-AP
Algebra I	Geometry Pre-AP
Geometry	Algebra II Pre-AP OnRamps College Algebra
Math Models Algebra II	Precalculus Pre-AP Precalculus DC Precalculus OnRamps
Algebra II Precalculus Advanced Quantitative Reasoning Foundations of College Math AP Statistics	AP Calculus AB (DC) AP Calculus BC (DC) AP Statistics

Pre-AP = Pre-Advanced Placement

AP = Advanced Placement

DC = Dual Credit

High School Credit

No. **Course**

Credit

Grade



Mathematics

Please see Curriculum requirements for Graduation Requirements in Mathematics. Unless otherwise indicated, see Suggested Course Sequencing for listing of prerequisites. 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

0903012 ALGEBRA I

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

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

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

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.

1003042 ALGEBRAIC REASONING

1

10

Prerequisite: Algebra I

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

1103042 ALGEBRA II

1

11-12

Prerequisite: Algebra I

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>1103041 ALGEBRA II PRE-AP</u>	1	10-12
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Prerequisite: Algebra I

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

<u>1103032 MATHEMATICAL MODELS WITH APPLICATIONS</u>	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.

<u>1203062 FOUNDATIONS OF COLLEGE MATHEMATICS</u>	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.

<u>1203092 PRECALCULUS</u>	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.

<u>1103051 PRECALCULUS PRE-AP</u>	1	11
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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 trigometric 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.

<u>1103013-Semester 1 PRECALCULUS Dual Credit</u>	.5	11
<u>1103023-Semester 2 PRECALCULUS Dual Credit</u>		

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 trigometric 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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1203072 ADVANCED 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.

1203013 CALCULUS (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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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

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

Prerequisite: Geometry and Algebra I

1

11-12

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving, and modeling. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Successful completion of this course yields college credit for UT M301 at University of Texas or Math 1314 at approved Texas colleges and universities. ** Coursework must be completed for both high school and college curriculum to receive credit and Advanced Academic weight.*

1203063/1203073 THE UNIVERSITY OF TEXAS ONRAMPS PRE-CALCULUS

Prerequisite: Algebra II

1

11-12

In Discovery Pre-Calculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Successful completion of this course yields college credit for Math 2312 at approved Texas colleges and universities or UT Math 305G at University of Texas. **Coursework must be completed for both high school and college curriculum to receive credit and Advanced Academic weight.*

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>1003042</u>	<u>ALGEBRAIC REASONING</u>		
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In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten - Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

DUNCANVILLE ISD SCIENCE

Suggested Course Sequencing

Standard Course Sequence

Accelerated Course Sequence

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

Advanced Sciences	
Chemistry I	Scientific Research & Design
Physics I	Physics II (AP or Dual Credit)
Biology II AP	Principles of Technology
Food Science	Chemistry II AP
Environmental Science	Anatomy & Physiology
Astronomy	Aquatic Science
Medical Terminology	Pathophysiology

High School Credit

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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Sciences

Please see Curriculum requirements document for Graduation Requirements in Sciences. Please see an academic counselor for guidance concerning graduation requirements. Unless otherwise indicated, see Suggested Course Sequencing for listing of prerequisites. 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.

0904012 BIOLOGY I

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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
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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
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Prerequisite: Biology I 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.

1304011	ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Advanced	1	10-12
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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 & 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 placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1004032	<u>CHEMISTRY I</u>	1	10-12

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	<u>CHEMISTRY I PRE-AP</u>	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	<u>CHEMISTRY II AP</u>	1	11-12
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Prerequisite: Chemistry I & Algebra I

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	<u>PRINCIPLES OF TECHNOLOGY</u>	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	<u>PHYSICS I</u>	1	11-12
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Prerequisite or co-requisite: 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.**

BENG42	<u>SCIENTIFIC RESEARCH AND DESIGN</u>	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	<u>PHYSICS II AP (C)</u>	1	11-12
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Prerequisite: Physics I 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

Standard Course Sequence

Texas History 7 (7th Grade)

U. S. History 8 (8th Grade)

World Geography

AND/OR

World History

U. S. History or
U. S. History Dual Credit

U. S. Government
or
U.S. Government
Dual Credit

OR

Economics
or
Economics
Dual Credit

Accelerated Course Sequence

Texas History 7 Pre-AP (7th Grade)

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

World Geography Pre-AP or
Human Geography AP

AND/OR

World History Pre-AP or
World History AP

U. S. History or
U. S. History Dual Credit

U. S. Government &
Politics AP
or
U.S. Government
Dual Credit

OR

Economics AP
Macroeconomics
or Economics AP
Microeconomics or
Economics
Dual Credit

Social Studies Elective Courses

Sociology
Psychology, Psychology AP
Special Topics in Social Studies
Special Topics in African American Studies
Special Topics in Latin American Studies

Special Topics in Asian American Studies
Special Topics in World Wars of The 20th Century
Law Studies
European History AP
Social Studies Research Methods

High School Credit

No. **Course**

Credit **Grade**

Social Studies



Please see Curriculum Requirements for Graduation Requirements in Social Studies. Unless otherwise indicated, see Suggested Course Sequencing for listing of prerequisites. 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.

0905012 WORLD GEOGRAPHY

1 9-12

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

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

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

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

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 interac

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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tion 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.

<u>1105032</u>	<u>UNITED STATES HISTORY</u>	1	10-12
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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.

<u>1105033 Fall</u>	<u>UNITED STATES HISTORY Dual Credit</u>	.5	11-12
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<u>1105043 Spring</u>	<u>UNITED STATES HISTORY Dual Credit</u>	.5	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.

<u>1105030</u>	<u>UNITED STATES HISTORY AP</u>	1	11-12
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The AP U.S. History course is a college-level course for those who want to obtain college credit as determined by the Advanced Placement Exam administered in May by the College Board. In this course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

<u>1105042</u>	<u>AFRICAN AMERICAN STUDIES-SPECIAL TOPICS</u>	.5	11-12
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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.

<u>105072</u>	<u>ASIAN AMERICAN STUDIES-SPECIAL TOPICS</u>	.5	11-12
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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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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

1 11-12

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>1206012</u>	<u>ECONOMICS–FREE ENTERPRISE SYSTEM</u>	.5	11-12
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This course focuses on the basic principles concerning production, consumption, and distribution of goods and services in the U.S. and a comparison with those in other countries. Students analyze the interaction of supply, demand, and price, investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy, and study the roles of the Federal Reserve System and other institutions in a free enterprise system.

<u>1206013</u>	<u>ECONOMICS–DUAL CREDIT</u>	.5	12
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See Sequence of Courses. Students should meet current TSI college readiness level in Reading and Writing.

Dual Credit Economics is a college level course intended for students who wish to receive college credit in high school. The student must enroll concurrently in Mountain View College by completing college registration, including taking a placement exam thorough Mountain View College. If the appropriate scores are achieved, the student can earn a total of 3 college Economics hours. This course is an in-depth study of economic systems, supply and demand, forms of business, the monetary system, government's role in the economy, world trade, and the global economy. This is a project-oriented course 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.

<u>1206030</u>	<u>ECONOMICS AP Macroeconomics</u>	.5	12
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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.

<u>1205112</u>	<u>GOVERNMENT</u>	.5	12
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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.

<u>1205113</u>	<u>GOVERNMENT DUAL CREDIT</u>	1	12
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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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>12-511-</u>	<u>GOVERNMENT AP</u>	<u>.5</u>	<u>12</u>
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.			
<u>13GOV41</u>	<u>GOVERNMENT AND PUBLIC ADMINISTRATION CTE</u>	<u>2</u>	<u>12</u>
In the English IV course, students read and understand a wide variety of literary and informational texts. Through the writing strand, students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. In research, students are expected to locate sources and evaluate, synthesize, and present ideas and information. In speaking and writing, students will apply the oral and written conventions of the English language. Students will continue to build on their prior knowledge and skills obtained in English I, English II, and English III in order to strengthen their reading, writing, and oral language skills.			
<u>1105052</u>	<u>WORLD AREA STUDIES (AC DEC) Both Semesters</u>	<u>1</u>	<u>11-12</u>
<u>1105182</u>	<u>HUMANITIES (AC DEC) First Semester</u>	<u>.5</u>	<u>11-12</u>
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.



Colorguard

<u>0910162</u>	<u>COLORGUARD CLASS I</u>	<u>1</u>	<u>9-12</u>
<u>1010162</u>	<u>COLORGUARD CLASS II</u>	<u>1</u>	<u>10-12</u>
<u>1110162</u>	<u>COLORGUARD CLASS III</u>	<u>1</u>	<u>11-12</u>
<u>1210162</u>	<u>COLORGUARD CLASS IV</u>	<u>1</u>	<u>12</u>

Prerequisite: Audition and director's approval.

Colorguard class will allow training to occur during the day through band.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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Dance and Drill Team

1010202 DANCE I (PE) – First Semester

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

.5 9-12

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

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

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

Selection by impartial judges in December .5 9-11

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

1010142 DRILL TEAM (High Hats) – Second Semester

.5 10-12

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1210142	DRILL TEAM OFFICER – First Semester	.5	11-12
This is a class for High Hat Officers Only-selected three at tryout process.			
1210142	DRILL TEAM OFFICER – Second Semester	.5	11-12
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.

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.

0910122	VARSITY WOMEN'S CHOIR I	1	9
1010122	VARSITY WOMEN'S CHOIR II	1	10
1110122	VARSITY WOMEN'S CHOIR III	1	11
1210122	VARSITY WOMEN'S CHOIR IV	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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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.

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
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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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1210220	MUSIC THEORY ADVANCED PLACEMENT	1	12

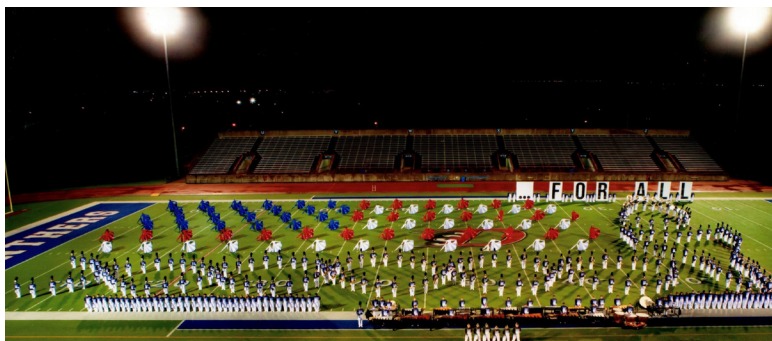
Prerequisite: Prior enrollment in vocal/instrumental study within the past year, either as part of the Duncanville ISD music curriculum or in private study with an applied instructor. In addition, the student must pass a pretest covering the fundamentals of music theory.

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.

No. **Course**

Credit

Grade



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.

10101V2 VARSITY BAND II
11101V2 VARSITY BAND III
12101V2 VARSITY BAND IV

09101V2 VARSITY BAND I **1**
9-12

1 **10-12**
1 **11-12**
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
1010112 CONCERT BAND II
1110112 CONCERT BAND III
1210112 CONCERT BAND IV

1 **9-12**
1 **10-12**
1 **11-12**
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.

0910152 JAZZ ENSEMBLE I
1010152 JAZZ ENSEMBLE II
1110152 JAZZ ENSEMBLE III
1210152 JAZZ ENSEMBLE IV

1 **9-12**
1 **10-12**
1 **11-12**
1 **12**

Prerequisite: Audition and director's approval.

Music literacy; creative expression; historical and cultural relevance will be learned through jazz ensemble; and critical evaluation and response- provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical- thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

0910052 SYMPHONIC BAND I
1010052 SYMPHONIC BAND II
1110052 SYMPHONIC BAND III
1210052 SYMPHONIC BAND IV

1 **9**
1 **10**
1 **11**
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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>1010162</u>	<u>HONORS BAND II & INSTRUMENTAL ENSEMBLE</u>	<u>1</u>	<u>10</u>
<u>1110161</u>	<u>HONORS BAND III & INSTRUMENTAL ENSEMBLE</u>	<u>1</u>	<u>11</u>
<u>1210161</u>	<u>HONORS BAND IV & INSTRUMENTAL ENSEMBLE</u>	<u>1</u>	<u>12</u>

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.

NOTE:

HONORS BAND III (HONORS)& INSTRUMENTAL ENSEMBLE (ACADEMIC)

HONORS BAND IV (HONORS) & INSTRUMENTAL ENSEMBLE (ACADEMIC)

<u>09100092</u>	<u>WIND ENSEMBLE I & INSTRUMENTAL ENSEMBLE</u>	<u>2</u>	<u>9</u>
<u>10100092</u>	<u>WIND ENSEMBLE II & INSTRUMENTAL ENSEMBLE</u>	<u>2</u>	<u>10</u>
<u>11100091</u>	<u>WIND ENSEMBLE III & INSTRUMENTAL ENSEMBLE</u>	<u>2</u>	<u>11</u>
<u>12100091</u>	<u>WIND ENSEMBLE IV & INSTRUMENTAL ENSEMBLE</u>	<u>2</u>	<u>12</u>

NOTE:

WIND ENSEMBLE III (HONORS) & INSTRUMENTAL ENSEMBLE (ACADEMIC)

WIND ENSEMBLE IV (HONORS) & INSTRUMENTAL ENSEMBLE (ACADEMIC)

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.

<u>1010182</u>	<u>APPLIED MUSIC I</u>	<u>1</u>	<u>10-12</u>
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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.

<u>1110182</u>	<u>APPLIED MUSIC II</u>	<u>1</u>	<u>10-12</u>
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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.

<u>1210182</u>	<u>APPLIED MUSIC III</u>	<u>1</u>	<u>10-12</u>
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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.

<u>0910132</u>	<u>PIANO CLASS I</u>	<u>1</u>	<u>9-12</u>
<u>1010132</u>	<u>PIANO CLASS II</u>	<u>1</u>	<u>10-12</u>
<u>1110132</u>	<u>PIANO CLASS III</u>	<u>1</u>	<u>11-12</u>
<u>1210132</u>	<u>PIANO CLASS IV</u>	<u>1</u>	<u>12</u>

Prerequisite: Audition and director's approval.

Music literacy; creative expression; historical and cultural relevance will be learned through piano; and critical evaluation and response- provide broad, unifying structures for organizing the knowledge and skills students are expected to

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.



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.

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.

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>1210011</u>	<u>THEATRE ARTS IV</u>	1	12
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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.

<u>1010022</u>	<u>THEATRE PRODUCTION-INTERPRETATION OF SPOKEN WORD</u>	1	10-12
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Prerequisite: Theatre Arts I or Oral Interp. I & concurrent enrollment in Debate, Oral Interp., 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.

<u>1010132</u>	<u>TECHNICAL THEATRE I</u>	1	10-12
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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.

<u>1110132</u>	<u>TECHNICAL THEATRE II/or Theatre Arts I</u>	1	11-12
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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.

<u>910002</u>	<u>MUSICAL THEATRE I</u>	1	9
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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.

<u>1010002</u>	<u>MUSICAL THEATRE II</u>	1	10
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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.

<u>1110002</u>	<u>MUSICAL THEATRE III</u>	1	11
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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

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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.

<u>1210001 MUSICAL THEATRE IV</u>	1	12
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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.

Visual Art

<u>0910032 VISUAL ART I</u>	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.

<u>1010032 VISUAL ART II</u>	1	9-12
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Prerequisite: Visual Art I or Visual 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.

<u>1110032 VISUAL ART III</u>	1	11-12
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Prerequisite: Visual 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.

<u>1210250 DRAWING PORTFOLIO</u>	1	10-12
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Prerequisite: Visual 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1210260	AP ART HISTORY	1	11-12

Prerequisite: 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.

1210230	ART 3: 3D	1	11-12
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Visual Art 1, Visual 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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Visual Art 1, Visual 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.



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.

0909052	FRENCH I	1	9-12
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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 IAP	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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>0909042 GERMAN I</u>		1	9-12
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.			
<u>1009042 GERMAN II</u>		1	10-12
Prerequisite: German 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.			
<u>1109041 GERMAN III</u>		1	11-12
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.			
<u>1209040 GERMAN IV AP</u>		1	12
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.			
<u>0909062 LATIN I</u>		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.			
<u>1009062 LATIN II</u>		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.			
<u>1109061 LATIN III</u>		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.			

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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1209060 LATIN IV AP

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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

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 I

1

9-12

Prerequisite: Native Speaker of Spanish

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 or Accelerated 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 or Accelerated 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
1109010	<u>SPANISH IV AP (Language & Dual Credit)</u>	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	<u>SPANISH V AP (Literature)</u>	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	<u>AMERICAN SIGN LANGUAGE I</u>	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	<u>AMERICAN SIGN LANGUAGE II</u>	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	<u>AMERICAN SIGN LANGUAGE III</u>	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	<u>SPECIAL TOPICS in LANGUAGE AND CULTURE</u>	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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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.

<u>1008102</u>	<u>PHYSICAL EDUCATION - FOUNDATIONS OF PERSONAL FITNESS (FIRST SEMESTER)</u>	<u>.5</u>	<u>9</u>
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<u>1008102</u>	<u>PHYSICAL EDUCATION - FOUNDATIONS OF PERSONAL FITNESS (FIRST SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
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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.

<u>0908022</u>	<u>AEROBICS (SECOND SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
<u>1008032</u>	<u>AEROBICS (FALL SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
<u>1008042</u>	<u>AEROBICS (SPRING SEMESTER)</u>	<u>.5</u>	<u>10-12</u>

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.

<u>1008052</u>	<u>TEAM SPORTS (FALL SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
<u>1008062</u>	<u>TEAM SPORTS (SPRING SEMESTER)</u>	<u>.5</u>	<u>10-12</u>

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.

<u>1008132</u>	<u>INDIVIDUAL SPORTS (SECOND SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
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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.

<u>0908012</u>	<u>PHYSICAL DEVELOPMENT (FIRST SEMESTER)</u>	<u>.5</u>	<u>10-12</u>
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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.

No. Course

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

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

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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.

No. **Course**

Credit

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>
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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

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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Swimming – Boys and Girls

0908292 FRESHMEN, 1008292 SOPHOMORES, 1108292 JUNIORS, 1208292 SENIORS .5

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

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. 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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.

<u>0914002 METHOD. FOR ACADEMIC AND PERSONAL SUCCESS (M.A.P.S)</u>	1	9-12
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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

<u>1003032 STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS</u>	1	9-12
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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

<u>1014022 Student Council Leadership I</u>	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.

<u>1114062 Peer Mediation</u>	1	11-1
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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.

<u>1214022 Peer Mediation II</u>	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.

<u>1214002 BRAILLE READING AND WRITING</u>	1	12
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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).

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>1214012 MAKING CONNECTIONS I</u>		.5	9-12
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.			
<u>1214042 MAKING CONNECTIONS II</u>		.5	9-12
Prerequisite: Making Connectinos I			
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.			
<u>1214062 MAKING CONNECTIONS III</u>		.5	9-12
Prerequisite: Making Connections II			
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.			
<u>1214072 MAKING CONNECTIONS IV</u>		.5	9-12
Prerequisite: Making Connections III			
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.			
<u>1214052 GENERAL EMPLOYABILITY SKILLS</u>		1	9-12
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.			
<u>1214082 ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS I</u>		1	9-12
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.			

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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1214092 ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS II

Prerequisite: O & M for Students with Visual Impairments I 1 9-12

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

Prerequisite: O & M for Students with Visual Impairments II 1 9-12

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

Prerequisite: O & M for Students with Visual Impairments III 1 9-12

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

Prerequisite: Principal Approval

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.

1214132 PEER ASSISTANCE II .5 10-12

Prerequisite: Peer Assistance I & Principal Approval

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

Prerequisite: Principal Approval

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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STUDENTS MAY ENROLL IN ONLY ONE BLOCK EACH SEMESTER AS AN AIDE

<u>1214014</u>	<u>STUDENT AIDE</u>	1 (Local)	12 only
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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.**

Course Catalog: Career and Technical Education/ Career, College, and Military Readiness

College Readiness Programs

DHS House Bill 5 Endorsements

CTE Program Overview

Personal Graduation Plan Templates

Career and Technical Education/Career Clusters -
Course Sequencing

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, AV Tech, and Communications

Business Management and Administration

Computer Science

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Manufacturing

Marketing

Science, Technology, Engineering, & Mathematics

Transportation, Distribution, and Logistics

Career & Technical Education/Career Clusters -
Course Descriptions

Agriculture, Food, and Natural Resources

Architecture and Construction

Arts, AV Tech, and Communications

Business Management and Administration

Computer Science

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Manufacturing

Marketing

Science, Technology, Engineering, & Mathematics

Transportation, Distribution, and Logistics

College and Career Planning and Resources

College Entrance Exams and Test Prep Websites

Researching Financial Aid and Scholarships



You're Going to
Love our Stories
at DHS



**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
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) MVC Courses for ECHS EDUC 1300/PHED 1304 ITSC 1401/SPCH 1311	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) MVC Courses for ECHS ARTS 1301/MUSI 1301 BMGT 1327/MRKG 1311 PSYC 2301/SOCI 1301
Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)	Total HS Credits: 8 MVC Credit Hours: 12 (ECHS)
11 th Grade	12 th Grade
Algebra 2 (Pre-AP)/Geometry or Pre-Calculus (Pre-AP) Physics (AP) Electives AP Language (Some students—English 3 credit) MVC Courses for ECHS ENGL 1301/1302* (English 3 credit) MATH 1314/1316 HIST 1301/1302 (US History credit) PHIL 1301/HUMA 1302 <i>*If you take AP Language, you will still need ENGL 1301 & ENGL 1302 for your CVC degree</i>	Pre-Calculus or Advanced Quantitative Reasoning Economics AP Literature or ENGL 2327/2328 Electives 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
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 Study

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)

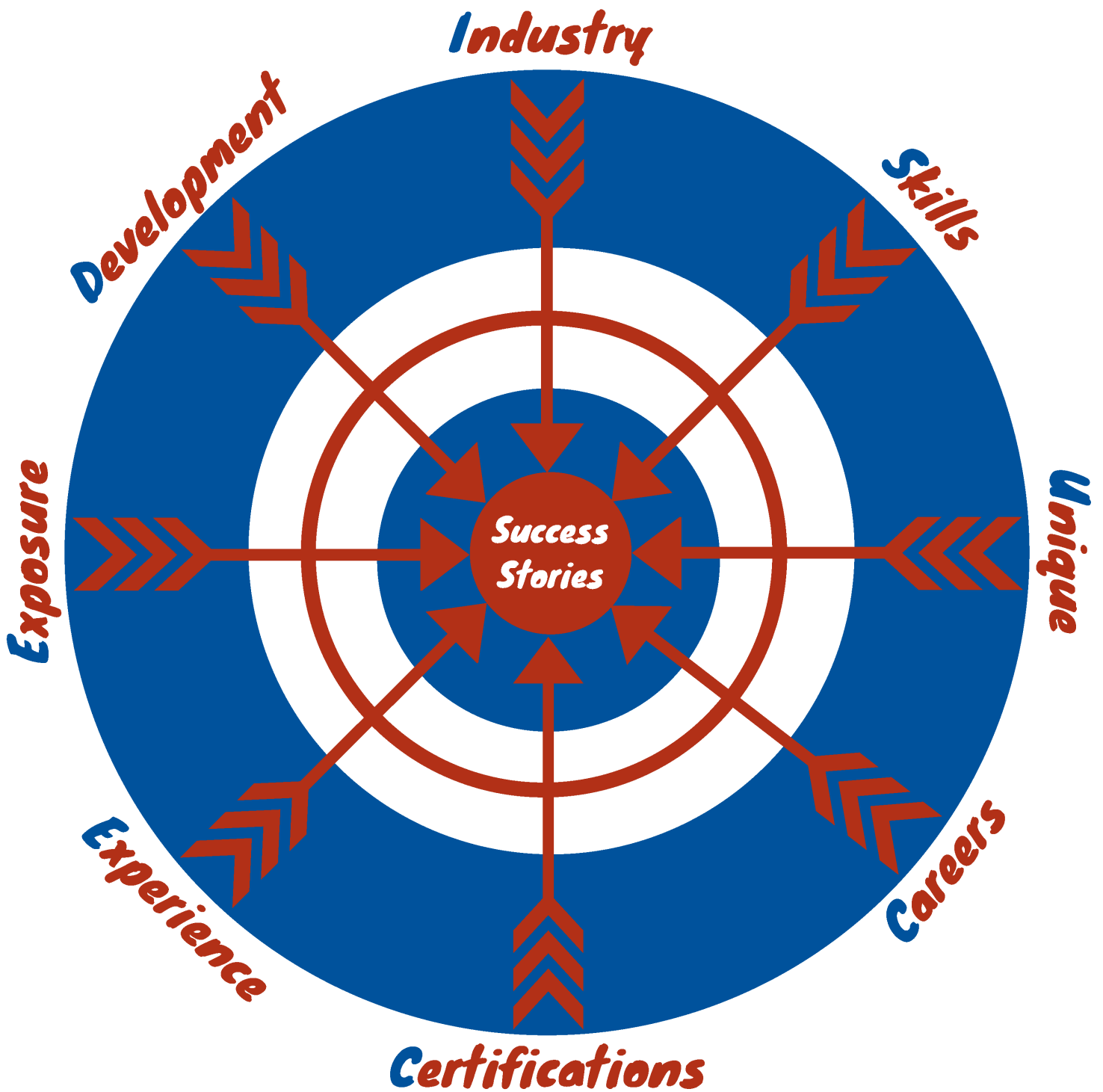
9 th Grade Courses	10 th Grade Courses	11 th Grade Courses	12 th Grade Courses
Architectural Design Dual Credit Courses, 17 Courses for 60 Credits (15 Core)			
Fall: SPCH 1311 Spring: ARCE 1421 ITSC 1401	Fall: DFTG 1409 ARTS 1301 Spring: DFTG 1445 PSYC 2301 Flex : DFTG 1315 (May or Dec.)	Fall: DFTG 1417 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

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

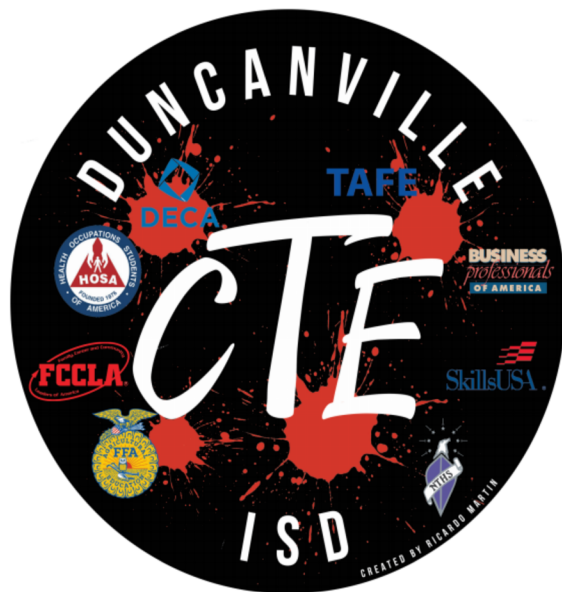
The Multidisciplinary Studies Endorsement can be earned by completing foundation and general endorsement requirements and:

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



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.

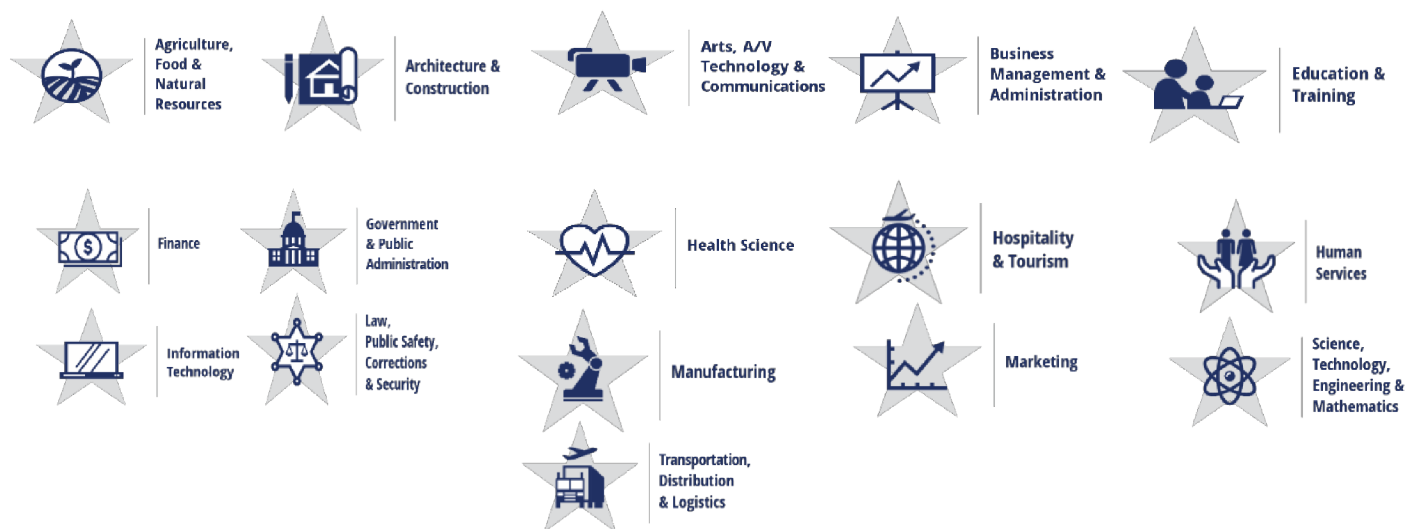
What Are Career Pathways?

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

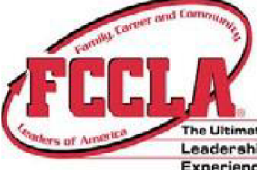





The goal of Career and Technical Education (CTE) at Duncanville High School is to give students the opportunity to develop marketable skills, have the opportunity to take courses that lead to college credit, nationally recognized certifications and licensures. Our hope is that students will take advantage 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 CTSAs.
- ☒ Meeting dates and minutes will be required for submission.
- ☒ Area, local and district competitions are covered by fund raising activities.
- ☒ State and national and international competitions will be offset with CTE funds.

PERSONAL GRADUATION PLAN

Personal Graduation Plan

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

1. Identify educational/ career goals for the student
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies
3. Include an intensive program of instruction
4. Address participation of the student's parent or guardian, including 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**

<p>Last Name _____ First _____ M _____</p> <p>Cohort Enrollment Date _____ Cohort Expected Graduation Date _____</p> <p>Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> Migrant <input type="checkbox"/> Retained _____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____</p>	8th Grade Courses for High School Credit	<p><i>Met Expectations</i></p> <p>Spanish I Pre-AP _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Health _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
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	9 TH Grade	10 TH Grade	11 TH Grade	12 TH 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"/> 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"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

ARTS AND HUMANITIES (Art, Dance, Theatre)	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"/> 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 <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"/> _____ <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"/> 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"/> Macro-Economics <input type="checkbox"/> 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 I H		<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
Foreign Language

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 Spanish I Pre-AP _____ <i>Met Expectations</i> <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																																																																																	
FOUNDATION COURSES <table border="1"> <thead> <tr> <th>9TH Grade</th> <th>10TH Grade</th> <th>11TH Grade</th> <th>12TH Grade</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> English I <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> English II <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> English III <input type="checkbox"/> Pre AP <input type="checkbox"/> AP</td> <td><input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i></td> </tr> <tr> <td><input type="checkbox"/> Algebra I <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> Advanced English _____</td> </tr> <tr> <td><input type="checkbox"/> Geometry <input type="checkbox"/> Pre AP</td> <td><input type="checkbox"/> Algebra II <input type="checkbox"/> Pre AP</td> 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ARTS AND HUMANITIES (Foreign Language)			<table border="1"> <thead> <tr> <th>9th</th> <th>10th</th> <th>11th</th> <th>12th</th> </tr> </thead> <tbody> <tr> <td>Foreign Language</td> <td>Foreign Language</td> <td>Foreign Language</td> <td>Foreign Language</td> </tr> <tr> <td><input type="checkbox"/> Spanish I</td> <td><input type="checkbox"/> Spanish I</td> <td><input type="checkbox"/> Spanish I</td> <td><input type="checkbox"/> Spanish II</td> </tr> <tr> <td><input type="checkbox"/> Spanish II</td> <td><input type="checkbox"/> Spanish II</td> <td><input type="checkbox"/> Spanish II</td> <td><input type="checkbox"/> Spanish III</td> </tr> <tr> <td><input type="checkbox"/> French I</td> <td><input type="checkbox"/> Spanish III</td> <td><input type="checkbox"/> Spanish III</td> <td><input type="checkbox"/> Spanish Dual Credit</td> </tr> <tr> <td><input type="checkbox"/> Latin I</td> <td><input type="checkbox"/> Spanish Dual Credit</td> <td><input type="checkbox"/> Spanish Dual Credit</td> <td><input type="checkbox"/> Spanish IV</td> </tr> <tr> <td><input type="checkbox"/> Accelerated Spanish-I</td> <td><input type="checkbox"/> French I</td> <td><input type="checkbox"/> Spanish IV</td> <td><input type="checkbox"/> Spanish Dual Credit</td> </tr> <tr> <td><input type="checkbox"/> Accelerated Spanish-II</td> <td><input type="checkbox"/> French II</td> <td><input type="checkbox"/> Spanish Dual Credit</td> <td><input type="checkbox"/> Latin II</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Latin I</td> <td><input type="checkbox"/> French I</td> <td><input type="checkbox"/> Latin III</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Latin II</td> <td><input type="checkbox"/> French II</td> <td><input type="checkbox"/> Latin IV</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> French III</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> Latin I</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> Latin II</td> <td></td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> Latin III</td> <td></td> </tr> <tr> <td>American Sign Language</td> <td>American Sign Language</td> <td>American Sign Language</td> <td>American Sign Language</td> </tr> <tr> <td></td> <td><input type="checkbox"/> ASL I</td> <td><input type="checkbox"/> ASL I</td> <td><input type="checkbox"/> ASL II</td> </tr> <tr> <td></td> <td></td> <td><input type="checkbox"/> ASL II</td> <td><input type="checkbox"/> ASL III</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		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"/> French I	<input type="checkbox"/> Spanish III	<input type="checkbox"/> Spanish III	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Latin I	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Spanish IV	<input type="checkbox"/> Accelerated Spanish-I	<input type="checkbox"/> French I	<input type="checkbox"/> Spanish IV	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Accelerated Spanish-II	<input type="checkbox"/> French II	<input type="checkbox"/> Spanish Dual Credit	<input type="checkbox"/> Latin II		<input type="checkbox"/> Latin I	<input type="checkbox"/> French I	<input type="checkbox"/> Latin III		<input type="checkbox"/> Latin II	<input type="checkbox"/> French II	<input type="checkbox"/> Latin IV			<input type="checkbox"/> French III	<input type="checkbox"/>			<input type="checkbox"/> Latin I	<input type="checkbox"/>			<input type="checkbox"/> Latin II				<input type="checkbox"/> Latin III		American Sign Language	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												
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**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 <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	<i>Met Expectations</i> 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"/> 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"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
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			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		
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						<input type="checkbox"/> Sociology		<input type="checkbox"/> Sociology		
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						<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		
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				<input type="checkbox"/> AP Human Geography		<input type="checkbox"/> AP Human Geography				
				<input type="checkbox"/> AP European History		<input type="checkbox"/> AP European History				

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

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	
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	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"/> _____ <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"/> 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"/> 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"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____

BUSINESS AND INDUSTRY (Arts/AV/Commination, Journalism, Debate, Cosmetology & Hospitality & Tourism)	9th	10th	11th	12th
	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm	Arts, A/V Tech/Comm
	<input type="checkbox"/> Principles of Arts, A/V Tech and Communications	<input type="checkbox"/> Animation I	<input type="checkbox"/> Animation/Lab II	<input type="checkbox"/> Practicum in Animation
		<input type="checkbox"/> Audio/Video Production I	<input type="checkbox"/> Audio/Video Production II/Lab <input type="checkbox"/> Digital Audio Technology I	<input type="checkbox"/> Practicum in Audio/Video Production <input type="checkbox"/> Digital Audio Technology II
		<input type="checkbox"/> Commercial Photography I	<input type="checkbox"/> Commercial Photography II	<input type="checkbox"/> Practicum in Commercial Photography
		<input type="checkbox"/> Fashion Design I	<input type="checkbox"/> Fashion Design II/Lab	<input type="checkbox"/> Practicum in Fashion Design
		<input type="checkbox"/> Graphic Design and Illustration I	<input type="checkbox"/> Graphic Design and Illustration II/Lab	<input type="checkbox"/> Practicum in Graphic Design
	Journalism	Journalism	Journalism	Journalism
	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I	<input type="checkbox"/> Journalism I
	<input type="checkbox"/> Principles of Arts, A/V Tech and Communications	<input type="checkbox"/> Photojournalism I	<input type="checkbox"/> Photojournalism I	<input type="checkbox"/> Photojournalism I
		<input type="checkbox"/> Photojournalism II	<input type="checkbox"/> Photojournalism II	<input type="checkbox"/> Photojournalism II
		<input type="checkbox"/> Printing and Imaging Technology-I	<input type="checkbox"/> Printing and Imaging Technology-II	<input type="checkbox"/> Practicum Printing and Imaging Technology
	Debate	Debate	Debate	Debate
	<input type="checkbox"/> Debate I	<input type="checkbox"/> Debate I	<input type="checkbox"/> Debate II	<input type="checkbox"/> Debate II
	<input type="checkbox"/> Professional Communications	<input type="checkbox"/> Debate II	<input type="checkbox"/> Debate III	<input type="checkbox"/> Debate III
		<input type="checkbox"/> Professional Communications		<input type="checkbox"/> Debate IV
				<input type="checkbox"/> Professional Communications
	Cosmetology	Cosmetology	Cosmetology	Cosmetology
	<input type="checkbox"/> Principles of Cosmetology Design and Color Theory	<input type="checkbox"/> Introduction to Cosmetology	<input type="checkbox"/> Cosmetology I	<input type="checkbox"/> Cosmetology II
	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism
<input type="checkbox"/> Introduction to Culinary Arts	<input type="checkbox"/> Culinary Arts	<input type="checkbox"/> Advanced Culinary Arts	<input type="checkbox"/> Practicum in Culinary Arts	

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	<u><i>Met Expectations</i></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"/> _____		<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"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
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

<p>Last Name _____ First _____ M _____</p> <p>Cohort Enrollment Date _____ Cohort Expected Graduation Date _____</p> <p>Student ID No. _____ <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education</p> <p><input type="checkbox"/> Migrant <input type="checkbox"/> Retained ____ #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other _____</p>		8th Grade Courses for High School Credit	<p>Spanish I Pre-AP _____ <i>Met Expectations</i> <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>TSDE _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
--	--	--	--	--

	9 TH Grade	10 TH Grade	11 TH Grade	12 TH 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"/> 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"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____	
	PUBLIC SERVICE	9th	10th	11th	12th
		Education	Education	Education	Education
		<input type="checkbox"/> Principles of Education and Training	<input type="checkbox"/> Human Growth and Development	<input type="checkbox"/> Instructional Practices	<input type="checkbox"/> Practicum in Education and Training
		Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration
		<input type="checkbox"/> Principles of Government and Public Administration	<input type="checkbox"/> Political Science I	<input type="checkbox"/> Political Science II	<input type="checkbox"/> Practicum in Local, State and Federal Government
		<input type="checkbox"/> Political Science I	<input type="checkbox"/> Political Science II		
		Health Science	Health Science	Health Science	Health Science
		<input type="checkbox"/> Principles of Health Science	<input type="checkbox"/> Anatomy and Physiology	<input type="checkbox"/> Health Science Theory and Health Science Clinical	<input type="checkbox"/> Practicum in Health Science - Pharmacy
			<input type="checkbox"/> Medical Microbiology	<input type="checkbox"/> Anatomy and Physiology	<input type="checkbox"/> Practicum in Health Science - Clinical Nursing Assistant
			<input type="checkbox"/> Medical Terminology	<input type="checkbox"/> Medical Microbiology	
			<input type="checkbox"/> Pathophysiology	<input type="checkbox"/> Medical Terminology	
				<input type="checkbox"/> Pathophysiology	
		Human Services	Human Services	Human Services	Human Services
		<input type="checkbox"/> Principles of Human Services	<input type="checkbox"/> Child Development	<input type="checkbox"/> Counseling and Mental Health	<input type="checkbox"/> Practicum of Human Services
		<input type="checkbox"/> Lifetime Nutrition and Wellness	<input type="checkbox"/> Child Guidance		
		<input type="checkbox"/> Interpersonal Studies			

Duncanville ISD Graduation Plan: STEM Endorsement

Last Name _____ First _____ M _____			8 th Grade Courses for High School Credit	Met Expectations Spanish I Pre-AP _____ <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				Health _____ <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 _____				Algebra _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	
				H.S. Career Prep _____ <input type="checkbox"/> YES <input type="checkbox"/> NO	

	9 TH Grade	10 TH Grade	11 TH Grade	12 TH 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"/> 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"/> Chemistry II <input type="checkbox"/> AP <input type="checkbox"/> Biology II <input type="checkbox"/> AP <input type="checkbox"/> US History <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"/> 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"/> Macro-Economics. <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE _____ <input type="checkbox"/> _____

STEM	9 th	10 th	11 th	12 th
	Engineering	Engineering	Engineering	Engineering
	<input type="checkbox"/> Principles of Applied Engineering	<input type="checkbox"/> Engineering Design & Presentation I	<input type="checkbox"/> Engineering Design & Presentation II DC	<input type="checkbox"/> Practicum in STEM
	<input type="checkbox"/> Introduction to Engineering	<input type="checkbox"/> Engineering Design & 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 & Design
		<input type="checkbox"/> Principles of Engineering	<input type="checkbox"/> Engineering Design & Development	
	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 & 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 & Design
	Mathematics	Mathematics	Mathematics	Mathematics
	<input type="checkbox"/> Algebra-I	<input type="checkbox"/> Algebra II	<input type="checkbox"/> Pre-Calculus PAP	<input type="checkbox"/> Calculus AP (AB)
	<input type="checkbox"/> Geometry PAP	<input type="checkbox"/> Algebra II-Pre-AP	<input type="checkbox"/> Pre-Calculus PAP DC	<input type="checkbox"/> Calculus AP (BC)
			<input type="checkbox"/> Statistics AP	
	Computer Science	Computer Science	Computer Science	Computer Science
	<input type="checkbox"/> Fundamentals of Computer Science	<input type="checkbox"/> AP Computer Science Principles	<input type="checkbox"/> Computer Science I	<input type="checkbox"/> Independent Study in Technology
				<input type="checkbox"/> AP Computer Science A
	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 & Physiology H	<input type="checkbox"/> Anatomy & 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 & Physiology H	
		<input type="checkbox"/> Physics I AP	<input type="checkbox"/> Medical Microbiology	
		<input type="checkbox"/> Medical Microbiology		

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

FOUNDATION COURSES

Duncanville ISD Graduation Plan
Business and Industry Endorsement- Business Management & Administration, Marketing & Finance

FOUNDATION COURSES

Duncanville ISD Graduation Plan: Multi-Disciplinary Studies Endorsement

Last Name First M		8th Grade Courses for High School Credit	Spanish I Pre-AP <u> </u> <input type="checkbox"/> YES <input type="checkbox"/> NO	
Cohort Enrollment Date <u> </u> Cohort Expected Graduation Date <u> </u>			TSDE <u> </u> <input type="checkbox"/> YES <input type="checkbox"/> NO	
Student ID No. <u> </u> <input type="checkbox"/> ELL <input type="checkbox"/> 504 <input type="checkbox"/> Special Education			Health <u> </u> <input type="checkbox"/> YES <input type="checkbox"/> NO	
<input type="checkbox"/> Migrant <input type="checkbox"/> Retained <u> </u> #of times <input type="checkbox"/> GATE <input type="checkbox"/> Other <u> </u>			Algebra <u> </u> <input type="checkbox"/> YES <input type="checkbox"/> NO	
			H.S. Career Prep <u> </u> <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 <u> </u> <input type="checkbox"/> LOTE <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u>	<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 <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u>	<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 <u> </u> <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"/> AP <input type="checkbox"/> US History <i>Dual Credit</i> <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u>	<input type="checkbox"/> English IV <input type="checkbox"/> AP <input type="checkbox"/> <i>Dual Credit</i> <input type="checkbox"/> Advanced English <input type="checkbox"/> <u> </u> <input type="checkbox"/> Advanced Math <input type="checkbox"/> <u> </u> <input type="checkbox"/> Advanced Science <input type="checkbox"/> <u> </u> <input type="checkbox"/> CTE Science <input type="checkbox"/> <u> </u> <input type="checkbox"/> Government <input type="checkbox"/> AP <input type="checkbox"/> Dual Credit <input type="checkbox"/> Macro-Economics <input type="checkbox"/> AP <input type="checkbox"/> Professional Communications <input type="checkbox"/> LOTE <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u> <input type="checkbox"/> <u> </u>
	9th Grade	10th Grade	11th Grade	12th Grade
Multi-Disciplinary Studies	<p>Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies</p> <p><i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i></p>	<p>Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies</p> <p><i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i></p>	<p>Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies</p> <p><i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i></p>	<p>Four Advanced Placement Courses Four Credits in each of the foundation core areas: Math (<i>including Algebra II</i>), Science, English, and Social Studies</p> <p><i>Allows a student to select courses from the curriculum of each endorsement area and earn credits from multiple content areas sufficient to complete the distinguished level of achievement.</i></p>

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



DUNCANVILLE ISD

Writing success stories, one student at a time.

My Future. My Choice.

CTE Course Descriptions

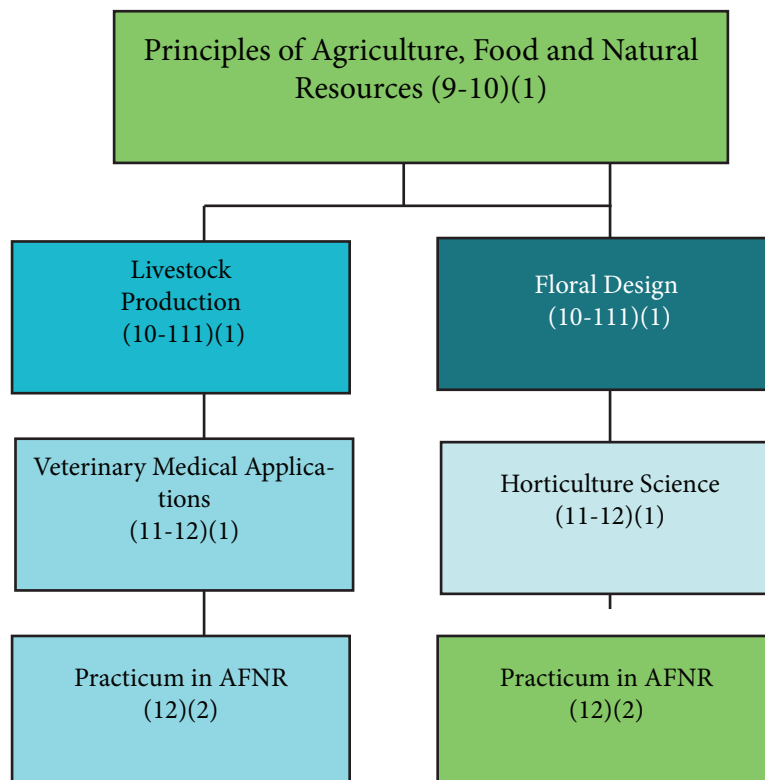
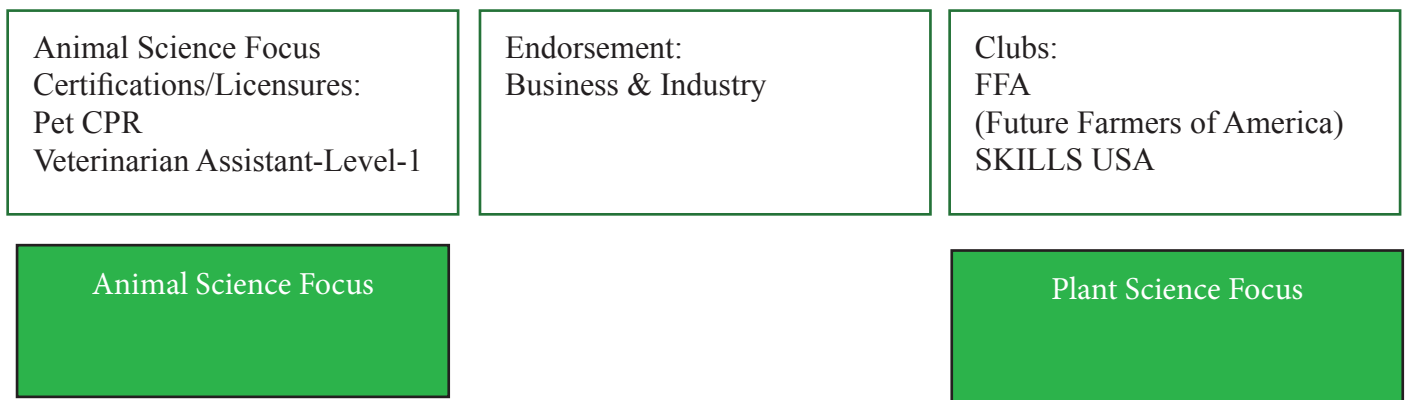
Health Services - Robotics/Engineering - TAFE

Computer Science - Business Marketing



AGRICULTURE, FOOD AND NATURAL RESOURCES

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.



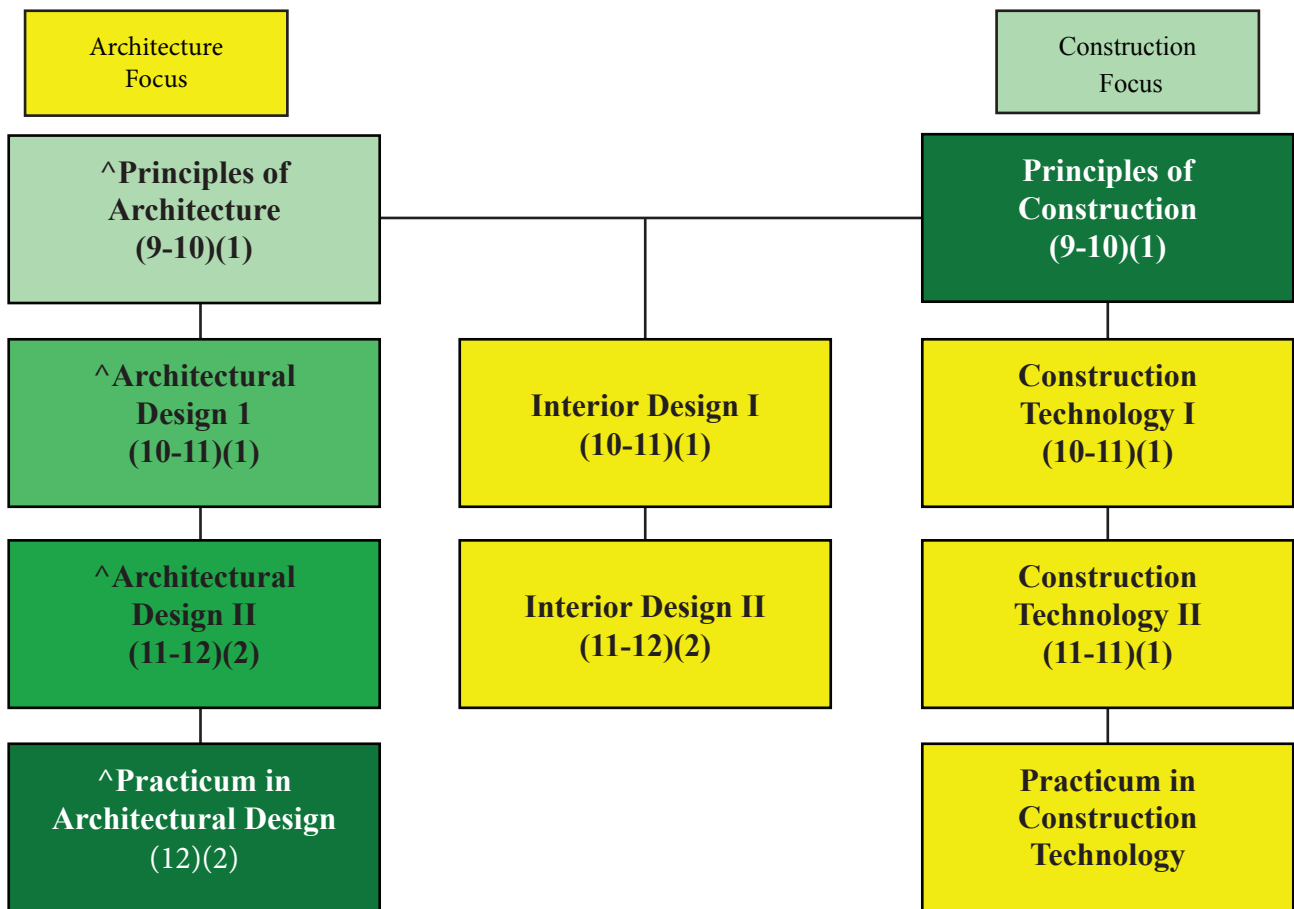
ARCHITECTURE AND CONSTRUCTION

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

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

Club: SKILLS USA

Construction Focus
Certifications/Licensures:
OSHA - Occupational Safety
 and Health Administration
NCCER - National Center for
 Construction Education



^ Dual Credit Classes Available

ARTS, AV TECH AND COMMUNICATIONS

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.

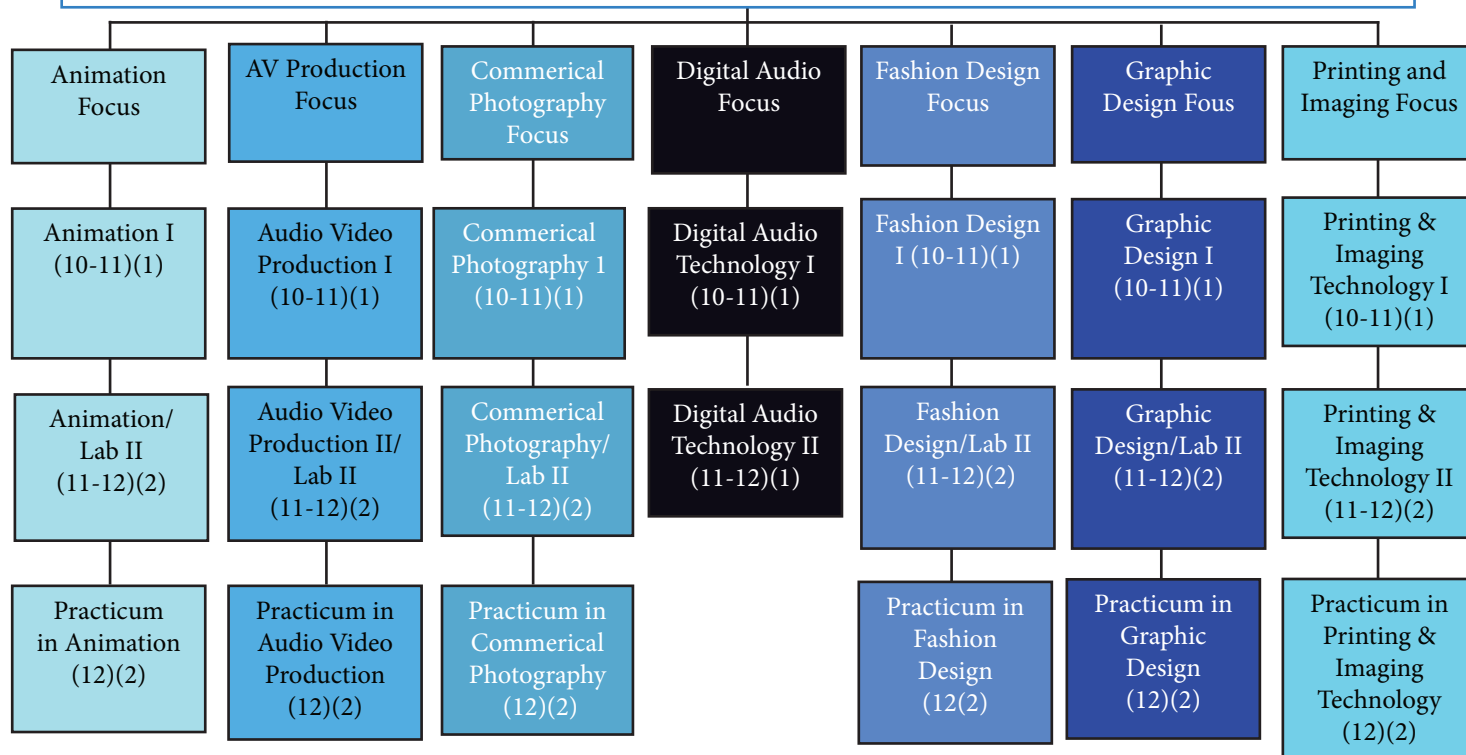
Club:
SKILLS USA

Endorsement:
Business & Industry

Graphic Design, AV Production, and Printing & Imaging Technology Certifications/Licensures:
Adobe Photoshop, Adobe InDesign, Adobe Illustrator

Animation Certifications/Licensures:
Maya and Adobe Flash

Principles of Arts, AV tech and Communications (9-10)(1)



Video Game Design (10-12) (1)

****Can be taken any time after the Principles class in the AV**

^Must be taken concurrently with level I class listed above it.

^^ Must be taken concurrently with level II class listed above it.

^^^ Must be taken concurrently with Practicum level class listed above it.

Professional Communications (May be added to any cluster)(9-12)(.5)

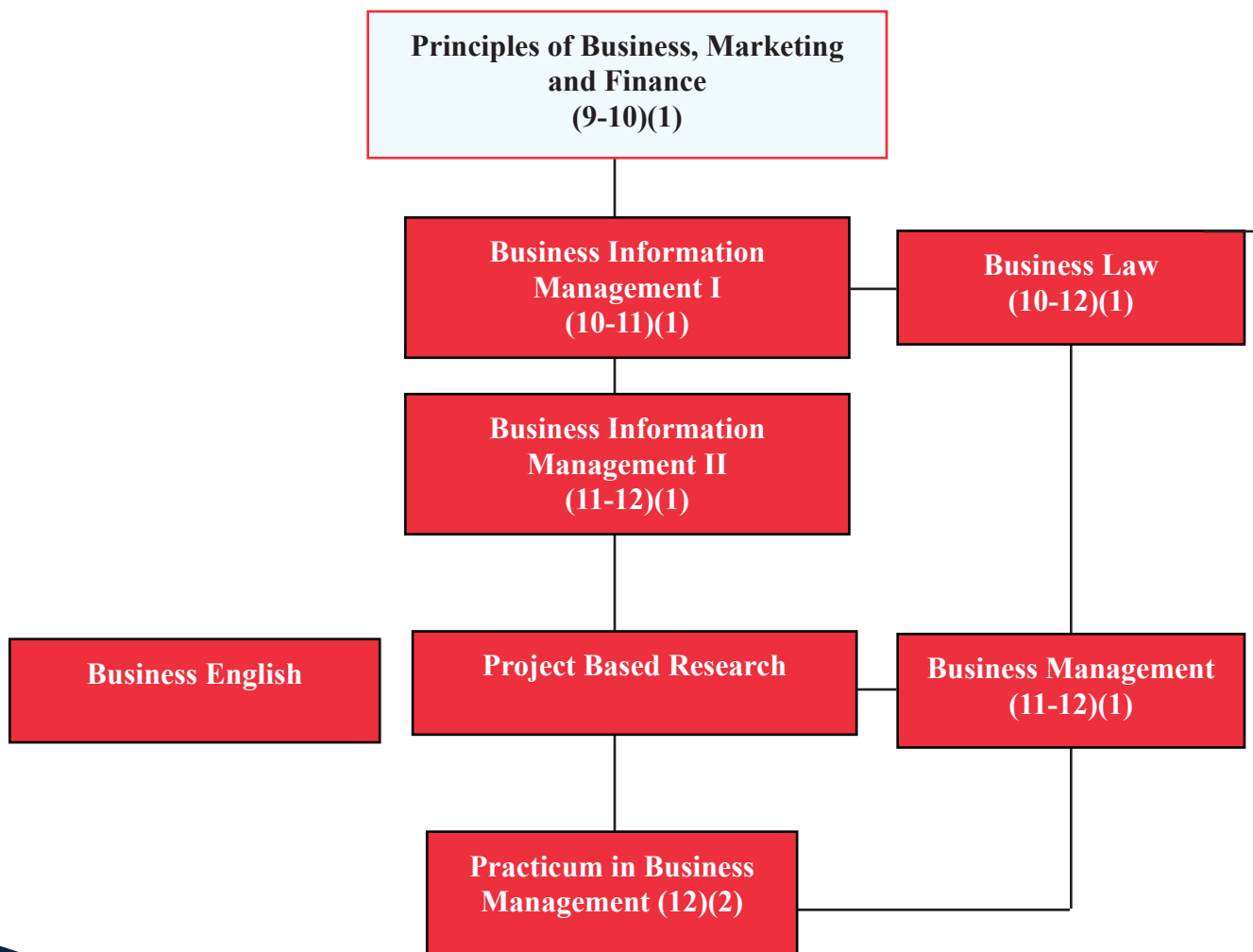
BUSINESS MANAGEMENT AND ADMINISTRATION

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

Certifications/Licensures:
Microsoft Office User

Endorsement:
Business & Industry

Clubs:
BPA (Business professionals of America)



CYBERSECURITY

The Cybersecurity program of study includes the occupations and educational opportunities related to planning, implementing, upgrading, or monitoring security measure for the protection of computer networks and information. This program of study may also include exploration into responding to computer security breaches and virus and administering network security measures.

Certifications/Licensures:

Oracle Certified Associate
Java SE 8

Endorsement:

STEM

Clubs:

TSA

**Fundamentals of Computer Science
(9-10)(1)**

**AP Computer Science Principles
(10-12)(1)**

**Computer Science I
(11-12)(1)**

**AP Computer Science A
(11-12)(1)**

EDUCATION AND TRAINING

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.

Certifications/Licensures:

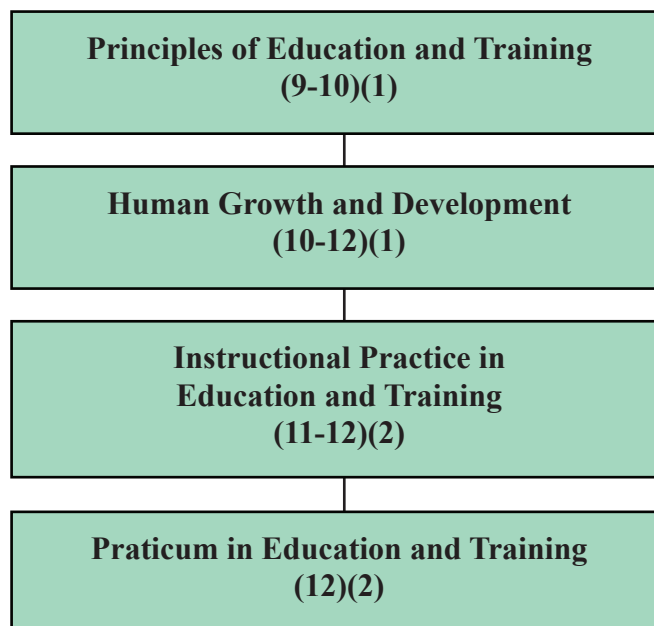
TeXes Educational Aide - 1

Endorsement:

Public Service

Clubs:

TAFE (Texas Association of Future Educators)



FINANCE

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

Certifications/Licensures:

QuickBooks Intuit Certification

Endorsement:

Business & Industry

Clubs:

SKILLS USA

UIL

DECA

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

**Accounting I
(10-12)(1)**

**Accounting II
(11-12)(1)**

**Project Based Research
(12)(1)**

**Practicum in Business
Management (12)(2)**

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

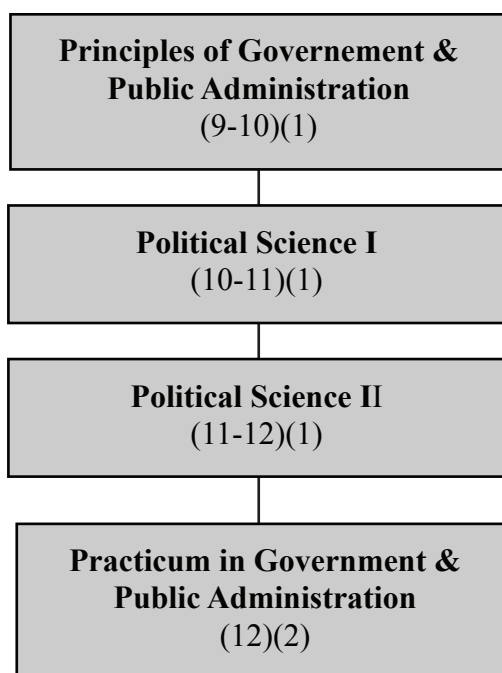
GOVERNMENT & PUBLIC ADMINISTRATION

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

Certifications/Licensures:
Government Focus

Endorsement:
Public Service

Clubs:
YAG



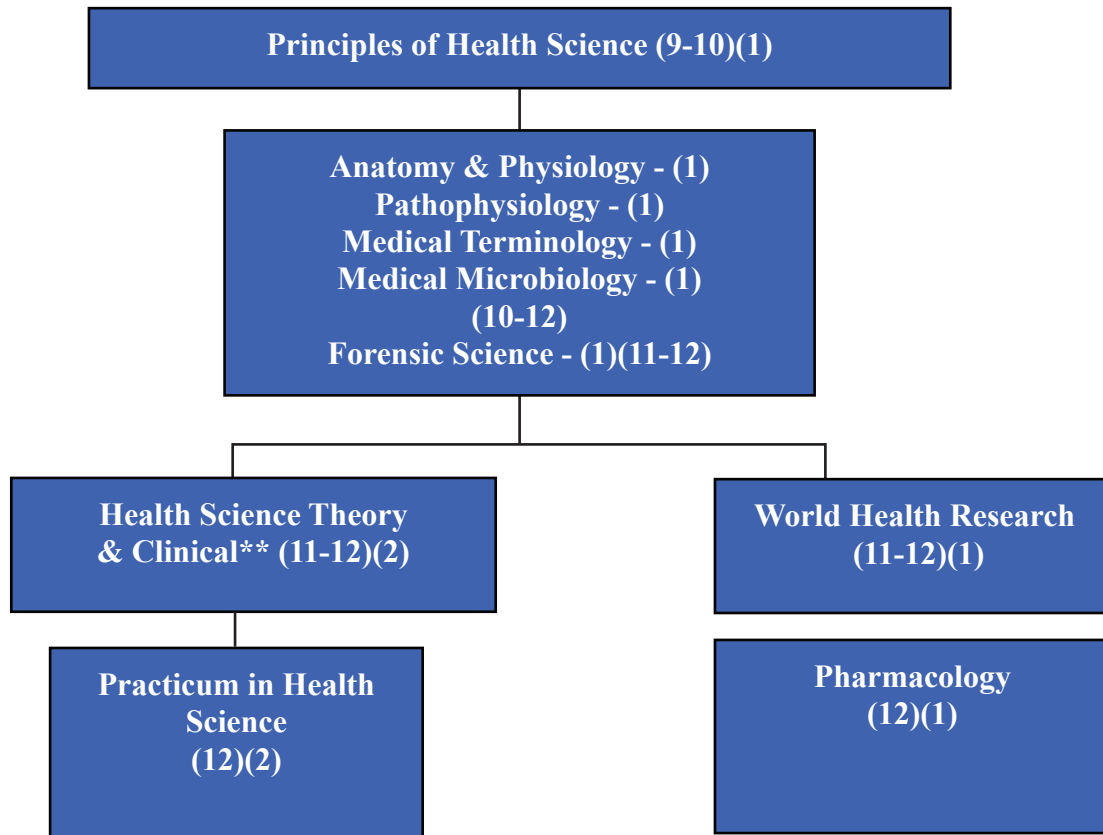
HEALTH SCIENCE

From newborns to seniors, Texans require professionals who are experts at diagnosing and treating disease, using medical technologies and providing preventive care. Although everyone thinks of doctors and nurses when they contemplate careers in health care, there are hundreds specialties available in the Health Science cluster including technicians, skilled support personnel, dentists and scientists. In fact, a typical medical center is a giant business with employees as varied as aides and 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.

Certifications/Licensures:
CPR & Pharmacy Tech or CNA

Endorsement:
Public Service

Clubs:
HOSA



**limited to 16 students per double-block

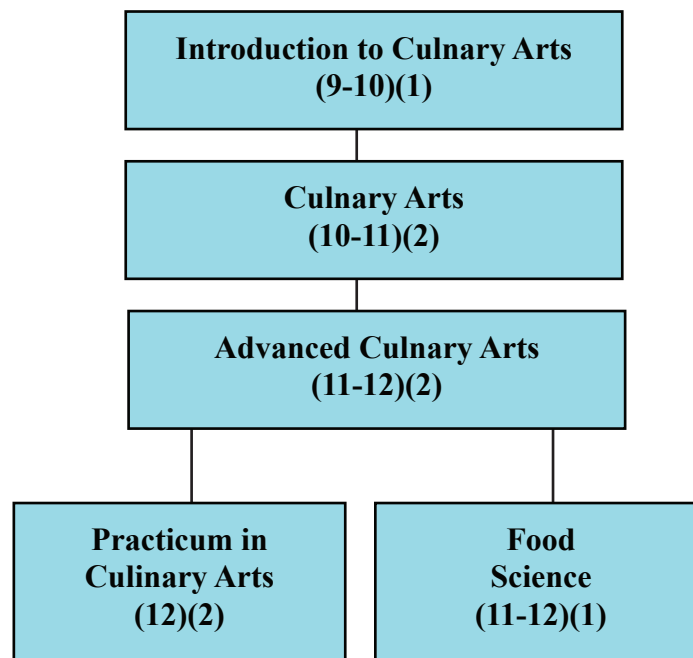
HOSPITALITY AND TOURISM

Texas is a top destination. People from around the globe come here to visit attractions such as the Alamo, Six Flags over Texas, and Padre Island National Seashore – all ranked among the top draws for tourists in the state. Untold millions enjoy our wealth of hotels, restaurants, theaters, museums, zoos, aquariums, rodeos, campgrounds, state and national parks, racetracks, cruises and more. The job of keeping all those people happy fall to workers in Hospitality and Tourism. Whether chefs or concierges, travel agents or tour guides, park rangers or players for sports teams, the professionals in this cluster are experts at pleasing the public. If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, then Hospitality and Tourism may be the right cluster for you.

Culinary Focus
Certifications/Licensures:
ServSafe Certification

Endorsement
Business and Industry

Clubs
SkillsUSA



HUMAN SERVICES

It takes a special kind of person to work in Human Services. Although many jobs in the cluster pay well, those who choose Human Services generally don't do it for the money. Instead, they are motivated by the desire to assist others. Psychologists, therapists, counselors, social workers, health aides, cosmetologists, financial planners, clergy members, and others tend to the physical, mental, and spiritual needs of people in their hometowns. They offer helping hands to everyone from babies in child-care centers to seniors in long-term care facilities. The work is sometimes challenging, but the reward of knowing that you have improved someone's life is immense. If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services cluster could be the right career cluster for you.

Clubs:

SKILLS USA

FCCLA (Family, Career and Community Leaders of America)

Endorsement:

Public Service

Human Services Focus

Principles of Human Services
(9-10)(1)

Child Development
(11-12)(1)

Interpersonal Studies
(10-11)(.5)

Lifetime Nutrition & Wellness
(10-11)(.5)

Counseling & Mental Health
(11-12)(1)

Child Guidance
(11-12)(2)

Practicum in Human Services
(12)(2)

Cosmetology Focus:
Certifications/ Licensures:
Cosmetologist Operators

^^ Principles of Cosmetology
(9)(1)

^^ Introduction to Cosmetology
(10)(1)

^^ Cosmetology I
(11)(3)

^^ Cosmetology II
(12)(3)

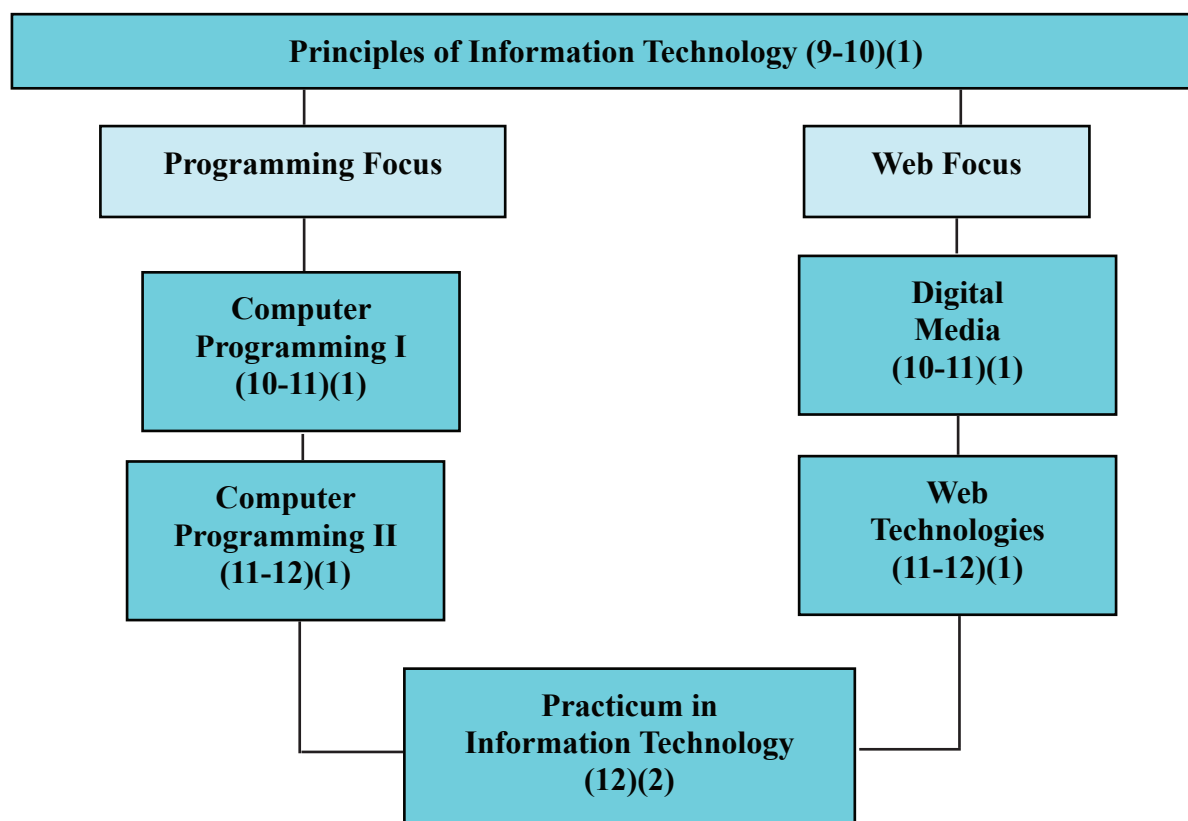
^^classes are limited to 50 students
(25 students per instructor)

INFORMATION TECHNOLOGY

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.

Endorsement:
STEM

Clubs:
SKILLS USA



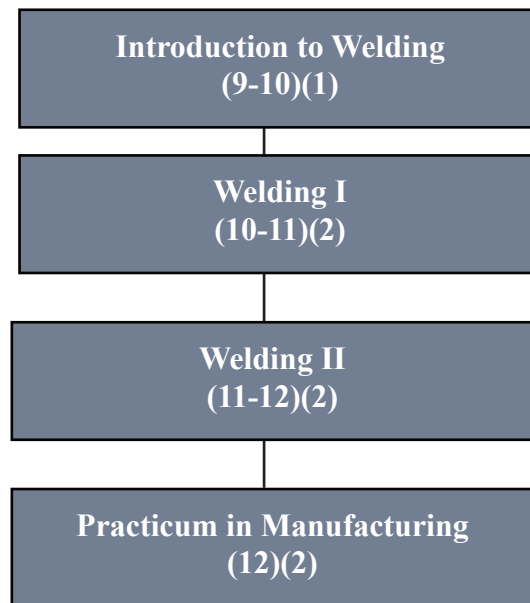
MANUFACTURING

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.

Endorsement:
Business & Industry

Clubs:
SKILLS USA

Welding Focus
Certifications/Licensures: AWS Welding



MARKETING

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

Endorsement:
Business & Industry

Clubs:
DECA (Distributive Educational Clubs of America)

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

*One or more of the following, must equal
at least a one year credit.*

Entrepreneurship	(10-12)(1)
Advertising	(10-12)(.5)
Fashion arketing	(10-12)(.5)
Sports & Entertainment Marketing	(10-12)(.5)
Social Media Marketing	(10-12)(.5)

Advanced Marketing
(11-12)(2)

Practicum in Marketing
(12)(2)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

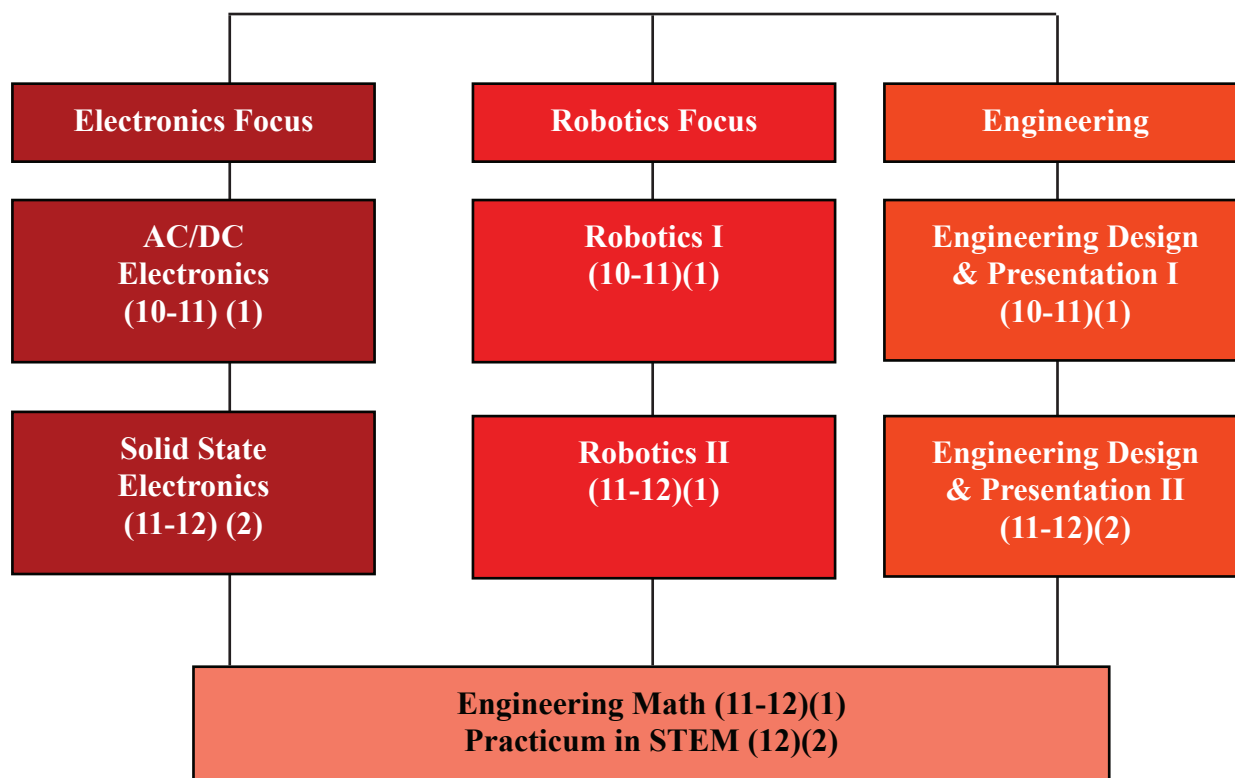
New discoveries are made every day. Scientists, technologists, engineers, and mathematicians are pushing the boundaries of human knowledge by seeking to better understand and improve the world around us. They spend their time exploring everything from vast galaxies of stars to the tiniest subatomic particles. 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.

Endorsement:
STEM

Clubs:
SKILLS USA

**Engineering Focus
Certifications/Licensures:**
Auto Desk Certification

Principles of Applied Engineering (9-10)(1)



TRANSPORTATION, DISTRIBUTION AND LOGISTICS

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

Endorsement:
Business & Industry

Club:
SKILLS USA

Automotive Focus
Certifications/Licensures
Automotive Service Excellence

Collision Focus
Certifications/Licensures
I-CAR

Automotive Basics
(9-10)(1)

Automotive Technology I
(10-11)(2)

Automotive Technology II
(11-12)(2)

Practicum in Transportation
Systems - Automotive
(11-12)(2)

Basics of Collision
Repair and Refinishing
(9-10)(1)

Collision Repair
(10-11)(2)

Paint & Refinishing
(11-12)(2)

Practicum in Transportation
Systems - Collisions Repair
(12)(2)



AGRICULTURE, FOOD AND NATURAL RESOURCES

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
	<u>Principles of Agriculture, Food and Natural Resources</u>	1	9-10
	Student choice – membership fee for Future Farmers of America is \$20 and membership for SkillsUSA is \$25. 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.		
	<u>13AG022 Livestock Production</u>	1	10-11
	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.		
	<u>13AG032 Veterinary Medical Applications</u>	1	11-12
	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.		
	<u>13AG042 Floral Design</u>	1	10-11
	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.		

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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13AG052 Horticulture Science

1

11-12

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

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

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.

13AG072 Extended Practicum in Agriculture, Food and Natural Resources

1

11-12

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



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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
13AR022	<u>Architectural Design I</u>	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	<u>Architectural Design I Dual Credit</u>	1	10-11
Apply to Mountain View College and take TSI			
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	<u>Architectural Design II</u>	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	<u>Architectural Design II Dual Credit</u>	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	<u>Practicum in Architectural Design</u>	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	<u>Practicum in Architectural Design Dual Credit</u>	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.			
13AR073/13AR083	<u>Extended Practicum in Architectural Design Dual Credit</u>	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.			

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>13ID012</u>	<u>Interior Design</u>	1	10-12
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.			
<u>13ID022</u>	<u>Interior Design II</u>	1	11-12
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.			
<u>13CO012</u>	<u>Principles of Construction</u>	1	9-10
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.			
<u>13CO022</u>	<u>Construction Technology I</u>	2	10-11
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.			
<u>13CO032</u>	<u>Construction Technology II</u>	2	11-12
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.			
<u>13CO041</u>	<u>Practicum in Construction Technology</u>	2	12
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.			

ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS



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 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/Lab 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/Lab 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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.

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.

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.

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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).

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).

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.

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>13FD032</u>	<u>Fashion Design/Lab II</u>	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.			
<u>13FD051</u>	<u>Practicum in Fashion Design</u>	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.			
<u>31GD012</u>	<u>Graphic Design I</u>	1	10-11
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.			
<u>13GD013/13GD023</u>	<u>Graphic Design I Dual Credit</u>	1	10-11
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.			
<u>13GD032</u>	<u>Graphic Design/Lab II</u>	1	11-12
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.			
<u>13GD033/13GD043</u>	<u>Graphic Design II Dual Credit</u>	1	11-12
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.			
<u>13GD052</u>	<u>Practicum in Graphic Design</u>	2	12
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.			

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>13GD053/13GD063 Practicum in Graphic Design Dual Credit</u>	2	12
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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.

<u>13PC002 Professional Communications</u>	.5	10-12
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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.

<u>13PC003 Professional Communications Dual Credit</u>	.5	10-12
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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.

<u>13PIT02 Printing and Imaging Technology I</u>	1	10-12
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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.

<u>13PIT12 Printing and Imaging Technology II</u>	1	11-12
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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.

<u>13PIT22 Practicum in Printing and Imaging Technology</u>	2	12
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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

13BMF02 Principles of Business, Marketing and Finance

13BBMF2 Basic Principles of Business, Marketing and Finance

(As Determined by ARD)

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.

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

2

12

PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT CTE

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

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

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

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

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

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

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.

1114021 COMPUTER SCIENCE I

1 10-12

Prerequisite:

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

0914022 FUNDAMENTALS OF COMPUTER SCIENCE

1 9-12

Prerequisite:

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

collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

1 **10-12**

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.

1 **10-12**

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.



13EDU02 Principles of Education and Training

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.

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. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

2 **11-12**

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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13EDU31 Practicum in Education and Training

2 12

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.

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.



FINANCE

13BMF02 Principles of Business, Marketing and Finance

13BBMF2 Basic 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.

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

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,

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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

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

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.

HEALTH SCIENCE

13HS002 Principles of Health Science

1 9-10

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.



1304011 Anatomy and Physiology

1 10-12

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.

1304022 Medical Microbiology

1 10-12

Students explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

No.	Course	Credit	Grade
1304032	<u>Pathophysiology</u>	1	10-12
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			
13HS042	<u>Medical Terminology</u>	1	10-12
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.			
13HS012	<u>Health Science Theory</u>	1	11-12
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.			
13HS022	<u>Health Science Clinical</u>	1	11-12
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.			
13HS032	<u>WORLD HEALTH RESEARCH CTE</u>	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.			
13HS051	<u>Practicum in Health Science – Pharmacy Technician</u>	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. This course ends with an opportunity to assess with the test for licensure as a Pharmacy Technician.			
13HS071	<u>Practicum in Health Science – Clinical Nursing Assistant</u>	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	<u>Extended Practicum in Health Science – Pharmacy</u>	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.			
13BHGD2	<u>Basic Human Growth and Development (As Determined by ARD)</u>	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



13CA002 Introduction to Culinary Arts

13BCA02 Basic Introduction to Culinary Arts

1 9-10

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.

13BHTO2 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



13HUS02 Principles of Human Services

13DHUS2 Basic Principles of Human Services

Supplies: Approximately \$10 1 9-10

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

Prerequisite: Application and Interview require

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

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 3 11

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 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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
<u>13HUS42</u>	<u>Cosmetology II</u>	3	12
Prerequisite: successful completion of Cosmetology II, 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.			
<u>13HUS52</u>	<u>Interpersonal Studies</u>	.5	10-11
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.			
<u>13HUS62</u>	<u>Lifetime Nutrition and Wellness</u>	.5	10-11
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.			
<u>13HUS72</u>	<u>Child Development</u>	1	10-11
<u>13BCD02</u>	<u>Basic Child Development</u>		
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.			
<u>13HUS82</u>	<u>Counseling and Mental Health</u>	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.			
<u>13HUS91</u>	<u>Practicum in Human Services</u>	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.			

INFORMATION TECHNOLOGY



13IT002 Principles of Information Technology

13BIT02 Basic Principles of Information Technology

1 9-10

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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13IT052	Digital Media	1	10-11
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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
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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
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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
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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
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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
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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.

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

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

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

Prerequisite: Welding I

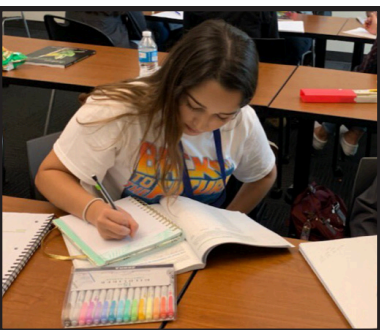
Welding II builds on the knowledge and skills developed in Welding I. Students develop advanced welding concepts and skills as related to personal and career development. Students integrate academic and technical knowledge and skills. Students have opportunities to reinforce, apply, and transfer knowledge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

13WLD42 Practicum in Manufacturing

2 12

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.



MARKETING

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
13AD002	<u>Advertising</u>	.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	<u>Fashion Marketing</u>	.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	<u>Entrepreneurship</u>	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.			
13SEM02	<u>Sports and Entertainment Marketing</u>	.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	<u>Social Media Marketing</u>	.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	<u>Practicum in Marketing</u>	2	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.			
13MKT21	<u>Advanced Marketing</u>	2	11-12
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



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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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13ENG32 Robotics II

1 11-12

Prerequisite: Robotics I

In Robotics II, student's 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.

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

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

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.

13ENG51 Practicum in STEM

2 12

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****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**

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

**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****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****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****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

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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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**

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.

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.

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.

<u>No.</u>	<u>Course</u>	<u>Credit</u>	<u>Grade</u>
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<u>13CR031 Practicum in Transportation Systems – Collision Repair</u>	2	12
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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.

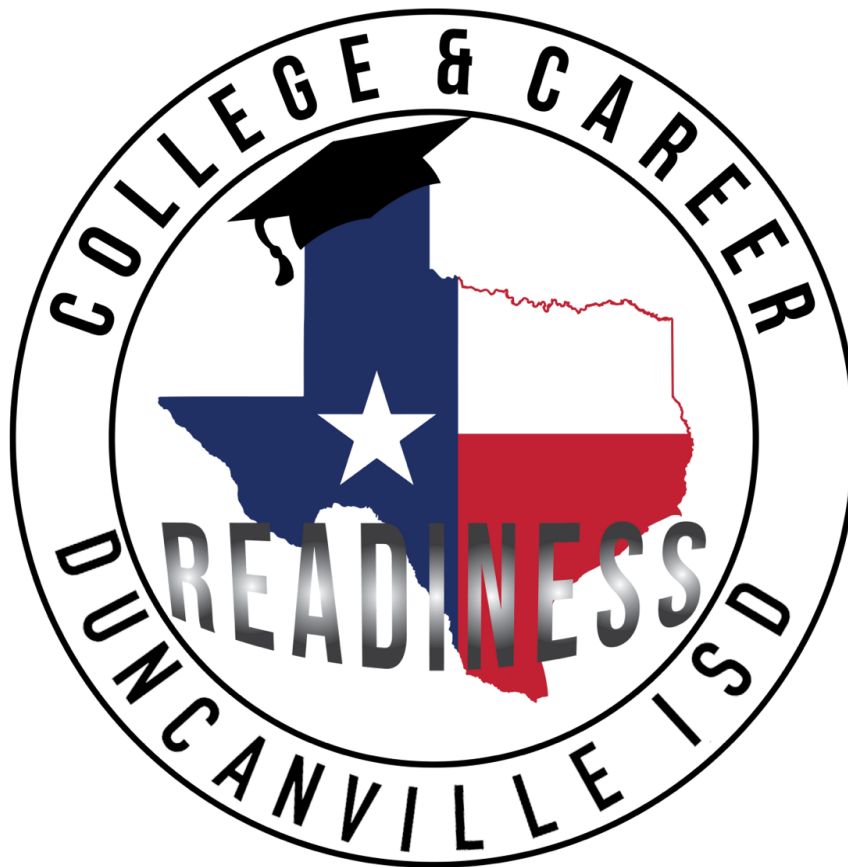
Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

<u>13CR042 Extended Practicum in Transportation Systems – Collision Repair</u>	1	12
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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.

COLLEGE AND CAREER READINESS



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.

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 STAAR 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.nextSTEPU.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/education - 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.texashotjobs.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, a 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

Fall

Schedule an appointment with a school guidance counselor as soon as possible. Learn the requirements for high school graduation and college admission.

Take the most challenging classes you can, and keep at least a “B” average.

Winter

Set up a saving account if you do not already have one. Add to it every month. Ask grandparents and other relatives to contribute to it if they are able.

Join at least one school or community club, a sport, or find a volunteer spot in your community.

Spring

Talk to a teacher, counselor, parent or other trusted adult if you are having any problems in school. Help is available!

Start researching colleges. Look on the websites of schools that interest you. Find out their application process and what you need to do to prepare.

Summer

Make sure your course schedule is on track for the upcoming school year.
Read at least 20 minutes a day – read something of interest to you.
Sophomore Year
<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 school instructional days.
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 in a timely manner.
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
2019-2020 Course Selection Guide Committee
Chairperson: Dr. Silvia E. Martinez, Director of Curriculum & Instruction**

Dr. Silvia E. Martinez Director of Curriculum & Instruction	Mackenzie Casall Director of Special Education
Michael McDonald Principal – Duncanville High School	Fallon Hawthorne Coordinator Special Education Instruction
Carla Coggins Director of CTE/College & Career Readiness DHS	Dr. Tiffany Staats Associate Principal - Duncanville High School
Shalontae Payne Director of CTE/College & Career Readiness DHS	Kimberly Williams Lead Counselor - Duncanville High School
Dana Harper Director of Counselors	Devin Hanes Coordinator Instruction – Math Secondary
Dr. Nneka Bernard Director of Advanced Academics	Dr. Fanta Fridia Coordinator Instruction - Science K-12
Kristi Mullins ELAR / SS Coordinators	Ashley Logan ELAR / SS Coordinator
Kendria Davis-Martin Principal - Byrd MS	David Marshall Counselor – Byrd MS
Bryan Byrd Principal - Reed MS	Tiffanie King Executive Director of Academic Services
Tijuana Hudson Principal - PACE HS	Steven Moss Director of Fine Arts

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.

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.

NOTIFICACION

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.

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.

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.

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.

ACCESO A LOS REGISTROS DEL ESTUDIANTE

El director es el custodio de los registros de todos los estudiantes en la escuela asignada. El Superintendente es el custodio de los registros de los estudiantes que se retiraron o se graduaron.

La Ley Pública 93-380 establece la protección de los derechos y la privacidad de los padres y estudiantes. El Distrito Escolar Independiente de Duncanville cumplirá con las disposiciones de esta ley al poner a disposición de los padres (o estudiantes elegibles) los registros y archivos oficiales incluidos en su carpeta de registros acumulativos según lo dispuesto por la ley. El Distrito Escolar Independiente de Duncanville no divulgará registros o archivos de identificación personal de los estudiantes sin el permiso de las personas apropiadas, excepto lo dispuesto en la ley.

Notificación pública de no discriminación en la educación profesional y técnica. Duncanville ISD ofrece programas de Educación Profesional y Técnica en Agricultura, Alimentación y Recursos Naturales, Arquitectura y Construcción, Artes, Tecnología A / V y Comunicación, Administración y Administración de Empresas, Finanzas, Ciencias de la Salud, Hospitalidad y Turismo, Servicios Humanos, Tecnología de la Información, Derecho, Seguridad Pública, Correcciones y Seguridad, Fabricación, Comercialización, Ciencia, Tecnología, Ingeniería y Matemáticas, Transporte, Distribución y Logística. La admisión a estos programas se basa en la inscripción abierta.

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Duncanville ISD tomará medidas para asegurar que la falta de habilidades en el idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.