Academic Handbook and Course Selection Guide

Duncanville Independent School District

2021-2022

High School

DUNCANVILLE
Independent School District

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2021-2022

Duncanville High School Academic Handbook

Duncanville High School

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Dear Students and Families,

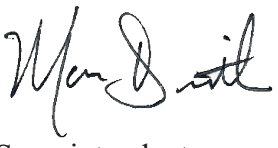
Duncanville Independent School District is pleased to present the Course Selection Guide, which provides you with valuable information on all of the courses available at our first-class high school. By working in partnership with your child, we are able to design an academic plan that is challenging and provides flexibility to explore enriching opportunities.

Now is the time for your family to discuss your child's future goals and map the best course of action that is challenging and provides flexibility to explore enriching opportunities. This is the point of the school year when your family is encouraged to discuss your child's future goals and map the best course of action for high academic achievement.

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

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

Sincerely,



Superintendent
Duncanville Independent School District

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GRADUATION REQUIREMENTS

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

Subject Area	Foundation with Endorsement	Distinguished Level of Achievement *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

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

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 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.

PROFIENCY 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 l, Algebra l, 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 Honors Placement/Advanced Placement courses attempted
2. Total semesters of Advanced Placement courses attempted
3. Grade Average earned in Honors 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 high-est-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 Tuition Waiver to Public Colleges and Universities 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 for ceremonial purposes 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	RANKING POINTS
Advanced Placement (AP)	+12 Points
Honors (H) , Dual Credit (DC)	+8 Points
Articulated (AC)	+8 Points
Academic (A)	+4 Points
Regular (R)	+0 Points (Aide, Math/Reading Lab)

Grade Conversion Scale for Grade Point Average (GPA):

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

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

LEVEL	RANKING POINTS
Advanced Placement (AP), Dual Credit (DC)	+12 Points
Honors (H)	+8 Points
Academic (A)	+4 Points
Regular (R)	+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 9^{th} – 12^{th} 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 Honors 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, Honors 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 9th 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 Honors 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 lfill 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	DuncanvillISD 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 text-books.

Eligibility Require-ments	Enrolled in the 10th, 11th, or 12th grade. Receive a recommendation from the counselor. Fulfill appropriate admissions requirements for DCCCD.		
	And one of the following:		
	ACT, SAT, STAAR EXEMPTION*		
	ACT	ENGLISH 19 + Math 19+ Composite 23+	
	SAT	Verbal 500 + Math 500 + Composite 1070+	
	*STAAR	Reading and Writing: Level 2 on English III 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 core requirements
- Lowers cost of college (credits earned are often at no cost, discounted to the student)
- Extends the variety of classes available to high school students
- Allows shared resources--college library, fine art performances, career development services
- Provides greater opportunity for a coordinated, seamless education
- Serves as a "controlled" introduction to college life
- Allows increased and easier transition to college life

CHALLENGES

- Differences in high school and college calendars
- Occasionally students lack maturity, self-discipline, and motivation for college classes

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 before the Census Date.	After the Census Date, a student must complete a College or University drop form (**DCCCD drop form)** so the withdrawal from the dual-credit course can be properly processed. Failure to complete both drop forms could result in an F on a student's college transcript.
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 academic calendar and the current class schedule. After the Census Date, a penalty will be reflected on the student's college transcript.	**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. **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.

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
ONRAMPS United States History

ARCHITECTURE
ARCE 1421 Architectural Illustration
DTFG 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/Honors Placement

Advanced Placement/Honors 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 Honors Placement class during the first nine weeks or at mid-term of a full-year course. A student may exit an Advanced Placement or Honors 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 H
English II H
English III AP
English IV AP

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

TECHNOLOGY
Computer Science I AP
Computer Science I H

LANGUAGES OTHER THAN ENGLISH (LOTE)
LOTE - Spanish II H
LOTE - Spanish III H
LOTE - Spanish V AP Literature
LOTE - Latin III H
LOTE – Spanish IV Adv AP
LOTE - German III H
LOTE – German IV AP
LOTE – French IV (French I AP)
LOTE - French III H

SCIENCE
Biology I H
Biology II AP
Chemistry I H
Chemistry II AP
Physics I AP
Physics II AP
Psychology AP

SOCIAL STUDIES
World Geography H
World History H
World History AP
U.S. History H
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
Art - Art 3:2D AP
Art - Art 3:3D AP
Art - Drawing Portfolio AP
Art History AP
Varsity Women's Choir III/IV H
Vocal Esemble- Velocity III/IV H
Acapella Choir III/IV H
Honors Band III/IV H
Wind Ensemble III/IV H

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.

HONORS (H) COURSES
Honors 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 Honors courses in English, Math, Science, Social Studies LOTE and Fine Arts.

ENROLLMENT CRITERIA
Students may request enrollment in a Honors 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 Honors courses lies with campus administration.

Students who experience success in Honors 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.
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 for the current school year.

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 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 approved 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 - Mathemathics - 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 Honors
8th Grade English	8th Grade English Honors
English I	English I Honors
English II	English II Honors
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

Reading I-III
Practical Writing
Debate I-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.

09010912 ENGLISH 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.

0901011 ENGLISH I Honors **1** **9**

This honors course is designed to prepare highly motivated and self-disciplined students for the next level of Honors English. In the English I Honors 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 HONORS **1** **10**

This honors course is designed to prepare highly motivated and self-disciplined students for the next level of Honors English. In the English II Honors 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.

No.	Course	Credit	Grade

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
1201053 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.

No.	Course	Credit	Grade

1214142 COLLEGE PREP ELAR **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.

1201063/1201073 THE UNIVERSITY OF TEXAS ONRAMPS **1** **12**
INTRODUCTION TO RHETORIC: READING, WRITING & RESEARCH
(ENGLISH IV HIGH SCHOOL CREDIT & 1301 COLLEGE CREDIT)

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. * *Coursework must be completed for both high school and college curriculum to receive credit and Advanced Academic weight.*

0901032 READING I **1** **9**

Reading I offers students reading instruction to successfully meet academic demands, as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how texts are organized and how author's craft impacts meaning. All of these strategies are applied in instructional-level and independent-level texts across content areas.

1001042 READING II **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.

1101092 READING III **.5 or 1** **11**

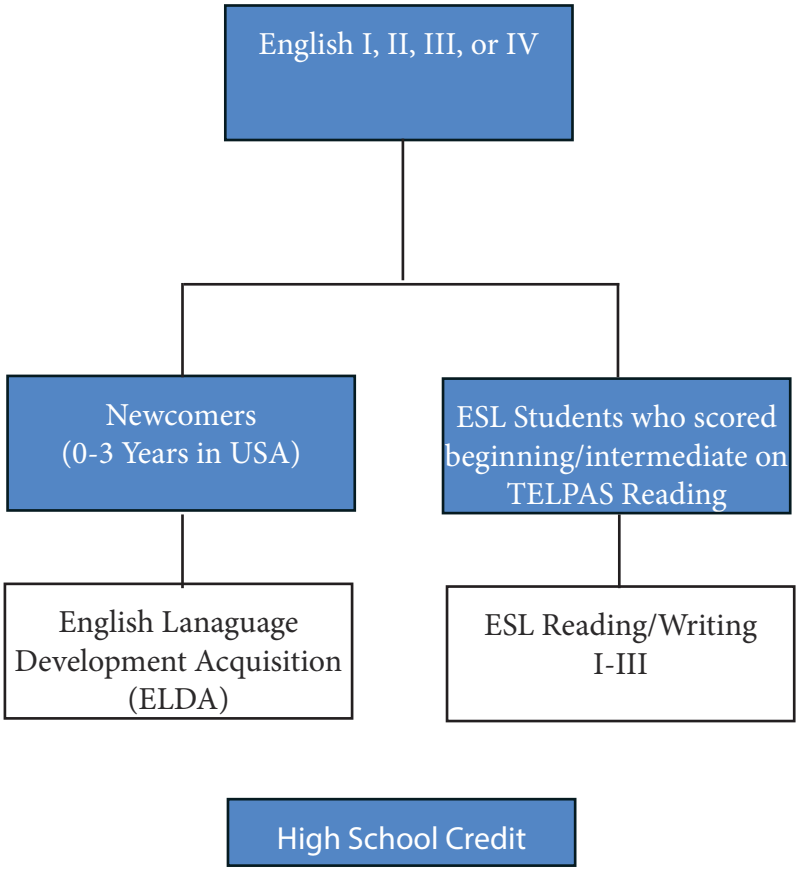
Reading Ill offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and 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.

1201092 PRACTICAL WRITING **.5 or 1** **12**

This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

DUNCANVILLE ISD
ENGLISH AS A SECOND LANGUAGE

Suggested Course Sequencing



No. Course **Credit** **Grade**

ELDA can be must be taken concurrently with corequisite language arts course

0914EL2 ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA) I **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.

1014EL2 ENGLISH LANGUAGE DEVELOPMENT AND ACQUISITION (ELDA) II **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.

0901204 ENGLISH AS A SECOND LANGUAGE (ESL Reading/Writing I) **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.

1014034 ENGLISH AS A SECOND LANGUAGE (ESL Reading/Writing II) **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.

1114034 ENGLISH AS A SECOND LANGUAGE(ESL Reading/Writing III) **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

Debate

0902012 DEBATE I 1 9-12

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

1002022 DEBATE II 1 10-12

See Sequence of Courses

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

1102031 DEBATE III 1 11-12

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

1202041 DEBATE IV 1 12

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 Honors
8th Grade Math	Algebra I Honors
Algebra I	Geometry Honors
Geometry Algebraic Reasoning	Algebra II Honors OnRamps College Algebra
Math Models Algebra II	Precalculus Honors Precalculus DC Precalculus OnRamps
Algebra II Precalculus Advanced Quantitative Reasoning AP Statistics	AP Calculus AB (DC) AP Calculus BC (DC) AP Statistics

Honors = Honors 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 1 **1** **9-10**
Prerequisite: Eighth Grade Math
In Algebra I, students study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students connect functions and their associated solutions in both mathematical and real-world situations. Successful completion of Algebra I is required before moving on to other high school math courses.

0903011 ALGEBRA I HONORS **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 HONORS **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 honors may wish to "double up" Geometry Honors and Algebra II Honors 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.

No.	Course	Credit	Grade

1103041 ALGEBRA II HONORS 1 10-12

Prerequisite: Algebra I

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

1103032 MATHEMATICAL MODELS WITH APPLICATIONS 1 11-12

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.

1203092 PRECALCULUS 1 11-12

Prerequisite: Algebra I, Geometry, and Algebra II

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

1103051 PRECALCULUS HONORS 1 11

Prerequisite: Algebra I, Geometry, and Algebra II

This is a college level math course intended for students that will take the AP Calculus BC class their senior year. Topics include the study of real numbers, the conic sections, and transformation of coordinates, parametric equations, and three-dimensional space. This course also emphasizes circular and 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.

1103013-Semester 1 PRECALCULUS Dual Credit
1103023-Semester 2 PRECALCULUS Dual Credit 1 11-12

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.

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.

No.	Course	Credit	Grade

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.

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, 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. AP Calculus (AB) is designed to be the equivalent of a first semester college calculus course developed to topics in differential and integral calculus.

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. AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus (BC) applies the content and skills learned in AP Calculus (AB) to parametrically define curves, polar curves and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

1203152 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.

No.	Course	Credit	Grade

1203063/1203073 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.*

1203043/1203053 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.*

DUNCANVILLE ISD SCIENCE

Suggested Course Sequencing

Standard Course Sequence	Accelerated Course Sequence
Science I (7th Grade)	Science I Honors
Science II (8th Grade)	Science IIHonors (8th Grade)
Biology I	Biology I Honors
IPC or Chemistry I	Chemistry I Honors
Physics	Advanced Science
Advanced Science	Advanced Science

Advanced Sciences

Pharmacology	Physics I AP
Medical Microbiology	Physics II AP
Biology II AP	Chemistry II AP
Food Science	Anatomy & Physiology
Environmental Science	Aquatic Science
Forensic Science	Pathophysiology
Medical Terminology	

High School Credit

No. Course **Credit** **Grade**

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 1 **1** **9-12**

Biology is a course designed around the study of living things. Students conduct laboratory and field investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include structures and functions of cells and viruses, growth and development of organisms, cells, tissues, and organs, homeostasis in relation to living organisms, nucleic acids and genetics, change over time, taxonomy, metabolism and energy transfers in living organisms, biological evolution, living systems, human physiology, ecosystems, plants and the environment.

0904011 BIOLOGY I Honors **1** **9**

Prerequisite: 8th grade Science

This is a Honors 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.

No.	Course	Credit	Grade

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.

1204132 AQUATIC SCIENCE **1** **11-12**

Prerequisite: Biology 1 and a physical science

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

1304011 ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS Honors **1** **10-12**

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

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

1304022 MEDICAL MICROBIOLOGY **1** **11-12**

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 **1** **11-12**

Prerequisite: Three credits of science are recommended. Paired with 4022

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

1004032 CHEMISTRY I **1** **10-12**

Prerequisite: Biology & Algebra I

Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes, atomic structure, the periodic table of elements, behavior of gases, bonding, nuclear fusion and nuclear fission, oxidation-reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. This course involves higher level algebraic skills. Students will investigate how chemistry is an integral part of our daily lives.

1004011 CHEMISTRY I HONORS **1** **10-12**

Prerequisite: Biology & Algebra I

Chemistry Honors 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.

No.	Course	Credit	Grade

1204010 CHEMISTRY II AP **1** **11-12**

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.

1104012 PHYSICS I **1** **11-12**

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.

1204030 PHYSICS I AP **1** **11-12**

Prerequisite: Physics I or Comparable Physics Introductory Course

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound

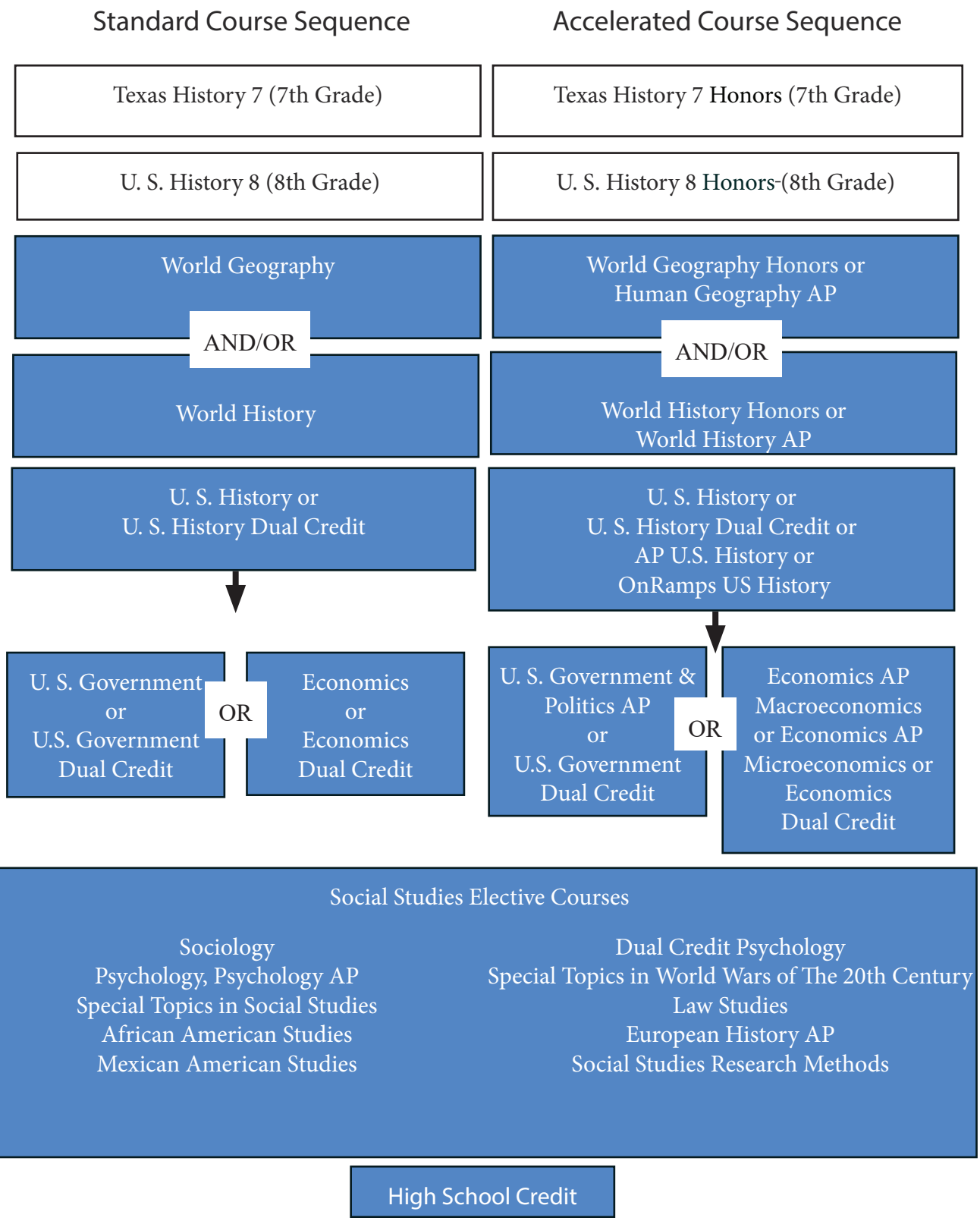
1204040 PHYSICS II AP **1** **11-12**

Prerequisite: AP Physics I or Comparable Physics Introductory Course; Concurrent enrollment in Pre-Calculus

AP Physics II is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Prerequisites: Students should have completed AP Physics 1 or a comparable introductory physics course and should have taken or be concurrently taking pre-calculus or an equivalent course.

DUNCANVILLE ISD SOCIAL STUDIES

Suggested Course Sequencing



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.

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.

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 interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1,000 C.E. Students should possess excellent analytical reading and writing skills as the course requires extensive time outside of class completing reading and research assignments.

1105032 UNITED STATES HISTORY **1** **10-12**

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.

No.	Course	Credit	Grade
1105033 Fall	UNITED STATES HISTORY Dual Credit	.5	11-12
1105043 Spring	UNITED STATES HISTORY Dual Credit	.5	11-12

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.

1105033 Fall	THE UNIVERSITY OF TEXAS ONRAMPS US HISTORY	.5	11-12
1105043 Spring	THE UNIVSERSITY OF TEXAS ONRAMPS US HISTORY	.5	11-12

Prerequisite: High School English II (concurrent or pre-requisite)
In these two sequential first-year college courses, students study significant themes to uncover the range and depth of the American story. Using lectures, primary and secondary readings, videos, maps, and other graphics, students work both independently and collaboratively to develop the critical thinking skills to evaluate the historical record.
Transferability: 6 College Credits (3 per course), UT Course Codes: HIS 315K + HIS 315L, TCCNs: HIST 1301 + HIST 1302

1105030	UNITED STATES HISTORY AP	1	11-12

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.

1105042	ETHNIC STUDIES: AFRICAN AMERICAN STUDIES	1	11-12

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

11005682	ETHNIC STUDIES: MEXICAN AMERICAN STUDIES	1	9-12

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century

1105082	WORLD WARS OF THE 20th CENTURY- SPECIAL TOPICS	1	9-12

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.

No.	Course	Credit	Grade

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.

1105143 PSYCHOLOGY-DUAL CREDIT **.5** **11-12**

In Psychology Dual Credit, 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 PSYCHOLOGYAP
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.

1206012 ECONOMICS–FREE ENTERPRISE SYSTEM **.5** **11-12**

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

1206013 ECONOMICS–DUAL CREDIT .5 12

See Sequence of Courses. Students should meet current TSI college readiness level in Reading and Writing.

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

1206030 ECONOMICS AP Macroeconomics .5 12

See Sequence of Courses, including Algebra I and II

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

1205112 GOVERNMENT .5 12

In this course, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students also analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution.

1205113 GOVERNMENT DUAL CREDIT 1 12

See Sequence of Courses – Must meet current TSI standards in Reading and Writing.

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

1205110 GOVERNMENT AP .5 12

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.

No. Course **Credit** **Grade**

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 Scool.

Colorguard

0910232 COLORGUARD CLASS I	**1**	**9-12**
1010232 COLORGUARD CLASS II	**1**	**10-12**
1110232 COLORGUARD CLASS III	**1**	**11-12**
1210232 COLORGUARD CLASS IV	**1**	**12**

Prerequisite: Audition and director's approval.

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

Dance and Drill Team

1010202 DANCE I (PE) – First Semester **.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.

1010212 DANCE II-Second Semester **.5** **9-12**

Prerequisite: Dance 2501

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.

No.	Course	Credit	Grade

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.

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.

0910082 VARSITY WOMEN'S CHOIR I **1** **9**
1010082 VARSITY WOMEN'S CHOIR II **1** **10**
1110081 HONORS VARSITY WOMEN'S CHOIR III **1** **11**
1210081 HONORS 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.

No.	Course	Credit	Grade
0910062	CONCERT MEN'S CHOIR I	1	9
1010062	CONCERT MEN'S CHOIR II	1	10
1110062	CONCERT MEN'S CHOIR III	1	11
1210062	CONCERT MEN'S CHOIR IV	1	12

Prerequisite: None

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

1010152	VOCAL ENSEMBLE - VELOCITY II	1	10
1110151	HONORS VOCAL ENSEMBLE - VELOCITY III	1	11
1210151	HONORS 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	1	9
1010072	A CAPPELLA CHOIR II	1	10
1110071	HONORS A CAPPELLA CHOIR III	1	11
1210071	HONORS A CAPPELLA CHOIR IV	1	12

Prerequisite: Audition required.

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

1010222	VOCAL ENSEMBLE – CHAMBER SINGERS	1	10-12

Prerequisite: Audition and director's approval and at least one year of previous high school choir experience.

This 16-member Ensemble is designed to sing music from Early Renaissance to Contemporary. This ensemble affords the more talented students to sing advanced music in a smaller ensemble. This group sings in a variety of concerts and dinner theaters and sings off campus during the school day at various times for public performances. This ensemble will have extra rehearsals called throughout the year and may perform in a contest at some point during the year. A strong positive attitude toward teamwork and excellence is required.

1210220	MUSIC THEORY ADVANCED PLACEMENT	1	12

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

This course covers the materials and structure of music. It is a freshman college-level course. Included will be the analysis of individual compositions and the use of composition techniques. Students are expected to do written work daily. College Board Curriculum will prepare students to take the Advanced Placement Examination in May at a cost to the student, which may enable the student to obtain advanced placement and/or college credit.

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.

09101V2 VARSITY BAND I	**1**	**9-12**
10101V2 VARSITY BAND II	**1**	**10-12**
11101V2 VARSITY BAND III	**1**	**11-12**
12101V2 VARSITY BAND IV	**1**	**12**

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

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

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

0910152 JAZZ ENSEMBLE I	**1**	**9-12**
1010152 JAZZ ENSEMBLE II	**1**	**10-12**
1110152 JAZZ ENSEMBLE III	**1**	**11-12**
1210152 JAZZ ENSEMBLE IV	**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 si ng, 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	**1**	**9**
1010052 SYMPHONIC BAND II	**1**	**10**
1110052 SYMPHONIC BAND III	**1**	**11**
1210052 SYMPHONIC BAND IV	**1**	**12**

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

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

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

09100092	WIND ENSEMBLE I & INSTRUMENTAL ENSEMBLE	2	9
10100092	WIND ENSEMBLE II & INSTRUMENTAL ENSEMBLE	2	10
11100091	HONORS WIND ENSEMBLE III & INSTRUMENTAL ENSEMBLE	2	11
12100091	HONORS WIND ENSEMBLE IV & INSTRUMENTAL ENSEMBLE	2	12

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

0910192 APPLIED MUSIC I — 1 — 10-12
Prerequisite: Must be concurrently enrolled in varsity level choir.
This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student, and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

1010182 APPLIED MUSIC II — 1 — 10-12
Prerequisite: Must be concurrently enrolled in varsity level choir.
This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student, and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

1110192 APPLIED MUSIC III — 1 — 10-12
Prerequisite: Must be concurrently enrolled in varsity level choir.
This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

1210192 APPLIED MUSIC IV — 1 — 10-12
Prerequisite: Must be concurrently enrolled in varsity level choir.
This course enables students to advance their development of proficiency in vocal performance, addresses the specific needs of each student and provides individualized instruction through medium to challenging literature for study and performance. Public performances of memorized music are required.

Theatre Arts

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

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 - ADVANCED **1** **9-12**

Prerequisite: At least one credit of a middle school theatre arts class with teacher's recommendation or audition required.

This course continues the study of theatre established in middle school theatre or a community theatre program. It is designed to further investigate the area of acting. Instructional units will include acting techniques, children's theatre, play writing, and theatre career awareness. Participation in after school play productions and speech tournaments will be required of students.

1010012 JUNIOR VARSITY THEATRE ARTS II **1** **10**

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 VARSITY HONORS THEATRE ARTS III **1** **11**

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

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

1210011 VARSITY HONORS THEATRE ARTS IV **1** **12**

Prerequisite: Theatre Arts III with Director's approval and tryout required

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

1010132 TECHNICAL THEATRE I **1** **10-12**

Prerequisite: MS Theatre Arts I, 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.

No.	Course	Credit	Grade

1110132 TECHNICAL THEATRE II 1 11-12

Prerequisite: Technical Theatre I with teacher recommendations

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

910002 MUSICAL THEATRE I 1 9

Prerequisite: One year of Theater Arts or Choir with teacher recommendation and audition

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

1010002 MUSICAL THEATRE II 1 10

Prerequisite: One year of Theater Arts or Choir with teacher recommendation and audition

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

1110002 HONORS MUSICAL THEATRE III 1 11

Prerequisite: One year of Theater Arts or Choir with teacher recommendation and audition

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

1210001 HONORS MUSICAL THEATRE IV 1 12

Prerequisite: One year of Theater Arts or Choir with teacher recommendation and 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.

1010022 ORAL INTERPRETATION 1 10-12

Prerequisite: Theatre Arts I with teacher recommendation and audition.

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

No. Course **Credit** **Grade**

Visual Art

0910032 VISUAL ART I **1** **9-12**

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.

0910041 HONORS VISUAL ART I **1** **9-12**

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

1010032 VISUAL ART II **1** **9-12**

Prerequisite: Visual Art I or Visual Art Honors I 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. Supply fee is required: $25.00

1110032 VISUAL ART III 2D **1** **11-12**

Prerequisite: Art 1 and Art II

The course emphasizes more advanced compositional concepts utilizing realistic and abstract interpretation in drawing, painting, and printmaking. 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: $25.00

1210250 AP DRAWING **1** **10-12**

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

AP Drawing is intended for highly motivated students who are seriously interested in the study of art. The course requires significant commitment and accomplishment from the typical high school course. The student is required to create a portfolio of art that is divided into 2 sections: Sustained investigation and Quality Works. The Sustained Investigation section demonstrates a depth of investigation and process of discovery created outside of class, while the Quality Works must demonstrate skills in visual principals and material techniques created within the class. The portfolio or work will be evaluated at the end of the school year by college, university, and secondary art instructions. AP 2-D is a college-level course for those who want to obtain college Art credit, which is determined by the digital and physical Portfolio submitted to the College Board in May at a cost to the student. Supply fee is required:$25.00

1210270 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. AP Art History is a college-level course for those who want to obtain college Art credit, which is determined by an exam administered in May by the College Board at a cost to the student. Supply fee required: $25.00

No.	Course	Credit	Grade

1210230 AP 3-D ART AND DESIGN **1** **11-12**

Prerequisite: Art 1 and Art II, Portfolio Review and Interview

AP 3-D Art and Design 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 in 2 sections. Sustained Investigation and Quality Works. The Sustained Investigation section demonstrates a depth of investigation and process of discovery created outside of the class, while the Quality Works 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 Art rcedit, which is determined by the digital Portfolio submitted to the College Board in May at a cost to the student. Supply fee is required: $25.00.

1210240 AP ART 3: 2D **1** **11-12**

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.

1210240 AP 2-D Art and Design 1 11-12 **1** **11-12**

Prerequisite: Art 1 and Art II, Portfolio Review and Interview

AP 2-D Art and Design is intended for highly motivated students who are seriously interested in the study of art. The course requires significant commitment and accomplishment from the typical high school course. The student is required to create a portfolio of art that is divided into 2 sections: Sustained investigation and Quality Works. The Sustained Investigation section demonstrates a depth of investigation and process of discovery created outside of class, while the Quality Works must demonstrate skills in visual principals and material techniques created within the class. The portfolio or work will be evaluated at the end of the school year by college, university, and secondary art instructions. AP 2-D is a college-level course for those who want to obtain college Art credit, which is determined by the digital and physical

Portfolio submitted to the College Board in May at a cost to the student. Supply fee is required:$25.00.

DUNCANVILLE ISD LOTE-SPANISH

Suggested Course Sequencing

Standard Sequence	Optional Sequence	Honors/AP Sequence
Intro to Spanish (7th Grade)	Intro to Spanish (7th Grade)	Intro to Spanish (7th Grade)
Spanish 1	Spanish 1 Honors (8th Grade)	Spanish 1 Honors (8th Grade)
Spanish 2	Placement Exam	Placement Exam
Spanish 3 (New)	Spanish 2 Honors or Accelerated Spanish	Spanish 2 Honors or Accelerated Spanish
Students currently enrolled in Spanish 1 or 2 in the standard sequence can move to an honors class if they take and pass the Placement Exam.	Spanish 3 (New)	Spanish 3 (Honors)
	with Teacher Recommendation	Spanish 4 AP Spanish Language and Culture
	Spanish 4 AP Spanish Language and Culture	Spanish 5 AP Spanish Literature
	Spanish 5 AP Spanish Literature	

Additional Information

Placement Exams: Mastery of Part 1 - Student qualifies to be enrolled in Spanish 2 Honors
Mastery of Part 2 - Student qualifies to be enrolled in Spanish 3 Honors

Students who take and pass three years of Spanish will qualify to obtain the Seal of Biliteracy. Students that are enrolled in an AP Spanish class may earn college creidit if they take and score a 3,4 or 5 on Spanish AP Exams.

DUNCANVILLE ISD LOTE

Suggested Course Sequencing

French 1	Latin 1	ASL 1
French 2	Latin 2	ASL 2
French 3	Latin 3	ASL3
AP French Language and Culture	AP Latin	ASL 4
	High School Credit	

No. **Course** **Credit** **Grade**

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**

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**

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**

Prerequisite: French II

The third-year includes a grammar review and introduction to complex grammatical structures in addition to composition and practice in listening and speaking. Selected readings in French literature and an introduction to historical, cultural, and artistic and contemporary elements of French culture complete this course.

1209050 FRENCH I AP **1** **11-12**

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.

0909062 LATIN I **1** **9-12**

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

1009062 LATIN II **1** **10-12**

Prerequisite: Latin I

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

No.	Course	Credit	Grade

1109061 LATIN III **1** **11-12**
Prerequisite: Latin II
This third year course completes a study of basic Latin grammar while continuing to increase the student's Latin and English vocabulary. The second semester allows students to choose from a broad selection of Latin authors to read un-adapted Latin, developing skills in critical analysis and poetry interpretation as they seek to learn from the past how to better live in the present.

1209060 LATIN IV AP **1** **11-12**
Prerequisite: Latin III
During alternating years, this course focuses on the Aneid, Vergil's Roman epic, or the poets Catulius and Ovid. The curriculum emphasizes skills in reading comprehension, poetry interpretation, and critical analysis. Students continue to expand English and Latin vocabulary and to develop expertise in their own areas of classical interest. The course prepares students for the Advanced Placement Exam to be given in May at a cost to the student which may enable the student to obtain advanced placement and /or college credit.

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 Honors Placement.

1009012 SPANISH II **1** **9-12**
Prerequisite: Spanish
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.

0909011 HONORS 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.

No.	Course	Credit	Grade

1109012 SPANISH III 1 10-12

Prerequisite: Spanish II, Honors Spanish II or Accelerated Spanish II

The third year of Spanish is a honors 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.

1109011 HONORS SPANISH III 1 10-12

Prerequisite: Spanish II, Honors Spanish II or Accelerated Spanish II

The third year of Spanish is a honors 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.

1109010 SPANISH IV AP 1 11-12

Prerequisite: Spanish I

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

1209010 SPANISH V AP (Literature) 1 11-12

Prerequisite: Advanced Spanish IV AP (Language)

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

1009082 AMERICAN SIGN LANGUAGE I 1 10-12

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

1109082 AMERICAN SIGN LANGUAGE II 1 11-12

Prerequisite: American Sign Language-Level One

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

1209082 AMERICAN SIGN LANGUAGE III 1 11-12

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.

No. Course **Credit** **Grade**

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.

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

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.

0908022 AEROBICS (SECOND SEMESTER) .5 10-12
1008032 AEROBICS (FALL SEMESTER .5 10-12
1008042 AEROBICS (SPRING SEMESTER .5 10-12
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.

1008052 TEAM SPORTS (FALL SEMESTER) .5 10-12
1008062 TEAM SPORTS (SPRING SEMESTER) .5 10-12
Prerequisite: Physical Education IA - Foundations of Personal Fitness

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

1008132 INDIVIDUAL SPORTS (SECOND SEMESTER) .5 10-12
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.

0908012 PHYSICAL DEVELOPMENT (FIRST SEMESTER) .5 10-12
Prerequisite: Physical Education IA - Foundations of Personal Fitness

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

PE Substitutes

The fall semester of the following courses can substitute for one half credit of PE: Marching Band, Drill Team, Cheerleading, Athletic Training

No. Course **Credit** **Grade**

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 12
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 11
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 10
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 9
Must attend practices the 2 weeks before school starts in order to register for the class. List are submitted to counselors before registration.

Baseball - Boys

0908162 FRESHMEN, 1008162 SOPHOMORES, 1108162 JUNIORS, 1208162 SENIORS .5
Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive baseball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Softball - Girls

0908172 FRESHMEN, 1008172 SOPHOMORES, 1108172 JUNIORS, 1208172 SENIORS .5
Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive softball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

No. Course **Credit** **Grade**

Basketball – Girls

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

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Basketball – Boys

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

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive basketball previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Soccer - Girls

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

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning players lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive soccer previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Soccer - Boys

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

Returning Duncanville ISD student athletes must have been in the spring off season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive soccer previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Tennis – Boys and Girls

0908232 FRESHMEN, 1008232 SOPHOMORES, 1108232 JUNIORS, 1208232 SENIORS **.5**

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have played competitive tennis previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coach, and must meet with the Duncanville Head Coach before registering for this class.

Track – Boys

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

Returning Duncanville ISD student athletes must have been in the spring off-season class. Returning player lists are submitted to counselors before registration. **Ninth-grade student athletes** are recommended for this class by the middle school coaches. Tryouts and workouts for ninth-grade student athletes are determined by the head coach of the sport. **Students new to Duncanville ISD** must have run competitive track previously, must have a completed UIL Previous Participation Form turned in to Duncanville Athletic Director, must have a recommendation from previous school's coaches, and must meet with the Duncanville Head Coach before registering for this class.

No. Course **Credit** **Grade**

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 be 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.

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.

No. Course **Credit** **Grade**

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.

121403 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 TRAINIG 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.

No. Course Credit Grade

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.

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

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.

1014022 Student Council Leadership I 1 11-12

Prerequisite: For students who are elected and/or appointed to serve in student government and approval of student council advisor.

This course is designed to reinforce various aspects of leadership. It is required for elected student council officers, and is recommended for committee chairs and class officers. Students taking this course should be highly motivated and self-disciplined. In addition to planning and completing numerous student council projects for the school and community, students read and analyze leadership articles and books, and they perform several written projects involving leadership skills. Each student is required to keep a written journal of all activities in addition to their officer or committee responsibilities. Topics covered in the course include the structure of leadership, meeting and communication skills, team building, problem solving, goal setting, motivation, and community responsibility. Students are expected to participate in numerous activities outside the school day.

1114062 Peer Mediation 1 11-1

Prerequisite: Application and interview process. Students must complete 15 hours of training during the summer.

This course is designed to train students in the art of mediation so that a positive alternative to settle disputes among fellow students is available to all DHS students. Training is provided by an outside source provided through a grant and reinforced throughout the school year by the teachers of the class. Students will also learn how to become mentors to students that are struggling socially in a school setting. These students present themselves as good examples to others with the skills they have learned.

1214022 Peer Mediation I 1 12

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.

1214012 MAKING CONNECTIONS I .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.

1214042 MAKING CONNECTIONS II

Prerequisite: Making Connectinos I .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. Making Connections II assists the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcomes.

No.	Course	Credit	Grade

1214062 MAKING CONNECTIONS III .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.

1214072 MAKING CONNECTIONS IV .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 IV assists students with developing skills to employ collaborative problem solving.

1214052 GENERAL EMPLOYABILITY SKILLS 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.

1214082 ORIENTATION AND MOBILITY 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.

1214092 ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS II

Prerequisite: O & M for Students with Visual Impairments 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.

No.	Course	Credit	Grade

1214112 ORIENTATION AND MOBILITY FOR STUDENTS WITH VISUAL IMPAIRMENTS IV
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.

1214122 PEER ASSISTANCE .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 .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.

1114044 National Honor Society Offic 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.

1214014 STUDENT AIDE 1 (Local) 12 only
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. NOTE: STUDENTS MAY ENROLL IN ONLY ONE BLOCK EACH SEMESTER AS AN AIDE IF THEY MEET ADMINISTRATOR ESTABLISHED CRITERIA.

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

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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 form may vary by student

9th Grade	10th Grade
• English 1 or English 2 (H) • Algebra 1 or Geometry (H) • Biology (H) • Human Geography (AP) • Spanish 1 or Spanish 2 DC/ French 1 or 2 • PE • Methodologies and Personal Skills (ECHS) • Elective (MVC Course) **MCV Courses for ECHS** EDUC 1300/ PHED 1304 ITSC 1401/SPCH 1311	• English 2 (H) or English 3 (AP) • Algebra 2 (H) or Geometry • Chemistry (H) • World History (AP) • Spanish 2 DC/French 2 or 3 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 **MCV Credit Hours: 12 (ECHS)**	**Total HS Credits: 8** **MVC Credit Hours: 12 (ECHS)**
11th Grade	**12th Grade**
• Algebra 2 (Pre-AP)/ Geometry or Pre-Calculus (H) • 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 **If you take AP Language, you will still need ENGL 1301 & ENGL 1302 for your CVC degree*	• 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 Hors: 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 = 26 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	

P-TECH & T-STEM PROGRAMS

EARN CREDENTIALS. EARN A LIVING.

ARCHITECTURAL DESIGN P-TECH

- Associate of Applied Science in Computer-Aided Design & Drafting and 2 certificates
- Industry-recognized certifications in AutoCAD, Revit, Inventor & Solidworks

$55,810

Median annual salary for Architectural & Civil Drafters in the DFW region

AUTOMOTIVE TECHNOLOGY P-TECH

- Chassis Service Technician Certificate
- Several industry-recognized certifications

$45,070

Median annual salary for Automotive Service Technicians & Mechanics in the DFW region

COLLEGE CREDITS. INDUSTRY CREDENTIALS. WORK-BASED LEARNING.

EDUCATION & TRAINING P-TECH

- Associate of Arts in Teaching
- Educational Aide I certification
- Can transfer to UNT Dallas & earn a B.S. in Interdisciplinary Studies with Bilingual Certification

$58,020

Median annual salary for Elementary School Teachers in the DFW region

ENGINEERING T-STEM

- Advanced Manufacturing/Mechatronics Technology Certificate

$61,580

Median annual salary for Electronics Engineering Technologists in the DFW region

DUNCANVILLEISD.ORG/PTECH @DVILLEPTECH

Salary source: CareerOneStop.org

T-STEM 4-Year Plan

Electronics Technology

ISD:	Duncanville ISD	College:	Mountain View College	Dallas College Catalog Year: 2020-2021
ECHS:	Duncanville High School	Career Path:	4YR Plan	
HS Plan:	Foundation with Endorsement or Distinguished	Pathway:	Electronics Technology	
Endorsement:	STEM	Certificates:	Technical Platform Certificate	

HIGH SCHOOL COURSES			
9th	10th	11th	12th
English I	English II	English III	Advanced English Credit*
Algebra I or Geometry *	Geometry or Algebra II *	Advanced Math Credit*	Advanced Math Credit*
World Geography or AP Human Geography *	World History	U.S. History	U.S. Government
Biology	IPC, Chemistry or Physics	Advanced Science Credit*	Economics
Spanish I	Spanish II		
Health/PE	Fine Arts		
Principles of Applied Engineering	AC/DC Electronics Dual Credit	Solid State Electronics Dual Credit	Practicum in STEM

COLLEGE COURSES							
		F	CETT 1403 - DC Circuits (4 credits)	F	CETT 1429 - Solid State Devices (4 credits)		
		S	CETT 1405 - AC Circuits (4 credits)	F	ITSC 1401 - Intro to Computers (4 credits)		
Y1	0 credit hrs	Y2	8 credit hrs	Y3	8 credit hrs	Y4	0 credit hrs
AS = 60 credit hours					Total:		16 credit hrs

* See counselor/advisor for placement.

F = fall, S = spring, U = summer

T-STEM 4-Year Plan

Advanced Manufacturing/Mechatronics Technology

ISD:	Duncanville ISD	College:	Mountain View College	Dallas College Catalog Year: 2020-2021
ECHS:	Duncanville High School	Career Path:	4YR Plan	
HS Plan:	Foundation with Endorsement or Distinguished	Pathway:	Advanced Manufacturing/Mechatronics Technology	
Endorsement:	STEM	Certificates:	Advanced Manufacturing/Mechatronics Technology Certificate	

HIGH SCHOOL COURSES			
9th	10th	11th	12th
English I	English II	English III	Advanced English Credit*
Algebra I or Geometry *	Geometry or Algebra II *	Advanced Math Credit*	Advanced Math Credit*
World Geography or AP Human Geography *	World History	U.S. History	U.S. Government
Biology	IPC, Chemistry or Physics	Advanced Science Credit*	Economics
Spanish I	Spanish II	Engineering Design and Presentation II Dual Credit	Practicum in STEM Dual Credit
Health/PE	Fine Arts		
Principles of Applied Engineering	Engineering Design and Presentation I		

COLLEGE COURSES							
				F	MFGT 1404 - Automated Manufacturing (4 credits)	F	MFGT 2459 - Industrial Automation II (4 credits)
				S	MFGT 1406 - Mechanical Principles in Automated Manufacturing (4 credits)	S	ELPT 2419 - Programmable Logic Controllers I (4 credits)
Y1	0 credit hrs	Y2	0 credit hrs	Y3	8 credit hrs	Y4	8 credit hrs
AS = 60 credit hours Total:							16 credit hrs

* See counselor/advisor for placement.

F = fall, S = spring, U = summer

DALLAS COLLEGE

DUNCANVILLE Independent School District

P-TECH 4-Year Plan

ASSOCIATE OF ARTS IN TEACHING DEGREE, EC-6 & BILINGUAL CERTIFICATION

ISD:	Duncanville ISD	College:	Mountain View College	Dallas College Catalog Year: 2020-2021
ECHS:	Duncanville High School	Career Path:	4YR Plan	
HS Plan:	Foundation with Endorsement or Distinguished	Pathway:	Associate of Arts/ BS in Interdisciplinary Studies – EC-6 & Bilingual Certification	
Endorsement:	Public Services	Certificates:		

HIGH SCHOOL COURSES			
9th	10th	11th	12th
English I	English II	Spanish II	
Algebra I or Geometry *	Geometry or Algebra II *	Economics	
World Geography or AP Human Geography *	World History		
Biology	IPC, Chemistry or Physics		
	Spanish I		
Principles of Education & Training Dual Credit	Human Growth & Development Dual Credit	Instructional Practices in Education & Training Dual Credit	Practicum in Education & Training Dual Credit

COLLEGE COURSES							
F	EDUC 1300 - Learning Framework (3 credits)	F	PHED 1164 - Intro to Physical fitness (1 credit)	F	ENGL 1301 - Composition I (3 credits)	F	ENGL 2332 - World Literature (3 credits)
S	MUSI 1306 - Music Appreciation (3 credits)	S	SPCH 1311 - Introduction to Speech (3 credits)	F	MATH 1314 - College Algebra (3 credits)	F	MATH 1350 - Numbers & Operations for Teachers (3 credits)
		F	EDUC 1301 - Intro to the Teaching Profession (3 credits)	F	HIST 1301 - US History I (3 credits)	F	BIOL 2406 - Environmental Science (4 credits)
				F	TECA 1354 - Child Growth and Development (3 credits)	F	TECA 1311 - Educating Young Children OR EDUC 1301 - Introduction to the Teaching Profession (If not taken in the 10th yr) (3 credits)
				F	GOVT 2305 - Federal Government (3 credits)	S	GEOL 1401 - Earth Science (4 credits)
				S	ENGL 1302 - Composition II (3 credits)	S	MATH 1351 – Probability & Statistics for Teachers (3 credits)
				S	HIST 1302 - US History II (3 credits)	S	EDUC 2301 – Intro to special populations (3 credits)
				S	Govt 2306 - Texas Government (3 credits)		
Y1	6 credit hrs	Y2	7 credit hrs	Y3	24 credit hrs	Y4	23 credit hrs
AA/AS/AAS = 60 credit hours					Total:		60 credit hrs

* See counselor/advisor for placement.

F = fall, S = spring, U = summer

Is this Pathway stackable: Yes_X_ No___

DALLAS COLLEGE

DUNCANVILLE Independent School District

P-TECH 4-Year Plan

Computer-Aided Design & Drafting

ISD:	Duncanville ISD	College:	Mountain View College	Dallas College Catalog Year: 2020-2021
ECHS:	Duncanville High School	Career Path:	4YR Plan	
HS Plan:	Foundation with Endorsement or Distinguished	Pathway:	Computer-Aided Design and Drafting AAS	
Endorsement:	Business & Industry	Certificates:	Computer Aided Design Operator Cert Architectural Drafting Cert	

HIGH SCHOOL COURSES			
9th	10th	11th	12th
English I	English II	English III	Advanced Math Credit*
Algebra I or Geometry *	Geometry or Algebra II *	U.S. History	Advanced Science Credit*
World Geography or AP Human Geography *	World History	Advanced Science Credit*	U.S. Government
Biology	IPC, Chemistry or Physics	Spanish II	Economics
Health/PE	Spanish I		
Principles of Architecture Dual Credit	Architectural Design I Dual Credit	Advanced Architectural Design II Dual Credit	Practicum in Architectural Design Dual Credit

COLLEGE COURSES							
U	ARCE 1421 – Architectural Illustration (4 CR)	F	DFTG 1409 – Basic Computer-Aided Drafting (4 CR)	F	MATH 1314 – College Algebra (3 CR)	F	ENGL 1301 – English Composition I (3 CR)
		F	PSYC 2301 – General Psychology (3 CR)	F	DCCCD: Appreciation of Art: Music, Theatre, Dance (3 CR)	F	DFTG 2431 - Advanced Technologies in Architectural Design & Drafting (4 CR)
		F	ITSC 1401 – Introduction to Computers (4 CR))	F	DFTG 1417 – Architectural Drafting (4 CR)	S	DFTG 2321 – Topographical Drafting (3 CR)
		S	DFTG 1445 – Parametric Modeling & Design (4 CR)	S	DFTG 2419 – Intermediate Computer Aided Drafting (4 CR)	S	DFTG 2428 – Architectural Drafting – Commercial (4 CR)
		S	SPCH 1311 – Intro to Speech Communication (3 CR)	S	Math 1316 – Plane Trigonometry (3 CR)	S	ENGL 1302 – English Composition II (3 CR)
		S	DFTG 1315 – Architectural Blueprint Reading (3 CR)	U	DFT 2380 - Cooperative Education-Drafting & Design Technology/ Technician, General (3 CR)	S	DFTG 2438 - Final Project- Advanced Drafting (4 CR)
Y1	4 credit hrs	Y2	21 credit hrs	Y3	20 credit hrs	Y4	21 credit hrs
AA/AS/AAS = 60 credit hours						Total:	66 credit hrs

* See counselor/advisor for placement.

F = fall, S = spring, U = summer

Is this Pathway stackable: Yes_X_ No___

P-TECH 4-Year Plan

Automotive Technology

ISD:	Duncanville ISD	College:	Cedar Valley College	Dallas College Catalog Year: 2020-2021
ECHS:	Duncanville High School	Career Path:	4YR Plan	
HS Plan:	Foundation with Endorsement or Distinguished	Pathway:	Automotive Technology	
Endorsement:	Business & Industry	Certificates:	Chassis Service Technician	

HIGH SCHOOL COURSES			
9th	10th	11th	12th
English I	English II	English III	Advanced English Credit*
Algebra I or Geometry *	Geometry or Algebra II *	Advanced Math Credit*	Advanced Math Credit*
World Geography or AP Human Geography *	World History	U.S. History	Advanced Science Credit*
Biology	IPC, Chemistry or Physics	Advanced Science Credit*	U.S. Government
Health/PE	Spanish I	Spanish II	Economics
	Fine Arts		
Automotive Basics Dual Credit	**Automotive Technology I Dual Credit**	**Automotive Technology II Dual Credit**	**Practicum in Transportation Systems Dual Credit**

COLLEGE COURSES							
S	AUMT 1305 – Introduction to Automotive Technology (3 credits)	F	AUMT 1307 – Automotive Electrical Systems (3 credits)	F	AUMT 1316 – Automotive Suspension and Steering Systems (3 credits)	F	AUMT 2380 – Cooperative Education-Automobile/Automotive Mechanics Technology/Technician (3 CR)
		S	AUMT 1310 – Automotive Brake Systems (3 credits)				
Y1	3 credit hrs	Y2	6 credit hrs	Y3	3 credit hrs	Y4	3 credit hrs
AA/AS/AAS = 60 credit hours					Total:		15 credit hrs

* See counselor/advisor for placement.

F = fall, S = spring, U = summer

Is this Pathway stackable: Yes_X_ No___

Duncanville High School Dual Credit Program

DALLAS COLLEGE

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 & C ommunication

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 a coherent sequence of courses directly related to the following:

Education & Training

Human Services

Health Science

Multi-disciplinary Studies

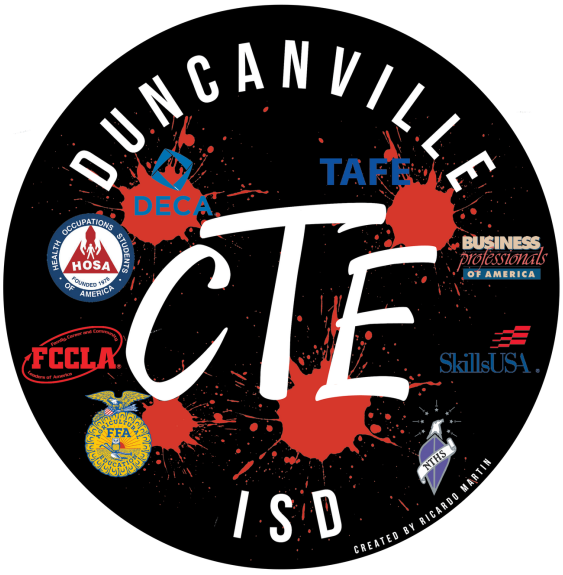
The Multidisciplinary Studies Endorsement can be earned by completing foundation and general endorsement requirements and:

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 to 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 CTW 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.

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.

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.

	Business Professionals of America (BPA)
	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.
	Distributive Education Clubs of America (DECA)
	DECA 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. 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.
	Family, Career, and Community Leaders of America (FCCLA)
	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.
	Texas Association of Future Educators (TAFE)
	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.
	Health Occupations Students of America (HOSA)
	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.
	National Future Farmers of America Organization (FFA)
	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.
	Skills USA
	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.
	Technology Student Association (TSA)
	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.

PersonalGraduationPlan

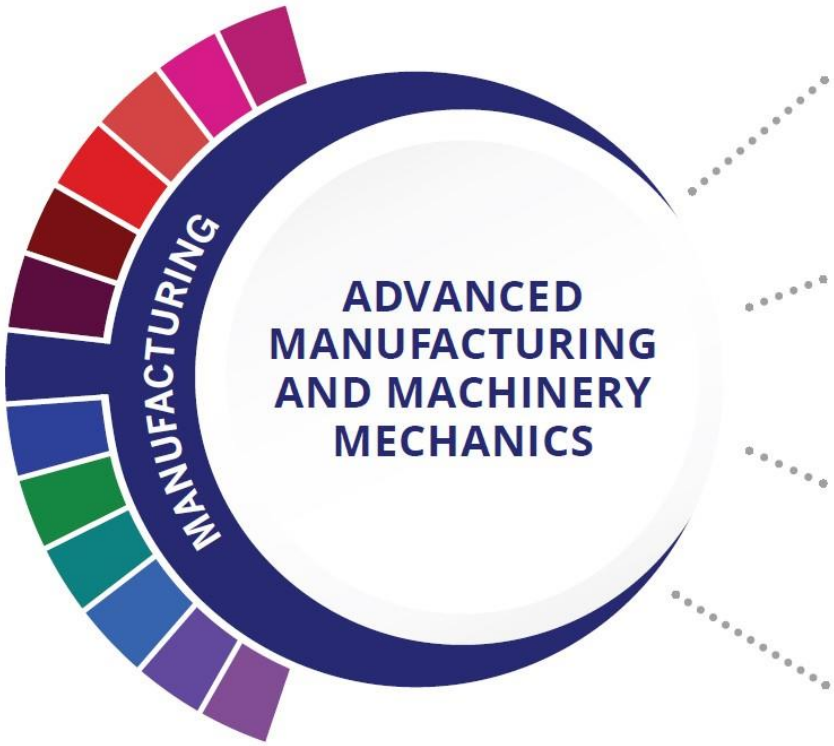
A Personal Graduation Plan (PGP) is to be developed for each student currently enrolled in junior high, middle school, or high school. A personal graduation plan must:

1. Identify education/ 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.



Level 1	Principles of Applied Engineering
Level 2	Engineering Design and Presentation I Robotics I
Level 3	Robotics II
Level 4	Practicum in Engineering Manufacturing Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
FANUC Robot Operator 1	Engineer, Professional	Electro-mechanical Engineering/ Technology	Electrical Engineering	Electrical Engineering
Mastercam Associate Level Certification	Certified Quality Technician	Certified Quality Technician	Industrial Engineering	Industrial Engineering
NCCER Industrial Maintenance Mechanic	Plant Maintenance Technologist	Industrial Mechanics and Maintenance Technology	Mechanical Engineering	Mechanical Engineering
NIMS Industrial Technology Maintenance - Maintenance Operations				

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Electro-Mechanical Assemblers	$30,160	951	9%
Electro-Mechanical Technicians	$56,555	127	9%
Industrial Machinery Mechanics	$49,816	3,788	27%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA and local STEM events	Apprenticeship at a local business or industry American Welding Society

The Advanced Manufacturing and Machinery Mechanics program of study focuses on the assembly, operation, maintenance, and repair of electromechanical equipment or devices. CTE learners may work in a variety of mechanical fields, gaining knowledge and experience in robotics, refinery and pipeline systems, deep ocean exploration, or hazardous waste removal. CTE concentrators may work in a variety of fields of engineering.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

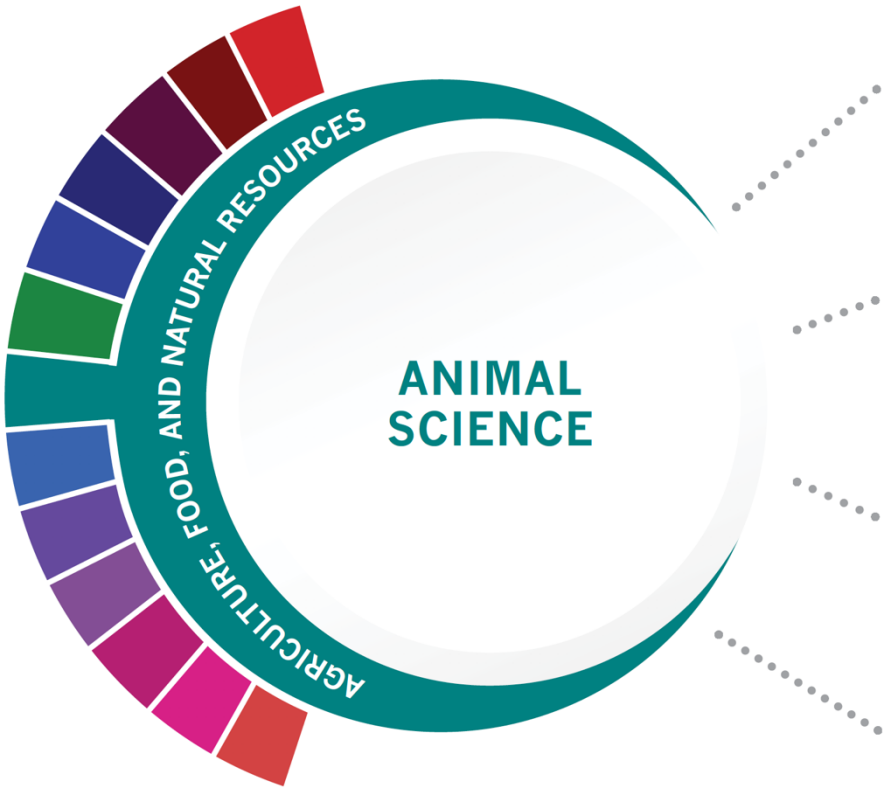
Successful completion of the Advanced Manufacturing and Machinery program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Manufacturing	13032200 (1 credit)	None	9-12
Occupational Safety and Environmental Technology I	N1303680 (1 credit)	None	9-12
Principles of Applied Engineering	13036200 (1 credit)	None	9-10
Engineering Design and Presentation I	13036500 (1 credit)	PREQ: Algebra I	10-12
Occupational Safety and Environmental Technology II	N1303681 (1 credit)	None	9-12
Manufacturing Engineering Technology I	13032900 (1 credit)	None	10-12
Robotics I	13037000 (1 credit)	None	9-10
Programmable Logic Controller I	N1303689 (1 credit)	None	10-12
Manufacturing Engineering Technology II	13032950 (1 credit)	PREQ: Manufacturing Engineering Technology I	11-12
Robotics II	13037050 (1 credit)	PREQ: Robotics I	10-12
Programmable Logic Controller II	TBD	TBD	TBD
Practicum in Manufacturing	13033000 (2 credits) 13033005 (3 credits) 13033010 (2 credits) 13033015 (3 credits)	None	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE MANUFACTURING CAREER CLUSTER, PLEASE CONTACT:
Jennifer Bullock | Jennifer.Bullock@tea.texas.gov
https://tea.texas.gov/cte



Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	
Level 3	Livestock Production
Level 4	Veterinary Medical Applications Practicum in Agriculture, Food, and Natural Resources Project-Based Research

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	$39,135	28	9%
Animal Scientists	$57,533	22	12%
Medical Scientists	$63,898	435	27%
Veterinarians	$93,496	294	24%
Zoologists and Wildlife Biologists	$67,309	45	32%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
SkillsUSA	4H Volunteer at a local farm or veterinary office Intern at a Feed Store or the Dallas SPCA

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

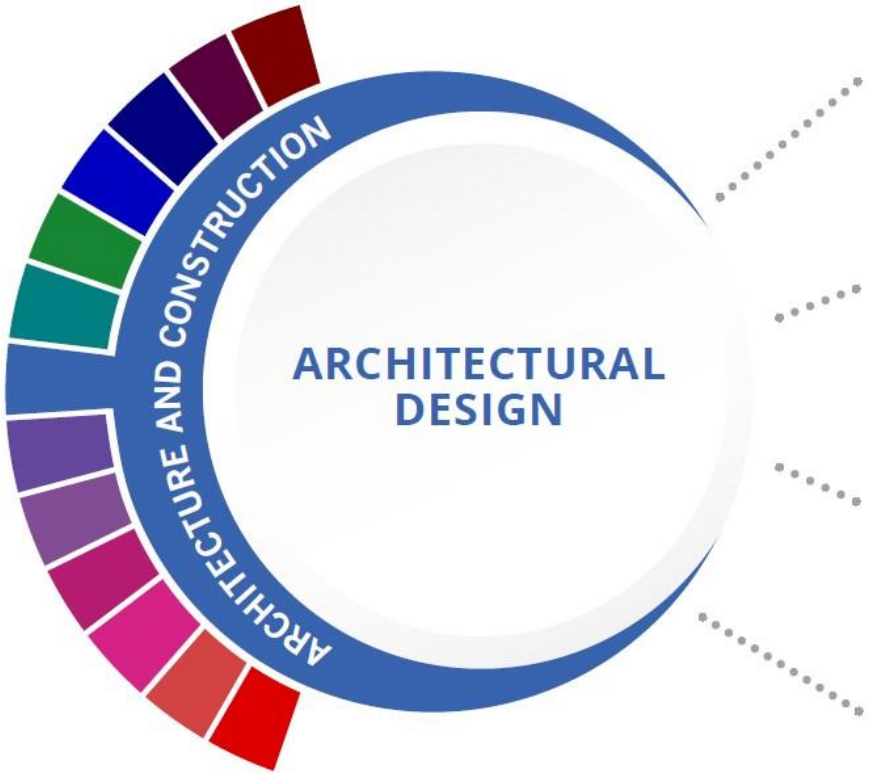
COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	9-12
Small Animal Management	13000400 (0.5 credit)	None	10-12
Equine Science	13000500 (0.5 credit)	None	10-12
Livestock Production/Lab	13000300 (1 credit) 13000310 (2 credits)	None	10-12
Advanced Animal Science	13000700 (1 credit)	PREQ: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production;	11-12
Veterinary Medical Applications/Lab	13000600 (1 credit) 13000610 (2 credits)	PREQ: Equine Science, Small Animal Management, or Livestock Production	11-12
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	11-12
Project-Based Research	12701500 (1 credit)	None	11-12
Scientific Research and Design	13037200 (1 credit)	PREQ: Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics	11-12

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCE CAREER CLUSTER, PLEASE CONTACT:

Les Hudson | Les.Hudson@tea.texas.gov

https://tea.texas.gov/cte



Level 1	Principles of Architecture
Level 2	Architectural Design I Interior Design I
Level 3	Architectural Design II Interior Design II Civil Engineering and Architecture (PLTW)
Level 4	Practicum in Architectural Design Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Autodesk Certified Professional or User in AutoCAD	Certified Photogrammetric Technologist	Architecture	Architecture	Architecture
	Certified Development, Design & Construction Professional	Interior Design	Interior Design	Interior Architecture
Autodesk Certified Professional or User in Autodesk Revit Architecture	National Council Certified Interior Designer	Civil Engineering, General	Civil Engineering, General	Civil Engineering, General
Level I Certificate at Dallas College in Architectural Drafting	LEED AP Building Design & Construction	Geographic Information Science and Cartography	Geographic Information Science and Cartography	Geographic Information Science and Cartography

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Architects	$77,043	808	16%
Geographic Information Analysts and Surveyors	$58,926	162	27%
Architectural/ Civil Drafters	$50,170	1,068	9%
Construction Managers	$87,402	2,401	14%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow an architect, interior designer, or civil engineer. SkillsUSA	Intern at an architecture firm.

The Architectural Design program of study explores the occupations and educational opportunities associated with developing, engineering, and designing building structures and facilities. This program of study may also include exploration into collecting and interpreting geographic information, researching and preparing maps, and interior design.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Architectural Design program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

TEA Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Architecture	13004210 (1 credit)	None	9-12
Architectural Design I	13004600 (1 credit)	PREQ: Algebra I and English I	10-12
Interior Design I	13004300 (1 credit)	PREQ: Algebra I and English I	10-12
Computer Aided Drafting for Architecture	N1300429 (1 credit)	None	10-12
Architectural Design II	13004700 (2 credits)	PREQ: Architectural Design I or Advanced Interior Design and Geometry	11-12
Interior Design II	13004400 (2 credits)	PREQ: English II, Geometry, and Interior Design I	11-12
Civil Engineering and Architecture (PLTW)	N1303747 (1 credit)	None	9-12
Practicum in Architectural Design	13004800 (2 credits) 13004805 (3 credits) 13004810 (2 credits) 13004815 (3 credits)	PREQ: Architectural Design II	12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER, PLEASE CONTACT:
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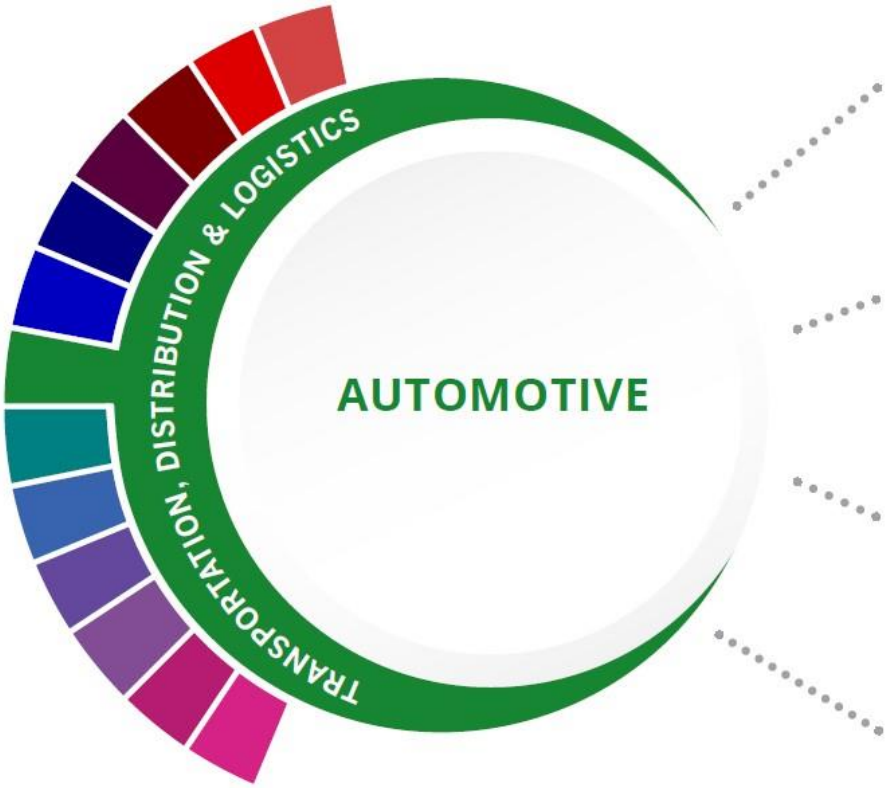

Level 1	
Level 2	Automotive Basics
Level 3	Automotive Technology I
Level 4	Automotive Technology II/Lab Practicum in Transportation Systems Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Automotive Service Excellence (ASE) Entry Level				Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level	Automobile Technician: various systems and parts	Medium/Heavy Vehicle and Truck Technology/ Technician		
	Engine Machinist Technician	Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair shop.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Transportation Systems	13039250 (1 credit)	None	9-12
Small Engine Technology I	13040000 (1 credit)	None	9-12
Basic Collision Repair and Refinishing	13039750 (1 credit)	None	9-12
Automotive Basics	13039550 (1 credit)	None	9-12
Introduction to Transportation Technology	13039270 (.5 credit)	None	9-10
Small Engine Technology II	13040100 (2 credits)	PREQ: Small Engine Technology I	10-12
Collision Repair/Lab	13039800 (2 credits) 13039810 (3 credits)	None	10-12
Occupational Safety and Environmental Technology I	N1303680 (1 credit)	None	9-12
Automotive Technology I: Maintenance and Light Repair	13039600 (2 credits)	None	9-12
Energy and Power of Transportation Systems	13039300 (1 credit)	None	10-12
Paint and Refinishing/Lab	13039900 (2 credits) 13039910 (3 credits)	None	10-12
Automotive Technology II/Lab	13039700 (2 credits) 13039710 (3 credits)	PREQ: Automotive Technology I: Maintenance and Light Repair	11-12
Practicum in Transportation Systems	13040450 (2 credits) 13040455 (3 credits) 13040460 (2 credits) 13040465 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER, PLEASE CONTACT:

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https://tea.texas.gov/cte

Level 1	Principles of Business, Marketing, and Finance Business Information Management I
Level 2	Business Law Business Information Management II
Level 3	Business Management
Level 4	Practicum in Business Management Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Microsoft Office Specialist or Expert- Excel	Certified Records Manager	Business Administration	Business Administration	Business Administration
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce	Business/ Commerce	Business Management
Google Cloud Certified Professional – G-Suite	Certified Commercial Contracts Manager	Public Administration	Public Administration	Public Administration
	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	Management Science

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	$96,138	2,277	21%
Management Analysts	$87,651	4,706	32%
General and Operations Managers	$107,640	18,679	20%
Operations Research Analysts	$78,083	1,128	38%
Supervisors of Administrative Support Workers	$57,616	14,982	20%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

The Business Management program of study teaches CTE learners how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	9-11
Business Information Management I/Lab	13011400 (1 credit) 13011410 (2 credits)	None	9-12
Business Law	13011700 (1 credit)	None	11-12
Virtual Business	13012000 (.5 credit)	None	10-12
Business Information Management II/Lab	13011500 (1 credit) 13011510 (2 credits)	PREQ: Business Information Management I	10-12
Business Management	13012100 (1 credit)	None	10-12
Global Business	13011800 (.5 credit)	None	10-12
Human Resources Management	13011900 (.5 credit)	None	11-12
Statistics and Business Decision Making	13016900 (1 credit)	PREQ: Algebra II	11-12
Practicum in Business Management	13012200 (2 credits) 13012205 (3 credits) 13012210 (2 credits) 13012215 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE BUSINESS, MARKETING, AND FINANCE CAREER CLUSTER, PLEASE CONTACT:
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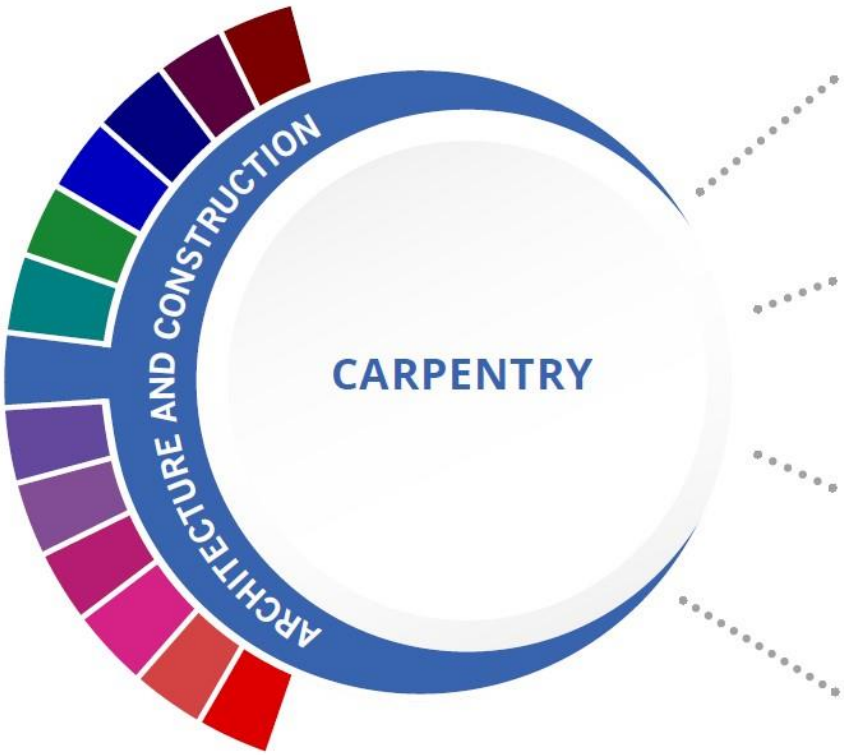

Level 1	Principles of Construction Principles of Architecture
Level 2	Construction Technology I
Level 3	Construction Technology II
Level 4	Practicum in Construction Technology Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
NCCER Carpentry, Level 1	Certified Lead Carpenter	Carpentry/ Carpenter	Construction Science	Construction Management
NCCER Carpentry Level 2	Certified Installer	Industrial Mechanics and Maintenance Technology		
NCCER Core Curriculum	Certified Door Consultant			
	Fluid Power Connector and Conductor			

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	$35,922	5,031	26%
Cost Estimators	$63,939	2,239	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow a carpenter or millwright. SkillsUSA	Obtain an NCCER certification in Millwright Level 1 or Carpentry Level 1

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

TEA Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Construction	13004220 (1 credit)	None	9-12
Principles of Architecture	13004210 (1 credit)	None	9-12
Construction Technology I	13005100 (2 credits)	None	10-12
Construction Technology II	13005200 (2 credits)	PREQ: Construction Technology I	11-12
Mill & Cabinetmaking Technology	13005300 (2 credits)	None	10-12
Practicum in Construction Technology	13005250 (2 credits) 13005255 (3 credits) 13005260 (2 credits) 13005265 (3 credits)	PREQ: Construction Technology II, Building Maintenance Technology II, Electrical Technology II, Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, Plumbing Technology I, or Mill and Cabinetmaking Technology	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER, PLEASE CONTACT:
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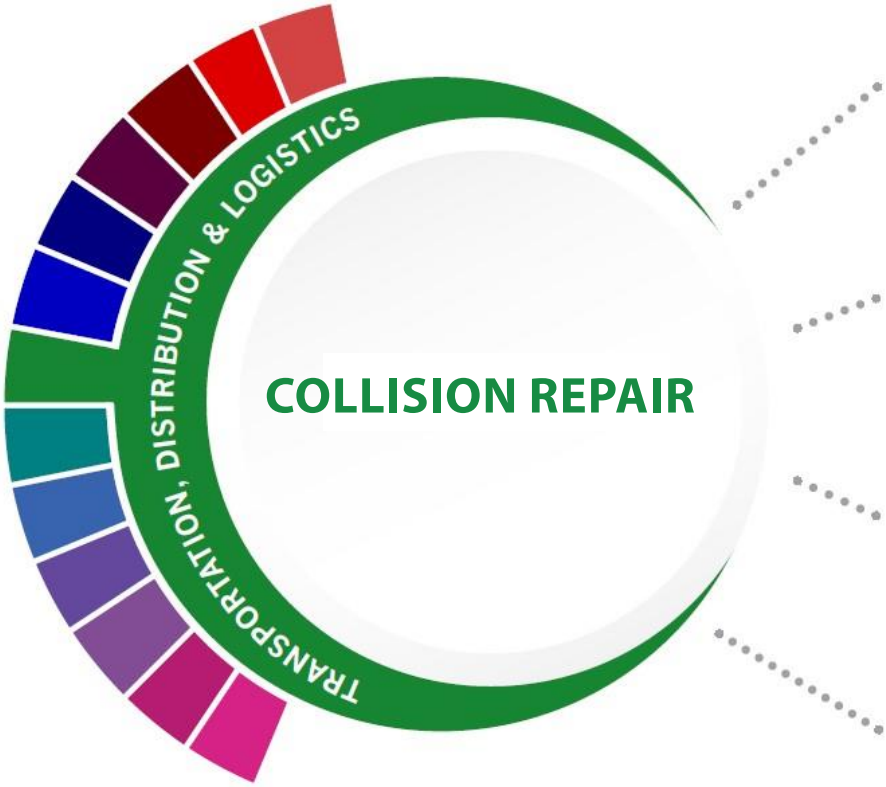

COLLISION REPAIR

Level 1	Basic Collision Repair and Refinishing
Level 2	Collision Repair/Lab
Level 3	Paint and Refinishing/Lab
Level 4	Practicum in Transportation Systems Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Automotive Service Excellence (ASE) Entry Level	Master Collision Repair and Refinishing Technician	Autobody/ Collision and Repair Technology/ Technician		Mechanical Engineering
Automotive Service Excellence (ASE) Professional Level				
		Mechanical Engineering/ Mechanical Technology/ Technician	Mechanical Engineering/ Mechanical Technology/ Technician	
	Collision Repair and Refinish			

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Automotive Body and Related Repairers	$40,144	1,456	25%
Automotive Service Technician and Mechanics	$38,459	5,557	18%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
SkillsUSA competition Automotive Service Association	Work at a local automotive repair or body shop.

The Automotive program of study teaches CTE learners how to repair and refinish automobiles and service various types of vehicles. CTE learners may learn to collect payment for services or supplies and perform typical vehicle maintenance procedures such as lubrication, oil changes, installation of antifreeze, or replacement of accessories like wiper blades or tires.

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Successful completion of the Automotive program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Transportation Systems	13039250 (1 credit)	None	9-12
Small Engine Technology I	13040000 (1 credit)	None	9-12
Basic Collision Repair and Refinishing	13039750 (1 credit)	None	9-12
Automotive Basics	13039550 (1 credit)	None	9-12
Introduction to Transportation Technology	13039270 (.5 credit)	None	9-10
Small Engine Technology II	13040100 (2 credits)	PREQ: Small Engine Technology I	10-12
Collision Repair/Lab	13039800 (2 credits) 13039810 (3 credits)	None	10-12
Occupational Safety and Environmental Technology I	N1303680 (1 credit)	None	9-12
Automotive Technology I: Maintenance and Light Repair	13039600 (2 credits)	None	9-12
Energy and Power of Transportation Systems	13039300 (1 credit)	None	10-12
Paint and Refinishing/Lab	13039900 (2 credits) 13039910 (3 credits)	None	10-12
Automotive Technology II/Lab	13039700 (2 credits) 13039710 (3 credits)	PREQ: Automotive Technology I: Maintenance and Light Repair	11-12
Practicum in Transportation Systems	13040450 (2 credits) 13040455 (3 credits) 13040460 (2 credits) 13040465 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREER CLUSTER, PLEASE CONTACT:

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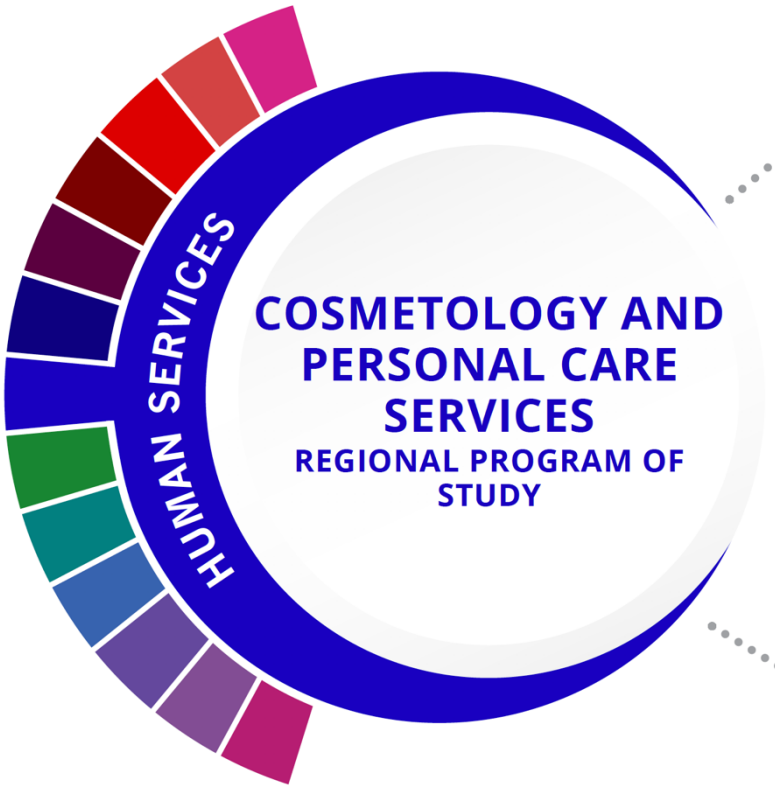
https://tea.texas.gov/cte



Level 1	Principles of Cosmetology Design and Color Theory
Level 2	Introduction to Cosmetology
Level 3	Cosmetology I
Level 4	Cosmetology II

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Cosmetology Operator License	Certified Aesthetic Laser Operator	Cosmetology/ Cosmetologist, General		
Cosmetology Esthetician Specialty License	Cosmetologist	Aesthetician/ Esthetician and Skin Care Specialist		
	Certified Spa Supervisor	Salon/Beauty Salon Management/ Manager		
	Nail Technician/ Specialist and Manicurist	Cosmetology, Barber/Styling and Nail Instructor		

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
First-Line Supervisors of Personal Service Workers	$36,941	1,634	24%
Barbers	$28,267	348	14%
Hairdressers, Hairstylists, and Cosmetologists	$21,507	3,489	22%
Manicurists and Pedicurists	$21,715	418	45%
Shampooers	$18,720	139	24%
Skincare Specialists	$26,437	637	22%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Participation in a Career and Technical Student Organization such as SkillsUSA	Job shadow a cosmetologist Work part-time at a beauty salon or spa

The Cosmetology and Personal Care Services program of study introduces CTE learners to knowledge and skills related to providing beauty and personal care services. CTE concentrators may learn about or practice managing personal care facilities and coordinating or supervising personal service workers.

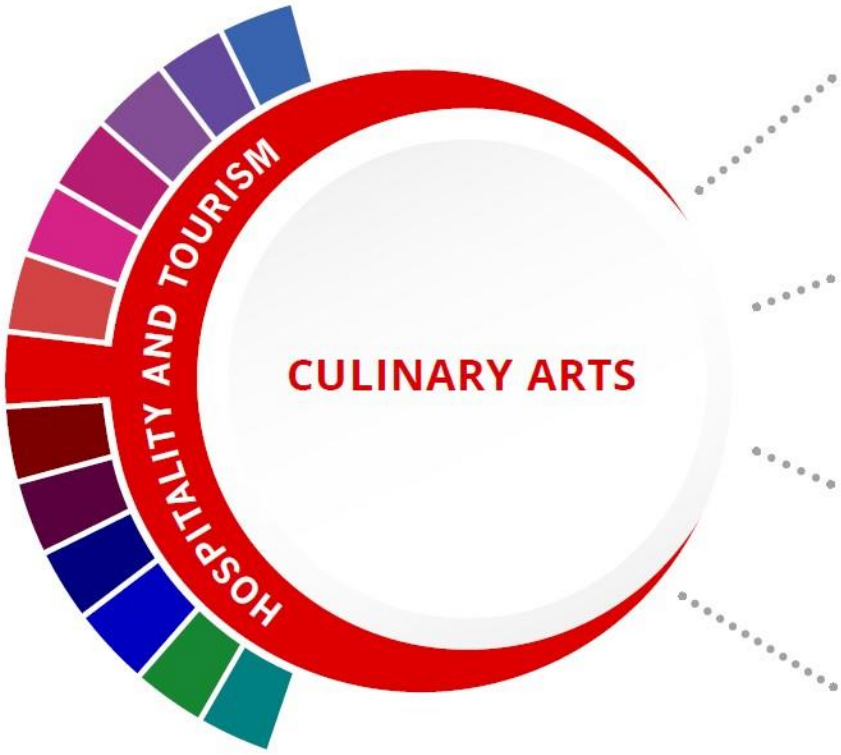
The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Cosmetology and Personal Care Services regional program of study will fulfill requirements of the Public Service Endorsement. See the regions approved to offer this program of study at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/regional-programs-of-study. Revised - July 2020.

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Cosmetology Design and Color Theory	13025050 (1 credit)	None	9-10
Microbiology and Safety for Cosmetology Careers	N1302540 (1 Credit)	None	9-12
Introduction to Cosmetology	13025100 (1 Credit)	None	10
Nail Care, Enhancements, and Spa Services	N1302531 (2 Credits)	None	10-12
Esthetics	N1302533 (2 Credits)	None	10-12
Cosmetology I/Lab	13025200 (2 credits) 13025210 (3 credits)	None	10-11
Barbering I	N1302534 (3 Credits)	None	10-12
Cosmetology II/Lab	13025300 (2 credits) 13025310 (3 credits)	PREQ: Cosmetology I	11-12
Barbering II	N1302535 (3 Credits)	PREQ: Barbering I	10-12



Level 1	Introduction to Culinary Arts
Level 2	Culinary Arts
Level 3	Advanced Culinary Arts
Level 4	Food Science Practicum in Culinary Arts Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
	Certified Chef	Hotel and Restaurant Management	Hotel and Restaurant Management	Hotel and Restaurant Management
ServSafe Food Handlers	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/ Management	Food Service Systems Administration/ Management
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General	Hospitality Administration/ Management, General
	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	$55,619	1,561	28%
Chef and Head Cooks	$43,285	1,366	25%
Food Science Technicians	$34,382	236	11%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA) or SkillsUSA	Plan a catering event or work for a catering company; participate in an on-campus bistro; work in a restaurant; cook at home

The Culinary Arts program of study introduces CTE learners to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Introduction to Culinary Arts	13022550 (1 credit)	None	9-12
Principles of Hospitality and Tourism	13022200 (1 credit)	None	9-12
Culinary Arts	13022600 (2 credits)	None	10-12
Foundations of Restaurant Management	N1302268 (1 credit)	None	10-12
Advanced Culinary Arts	13022650 (2 credits)	PREQ: Culinary Arts	10-12
Food Science	13023000 (1 credit)	PREQ: 3 units of Science, including Chemistry and Biology	11-12
Practicum in Culinary Arts	13022700 (2 credits) 13022705 (3 credits) 13022710 (2 credits) 13022715 (3 credits)	PREQ: Culinary Arts	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE HOSPITALITY AND TOURISM CAREER CLUSTER, PLEASE CONTACT:
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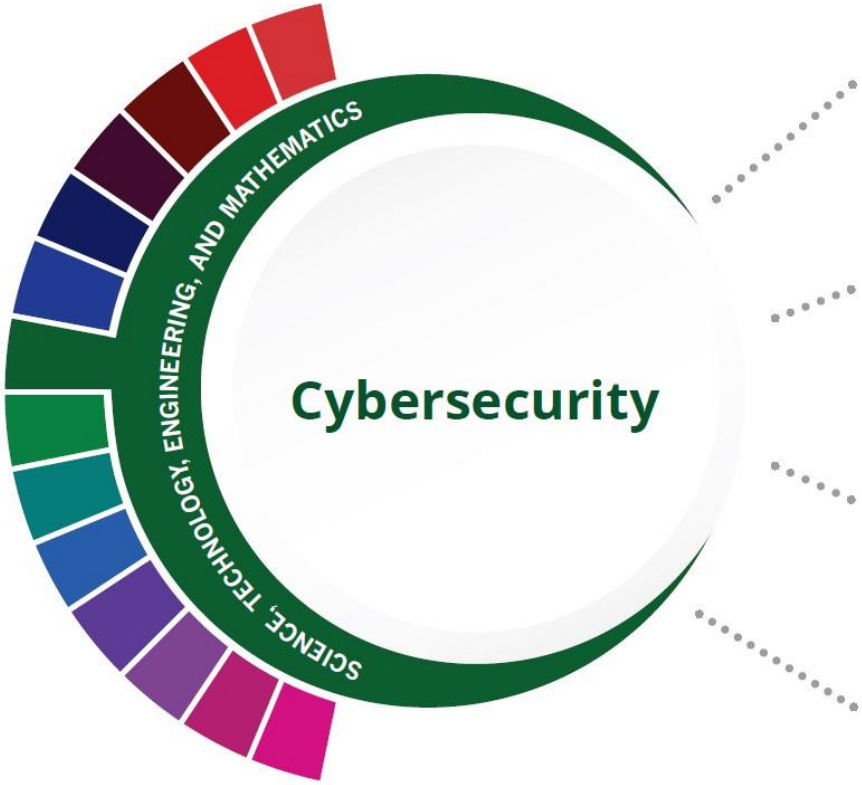
https://tea.texas.gov/cte



Level 1	Principles of Information Technology Fundamentals of Computer Science
Level 2	Computer Science I AP Computer Science Principles
Level 3	AP Computer Science A-Math
Level 4	Practicum in Information Technology Practicum in STEM Project-Based Research

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Oracle Certified Associate Java SE 8	GIAC Reverse Engineering Malware	System Networking, and LAN/WAN Management	Computer Systems Networking and Telecommunications	Computer Systems Analysis/Analyst
Oracle Certified Database Associate	Certified Advanced Windows Forensic Examiner	Information Technology	Computer Systems Networking and Telecommunications	Information Technology
	SAP Certified Technology Professional System Security Architect	Computer and Information Sciences, General	Computer and Information Sciences, General	Computer and Information Sciences, General
	Cisco Certified Network Professional Security Certification	Computer Science	Computer Science	Computer Science

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Information Security Analysts	$91,915	814	29%
Network and Computer System Administrators	$82,597	2,814	19%
Computer System Analysts	$87,568	5,937	29%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Job Shadow a computer system analyst or information security analyst.	Obtain an industry based certification.

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.

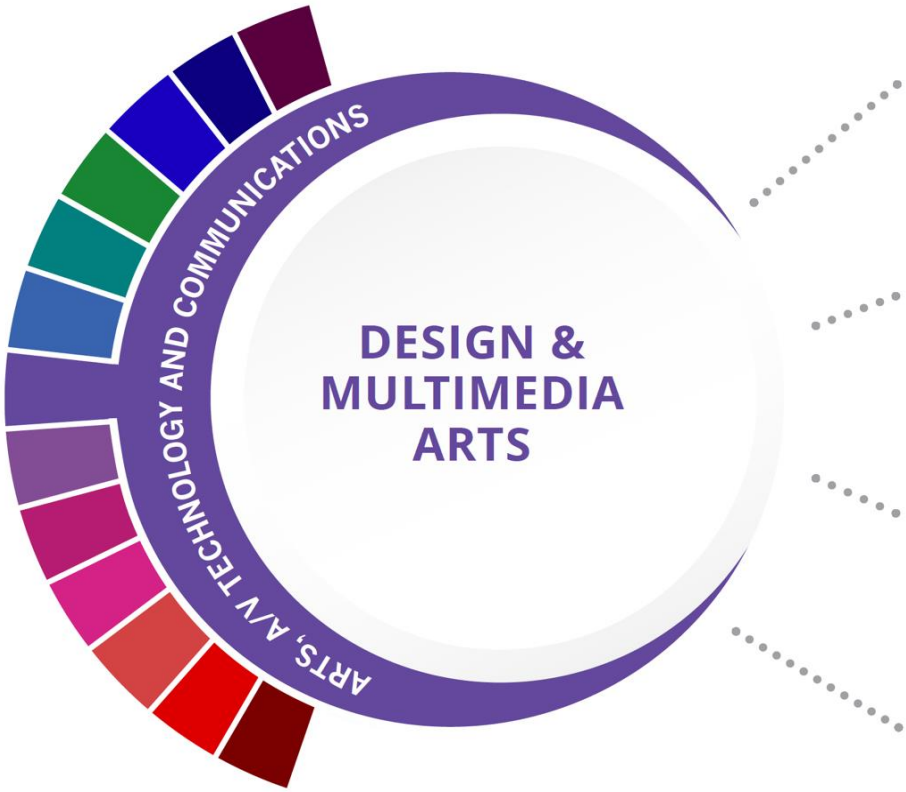
The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Cybersecurity program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Information Technology	13027200 (1 credit)	None	9-10
Fundamentals of Computer Science	03580140 (.5 to 1 credit)	None	9-12
Foundations of Cybersecurity	03580850 (1 credit)	None	9-12
Internetworking Technologies I	N1302803 (1 credit)	None	10-12
Computer Science I	03580200 (.5 to 1 credits)	PREQ: Algebra I	9-12
Computer Maintenance/Lab	13027300 (1 credit) 13027310 (2 credits)	None	10-12
Engineering Applications of Computer Science Principles	N1303772 (1 credit)	None	10-12
Networking/Lab	13027400 (1 credit) 13027410 (2 credits)	None	10-12
Digital Forensics	03580360 (.5 to 1 credit)	None	9-12
Internetworking Technologies II	N1302804 (1 credit)	PREQ: Internetworking Technologies I	11-12
AP Computer Science Principles	A3580300	None	9-12
Discrete Mathematics for Computer Science	03580370 (.5-1 credit)	PREQ: Algebra II	11-12
IB Computer Science Standards Level	I3580320 (1 credit)	None	9-12
AP Computer Science- MATH	A3580110 (1 credit)	None	9-12
AP Computer Science- LOTE	A3580120 (1 credit)	None	9-12



Level 1	Principles of Arts, A/V Technology, and Communications Video Game Design Digital Media
Level 2	Graphic Design and Illustration I Animation I Commercial Photography I Fashion Design I
Level 3	Graphic Design and Illustration II/Lab Animation II/Lab Commercial Photography II/Lab Fashion Design II/Lab
Level 4	Practicum in Graphic Design and Illustration Practicum in Animation Practicum in Commercial Photography Practicum in Fashion Design Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/ Multimedia

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	$44,824	1,433	15%
Multimedia Artists and Animators	$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

The Arts, A/V Technology and Communications (AAVTC) 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 AAVTC 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.

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Arts, A/V Technology, and Communications	13008200 (1 credit)	None	9
Video Game Design	13009970 (1 credit)	None	9-12
Digital Media	13027800 (1 credit)	None	9-12
Graphic Design and Illustration I /Lab	13008800 (1 credit) 13008810 (2 credits)	None	10-12
Animation I/Lab	13008300 (1 credit) 13008310 (2 credits)	None	10-12
Video Game Programming	N1300994 (1 credit)	None	10-12
Commercial Photography I/Lab	13009100 (1 credit) 13009110 (2 credits)	None	9-12
Fashion Design I/Lab	13009300 (1 credit) 13009310 (2 credits)	None	10-12
Digital Design and Media Production	03580400 (1 credit)	None	9-12
Game Programing and Design	03580380 (1 credit)	PREQ: Algebra I	9-12
Graphic Design and Illustration II/Lab	13008900 (1 credit) 13008910 (2 credits)	PREQ: Graphic Design and Illustration I	10-12
Animation II/Lab	13008400 (1 credit) 13008410 (2 credits)	PREQ: Animation I	11-12
Advanced Video Game Programming	N1300995 (1 credit)	None	10-12
Fashion Design II/Lab	13009400 (1 credit) 13009410 (2 credits)	PREQ: Fashion Design I	11-12
Digital Art and Animation	03580500 (1 credit)	None	9-12
3-D Modeling and Animation	03580510 (1 credit)	None	9-12
Commercial Photography II/Lab	13009200 (1 credit) 13009210 (2 credit)	None	10-12

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Practicum in Graphic Design and Illustration	13009000 (2 credits) 13009005 (3 credits) 13009010 (2 credits) 13009015 (3 credits)	PREQ: Graphic Design and Illustration II and Graphic Design and Illustration II Lab	10-12
Practicum in Animation	13008450 (2 credits) 13008455 (3 credits) 13008460 (2 credits) 13008465 (3 credits)	PREQ: Animation II and Animation II Lab	11-12
Practicum in Commercial Photography	13009250 (2 credits) 13009255 (3 credits) 13009260 (2 credits) 13009265 (3 credits)	PREQ: Commercial Photography l and Commercial Photography l Lab.	10-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Web Game Development	03580830 (1 credit)	None	11-12

FOR ADDITIONAL INFORMATION ON THE ARTS, AUDIO/VIDEO, TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER, PLEASE CONTACT:

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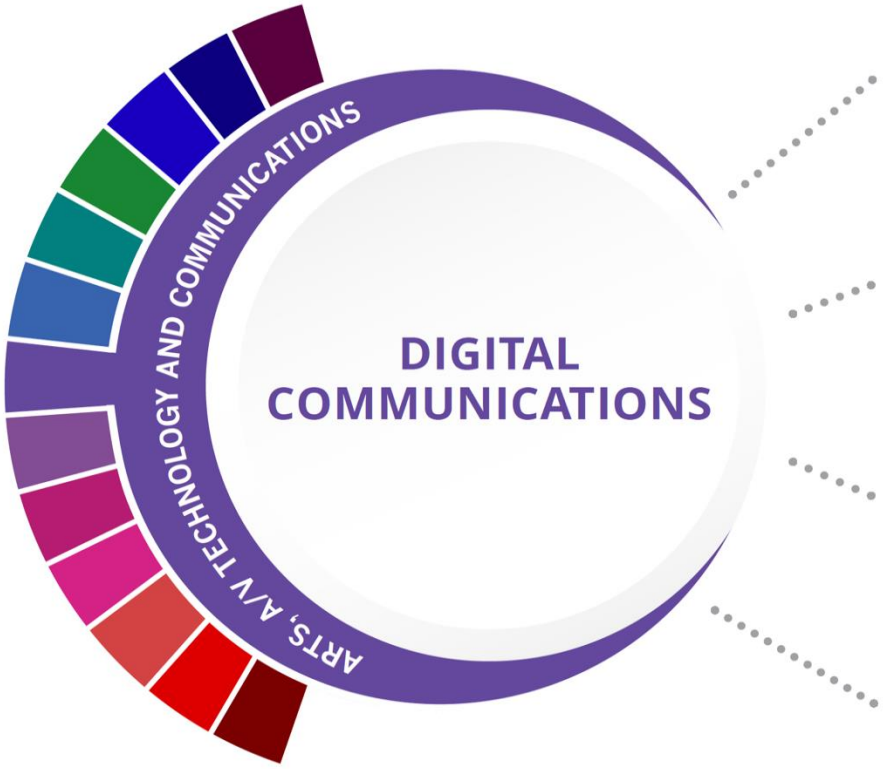

Level 1	Principles of Arts, A/V Technology, and Communications Professional Communications
Level 2	Audio/Video Production I Digital Audio Technology I
Level 3	Audio Video Production II/Lab Digital Audio Technology II
Level 4	Practicum of Audio/Video Production

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/ Technician	Recording Arts Technology/ Technician	Communications Technology/ Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/ Technician	Radio and Television	Radio and Television
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/ Journalism	Agricultural Communication/ Journalism

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	$50,024	129	9%
Audio and Video Equipment Technicians	$40,581	757	29%
Film and Video Editors	$47,382	118	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow a production team Participate in SkillsUSA or UIL	Intern at a local sporting event to capture, edit and produce deliverables Work with a local company on a project

The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.

The Arts, A/V Technology and Communications (AAVTC) 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 AAVTC 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.

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Arts, A/V Technology, and Communications	13008200 (1 credit)	None	9
Professional Communications	13009900 (.5 credits)	None	9-12
Web Communications	03580810 (.5 credits)	None	9
Digital Communications in the 21st Century	03580610 (1 credit)	None	9-12
Audio/Video Production I/Lab	13008500 (1 credit) 13008510 (2 credits)	None	10-12
Digital Audio Technology I	13009950 (1 credit)	None	9-12
Audio Video Production II/Lab	13008600 (1 credit) 13008610 (2 credits)	PREQ: Audio/Video Production I	10-12
Digital Audio Technology II	13009960 (1 credit)	PREQ: Digital Audio Technology I	10-12
Practicum of Audio/Video Production	13008700 (2 credits) 13008705 (3 credits) 13008710 (2 credits) 13008715 (3 credits)	PREQ: Audio/Video Production II/Lab	11-12
Practicum of Digital Audio Technology	TBD	TBD	TBD
Practicum of Entrepreneurship	TBD	TBD	TBD

FOR ADDITIONAL INFORMATION ON THE ARTS, AUDIO/VIDEO, TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER, PLEASE CONTACT:

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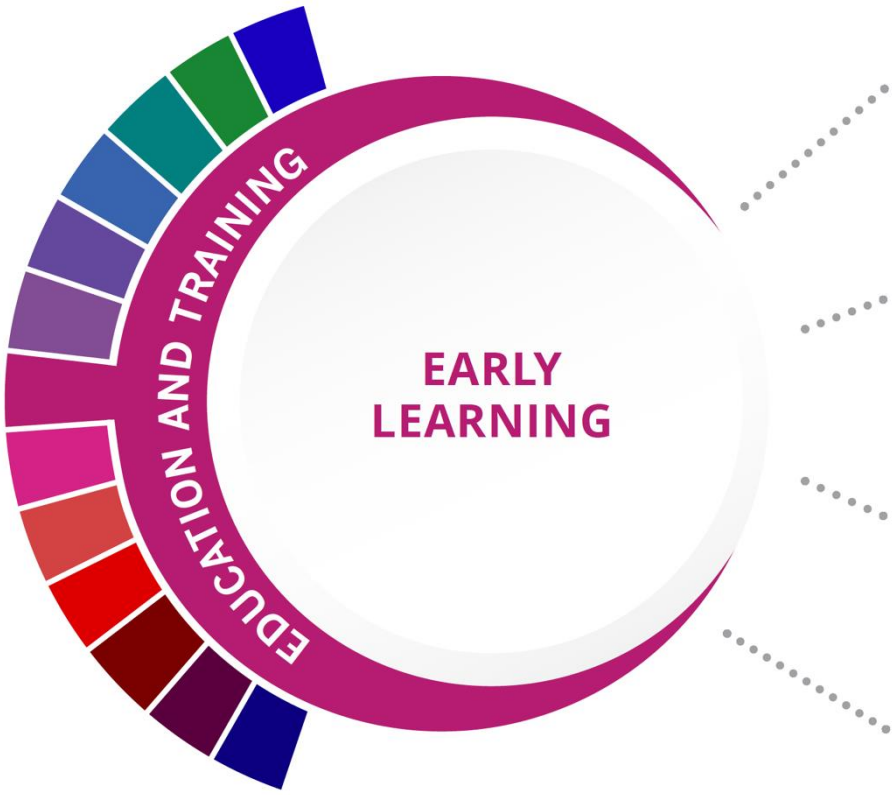

Level 1	Principles of Education and Training Principles of Human Services
Level 2	Child Development
Level 3	Child Guidance
Level 4	Project Based Research Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Child Development Precision Exam	Child Development Associate	Early Childhood Education and Teaching	Early Childhood Education and Teaching	Early Childhood Education and Teaching
Accrue hours toward Child Development Associate	Texas Educator Certification Program	Multicultural Early Childhood Development	Multicultural Early Childhood Development	Multicultural Early Childhood Development
	County Librarian	Kindergarten/ Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision
	Professional Counselor	Psychology/ Sociology	Psychology/ Sociology	Educational Leadership and Administration

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Kindergarten Teachers, except Special Education	$53,310	1,848	17%
Preschool Teachers	$27,851	4,330	17%
Special Education Teachers, Preschool	$55,670	148	27%
Elementary School Teachers	$54,140	13,121	16%
Education Administrators, Elementary and Secondary School	$79,830	2,407	16%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators; Family, Career, and Community Leaders of America	Teach a community education class; volunteer as a teaching assistant.

The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Early Learning program of study will fulfill requirements of the Public Service endorsement.
Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Education and Training	13014200 (1 credit)	None	9-10
Principles of Human Services	13024200 (1 credit)	None	9-12
Child Development	13024700 (1 credit)	None	10-12
Child Development Associate Foundations	N1300500 (1 credit)	None	10-12
Child Guidance	13024800 (2 credits)	None	10-12
Practicum in Early Learning	TBD	TBD	TBD
Project Based Research	12701500 (1 credit)	None	11-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE EDUCATION AND TRAINING CAREER CLUSTER, PLEASE CONTACT:
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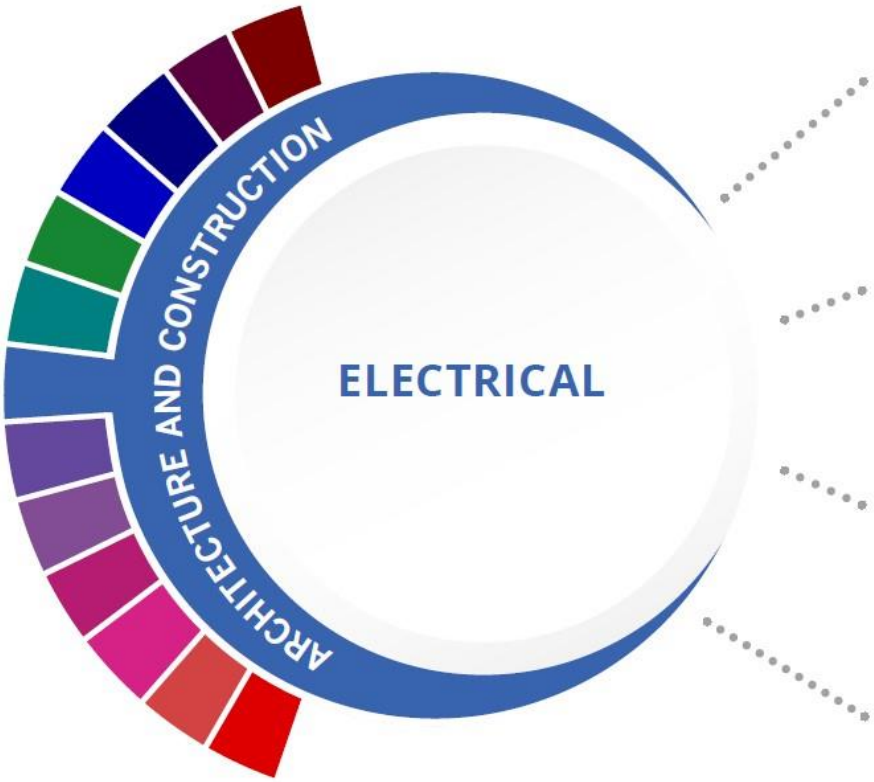

Level 1	Principles of Construction
Level 2	Electrical Technology I
Level 3	Electrical Technology II
Level 4	Practicum in Construction Technology Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
NCCER Electrical, Level 1 & 2	Electrical Plans Examiner	Electrician	Construction Science	Construction Management
NCCER Electronic Systems Technician, Level 1 & 2	Certified Electrical Inspector - Master	Communications Systems Installation and Repair Technology		
Electrical Apprenticeship Certificate, Level 1	Fiber Optics Technician - Outside Plant			
NCCER Commercial Electrician	Certification in Fire Alarm Systems - Level 1			

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Electrical Linemen	$54,184	1,314	28%
Electricians	$44,013	8,460	21%
Electrical and Electronics Installers	$37,544	245	19%
Security and Fire Alarm Installers	$43,638	1,112	22%
Telecommunication Line Installers and Repairers	$49,150	1,228	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow an electrician or fiber optics line installer SkillsUSA	Intern or shadow an electrician

The Electrical program of study explores the occupations and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. This program of study may also include exploration into installing and repairing telecommunications cable including fiber optics.

The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Electrical program of study will fulfill requirements of the Business and Industry endorsement and STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Construction	13004220 (1 credit)	None	9-12
Electrical Technology I	13005600 (1 credit)	None	10-12
Electrical Technology II	13005700 (2 credit)	PREQ: Electrical Technology I	11-12
Practicum in Construction Technology	13005250 (2 credits) 13005255 (3 credits) 13005260 (2 credits) 13005265 (3 credits)	PREQ: Construction Technology II; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER, PLEASE CONTACT:

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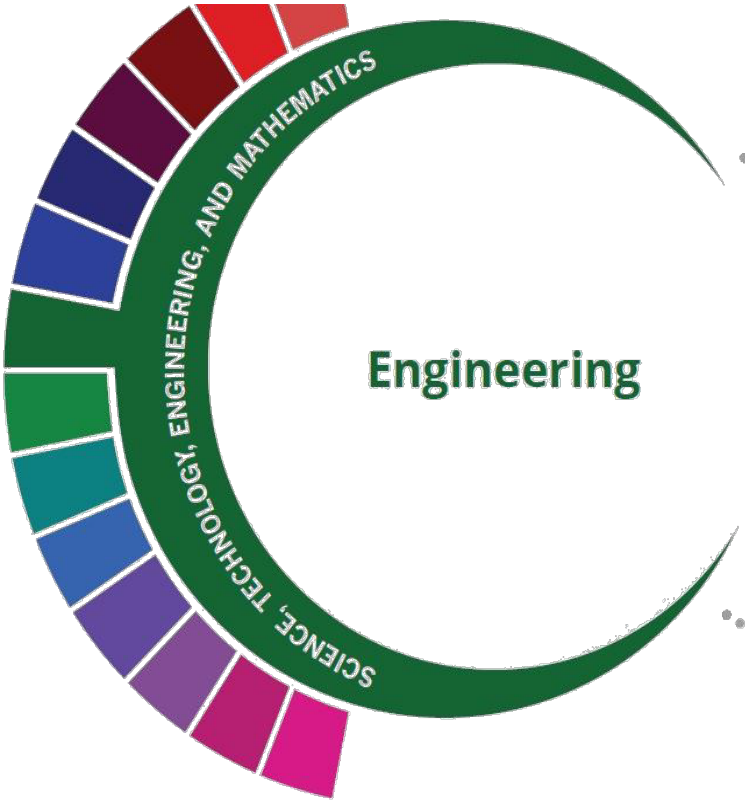

Level 1	Principles of Applied Engineering
Level 2	
Level 3	Engineering Design and Presentation I
Level 4	Engineering Design and Presentation II Practicum in STEM

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	$110,843	481	9%
Industrial Engineers	$97,074	1,263	10%
Mechanical Engineers	$91,107	1,535	11%
Chemical Engineers	$112,819	474	9%
Electrical Engineers	$98,405	1,137	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Applied Engineering	13036200 (1 credit)	None	9-10
Computer Aided Drafting for Manufacturing (TBD)	TBD	TBD	TBD
Introduction to Engineering Design (PLTW)	N1303742 (1 credit)	None	9-12
Engineering Essentials (PLTW)	N1303760 (1 credit)	None	9-10
Manufacturing Engineering Technology I	13032900 (1 credit)	None	10-12
Engineering Design and Development (PTLW)	N1303749 (1 credit)	None	9-12
Engineering Design and Presentation I	13036500 (1 credit)	PREQ: Algebra I	10-12
Computer Integrated Manufacturing (PLTW)	N1303748 (1 credit)	None	9-12
Aerospace Engineering (PLTW)	N1303745 (1 credit)	None	9-12
Digital Electronics	13037600 (1 credit)	PREQ: Algebra I and Geometry	10-12
Civil Engineering & Architecture (PLTW)	N1303747 (1 credit)	None	9-12
Engineering Science	13037500 (1 credit)	PREQ: Algebra I and Biology Chemistry, Integrated Physics, and Chemistry (IPC), or Physics	10-12
Environmental Sustainability (PLTW)	N1303746 (1 credit)	None	9-12
Engineering Design & Problem Solving	13037300 (1 credit)	PREQ: Algebra I and Geometry	11-12
Engineering Design and Presentation II	13036600 (2 credits)	PREQ: Algebra I and Geometry	11-12
Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credits) 13037405 (3 credits) 13037410 (2 credits) 13037415 (2 credits)	PREQ: Algebra I and Geometry	12
Scientific Research & Design	13037200 (1 credit)	PREQ: Biology, Chemistry, Integrated Physics, and Chemistry (IPC), or Physics	11-12

FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS CAREER CLUSTER, PLEASE CONTACT:

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Level 1	Principles of Human Services Professional Communications Interpersonal Studies Dollars and Sense
Level 2	Lifetime Nutrition and Wellness Human Growth and Development Child Development
Level 3	Counseling and Mental Health
Level 4	Practicum in Human Services Project-Based Research Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Child Development Precision Exams	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies
	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General	Human Services/Sciences, General	Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences	Family and Consumer Sciences	Human Services/ Sciences
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Child, Family, and School Social Workers	$41,350	2,221	17%
Social and Community Services Managers	$65,146	608	33%
Marriage and Family Therapists	$42,266	217	35%
Social and Human Service Assistants	$32,448	2,822	25%
Mental Health and Substance Abuse and Behavioral Disorder Counselors	$42,120	576	39%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America	Volunteer at a community center; intern for a community non-profit organization

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE learners may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Human Services	13024200 (1 credit)	None	9-12
Professional Communications	13009900 (.5 credit)	None	9-12
Interpersonal Studies	13024400 (.5 credit)	None	9-12
Dollars and Sense	13024300 (.5 credit)	None	11-12
Principles of Community Services	N1302542 (1 credit)	None	9-10
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Child Development	13024700 (1 credit)	None	10-12
Social and Community Services (TBD)	TBD	TBD	TBD
Family and Community Services	13024900 (1 credit)	None	10-12
Practicum in Human Services	13025000 (2 credits) 13025005 (3 credits) 13025010 (2 credits) 13025015 (3 credits)	None	11-12
Practicum in Entrepreneurship (TBD)	TBD	TBD	TBD
Project-Based Research	12701500 (1 credit)	None	11-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE HUMAN SERVICES CAREER CLUSTER, PLEASE CONTACT:
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Level 1	Principles of Human Services
Level 2	Lifetime Nutrition and Wellness Human Growth and Development Interpersonal Studies
Level 3	
Level 4	Practicum in Human Services Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
	Registered Dietitian	Nutrition Sciences	Nutrition Sciences	Nutrition Sciences
	Counselor, Professional	Community Health Services/ Liaison/ Counseling	Mental Health Counseling/ Counselor	Community Health and Preventative Medicine
	Registered Dietitian Nutritionist	Health and Wellness, General	Nutrition	Nutrition
	Social Worker	Public Health	Human Nutrition and Foods	Exercise and Sports Nutrition

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Community Health Workers	$38,064	592	25%
Rehabilitation Counselors	$43,930	586	23$
Mental Health Counselors	$41,558	812	38%
Health Care Social Workers	$55,515	1,583	35%
Dietitians and Nutritionists	$57,762	428	24%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
American Association of Family and Consumer Sciences; Family, Career and Community Leaders of America	Job shadow a dietitian or nutritionist; work part-time at a counseling services center, health department or hospital

The Health and Wellness program of study introduces students to knowledge and skills related to promoting physical, emotional, social, and mental health and wellness. Students who choose this program of study may learn how to assist patients in planning for their health and wellness, respond to crises, and advise, provide education or counseling, or make referrals. CTE learners may also focus on addressing barriers to access health and wellness services.

The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Health and Wellness program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Human Services	13024200 (1 credit)	None	9-12
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Interpersonal Studies	13024400 (.5 credit)	None	9-12
Applied Nutrition and Dietetics	N1302541 (1 credit)	None	10-12
Practicum in Human Services	13025000 (2 credits) 13025005 (3 credits) 13025010 (2 credits) 13025015 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Advanced Nutrition and Dietetics (TBD)	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE HUMAN SERVICES CAREER CLUSTER, PLEASE CONTACT:
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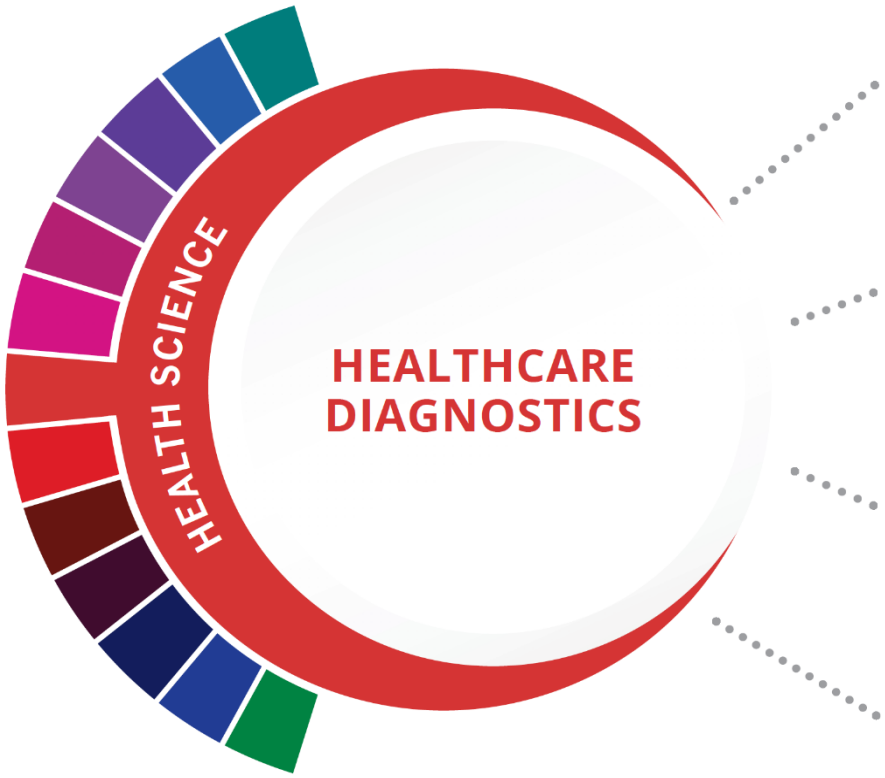
https://tea.texas.gov/cte



Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Health Science Theory Medical Microbiology
Level 4	Anatomy and Physiology Pathophysiology Practicum in Health Science

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SEONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
CPR	Medical Sonographer	Nuclear Medical Technology/ Technologist	Nuclear Medical Technology/ Technologist	Radiologist
	Radiologic Technologist	Magnetic Resonance Imaging (MRI) Technology/ Technician	Medical Radiologic Technology/ Science Radiation Therapist	Radiologic Technology/ Science - Radiographer
Clinical Nursing Assistant				

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Diagnostic Medical Sonographers	$69,909	495	35%
Phlebotomists	$30,597	1442	36%
Nuclear Medicine Technologists	$75,962	91	13%
Radiologic Technologists	$55,494	1196	19%
Magnetic Resonance Imagine Technologists	$68,661	217	21%

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Clinical rotations at a community wellness center, hospital, assisted living, nursing home

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

The Healthcare Diagnostics program of study introduces students to occupations and education opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology and ultrasound technology.

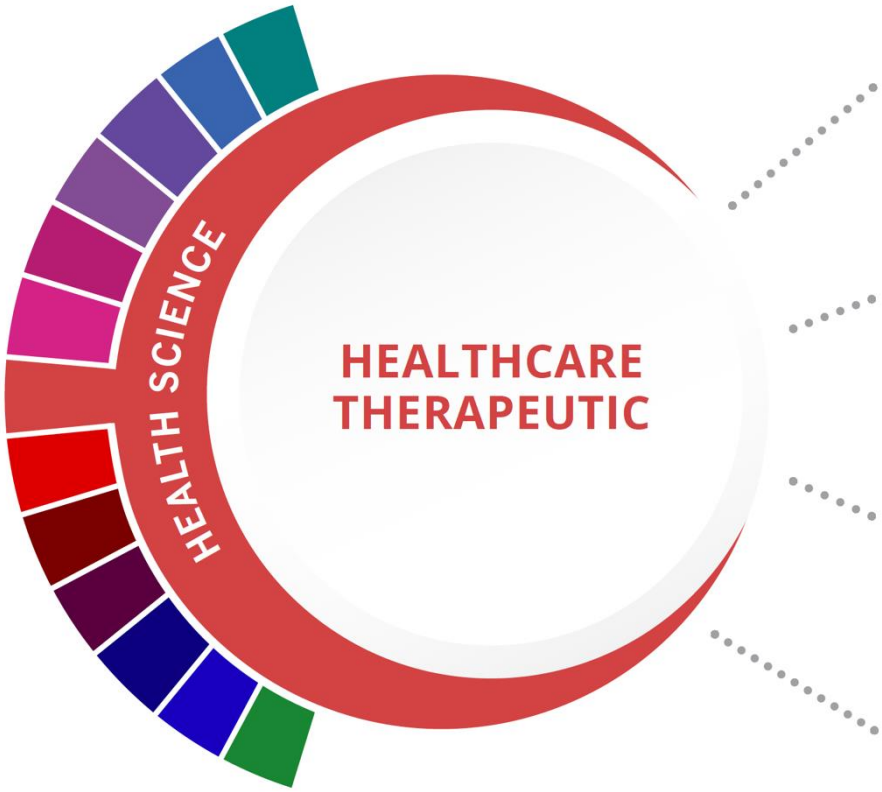
The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service or STEM Endorsement if the math and science requirements are met. Revised- July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Health Science	13020200 (1 credit)	None	9-10
Principles of Diagnostic Healthcare	N1302106 (1 credit)	None	9-10
Introduction to Imaging Technology	N1302102 (1 credit)	None	9-10
Medical Terminology	13020300 (1 credit)	None	9-12
Imaging Technology I	TBD	TBD	TBD
Health Science Theory	13020400 (1 credit) 13020410 (2 credits)	PREQ: Biology	10-12
Medical Microbiology	13020700 (1 credit)	PREQ: Biology and Chemistry	10-12
Imaging Technology II	TBD	TBD	TBD
Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit	10-12
Pathophysiology	13020800	PREQ: Biology and Chemistry	10-12
Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	PREQ: Health Science Theory and Biology	11-12



Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Anatomy and Physiology Health Science Theory Medical Microbiology
Level 4	Pathophysiology Pharmacology Practicum in Health Science

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
	Dental Assistant	Dental Hygienist	Dental Hygienist	Dentist
	Surgical Technologist	Medical/ Clinical Assistant		Physician Assistant
Certified Nurse Aide/Assistant	Medical Assistant			Family and General Practitioners
Pharmacy Technician	Pharmacy Aides			Pharmacist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Medical Assistants	$29,598	8,862	30%
Surgical Technologists	$45,032	1,150	20%
Dental Hygienists	$73,507	1,353	38%
Physicians and Surgeons	$213,071	1,151	30%
Dental Assistants	$34,840	4,422	31%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
SkillsUSA Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living, or nursing home.

The Healthcare Therapeutic program of study introduces students to occupations and educational opportunities related to diagnosing and treating acute, episodic, or chronic illness independently or as part of a healthcare team. This program of study also includes an introduction to the opportunities associated with providing treatment and counsel to patients as well as rehabilitative programs that help build or restore daily living skills to persons with disabilities or developmental delays.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Healthcare Therapeutic program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Health Science	13020200 (1 credit)	None	9-10
Principles of Therapeutic Healthcare	N1302110 (1 credit)	None	9-10
Introduction to Pharmacy Science	N1302103 (1 credit)	None	9-10
Introduction to Dental Science	N1302101 (1 credit)	None	9-11
Medical Terminology	13020300 (1 credit)	None	9-12
Dental Anatomy and Physiology	TBD	TBD	TBD
Pharmacy I	TBD	TBD	TBD
Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit	10-12
Health Science Theory	13020400 (1 credit) 13020410 (2 credits)	PREQ: Biology	10-12
Medical Microbiology	13020700 (1 credit)	PREQ: Biology and Chemistry	10-12
Pharmacy II	TBD	TBD	TBD
Medical Assistant	TBD	TBD	TBD
Dental Equipment and Procedures	TBD	TBD	TBD
Pathophysiology	13020800 (1 credit)	PREQ: Biology and Chemistry	11-12
Pharmacology	13020950 (1 credit)	PREQ: Biology and Chemistry	11-12

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	PREQ: Health Science Theory and Biology	11-12

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT:
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https://tea.texas.gov/cte

Level 1	Principles of Business, Marketing, and Finance
Level 2	Fashion Marketing Sports and Entertainment Marketing
Level 3	Social Media Marketing Advertising
Level 4	Advanced Marketing Practicum in Marketing Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Ret ailing Management	Business Administration	Business Administration
	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
	Real Estate Appraiser	Business	Marketing Research	Advertising

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	$70,346	4,664	40%
Insurance Sales Agents	$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	$72,550	2,826	15%
Wholesale and Retail Buyers	$51,106	1,229	19%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Business, Marketing, and Finance	13011200 (1 credit)	None	9-11
Fashion Marketing	13034300 (.5 credit)	None	9-12
Sports and Entertainment Marketing	13034600 (.5 credit)	None	9-12
Virtual Business	13012000 (.5 credit)	None	10-12
Marketing	N1303424 (1 credit)	None	10-12
Social Media Marketing	13034650 (.5 credit)	None	9-12
Advertising	13034200 (.5 credit)	None	9-12
Retail Management	N1303420 (1 credit)	None	10-12
Sports and Entertainment Marketing II	N1303422 (.5 credit)	PREQ: Sports and Entertainment Marketing	10-12
Statistics and Business Decision Making	13016900 (1 credit)	PREQ: Algebra II	11-12
Fundamentals of Real Estate	N1301120 (2 credits)	None	11-12
Advanced Marketing	13034700 (2 credits)	PREQ: One credit from the courses in the Marketing Career Cluster	11-12
Practicum in Marketing	13034800 (2 credits) 13034805 (3 credits) 13034810 (2 credits) 13034815 (3 credits)	None	11-12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE BUSINESS, MARKETING, AND FINANCE CAREER CLUSTER, PLEASE CONTACT:
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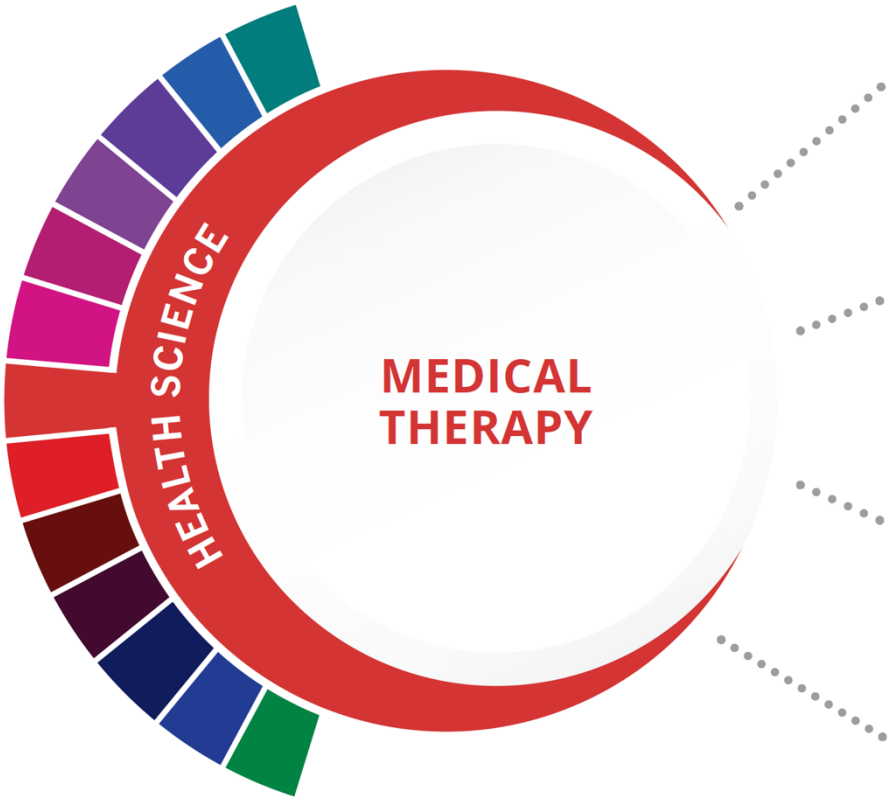

Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Health Science Theory
Level 4	Practicum in Health Science

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
CPR	Certified Respiratory Therapist	Occupational Therapy Assistant	Respiratory Therapists	Occupational Therapists
	Certified Physical Therapy Assistant	Radiation Therapists		Speech Language Pathologist
		Respiratory Therapists		Physical Therapists
Clinical Nursing Assistant		Physical Therapy Assistant		

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Speech Language Pathologists	$73,070	1,068	25%
Respiratory Therapists	$57,429	830	20%
Occupational Therapists	$92,227	834	34%
Physical Therapy Assistants	$70,200	1,268	44%
Radiation Therapists	$70,658	101	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Lab internship, Job shadow, Clinical rotations

The Medical Therapy program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skills necessary to be successful in the healthcare field in occupations such as, Respiratory, Occupational, Physical, or Speech Therapy. CTE learners may also practice patient care and communication.

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Medical Therapy program of study will fulfill requirements of a Public Service or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Health Science	13020200 (1 credit)	None	9-10
Introduction to Speech Pathology and Audiology	N1302100 (1 credit)	None	10-12
Principles of Allied Health	N1302105 (1 credit)	None	9-10
Medical Terminology	13020300 (1 credit)	None	9-12
Speech and Language Development	N1302098 (1 credit)	None	11-12
Allied Health Therapeutic Service	TBD	TBD	TBD
Speech Communication Disorders	N1302099 (1 credit)	None	11-12
Health Science Theory	13020400 (1 credit) 13020410 (2 credits)	PREQ: Biology	10-12
Physical Therapy I	TBD	TBD	TBD
Occupational Therapy I	TBD	TBD	TBD
Radiation Therapy I	TBD	TBD	TBD
Respiratory Therapy I	TBD	TBD	TBD
Practicum in Health Science	13020500 (2 credits) 13020505 (3 credits) 13020510 (2 credits) 13020515 (3 credits)	PREQ: Health Science Theory and Biology	11-12
Occupational Therapy II	TBD	TBD	TBD
Physical Therapy II	TBD	TBD	TBD
Radiation Therapy II	TBD	TBD	TBD
Respiratory Therapy II	TBD	TBD	TBD

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER, PLEASE CONTACT:
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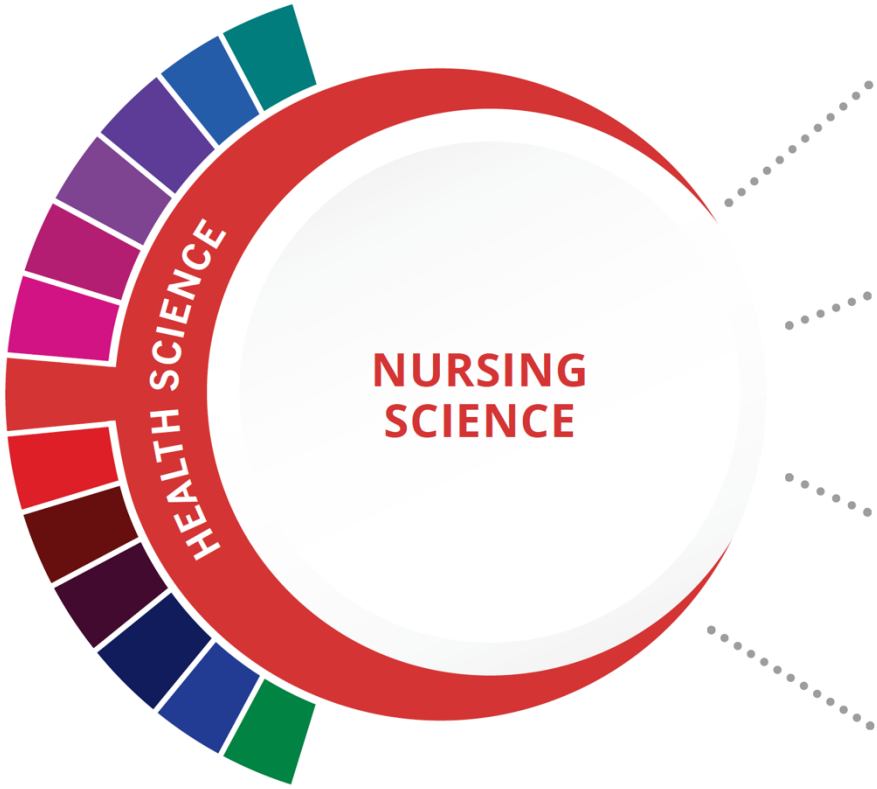
https://tea.texas.gov/cte



Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Medical Microbiology Anatomy and Physiology
Level 4	Pathophysiology Pharmacology

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
				Nurse Anesthetist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	$45,178	7,186	21%
Registered Nurses	$68,682	17,493	26%
Nurse Practitioners	$107,827	977	50%
Nurse Anesthetists	$154,856	357	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system designs and make recommended modifications.

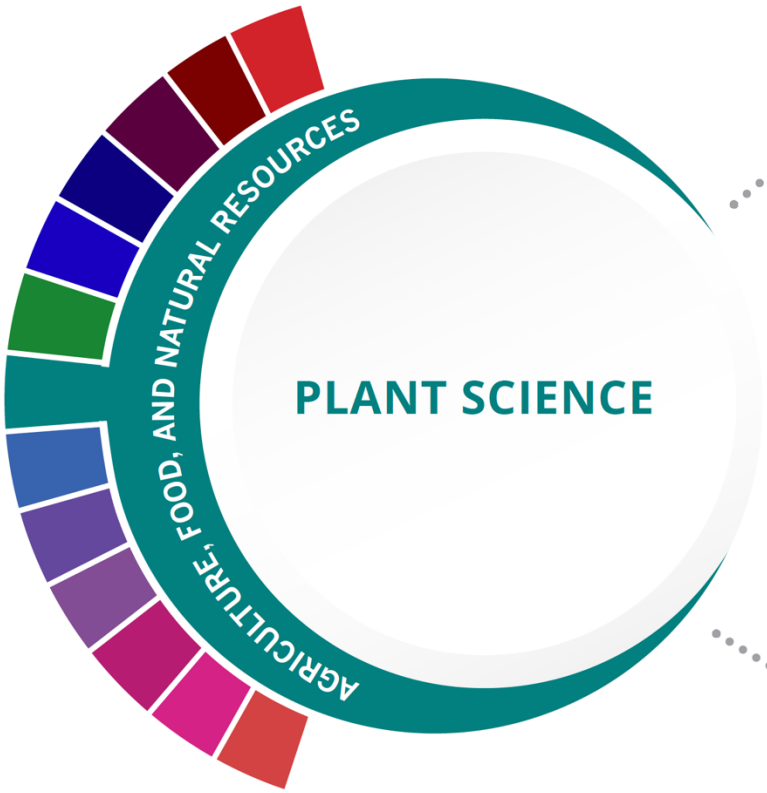
The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

TEA Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Health Science	13020200 (1 credit)	None	9-10
Principles of Nursing Science	N1302109 (1 credit)	None	9-10
Medical Terminology	13020300 (1 credit)	None	9-12
Science of Nursing	TBD	TBD	TBD
Medical Microbiology	13020700 (1 credit)	PREQ: Biology and Chemistry	10-12
Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit	10-12
Clinical Ethics	TBD	TBD	TBD
Leadership and Management in Nursing	TBD	TBD	TBD
Pathophysiology	13020800 (1 credit)	PREQ: Biology and Chemistry	11-12
Pharmacology	13020950 (1 credit)	PREQ: Biology and Chemistry	11-12
Practicum in Nursing	TBD	TBD	TBD



Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	
Level 3	Floral Design Horticultural Science
Level 4	Practicum in Agriculture, Food, and Natural Resources Project-Based Research

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
	Pesticide Applicator	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General	Applied Horticulture/ Horticulture Operations, General
	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	Agronomy and Crop Science
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General	Agricultural Business and Management, General	Agricultural Business and Management, General
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management	Turf and Turfgrass Management	Farm/Farm and Ranch Management

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	$54,662	116	21%
Tree Trimmers and Pruners	$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	$36,733	196	22%
Landscaping Supervisors	$44,408	807	19%
Biological Technicians	$42,931	452	17%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist; start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Agriculture, Food, and Natural Resources	13000200 (1 credit)	None	9-12
Floral Design/Lab	13001800 (1 credit) 13001810 (2 credits)	None	9-12
Landscape Design and Management	13001900 (.5 credit)	None	10-12
Turf Grass Management	13001950 (.5 credit)	None	10-12
Horticultural Science/Lab	13002000 (1 credit) 13002010 (2 credits)	None	10-12
Advanced Floral Design	N1300270 (1 credit)	PREQ: Floral Design	11-12
Greenhouse Operation and Production/Lab	13002050 (1 credit) 13002060 (2 credits)	None	10-12
Viticulture	N1300265 (1 credit)	None	10-12
Advanced Plant and Soil Science	13002100 (1 credit)	None	11-12
Practicum in Agriculture, Food, and Natural Resources	13002500 (2 credits) 13002505 (3 credits) 13002510 (2 credits) 13002515 (3 credits)	None	11-12
Project-Based Research	12701500 (1 credit)	None	11-12
Scientific Research and Design	13037200 (1 credit)	PREQ: Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics	11-12

FOR ADDITIONAL INFORMATION ON THE AGRICULTURE, FOOD, AND NATURAL RESOURCE CAREER CLUSTER, PLEASE CONTACT:

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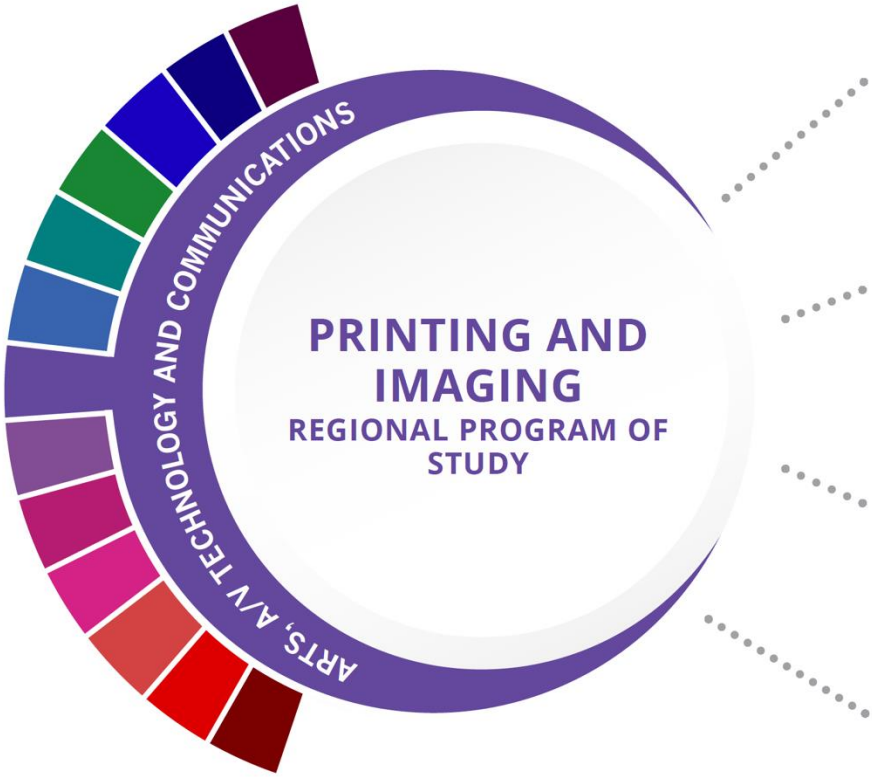
https://tea.texas.gov/cte



PRINTING AND IMAGING

REGIONAL PROGRAM OF STUDY

Level 1

Graphic Design and Illustration I

Level 2

Printing and Imaging Technology I

Level 3

Printing and Imaging Technology II

Level 4

Practicum in Printing and Imaging Technology

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Adobe Certified Associate (ACA) - Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro, Animate, and Dreamweaver)	Improvement Professional in Print (IPP) certificate	Graphic Design	Art or Fine Arts	Fine Arts
	Graphic Media Production Level I	Graphic Media	Computer Graphics	
	Graphic Design Levels I and II	Visual Design	Graphic Design or Animation	
		Visual Communication Technology	Interactive Media	

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Art Directors	$77,958	179	21%
Multimedia Artists and Animators	$67,392	186	21%
Desktop Publishers	$37,107	101	9%
Printing Press Operators	$34,549	1,103	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow a production team SkillsUSA	Intern with a multimedia studio. Obtain a certificate in graphic design.

The Printing and Imaging regional program of study introduces CTE learners to knowledge and skills related to providing printing and imaging services. CTE learners may learn about or practice the foundations of business management, customer service, graphic design, graphic production and large format printing.

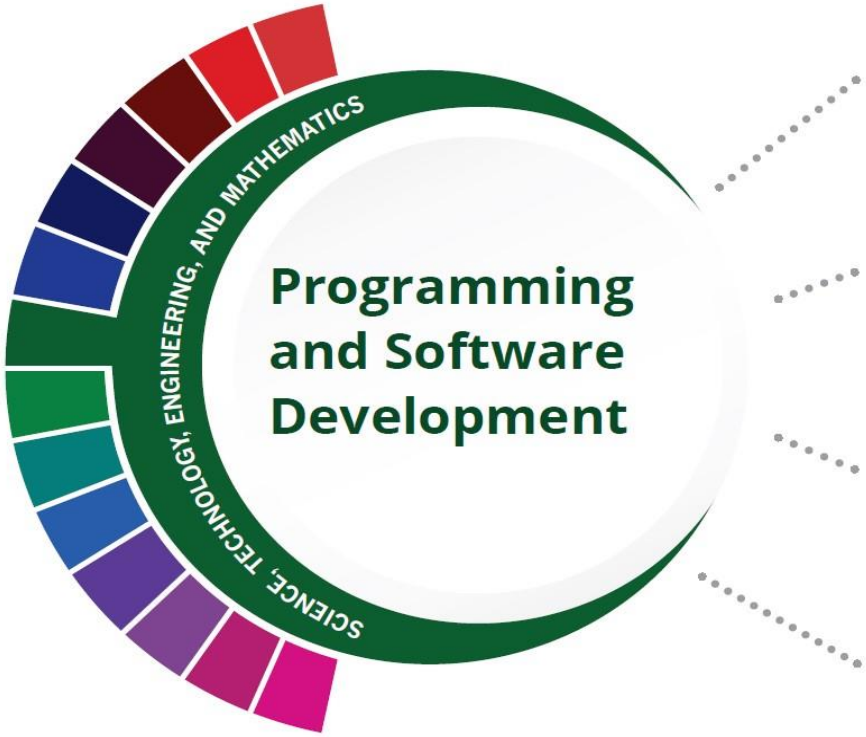
The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Printing and Imaging regional program of study will fulfill requirements of the Business and Industry Endorsement. See the regions approved to offer this program of study at https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/regional-programs-of-study. Revised - July 2020.

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Graphic Design and Illustration I	13008800 (1 credit)	None	10-12
Printing and Imaging I/Lab	13009600 (1 credit) 13009610 (2 credits)	None	9-12
Printing and Imaging II/Lab	13009700 (1 credit) 13009710 (2 credits)	None	10-12
Practicum in Printing and Imaging Technology	13009800 (2 credits)	PREQ: Printing and Imaging II/Lab	10-12



	Fundamentals of Computer Science
Level 1	
Level 2	AP Computer Science Principles Computer Science I
Level 3	AP Computer Science A, MATH
Level 4	Practicum in Information Technology Practicum in Audio/Video Production Practicum in Science, Technology, Engineering, and Mathematics Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Oracle Certified Association JAVA SE 8 Programmer	Certified Computing Professional	Computer Programming/ Programmer Genera	Management Information Systems, General	Computer Software Engineer
Oracle Certified Database Associate	Cloud Technology Associate Certification	Computer Software Engineer	Computer Software Engineer	Computer Science
	AEM 6 Developer	Computer Science	Computer Science	Information Science/ Studies
Microsoft Technology Associate, Introduction to Programming Using Java or Java Script	Certified Software Analyst	Certified Software Analyst	Information Science/ Studies	

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Software Developer, Systems Software	$103,334	2,985	25%
Software Developers, Applications	$104,499	6,311	30%
Computer Programmers	$79,893	1,454	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in coding club at school	Obtain an industry-based certification.

The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry and STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Fundamentals of Computer Science	03580140 (.5 to 1 credit)	None	9-12
AP Computer Science Principles	A3580300 (1 credit)	None	9-12
Computer Science I	03580200 (.5 to 1 credit)	PREQ: Algebra I	9-12
Game Programming and Design	03580380 (.5 to 1 credit)	PREQ: Algebra I	9-12
Introduction to C# Programming Applications	N1302812 (1 credit)	None	11-12
AP Computer Science A, MATH, LOTE	A3580110 (MATH) (1 credit) A3580120 (LOTE) (1 credit)	None	9-12
Mobile Application Development	03580390 (.5 to 1 credit)	PREQ: Algebra I	11-12
Computer Science II	03580300 (1 credit)	PREQ: Algebra I, Computer Science I, or Fundamentals of Computer Science	11-12
Advanced Cloud Computing	N1302813 (1 credit)	None	10-12
IB Computer Science Standard Level	I3580200 (2 credits)	None	9-12
Discrete Mathematics for Computer Science	03580370 (.5 to 1 credit)	PREQ: Algebra	11-12
Computer Science III	03580350 (1 credit)	PREQ: Computer Science II, AP Computer Science A	12
IB Computer Science Higher Level MATH, LOTE	I3580310 (MATH) (1 credit) I3580320(LOTE) (1 credit)	None	9-12
Practicum in Information Technology	13028000 (2 credit) 13028005 (3 credit) 13028010 (2 credit) 13028015 (3 credit)	PREQ: Two high school information technology courses	12
Practicum in Audio/Video Production	13008700 (2 credit) 13008705 (3 credit) 13008710 (2 credit) 13008715 (3 credit)	PREQ: Audio/Video Production II Lab	11-12
Practicum in Science, Technology, Engineering, and Mathematics	13037400 (2 credit) 13037405 (3 credit) 13037410 (2 credit) 13037415 (3 credit)	PREQ: Algebra I and Geometry	12

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Practicum in Entrepreneurship (TBD)	TBD	TBD	TBD
Career Preparation I	12701300 (2 credit) 12701305 (3 credit)	None	11-12
Independent Study in Technology Applications	03580900 (.5 to 1 credit)	None	12
Independent Study in Evolving/Emerging Technologies	03581500 (.5 to 1 credit)	None	12

FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS CAREER CLUSTER, PLEASE CONTACT:

Laura Torres | Laura.Torres@tea.texas.gov

https://tea.texas.gov/cte

Level 1	Principles of Education and Training Principles of Human Services
Level 2	Human Growth and Development Child Development
Level 3	Instructional Practices
Level 4	Practicum in Education and Training Project Based Research Career Preparation I

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)	Education, General (or specific subject area)	Educational Leadership and Administration, General
	Counselor, Professional	Special Education	Special Education	Special Education
	Athletic Trainer	Health and Physical Education/ Fitness	Health and Physical Education/ Fitness	Social and Philosophical Foundations of Education

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Adult Basic and Secondary Education and Literacy Teachers and Instructors	$48,069	862	17%
Middle School Teachers, Except Special and Career/ Technical Education	$54,510	6,407	15%
Career and Technical Education Teachers, Secondary School	$56,360	719	9%
Special Education Teachers, Secondary School	$56,720	980	18%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators, or Family, Career and Community Leaders of America	Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor.

The Teaching and Training program of study prepares CTE learners for careers related to teaching, instruction, and creation of instructional and enrichment materials. The program of study introduces CTE learners to a wide variety of student groups and their corresponding needs. It familiarizes them with the processes for developing curriculum, coordinating educational content, and coaching groups and individuals.

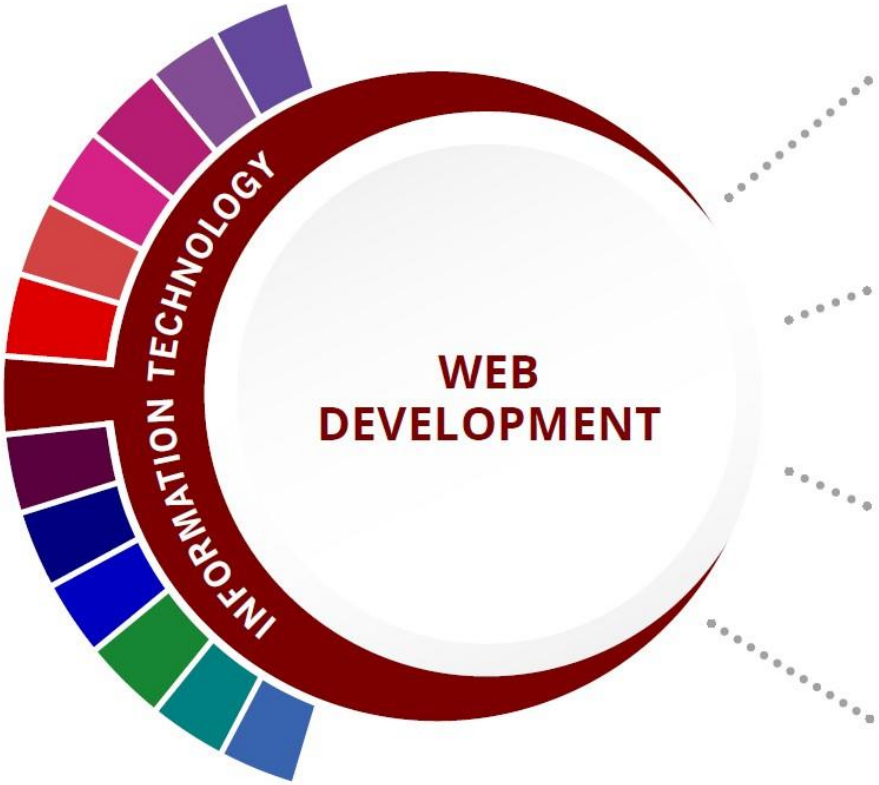
The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Education and Training	13014200 (1 credit)	None	9-10
Principles of Human Services	13024200 (1 credit)	None	9-12
Human Growth and Development	13014300 (1 credit)	None	10-12
Child Development	13024700 (1 credit)	None	10-12
Communication and Technology in Education	N1300510 (1 credit)	None	10-12
Instructional Practices	13014400 (2 credits)	None	11-12
Special Populations	TBD	TBD	TBD
Practicum in Education and Training	13014500 (2 credits) 13014505 (3 credits) 13014510 (2 credits) 13014515 (3 credits)	PREQ: Instructional Practices	12
Project Based Research	12701500 (1 credit)	None	11-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12



Level 1	Principles of Information Technology Computer Science I
Level 2	
Level 3	Web Design
Level 4	Practicum in Information Technology Project Based Research Career Preparation

DUNCANVILLE HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
Oracle Certified Associate Java SE 8	AEM 6 Developer	Computer Programming/ Programmer, General	Web/ Multimedia Management and Webmaster	Computational Science
	Certified Webmaster Professional	Computer Science	Computer Science	Computer Science
Microsoft Technology Associate Introduction to Programming Certifications	Adobe Campaign Developer	Web Page, Digital/ Multimedia and Information Resources Design	Web Page, Digital/ Multimedia and Information Resources Design	Information Science/ Studies
	IBM Certified Solution Developer - OpenSocial	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications	Computer Systems Networking and Tele-communications

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Web Developers	$67,912	1,079	39%
Web Administrators, Computer Occupations	$85,197	1,616	20%
Software Developers	$104,499	6,311	30%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in a coding or computer programming club Create a web page	Get an Oracle or CISCO Certification

The Web Development program of study explores the occupations and educational opportunities associated with designing, creating, and modifying websites. This program of study may also explore integrating websites with other computer applications, and converting written, graphic, audio, and video components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

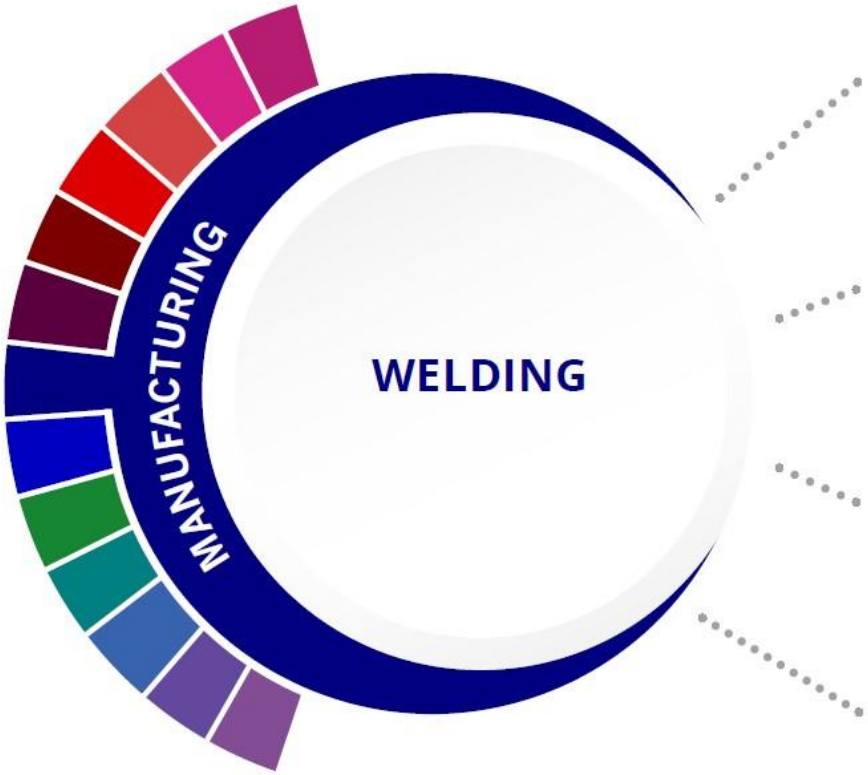
Successful completion of the Web Development program of study will fulfill requirements of the Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Principles of Information Technology	13027200 (1 credit)	None	9-12
Web Communications	03580810 (.5 credit)	None	9-12
Computer Science I	03580200 (1 credit)	None	9-12
Foundations of User Experience	N1302809 (1 credit)	None	10-12
Web Design	03580820 (1 credit)	None	9-12
Web Game Development	03580830 (1 credit)	None	9-12
Advanced User Experience Design	N1302814 (1 credit)	None	10-12
Practicum in Information Technology	13028000 (2 credit) 13028005 (3 credit) 13028010 (2 credit) 13028015 (3 credit)	PREQ: A minimum of two high school information technology (IT) courses	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Independent Study in Technology Applications	03580900 (.5 to 1 credit)	None	9-12
Independent Study in Evolving/Emerging Technologies	03581500 (.5 to 1 credit)	None	9-12
Project Based Research	12701500 (1 credit)	None	11-12
Career Preparation	12701300 (2 credit) 12701305 (3 credit)	None	11-12

FOR ADDITIONAL INFORMATION ON THE INFORMATION TECHNOLOGY CAREER CLUSTER, PLEASE CONTACT:
Laura Torres | Laura.Torres@tea.texas.gov
https://tea.texas.gov/cte



Level 1	Introduction to Welding
Level 2	Welding I
Level 3	Welding II/Lab
Level 4	Practicum in Manufacturing Career Preparation I

HIGH SCHOOL/ INDUSTRY CERTIFICATION	POST-SECONDARY OPTIONS			MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Certified Welder or Welder Inspector	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ASW SENSE Level 1	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	$40,040	280	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Texas Education Agency

COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITS (PREQ) COREQUISITES (CREQ)	Grade
Introduction to Welding	13032250 (1 credit)	None	9-12
Welding I	13032300 (2 credit)	None	10-12
Introduction to Film Interpretation of Weldments	N1303687 (1 credit)	None	10-12
Welding II/Lab	13032400 (2 credits) 13032410 (3 credits)	PREQ: Welding I	11-12
Practicum in Manufacturing	13033000 (2 credits) 13033005 (3 credits) 13033010 (2 credits) 13033015 (3 credits)	None	12
Practicum in Entrepreneurship	TBD	TBD	TBD
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE MANUFACTURING CAREER CLUSTER, PLEASE CONTACT:
Jennifer Bullock | Jennifer.Bullock@tea.texas.gov
https://tea.texas.gov/cte

AGRICULTURE, FOOD AND NATURAL RESOURCES

No.	Course	Credit	Grade

13AG012 Principles of Agriculture, Food and Natural Resources **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.

13AG022 Livestock Production **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.

13AG032 Veterinary Medical Applications **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.

13AG042 Floral Design **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.

No.	Course	Credit	Grade

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.

13AG072 Extended Practicum in Agriculture, Food and Natural Resources **3** **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.

No.	Course	Credit	Grade

13ARD13 Principles of Architecture Dual Credit 1 9-10

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision-making and problem-solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job-specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills, such as problem solving, critical thinking, and
reading technical drawings.

13AR022 Architectural Design I 1 10-11

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

13AR003/13AR013 Architectural Design I Dual Credit 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 Architectural Design II 2 11-12

Prerequisite: Architectural Design I

In Architectural Design II, students gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

13AR033/13AR043 Architectural Design II Dual Credit 2 11-12

Prerequisite: Architectural Design I Dual Credit

In Architectural Design II, students gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes. Successful completion of these courses yields college credit for courses within the sequence of courses which can award an industry recognized certificate or Associate's Degree.

13AR041 Practicum in Architectural Design 2 12

Prerequisite: Architectural Design II

Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

No.	Course	Credit	Grade

13AR053/13AR063 Practicum in Architectural Design Dual Credit
Prerequisite: Architectural Design II Dual Credit **3** **12**
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 Extended Practicum in Architectural Design Dual Credit
Co-requisite: Practicum in Architectural Design Dual Credit **3** **12**
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.

13ID012 Interior Design **1** **10-12**
Interior Design I is a technic al 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.

13ID022 Interior Design II **2** **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.

13CO012 Principles of Construction **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.

13CO022 Construction Technology I **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.

13CO032 Construction Technology II **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.

13CO041 Practicum in Construction Technology **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.

No. Course **Credit** **Grade**

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)

13AN032 Animation/Lab II **2** **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).

13AN051 Practicum in Animation **2** **12**

Prerequisite: Animation II

Careers in animation span all aspects of the arts, audio/video technology, and communications industry. Building upon the concepts taught in Animation II and its co-requisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

No.	Course	Credit	Grade

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.

13AV132 Audio/Video Production II/Lab **2** **11-12**

Co-requisite: Audio/Video Production II

Students are expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab co- requisite for the course affords necessary time devoted specifically to the production and post-production process.

13AV051 Practicum in Audio/Video Production **2** **12**

Prerequisite: Audio/Video Production II

Building upon the concepts taught in Audio/Video Production II and its co-requisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

13AV062 Extended Practicum in Audio/Video Production **3** **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).

13CP032 Commercial Photography II/Lab **2** **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.

No.	Course	Credit	Grade

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.

13FD032 Fashion Design/Lab II **2** **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.

13FD051 Practicum in Fashion Design **2** **12**

Prerequisite: Fashion Design II

Supplies: Approximately $200 in sewing and design materials over the course of the year.

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an advanced technical understanding of the business aspects of fashion, with emphasis on promotion and retailing. Instruction may be delivered through lab- based classroom experiences or career preparation opportunities.

31GD012 Graphic Design I **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.

13GD032 Graphic Design/Lab II **2** **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.

13GD051 Practicum in Graphic Design **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.

13PC002 Professional Communications **.5** **10-12**

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

No.	Course	Credit	Grade

13PC003 Professional Communications Dual Credit **.5** **10-12**

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

13PIT02 Printing and Imaging Technology I **1** **10-12**

Prerequisite: Principles of Arts, A/V Technology and Communication. Application required.

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.

13PIT12 Printing and Imaging Technology II **2** **11-12**

Prerequisite: Printing and Imaging Technology I

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students are expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.

13PIT22 Practicum in Printing and Imaging Technology **2** **12**

The practicum is paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster.

BUSINESS MANAGEMENT AND ADMINISTRATION

No.	Course	Credit	Grade

13BMF02 Principles of Business, Marketing and Finance 1 9-10

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, andtransfer 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 PRACTICUM IN BUSINESS MANGEMENT 2 12

See Sequence of Course

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.

13BIM02 Business Information Management I 1 10-11

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 2 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.

No.	Course	Credit	Grade

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.

13PBR02 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.

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.

0914022 FUNDAMENTALS OF COMPUTER SCIENCE 1 9-12

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.

1014010 AP COMPUTER SCIENCE PRINCIPLES 1 10-12

Prerequisite: Geometry

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

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.

No.	Course	Credit	Grade
1214020	AP COMPUTER SCIENCE A - MATH	1	10-12

Prerequisite:

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.

EDUCATION AND TRAINING

13EDU02 Principles of Education and Training 1 9-10

Supplies: $10

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students develop a graduation plan that leads to a specific career choice in the student's interest area.

13EDU12 Human Growth and Development 1 10-11

Supplies: $10

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

13EDU22 Instructional Practices 2 11-12

Prerequisite: Human Growth and Development; Application and Interview required Supplies: Approximately $20 for purchase of intern shirt; $35 for club dues

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

13EDU31 Practicum in Education and Training 2 12

Prerequisite: Instructional Practices

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

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

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

No.	Course	Credit	Grade

13EDU42 Extended Practicum in Education and Training 3 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.

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 Honors 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.

1304032 Pathophysiology 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 Medical Terminology 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.

13HS022 Health Science Clinical and Theory 2 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.

No.	Course	Credit	Grade

13HS051 Practicum in Health Science – Pharmacy Technician 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 Practicum in Health Science – Clinical Nursing Assistant 1 12

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

HOSPITALITY AND TOURISM

13CA002 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.

No.	Course	Credit	Grade

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.

Human Services

13HUS02 Principles of Human Services 1 9-10

Supplies: Approximately $10

Principles of Human Services is a laboratory course that enables students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

13COS12 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.

13COS22 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.

No.	Course	Credit	Grade

13COS32 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.

13COS42 Cosmetology II 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.

13HUS42 Child Guidance 2 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.

13HUS52 Interpersonal Studies .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.

13HUS62 Lifetime Nutrition and Wellness .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.
ildren and investigate careers related to the care and education of children.

13HUS91 Practicum in Human Services 2 12

Prerequisite: Counseling and Mental Health

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

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

13HUS72 Child Development 1 10-11

Child Development is a techical labratory course that addresses knowledge and skills related to child growth and development from prematal through school-age children, equipping students with child development skills.

INFORMATION TECHNOLOGY

No.	Course	Credit	Grade

13IT002 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.

13IT052 Digital Media 1 10-11

In Digital Media, students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

13IT053 Digital Media Dual Credit 1 10-11

In Digital Media, students analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. Successful completion of this course yields college credit in this field of study.

13IT062 Web Design 1 10-11

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 Design Dual Credit 1 10-11

Prerequisite: Digital Media Dual Credit

In Web Technologies, students will learn to make informed decisions and apply the decisions to the field of IT. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. Successful completion of this course yields college credit in this field of study.

No.	Course	Credit	Grade

13IT091 Extended Practicum in Information Technology **2** **12**

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**

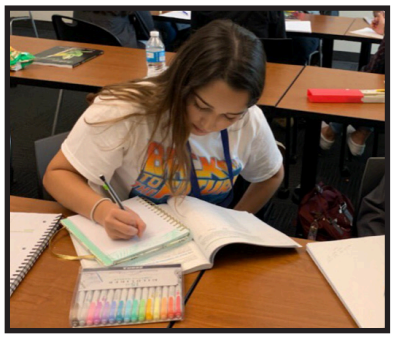
Prerequisite: Welding I

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

No.	Course	Credit	Grade

13BMF02 Principles of Business, Marketing and Finance 1 9-10
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

13AD002 Advertising .5 10-12
Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

13FM002 Fashion Marketing .5 10-12
Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

13ENT02 Entrepreneurship 1 10-12
In Entrepreneurship, students gain the knowledge and skills needed to become an entrepreneur. Students learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

13SEM02 Sports and Entertainment Marketing .5 10-12
Sports and Entertainment Marketing provides students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course covers include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

13SMM02 Social Media Marketing .5 10-12
Students examine the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course investigates how the marketing community measures success in the new world of social media. Students manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

No.	Course	Credit	Grade

13MKT02 Practicum in Marketing 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 Advanced Marketing 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.

No.	Course	Credit	Grade

13ENG33/13ENG43 Engineering Design II Dual Credit **2** **11-12**

Prerequisite: Engineering Design and Presentation I Dual Credit

Engineering Design II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students use a variety of hardware and software applications to complete assignments and projects. Through implementation of the design process, students transfer advanced academic skills to component designs. Emphasis is placed on using skills from ideation through prototyping. Successful completion of these courses yields college hours toward a certificate in Mechatronics.

13ENG22 Robotics I **1** **10-11**

In Robotics I, students transfer academic skills to component designs in a project-based environment through implementation of the design process. Students build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

13ENG32 Robotics II **1** **11-12**

Prerequisite: Robotics I

In Robotics II, student's l 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.

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.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

No.	Course	Credit	Grade

13AT012 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 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.

No.	Course	Credit	Grade

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.

13CR002 Basic Collision Repair and Refinishing **1** **9-10**
Student option to join SkillsUSA at a cost of $25.00.
Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

13CR012 Collision Repair **2** **10-11**
Student option to join SkillsUSA at a cost of $25.00.
Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

13CR022 Paint and Refinishing **2** **11-12**
Prerequisite: Collision Repair
Student option to join SkillsUSA at a cost of $25.00.
Additional option is to prepare a competitive project for SkillsUSA with an average cost of $50.00.
Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

13CR031 Practicum in Transportation Systems – Collision Repair **2** **12**
Prerequisite: Paint and Refinishing
Student option to join SkillsUSA at a cost of $25.00.
Additional option is to prepare a competitive project for SkillsUSA with an average cost of $50.00.
Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

13CR042 Extended Practicum in Transportation Systems – Collision Repair **1** **12**
Co-requisite: Practicum in Transportation Systems – Collision Repair.
Extended Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. Extended Practicum in Transportation Systems can be either school lab based or worked based.

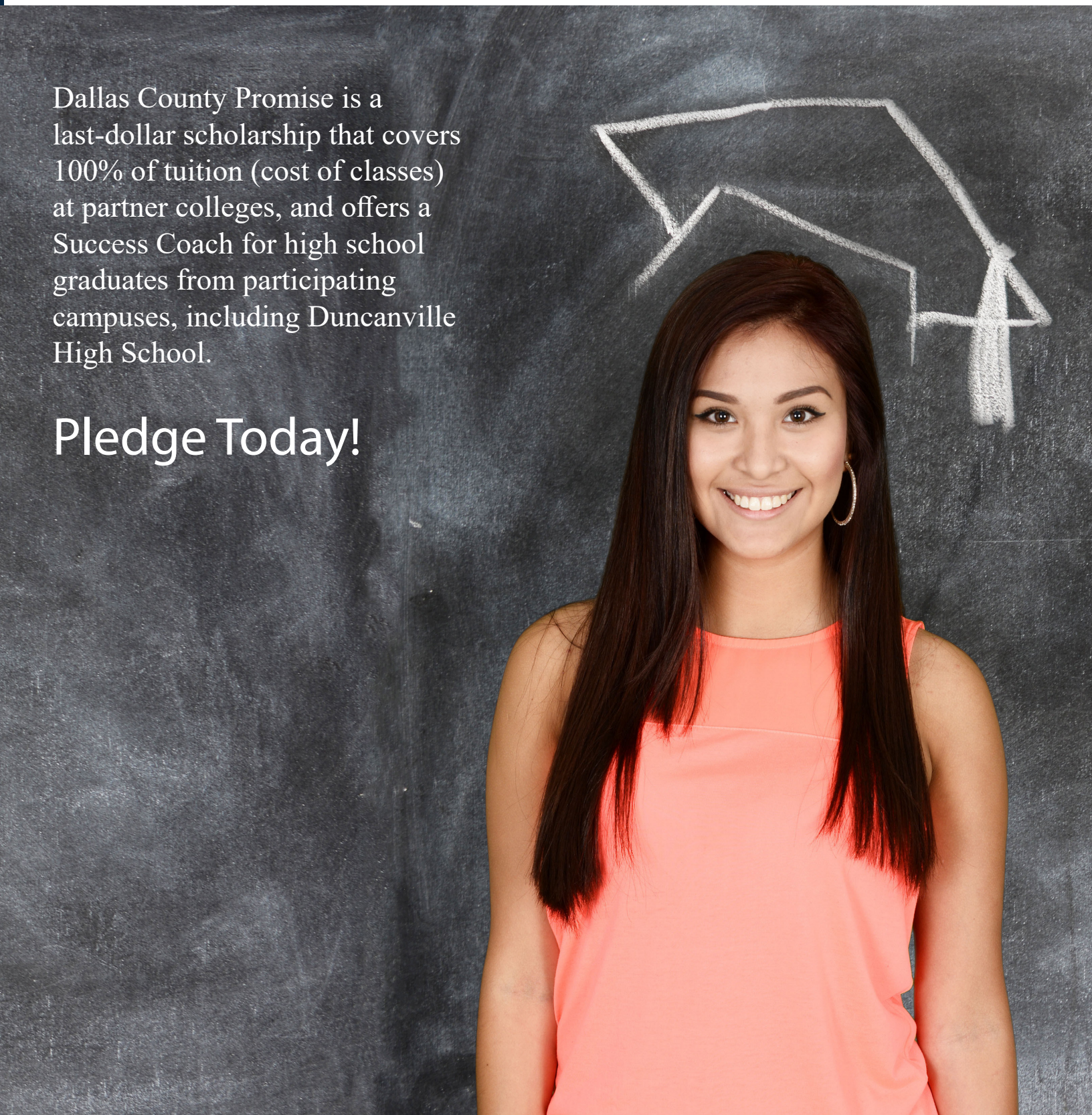
COLLEGE AND CAREER READINESS

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.

DALLAS COUNTY PROMISE

Dallas County Promise is a last-dollar scholarship that covers 100% of tuition (cost of classes) at partner colleges, and offers a Success Coach for high school graduates from participating campuses, including Duncanville High School.

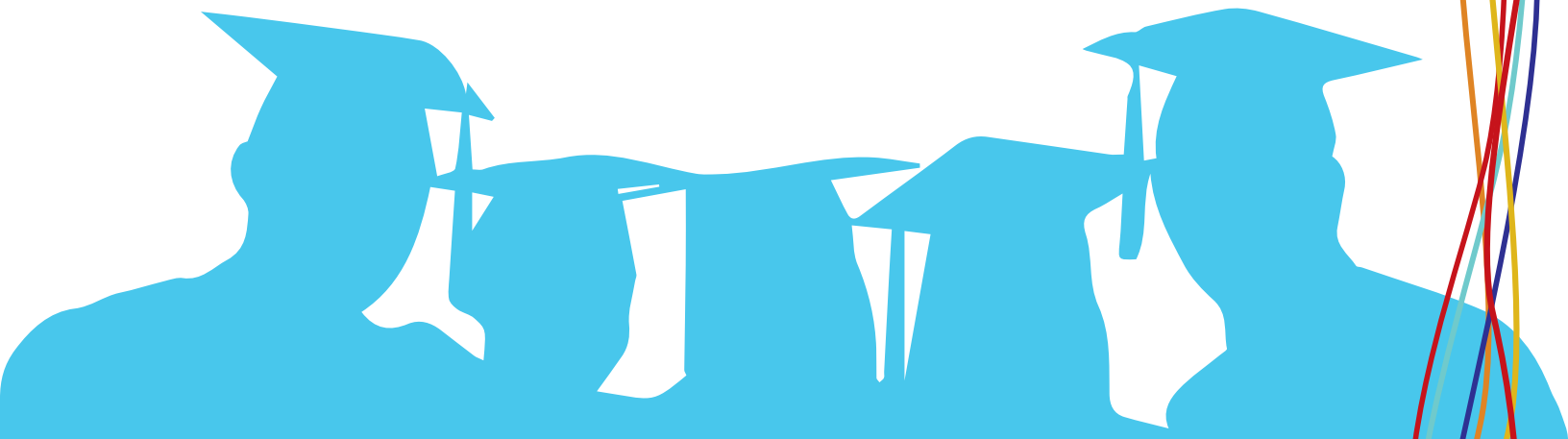
Pledge Today!



Texas Education Agency

Graduation Toolkit

Information for Planning Your High School Years & Beyond



including information about the new

Foundation High School Program

- Overview
- Choices
- Resources
- Benefits
- Checklists
- Glossary

Texas Education Agency

Graduation Toolkit

Texas Education Agency Graduation Toolkit

Graduation Program – *Overview*

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

The Foundation requirements (22 credits) include:

English (4 credits)	• English I • English II • English III • An advanced English course
Mathematics (3 credits)	• Algebra I • Geometry • An advanced math course
Science (3 credits)	• Biology • Integrated Physics & Chemistry or an advanced science course • An advanced science course
Social Studies (3 credits)	• World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)
Languages Other Than English (2 credits)	• 2 credits in the same language or • 2 credits from Computer Science I, II, III
Physical Education (1 credit)	**Fine Arts (1 credit)** **Electives (5 credits)**
Speech: Demonstrated proficiency	

Endorsements Total credits with endorsements 26

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgments

- dual credit course
- bilingualism and biliteracy
- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

*A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

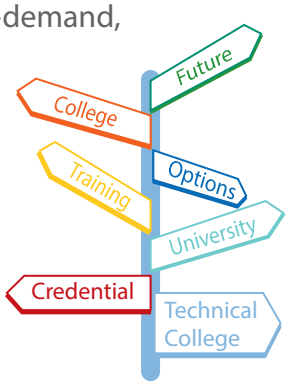
A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Texas Education Agency Graduation Toolkit

Distinguished Level of Achievement – *Benefits*

Choices determine options

Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.



To best prepare yourself 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 your future.

Why it matters — *Benefits*

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

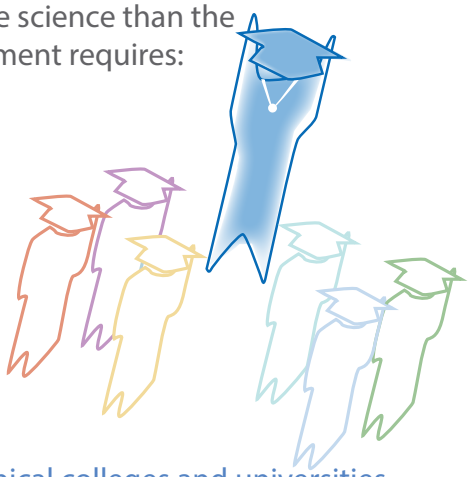
- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

*Must be financially qualified

What it means

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

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



Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

Texas Education Agency
www.tea.state.tx.us
Texas Higher Education Coordinating Board
www.thecb.state.tx.us
Texas Workforce Commission
www.twc.state.tx.us

BR14-130-02

Texas Education Agency Graduation Toolkit

Texas High School Diploma – *Steps*

Distinguished Level of Achievement

26 Credits • Algebra II Required

Eligible for Top 10% Automatic Admissions to Texas Public Universities

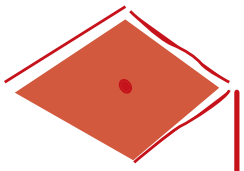
=

22 Credits for the Foundation High School Program

+

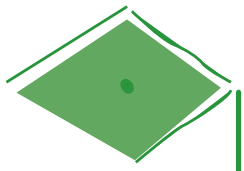
Requirements of 1 Endorsement

(including 4th credit of Math and Science and 2 additional electives)

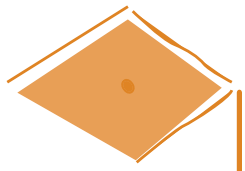


STEM

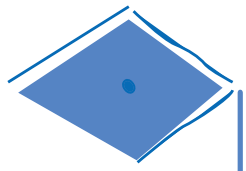
Business & Industry



Public Service



Arts & Humanities



Multi-Disciplinary Studies

Endorsements

Be sure to visit your school counselor to learn more about your options.
Students may earn more than one endorsement.

Texas Education Agency • Texas Higher Education Coordinating Board • Texas Workforce Commission

BR14-130-02

Texas Education Agency Graduation Toolkit

Endorsements – *Choices*

Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

Students can choose from 5 endorsement areas

Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Computer Science
- Mathematics
- Science
- Combination of no more than two of the categories listed above

Business and Industry (one of the following or a combination of areas)

- Agriculture
- Arts
- Audio/Video
- Finance
- Marketing
- Food and Natural Resources
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Technology Applications
- Architecture and Construction
- Technology and Communications
- Business Management and Administration
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook

Public Service (one of the following)

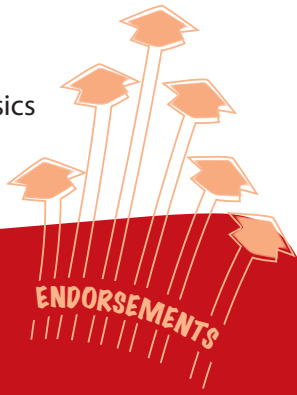
- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts



*Visit your school counselor to learn more about your options. Students may earn more than one endorsement.

Texas Education Agency Graduation Toolkit

Graduation Program – *Checklists*

8th Grade

- ☐ **Review** choices offered under the **Foundation High School Program** and the **Endorsements** to decide on your future academic path.
- ☐ **Select** the endorsement that best fits your area of personal interest and the major you plan to study in college.
- ☐ **Recognize** that most college entrance requirements include rigorous advanced courses including **Algebra II**, higher-level science courses and languages other than English.

9th/10th Grade

- ☐ **Monitor** high school credits; be sure to meet all **local and state requirements** by the end of the senior year.
- ☐ **Take dual enrollment** or **Advanced Placement courses** if possible to earn college credit while still in high school.
- ☐ **Keep** list of awards, honors and extracurricular activities for scholarship and college applications.
- ☐ **Research** colleges or universities you are interested in attending. **Check** admission and application requirements and timelines.
- ☐ **Explore** interests and take advantage of **Career Day** opportunities.
- ☐ **Attend college nights** hosted by your high school. **Talk** with school representatives about the types of financial aid available.
- ☐ **Take** the Preliminary SAT/National Merit Scholarship Qualifying Test in your sophomore year for practice. In your junior year, take the PSAT for eligibility for the National Merit Scholarship Competition. Students who take the PSAT or ACT's PLAN tend to score higher on the SAT or ACT than those who do not.

11th/12th Grade

- ☐ **Take dual enrollment** or **Advanced Placement courses** if possible to earn college credit while you are still in high school.
- ☐ **Check** with your counselor's office to learn about available scholarships. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.
- ☐ **Consider** taking SAT/ACT preparation classes. **Sign up** and take the ACT and/or SAT test, preferably in your junior year but no later than the fall of your senior year.
- ☐ **Fill out** the FAFSA (Free Application for Federal Student Aid) early in the spring of your senior year.
- ☐ **Apply** to college during the fall of your senior year.

If you plan to pursue technical training or enter the workforce after graduation, see the Information - *Workforce Resources* page or visit Texas Reality Check at www.texasrealitycheck.com/.

BR14-130-02

Information – *University Resources*

Resources

House Bill 5

www.tea.state.tx.us/graduation-requirements/hb5.aspx

In 2013, the Texas Legislature passed House Bill 5 creating a new graduation plan for Texas students — the Foundation High School Program. This webpage provides an array of information including:

- A side-by-side comparison of the Foundation High School Program and the previous graduation plans (PDF)
- A Foundation High School Program Frequently Asked Questions (PDF)
- Approved Foundation High School Program Rules — Detailed information about the state's graduation plan (PDF)

Compare College TX

www.comparecollegetx.com

Compare College TX is an interactive, mobile-friendly web tool designed to help students and parents learn more about Texas public universities and community/ technical colleges.

Did you know...

credit

students can earn college credit while still in high school by taking Advanced Placement courses and earning high scores on the AP tests or by enrolling in and passing dual credit courses?

eligible

students ranked in the Top 10 percent of their graduating class from an accredited public or private Texas high school are eligible for automatic admission to any Texas public university if they have completed the Distinguished Level of Achievement?

earnings

over their lifetime, high school graduates with a bachelor's degree earn 84 percent more* than a high school graduate?

tuition

the highest ranking graduate at each Texas public high school receives a certificate from the Texas Education Agency that can be used as a scholarship to cover tuition costs at any Texas public college or university?

*Center on Education and the Workforce, "The College Payoff: Education, Occupations, Lifetime Earnings," August 2011. Georgetown University

Information – *Workforce Resources*

Career

If you are considering going straight into the workforce or into a technical training program following graduation, you still need to complete your high school education and earn a high school diploma.

While in high school, you will want to:

- ☐ **Look** at the five endorsements offered under the Foundation High School Program.
- ☐ **Determine** your area of interest.
- ☐ **Complete** your selected endorsement along with the required foundation program to earn your high school diploma.
- ☐ **Learn** about available jobs, and any required post-high school or technical training.
- ☐ **Explore** new career opportunities.
- ☐ **Research** wage and occupation information, required levels of education and training requirements.
- ☐ **Discover** your interests and abilities; use labor market resources at www.texasrealitycheck.com/ and at www.texasworkforce.org/customers/jsemp/career-exploration-trends.html.
- ☐ **Research** which jobs are among the fastest and most in-demand in Texas at www.texascaresonline.com/hotshots/hotshotslists.asp.

Community College & Career Schools

- ☐ **Find** training and certifications for specific occupations or skills through community colleges or career schools and colleges at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.

Did you know...

training

many of the high-demand jobs[1] will require some postsecondary education?

credential

that Texas public school students can earn a Performance Acknowledgement with their diploma by earning a nationally- or internationally-recognized credential for a specific professional occupation, such as certified nurses' aid certification (CAN) or computer tech certification (CTC) while in high school?

tuition

students attending community colleges or trade schools may also be eligible for state or federal financial aid?[2]

earnings

over their lifetime, high school graduates with a workforce certificate from a community or technical college earn 20 percent more[3] than those with only a high school diploma?

[1] Texas Workforce Commission

[2] Get the facts at www.collegeforalltexans.com or studentaid.ed.gov

[3] Center on Education and the Workforce, "Certificates: Gateway to Gainful Employment and College Degrees," June 2012. Georgetown University

Graduation Program – *Glossary*

Foundation High School Program

The basic 22-credit graduation program for Texas public school students.

Endorsements

Areas of specialized study. The areas are:

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

A district or charter that offers only one endorsement must offer Multidisciplinary Studies.

Distinguished Level of Achievement

A high level of academic achievement earned by going beyond the Foundation High School Program. It requires a total of 26 course credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Performance Acknowledgments

Students may earn an additional acknowledgment on their diploma because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT's Plan, the SAT or ACT exams; or by earning a nationally- or internationally-recognized business or industry certification.

Course Credit

A unit of measure awarded for successful completion of a course. Completion of a one semester course typically earns one-half credit for a student.

Industry Workforce Credential

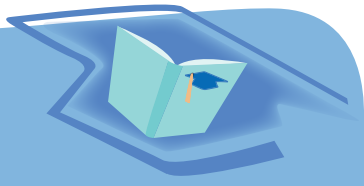
A state, nationally, or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry. Examples include a credential for certified nurse aid (CNA) or the automotive service excellence (ASE) certification in the automotive industry.

STAAR

State of Texas Assessments of Academic Readiness (STAAR) is the state-mandated test given annually to students in grades 3-8 and in five high school courses.

EOC

STAAR end-of-course exams are state mandated tests given during the final weeks of a course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. Those five exams are given when a student takes English I and II, Biology, Algebra I and U.S. History courses.



Planning For 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?

Duncanville High School Go Center:
dhs.duncanvilleisd.org/go-center

Duncanville ISD P-TECH & T-STEM:
duncanvilleisd.org/ptech

Career Planning

Career Web Sites

Occupational Outlook Handbook: bls.gov/ooh/
O*net Online: onetonline.org
Mapping Your Future: mappingyourfuture.org
My Future: myfuture.com
Internet Career Connection: iccweb.com
Career Explorer: 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 your campus.

College

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

Researching Colleges:

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: gentx.org
Big Future: bigfuture.org
College View: collegeview.com
Fast Web: fastweb.com
Go College: gocollege.com
Think College: ed.gov
The Minnie Stevens Piper Foundation: everychanceeverytexan.org/about/scholars/
Duncanville High School Go Center: dhs.duncanvilleisd.org/go-centerz
Duncanville ISD P-TECH & T-STEM: duncanvilleisd.org/ptech
Texas Common Application: applytexas.org
Monster College: college.monster.com
Peterson's Guide: petersons.com
Know How 2 Go: KnowHow2GO.org

Financial Aid and Scholarships

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

Additional Resources

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

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.

brokescholar.com – free website for national scholarships

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

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

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

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

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

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

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

collegenet.com – website for college searching, applying for colleges, scholarships and financial aid.

studentaid.ed.gov – federal student aid website

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

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

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

finaid.org – general information about the financial aid process

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

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

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

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

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

collegeview.com – college finder and recruiting service

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

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

texashotjobs – a guide to health careers

Duncanville Independent School District
2020-2021 Course Selection Guide Committee
Chairperson: Dr. Silvia E. Martinez, Director of Curriculum & Instruction

Dr. Silvia E. Martinez Director of Curriculum & Instruction	Tijuana Hudson Principal - PACE HS
Michael McDonald Principal – Duncanville High School	Rahien Williams Principal - Summit EC
Dr. Tiffany Staats Associate Principal - Duncanville High School	Dr. Amy Anderson Assistant Principal - Duncanville High School
Kimberly Williams Lead Counselor - Duncanville High School	Dana Harper Director of Counselors
Melinda Turner Director of Information Services (PEIMS)	Dr. Norbert Whitaker Director Student Services
Shalontae Payne Director of CTE/College, Career, & Military Readiness	Carla Coggins Coordinator of CTE/College, Career, & Military Readiness
Tiffany Wilkerson Coordinator, College, Career, & Military Readiness	Dr. Nneka Bernard Director of Advanced Academics
Dr. Tiffanie King Executive Director of Academic Services	Ashley Logan ELAR / SS Coordinator
Kristi Mullins ELAR / SS Coordinators	Sarah Teubner Social Studies Coordinator
Dr. Fanta Fridia Coordinator Instruction - Science K-12	Tiffany LeGrand Coordinator Instruction – Math Secondary
Erica Reyes Director of Early Childhood & Language Acquisition	Bobby Pinter ELL Instructional Specialist
Mackenzie Casall Director of Special Education	Fallon Hawthorne Coordinator Special Education Instruction

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

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.