

2020-2021 Course Guide



Ready to
LEARN

Ready to
LEAD

Ready for
LIFE

Life School admits students of any race, color, nationality, and ethnic origin to all the rights, privileges, programs, and activities of the school. Admission will not be based on gender, national origin, ethnicity, religion, disability, academic, artistic or athletic ability, or the district the child would otherwise attend.

Dear Parents and Students:

The purpose of this guide is to assist students as they plan their academic future. The high school counselor works with students, parents, and teachers to select appropriate courses for graduation and *provide student services throughout the year*.

Please take time to review the information in this guide before course selections are finalized. Students are urged to dialogue with their parents prior to meeting with the counselor. The counselor will inform, monitor and advise students and parents regarding graduation requirements, but it is ultimately the responsibility of the student and parent to select courses that are required under the appropriate graduation plan.

A variety of counseling services are offered at the high school. Catalogs, handbooks, and Internet sources are available to students seeking post high school educational opportunities. These opportunities include two and four year colleges and universities, vocational schools, and the armed forces. Financial aid resources and workshops are also available.

Please feel free to contact the campus counselor if there are any questions concerning courses, graduation requirements, scheduling, etc.



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College/Career Preparation Timeline

<u>Grades</u>	<u>Goals and Objectives</u>
Grades 6 – 7	Begin to investigate college/career goals and objectives.
Grade 8	Plan a four-year high school academic program and become aware of the 16 CTE career clusters. Each student attends an academic conference with parents and a school counselor during which course selections are chosen for the high school years. Review college catalogs, publications and websites, which give college profiles and entrance requirements. Take advantage of district programs. Start researching scholarships and financial planning. Become aware of transcripts, grade point average, and graduation requirements. Attend evening parent meetings regarding academic planning and college admission.
Grade 9	Re-evaluate career goals and objectives. Review academic four-year plan and begin building a high school transcript. Research colleges and universities of interest. Attend campus evening meetings about postsecondary planning and college admission.
Grade 10	Review academic plan. Re-evaluate goals and objectives. Participate in an individual academic conference with the high school counselor to decide on courses for the 11th grade. Take advantage of district programs. Review college catalogs, publications, and websites which give college profiles. Attend campus evening meetings about postsecondary planning and college admission. Take PSAT in October. Free test review materials may be found at https://www.khanacademy.org/sat .
Grade 11	Review academic plans and narrow college choices. Participate in an individual academic conference with the senior high school counselor to decide on courses for the senior year and to discuss post-graduation plans. Attend College Nights in the fall. Take PSAT in October (National Merit Qualifying Test). Free test review materials may be found at https://www.khanacademy.org/sat . Take the SAT or ACT in the late spring. Explore scholarship opportunities.
Grade 12	Review post-secondary options. Confer with counselor in early fall. Attend College Nights in the fall. Take SAT and/or ACT in early fall. Send applications early in the fall semester. Be mindful of college application deadlines. Submit housing application in the early fall. Attend financial aid programs and begin financial aid process in October. Send federal financial aid applications in January. Submit scholarship applications beginning in the fall.

Other websites to explore:

www.collegeforalltexans.com
www.collegeboard.org

www.achievetexas.org
www.act.org

www.fafsa.ed.gov
www.ncaa.org



Graduation Requirements – Class of 2018/2019/2020

Students who enter the ninth grade in **2014-15, 2015-16 and 2016-17** must enroll in courses necessary to complete the *Foundation High School Program with an endorsement*. Students may also earn *Distinguished Level of Achievement* by including and successfully completing Algebra II in their selected coursework.

Course	Foundation	+ Endorsement	Notes
English Language Arts	4		English I (EOC) English II (EOC) English III English IV or Advanced English
Mathematics	3	1	Algebra I (EOC) Geometry Algebra II Advanced Math
Sciences	3	1	Biology (EOC) IPC or Chemistry Chemistry or Physics Advanced Science
Social Studies	3		World History or AP Human Geography U.S. History (EOC) Economics (.5 credit) Government (.5 credit)
Language Other Than English (LOTE)	2		Language Course 1 Language Course 2
Fine Arts	1		Course 1
Physical Education	1		Course 1
Leadership	1		Leadership (consists of Teen Leadership, Dual Credit Courses, AVID, College Transition, College Prep Course, or Practical Writing)
Electives	4	2	Must be state approved courses and satisfy curriculum requirements for the endorsement
Total Credits	22	26	



Graduation Requirements – Class of 2021 & 2022

Students who enter the ninth grade in **2017-18 and 2018-2019** must enroll in courses necessary to complete the *Foundation High School Program with an endorsement*. Students may also earn *Distinguished Level of Achievement* by including and successfully completing Algebra II in their selected coursework.

Course	Foundation	+ Endorsement	Notes
English Language Arts	4		English I (EOC) English II (EOC) English III English IV or Advanced English
Mathematics	3	1	Algebra I (EOC) Geometry Algebra II Advanced Math College Prep Mathematics Accounting II
Sciences	3	1	Biology (EOC) IPC or Chemistry Chemistry or Physics Advanced Science
Social Studies	3		World History or AP Human Geography U.S. History (EOC) Economics (.5 credit) Government (.5 credit)
Language Other Than English (LOTE)	2		Language Course 1 Language Course 2
Fine Arts	1		Course 1
Physical Education	1		Course 1
Leadership	.5		Leadership (consists of Teen Leadership, Dual Credit Course, AVID, College Transition, College Prep Course, or Practical Writing)
Professional Communications	.5		Professional Communications (can substitute AVID, College Transitions, Dual Credit, Teen Leadership, College Prep Course, Practical Writing, Debate, Fundamental Elective Course)
Electives	4	2	Must be state approved courses and satisfy curriculum requirements for the endorsement
Total Credits	22	26	



Graduation Requirements – Class of 2023 & Beyond

Students who enter the ninth grade in **2019-2020 and beyond** must enroll in courses necessary to complete the *Foundation High School Program with an endorsement*. Students may also earn *Distinguished Level of Achievement* by including and successfully completing Algebra II in their selected coursework.

Course	Foundation	+ Endorsement	Notes
English Language Arts	4		English I (EOC) English II (EOC) English III English IV or Advanced English
Mathematics	3	1	Algebra I (EOC) Geometry Algebra II Advanced Math College Prep Mathematics Accounting II
Sciences	3	1	Biology (EOC) IPC or Chemistry Chemistry or Physics Advanced Science
Social Studies	3		World History or AP Human Geography U.S. History (EOC) Economics (.5 credit) Government (.5 credit)
Language Other Than English (LOTE)	2		Language Course 1 Language Course 2
Fine Arts	1		Course 1
Physical Education	1		Course 1
Electives	5	2	Must be state approved courses and satisfy curriculum requirements for the endorsement. <i>Freshmen students at Life School are required to participate in one of the following 3 courses:</i> 1. Dual Credit; 2. AVID; OR 3. Dollars & Sense (0.5 credit) and Professional Communications (0.5 credit)
Total Credits	22	26	



Life School Graduation Plans - Class of 2018 & Beyond

The Default Plan for Life School Students is the Distinguished Level of Achievement

Distinguished Level of Achievement

26 Credits

1 Math in Addition to Foundation Plan (Math Credit Must include Algebra II)

1 Science in Addition to Foundation Plan

2 Elective Credits in Addition to Foundation Plan

At least 4 of the 26 credits must be in a coherent sequence & content specific to an endorsement area.

Performance Acknowledgements

Additional Recognition for Meeting Certain Requirements

Advanced Coursework

Bilingualism/Bi-Literacy

Advanced Placement Examination

College Ready Examination

Foundation Plan

22 Credits

4 English Credits

3 Math Credits

3 Science Credits

3 Social Studies Credits

2 Foreign Language Credits

1 PE Credit

1 Fine Arts Credit

5 Elective Credits*

Students must meet standard on English I & II, Algebra I, Biology, & US History EOC assessment.

Foundation + Endorsement Plan

26 Credits

1 Math in Addition to Foundation Plan

1 Science in Addition to Foundation Plan

2 Elective Credits in Addition to Foundation Plan

At least 4 of the 26 credits must be in a coherent sequence & content specific to an endorsement area.

Endorsement Options

STEM	BUSINESS & INDUSTRY	ARTS & HUMANITIES	PUBLIC SERVICE	MULTIDISCIPLINARY
Science, Technology, Engineering, & Math	Arts, AV Tech & Communication (includes Yearbook); Business, Mgmt & Admin; Finance; & Info Technology	Social Studies; Foreign Language; Language Arts & Fine Arts	Education & Training; Health Science; & Human Services	Core Academics; Workforce Ready; College Ready; AP/Dual Credit

**an elective credit of 1 leadership credit required for graduating class of 2018/2019/2020; an elective credit of 0.5 leadership credit & 0.5 professional communication credit required for graduating class of 2021/2022*





**Life School
Endorsements**

Arts & Humanities

Fine Arts	Social Studies	Spanish
<p>Four credits from one or two categories</p> <p><u>OPTIONS:</u> Art Band Choir Color Guard Dance Theatre</p>	<p align="center"><u>9th Grade</u> AP Human Geography or World History</p> <p align="center"><u>10th Grade</u> US History</p> <p align="center"><u>11th Grade</u> US Govt/Economics <i>and</i> Old/New Testament</p> <p align="center"><u>12th Grade</u> Psychology/Sociology (NT/OT, if needed)</p>	<p align="center"><u>9th Grade</u> Spanish I/II</p> <p align="center"><u>10th Grade</u> Spanish II/III</p> <p align="center"><u>11th Grade</u> Spanish III/IV</p> <p align="center"><u>12th Grade</u> Spanish IV</p>



Business & Industry

Audio/Video Technology	Business	Commercial Photography	Graphic Design	Information Technology
<p>9th Grade Principles of AV Tech</p> <p>10th Grade AV Production I</p> <p>11th Grade AV Production II with Lab</p> <p>12th Grade Practicum in A/V Production with Lab Business English</p>	<p>9th Grade Business Information Management I</p> <p>10th Grade Principles of Business, Marketing & Finance</p> <p>11th Grade Sports & Entertainment Marketing/Social Media Marketing <i>and/or</i> Accounting I <i>and/or</i> Floral Design</p> <p>12th Grade Business Mgmt, Financial Math, BIM II Business English</p>	<p>9th Grade Principles of AV Tech</p> <p>10th Grade Commercial Photography I</p> <p>11th Grade Commercial Photography II with Lab</p> <p>12th Grade Practicum in Commercial Photography with Lab Business English</p>	<p>9th Grade Principles of AV Tech</p> <p>10th Grade Graphic Design I</p> <p>11th Grade Graphic Design II</p> <p>12th Grade Animation AND Business English</p>	<p>9th Grade Principles of Information Technology</p> <p>10th Grade Computer Maintenance with Lab <i>or</i> Computer Science I</p> <p>11th Grade Networking with Lab <i>or</i> Computer Science II <i>or</i> Web Technologies</p> <p>12th Grade Practicum in Information Technology</p>

Education & Sample Careers

<p align="center"><u>On-the-Job Training or Less</u></p> <p align="center">Postsecondary Communications Teachers, Postsecondary Historians, Librarians</p> <p align="center"><u>Bachelor's Degree</u></p> <p align="center">Administrative Services Managers, Advertising Managers, Business Executives, Computer and Information Systems Managers, Employee Training Specialists, Employment Interviewers and Recruiters, Human Resources Managers, Job Benefits and Specialist Management Analysts, Market Research Analysts, Meeting and Convention Planners, Property and Real Estate Managers, Public Relations Managers, Specialists Purchasing Manager, Social and Community Services Managers, Storage and Distribution Managers</p>	<p align="center"><u>Technical Training or Associate Degree</u></p> <p align="center">Court Reporters , First-Line Supervisors/Managers General, Production Managers, Operating Workers</p> <p align="center"><u>Master's Degree or More</u></p> <p align="center">Business Teacher, Postsecondary Chief Executive Controller, Treasurers, Economists, Medical and Health Services Managers Operations Research Analysts Statisticians</p>
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Public Service

Education & Training	Health Science
<p align="center"><u>9th Grade</u> Principles of Education, Training, & Coaching</p> <p align="center"><u>10th Grade</u> Human Growth & Development</p> <p align="center"><u>11th Grade</u> Instructional Practices in Education, Training, & Coaching</p> <p align="center"><u>12th Grade</u> Practicum of Education, Training, & Coaching</p>	<p align="center"><u>9th Grade</u> BIM I</p> <p align="center"><u>10th Grade</u> Principles of Health Science- Medical or Sports Med I</p> <p align="center"><u>11th Grade</u> Health Science Theory- Medical or Sports Med II <i>and</i> Anatomy & Physiology</p> <p align="center"><u>12th Grade</u> Practicum of Health Science- Medical or Sports Med II <i>and/or</i> Pharmacology (A & P if needed)</p>

Education & Sample Careers

<p align="center"><u>On-the-Job Training or Less</u> Audi-Visual Specialists, Coaches and Scouts, Library Assistant, Teacher Aides</p> <p align="center"><u>Technical Training or Associate Degree</u> Adult and Vocational Education Instructors Fitness, Trainers and Aerobics Instructors Library Technical Assistants, Preschool Teachers, Teacher Assistants</p> <p align="center"><u>Bachelor's Degree</u> Adult and Vocational Education Instructors, Adult Literacy, Remedial Education, GED Teachers, Audio-Visual Specialists, Education Administrators, Employee Training Specialists, Teacher, Poet/Lyricist/Creative Writer, Public Health Educators, Special Education Teachers</p> <p align="center"><u>Master's Degree or More</u> Adult and Vocational Education Instructors Audiologists, Coaches and Scouts, Administrators Curriculum and Instruction, Dieticians and Nutritionists, Education Administrators, Historians, Librarians, Instructional Coordinators, School Psychologists, Speech Teacher or Speech Pathologists, Teacher</p>	<p align="center"><u>On-the-Job Training or Less</u> Dental Assistants, Home Health Aides, Medical Assistants/Secretaries, Personal/Home Care Aides, Pharmacy Aides/Technicians, Physical Therapist Aides, Psychiatric Aides</p> <p align="center"><u>Technical Training or Associate Degree</u> Cardiovascular Technologists, Dental Hygienists, Emergency Medical Technicians, Nurses-LVN, Medical Laboratory Technicians, Medical Sonographers, Nursing Assistants, Occupational or Physical Therapist Assistants, Radiation Therapists, Respiratory Therapists, Surgical Technologists, Veterinary Technologists and Technicians</p> <p align="center"><u>Bachelor's Degree</u> Athletic Trainers, Biomedical Engineers, Computer Programmers and Software Engineers, Dietitians, Medical/Clinical Laboratory Technologists, Occupational Health and Safety Specialists, Orthotic-Prosthetic Specialists, Public Relations Specialists, Rehabilitation Counselors</p> <p align="center"><u>Master's Degree or More</u> Athletic Trainers, Physical and Occupational Therapists, Biologists, Physicists, Clinical Psychologists, Mental Health Counselors, Computer and Information Scientists, Research Dietitians and Nutritionists, Medical and Health Services Managers, Zoologists and Wildlife Biologists, Nurse, Anesthetists, Orthotics and Prosthetics, Pharmacists, Speech-Language Pathologists, Veterinarians</p>
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Stem

Science	Engineering	Math
<p><u>9th Grade</u> Biology</p> <p><u>10th Grade</u> Chemistry</p> <p><u>11th Grade</u> Physics <i>and</i> One science listed below</p> <p><u>12th Grade</u> Engineering Science, A & P, Forensic Sci., Environmental Systems, or AP Science</p>	<p><u>9th Grade</u> BIM I</p> <p><u>10th Grade</u> Principles of Business, Marketing & Finance</p> <p><u>11th Grade</u> Engineering Science</p> <p><u>12th Grade</u> Robotics <i>and/or</i> Engineering Problem Solving & Design</p>	<p><u>9th Grade</u> Geometry</p> <p><u>10th Grade</u> Algebra II</p> <p><u>11th Grade</u> Honors Placement Calculus</p> <p><u>12th Grade</u> <i>Choose one...</i> Calculus, Statistics, AQR</p>
Programming & Software Development		Cybersecurity
<p><u>9th Grade</u> Fundamentals of Computer Science (8th grade) <i>or</i> Principles of Information Technology</p> <p><u>10th Grade</u> Computer Science I</p> <p><u>11th Grade</u> Computer Science II</p> <p><u>12th Grade</u> Practicum in Information Technology</p>		<p><u>9th Grade</u> Fundamentals of Computer Science (8th grade) <i>or</i> Principles of Information Technology</p> <p><u>10th Grade</u> Computer Science I</p> <p><u>11th Grade</u> Networking</p> <p><u>12th Grade</u> Practicum in Information Technology</p>
Education & Sample Careers		
<p align="center"><u>Technical Training or Associate Degree</u></p> <p align="center">Electronics Engineering Technologists Engineering Technicians, Manufacturing Engineering Technologists Science Technicians</p> <p align="center"><u>Bachelor's Degree</u></p> <p align="center">Aerospace Engineers, Biomedical Engineers, Cartographers, Chemists, Civil Engineers, Electrical and Electronics Engineers, Energy Engineers, Environmental Engineers, Geospatial Information Scientists and Technologists Industrial Engineers, Manufacturing Engineers, Materials Engineers, Mechanical Engineers, Meteorologists, Mining Engineers, Nuclear Engineers, Petroleum Engineers, Photonics Engineers, Remote Sensing Scientists and Technologists</p> <p align="center"><u>Master's Degree or More</u></p> <p align="center">Aerospace Engineers, Biomedical Engineers, Cartographers, Chemists, Civil Engineers, Electrical and Electronics Engineers, Energy Engineers, Environmental Engineers, Geospatial Information Scientists and Technologists Industrial Engineers, Manufacturing Engineers, Materials Engineers, Mechanical Engineers Meteorologists</p>		



Distinguished Level of Achievement Graduating Class 2018 & Beyond

The Distinguished Level of Achievement Plan replaces the current Distinguished Achievement Plan (DAP) as the highest graduating plan in the state of Texas for students **entering high school in 2014-15 and beyond**. This is the default graduation plan for Life School students.

In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates MUST earn a Distinguished Level of Achievement diploma.

A student may earn a distinguished level of achievement by successfully completing:

- A total of 4 credits in mathematics, which must include Algebra II
- A total of 4 credits in science
- 2 elective credits in addition to foundation graduation requirements
- The remaining foundation curriculum requirements
- The curriculum requirements for at least one endorsement

PERFORMANCE ACKNOWLEDGEMENTS

Graduating Class of 2018 and beyond

A student may earn an additional performance acknowledgment on the student's diploma and transcript for outstanding performance in one or more of the areas below.

Dual Credit Courses by successfully completing:

- 1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
- 2) an associate degree while in high school

Bilingualism and bi-literacy by:

- 1) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
- 2) satisfying one of the following:
 - (a) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (b) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - (c) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

- (d) demonstrated proficiency in one or more languages other than English through one of the following methods:
- a score of 3 or higher on a College Board AP exam for a language other than English; or
 - a score of 4 or higher on an IB exam for a higher-level languages other than English course; or
 - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and bi-literacy, an English language learner must also have:

- 1) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- 2) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

Advanced Placement test or International Baccalaureate examination by earning:

- 1) a score of 3 or above on a College Board advanced placement examination
- 2) a score of 4 or above on an International Baccalaureate examination

PSAT®, the ACT-PLAN®, the SAT®, or the ACT® by:

- 1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
- 2) achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination
- 3) earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
- 4) earning a composite score on the ACT® examination of 28 (excluding the writing sub score)

Nationally or Internationally Recognized Business or Industry Certification or License with:

- 1) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or
- 2) performance on an examination sufficient to obtain a government- required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards



promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- a national or international business, industry, or professional organization
- a state agency or other government entity or
- a state-based industry association

Certifications or licensures for performance acknowledgements shall:

- be age appropriate for high school students
- represent a student's substantial course of study and/or end-of-program knowledge and skills
- include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation

General Information

POLICY STATEMENT

It is the policy of Life School 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.

CAREER AND TECHNICAL EDUCATION

Life School offers career and technical education programs in:

- Arts, A/V, Technology and Communications Cluster
- Business Management Cluster
- Finance Cluster
- Health Science Cluster
- Human Services Cluster
- Information Technology Cluster
- Science, Technology, Engineering and Mathematics Cluster

Admission to these programs is based on prerequisites identified in each course description in the course guide.

Life School 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.

COLLEGE, CAREER AND MILITARY READINESS (CCMR)

The Texas Higher Education Coordinating Board has a goal that by the year 2030, at least 60% of Texans ages 25-34 will have a certificate or degree. In support of this goal, the Texas Education Agency (TEA) and Life School are committed to every graduate being college, career or military ready (CCMR) as defined by the new state accountability system.

Students are considered *College Ready* when they satisfy at least one of the following criteria:

- Meet criteria of 3 or higher on an AP exam
- Meet College Entrance exam requirements on SAT, ACT or TSI exams
 - SAT Math = 530; SAT Evidenced Based Reading = 480
 - TSIA Math = 350; TSIA Reading = 351
 - ACT Math = 19 AND Comp = 23; ACT English = 19 AND Comp = 23
- Complete dual credit courses: 9 hours or more in any subject or 3 hours in ELAR and/or mathematics
- Earn an Associate's degree
- Successfully complete College Prep classes their senior year

Students are considered *Career Ready* when they satisfy at least one of the following criteria:

- Earn industry-based certifications

Students are considered *Military Ready* when they satisfy at least one of the following criteria:

- Enlist in the United States Military

STAAR/END OF COURSE (EOC) TEST GRADUATION REQUIREMENTS

With the STAAR program, the exit-level tests will be replaced with 5 end-of-course (EOC) assessments, which students will take as they complete the corresponding course. Students must pass the EOC assessments as required by their graduation plans and the Texas Education Agency.

The 5 EOC Assessments are:

- English I, English II,
- Algebra I,
- Biology,
- U.S. History

ASSESSMENT REQUIREMENTS FOR GRADUATION:

Students must attain satisfactory performance for their required EOC assessments as defined by the Texas Education Agency.

EARLY GRADUATION

Students requesting early graduation must be classified as a junior in order to apply, but they should consult with the counselor during second semester of sophomore year. Students must apply through the counseling office by the last school day in September of the school year of planned early graduation. Applicants should obtain credit verification with a counselor to formalize the student's plan for early graduation. Parent and principal approval are required. Early graduates are not eligible to be named Valedictorian or Salutatorian. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies. Students scheduled to complete credits during the summer after graduation shall not participate in ceremonies and activities until the following school year. Diplomas will be available once verification of summer or correspondence work is complete.

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 assessment instruments. The student's academic achievement record shall indicate the date on which the certificate was issued.

CLASSIFICATION OF STUDENTS

Senior privileges will be extended to those students who are candidates for graduation and have acquired eighteen credits prior to the current school year. To be classified as a junior, a student must have at least twelve credits toward graduation; a sophomore must have at least six credits toward graduation and a freshman must have been promoted from the 8th grade. There are no mid-year reclassifications with the exception of approved early graduates or fourth year students who have at least eighteen credits and who are able to complete the remainder of graduation credits during the regular period school day.

HONOR GRADUATE

In order to be classified as Cum Laude at the end of a student's senior year, he/she must be in the top 25% of their class rank. In order to be classified as Magna Cum Laude at the end of a student's senior year, he/she must be in the top 10% of their class rank.



RANKING OF STUDENTS

Students graduating from Life School are ranked following the end of the second semester of the senior year. The student's cumulative weighted GPA will determine a student's academic rank in class, with the first and second ranked students designated Valedictorian and Salutatorian, respectively. In the event of a tie in the ranking of students, the total number of Honors /AP/Dual Credit courses completed will be counted; if the students took the same number of Honors /AP/Dual Credit courses, the GPA for those courses will then be considered. If grade points are tied for those courses, then a co-ranking for that position will be awarded.

To be eligible for Valedictorian and Salutatorian, a student must have attended Life School for the four semesters immediately preceding graduation. Courses taken only during the fall and spring semesters will be considered in determining class rank. Dual credit courses taken during the summer will be considered in determining the class rank and grade point average if it is the first time taking the course and not repeating a course due to previous failure. Summer courses (except dual credit), correspondence courses, online courses, and credit by exam, are not calculated for class ranking or considered part of the grade point average. High school courses taken prior to 9th grade will not be calculated for class ranking nor be part of the grade point average. All grades received remain part of the permanent record or transcript.

CORRESPONDENCE COURSES

Correspondence courses may be accepted as part of high school graduation requirements for accredited schools in Texas, providing the courses are taken from one of three centers which offer secondary level correspondence courses that have been approved by the Texas Education Agency (TEA). The three sources of acceptable correspondence courses are (a) The Extension Division of Texas Tech University, (b) The Extension Division of the University of Texas and (c) Texas Virtual Schools Network. The student must have the approval of the counselor prior to enrolling in a correspondence course. Correspondence courses are used only for emergency or enrichment and do not become substitutes for residence work. In order to be a candidate for graduation, students must complete correspondence courses prior to May 1. Semester grades received for correspondence courses do not average with other semester grades to award credit.

ONLINE COURSES

All online courses for original or remedial credit must be approved by Principal or Principal Designee prior to course enrollment or the course will not be accepted for credit.

CREDIT BY EXAM GUIDELINES (CBE)**Credit by Exam for Placement/Recovery and Acceleration Credit**

Secondary students may take a credit by exam for courses in which they have had previous instruction or are wishing to accelerate. Life School may offer local exam or the exams may be ordered from the University of Texas at Austin and Texas Tech University. There is no fee for the local exam, but there is a fee paid by the student if they choose to order the exam from a university. The students are allowed two hours to complete the local exam, and it is similar to taking a final exam at the end of a semester. If attempting placement/recovery credit, the score on the exam must be 70 or above to award credit. If attempting acceleration credit, the score on the exam must be an 80 or above to award credit. Credit by exam scores are not calculated in GPA and do not average with a semester grade for full year credit. Students should consult



their counselor if they choose to take a credit by exam for make-up credit. Repeat testing will not be allowed. Dates are typically set for January and August.

TOP 10% COLLEGE ADMISSIONS

The Texas public college or university of your choice must automatically admit you if:

1. Your class ranking grade point average places you in the top 10% of your high school graduating class.
 - a. For University of Texas in Austin you must be in the top 6% of your high school graduating class.
2. You apply no later than two years after you graduate from a Texas high school.
3. You submit a completed application before the deadline established by the college.

NOTE: According to Title 19, Part 1, Chapter 5, Subchapter A, Rule §5.5 (g) a institute of higher education can limit the number of students admitted under this section if the number of applicants eligible and applying for admission to the institution exceeds by more than 10 percent the average number of first-time freshmen admitted the previous two academic years. If an institution chooses to limit the number of students admitted under this section, it must ensure that:

- (1) At least 97 percent of first-time freshmen admitted are in the top 10 percent of their high school class; and
- (2) Clear guidelines are established for the selection of students based on one or a specified combination of the following methods:
 - (A) A lottery in which all students qualified for automatic admission have an equal chance for selection;
 - (B) Students are selected on a first-come, first-admitted basis following receipt of a complete application; or
 - (C) At least four or more criteria identified in Texas Education Code, §51.805 are used to select students admitted.

COLLEGE-BOUND STUDENT-ATHLETE

A prospective student-athlete desiring to enter either an NCAA division I or II or NAIA college or university must read the “NCAA Guide for the College-Bound Student-Athlete” or the “NAIA Guide for the College-Bound Student-Athlete”. These are the most important publications for all high-school athletes preparing to compete at the college level. These publications summarize the rules and regulations in an easy-to-read form. They include guidelines which relate to recruiting, financial aid and college freshman eligibility requirements for NCAA Divisions I and II / NAIA institutions. Copies of these publications can be obtained online at:

<http://www.ncaapublications.com/productdownloads/CBSA.pdf> or
http://www.naia.org/fls/27900/1NAIA/membership/NAIA_GuidefortheCollegeBoundStudent.pdf

Student-athletes planning to attend an NCAA or NAIA college or university must register with the appropriate Clearing House in order to be able to participate in intercollegiate athletics. Those can be found online at:

http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp or <http://www.playnaia.org/>



NO PASS, NO PLAY

A student who, at the end of the nine weeks grading period (or after the first six weeks of the school year) receives a grade below 70 in any class (other than an identified exempt class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may continue to practice or rehearse. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school weeks evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are identified as exempt. All students are eligible during a school holiday of a full calendar week or more.

HONORS & AP PROGRAM

Honors course curriculum is enriched, accelerated and based on introducing and developing College Board strategies. Compared to regular classes, Honors courses expect a greater retention and appreciation of prior knowledge, as well as a deeper understanding of the course topics. Honors courses teach the skills necessary for success in AP courses, and students should expect extensive reading, writing and math assignments. Enrolling in a Honors course is highly recommended for students who wish to take AP or Dual Credit courses and want to prepare for college.

The Advanced Placement Program, sponsored by the College Board, offers ambitious and capable high school students an opportunity to take college-level courses at the local high school. Upon successful completion of the course, the student receives high school credit. In addition, when the student takes the AP exam and scores in an acceptable range, then college credit may be awarded upon college entrance. Students should check college websites about specific advanced placement and credit policies. Colleges and universities have policies regarding how much credit may be awarded for a given score on an AP exam, including any courses from which the student will be exempted or any higher-level courses the student will be allowed to enter.

Life School students enrolled in AP courses are required to take the AP exam(s) that accompanies the AP course(s) in which the student is enrolled. Costs of these exams will be paid by the district.

CRITERIA FOR HONORS AND AP COURSES

In order for students to enroll in each Honors or AP course, coordinators will review each student to ensure that minimum criteria have been met. The following criteria may be used in that process:

1. STAAR score must be 70% or higher for the two previous years in the corresponding content area.
2. The student's final grade in their last course of same content area must be 85% or higher.
3. Student must receive teacher recommendation from teacher of the same academic discipline.
4. Student must meet minimum standard on district exams from previous years in same content area.



HONORS AND AP EXIT CRITERIA

Students will be exited from an Honors/AP course under the following circumstances:

1. A student who has failed the first nine weeks or earned a 69 or lower for the semester average will be removed from the Honors (Level 2) or AP (Level 3) course and placed in an appropriate regular (Level 1) course.
2. A student may, upon his/her request and with parent approval, transfer from an Honors (Level 2) or AP (Level 3) course at semester to an appropriate regular (Level 1) course by contacting the campus counselor and submitting a written request. The final decision will be made on a case by case basis.
3. Any change from an AP (Level 3) course to a Regular (Level 1) prior to the end of the first nine weeks must have Principal approval.

*After removal from Honors (Level 2) or AP (Level 3), students will be placed in a course that satisfies graduation requirements when there is no appropriate regular (Level 1) course. Coursework missed from the first 9 weeks or semester of the new class will be made up according to an agreement between student, teacher of new course, counselor, parent and principal.

DUAL CREDIT CRITERIA

Students interested in enrolling in dual credit courses should first review the requirements below.

Criteria for dual credit courses, Grades 9-12:

1. The student must have passed all his/her high school classes the previous year.
2. The student must have passed all the parts of his/her most recent state assessment.
3. The student must meet all the entrance requirements for the community college.
4. The student pays all the costs associated with taking the college course. (At Life School Oak Cliff, students receive Dual Credit courses tuition-free in partnership with El Centro or Dallas County Community College District - DCCCD.)
5. The student is responsible for completing admission to the college and transfer of credit.

DUAL CREDIT PROGRAM

Dual Credit courses allow high school students to earn high school credit and college hours for one course. Dual credit enrollment is offered to qualified high school students through the Dallas County Community College System (DCCCS) or Navarro College.

Credit for successfully completed college course(s) shall be earned in one-half credit increments. A one-semester, three-hour college course will be equal to a one-semester high school course. The grade must be a minimum of "C" to qualify for high school credit. Students earning a grade below a "C" from a dual credit class, or electing to withdraw from any course will be removed from the dual credit program in the subsequent semesters. Students with excessive absences or tardies in regular education or dual credit classes may be removed from the dual credit program and placed back in regular courses.

If Life School is in session and the college is not, students are still required to be in attendance at Life School for a minimum of 5 full class periods and 240 minutes. When Life School is not



in session, but the community college is in session students will be responsible for their own transportation. Students who fail to attend class may be removed from the dual credit classes and placed back in regular courses.

The Student Code of Conduct at each partnering community college applies to all registered students while on campus, as well as, the Life School discipline policy.

Life School is not responsible for the curriculum or the environment of the dual credit or tech prep courses offered through the community college. Students are not required to take dual credit courses in order to graduate from Life School.



LIFE HIGH SCHOOL WAXAHACHIE

Entrance Requirements for Dual Credit Program

11th or 12th Grade Dual Credit Requirements				
Assessment	Composite Score*	Math (MATH 1314)	Reading	Writing
TSI		350	351	340 and 4 on Essay OR 5+ on Essay
ACT	23	19 (Math)	19 (English)	19 (English)
SAT		530 (Math)	480 (EBRW)	480 (EBRW)
Dual Credit Requirements for 11th Grade Only				
PSAT scores-Only accepted for 11th grade Dual Credit. To qualify for 12th grade Dual Credit, student must submit scores from the above list or complete English 1301 or Math 1314 or above.				
**EOC			Level II: 4000 (English II)	Level II: 4000 (English II)
PSAT		510 (Math)	460 (EBRW)	460 (EBRW)

*EOC scores may not be received in time for the Dual Credit registration deadline.

Life High School Waxahachie Dual Credit Courses

This dual credit course list includes all courses that are offered at Life School; however, due to enrollment and teacher availability, not every class may be offered every year at all campuses. Although this catalog list was prepared on the basis of the best information available at the time of publication, all information, including statements of tuition and fees, course offerings, and admission and graduation requirements, is subject to change without notice or obligation, based on TEA guidelines, college requirements, and TSI guidelines.

College Course #	College Course Name	College Course #	College Course Name
ARTS 1303	Art History I	ENGL 1302	Composition II
ARTS 1304	Art History I	GOVT 2305	Federal Government
SPCH 1315	Public Speaking	GOVT 2306	Texas Government
SPCH 1311	Introduction to Speech Communication	MATH 1314	College Algebra
MUSI 1301	Fundamentals of Music I	MATH 1316	Plane Trigonometry
MUSI 1302	Fundamentals of Music II	MATH 2342	Statistics
PHED 1304	Health for Today	ENGL 2322	British Literature I
HIST 1301	United States History I	ENGL 2323	British Literature II
HIST 1302	United States History II	ECON 2301	Principles of Economics I
COSC 1401	Introduction to Computing	BIOL 1406	Biology for Science Majors I
PSYC 2301	General Psychology	BIOL 1407	Biology for Science Majors II
SOCI 1301	Introductory Sociology	DRAM 1310	Introduction to Theater
ENGL 1301	Composition I	DRAM 2366	Film Appreciation I



LIFE HIGH SCHOOL OAK CLIFF

Entrance Requirements for Dual Credit Program

11th or 12th Grade Dual Credit Requirements				
Assessment	Composite Score*	Math (MATH 1314)	Reading	Writing
TSI		350	351	340 and 4 on Essay OR 5+ on Essay
ACT	23	19 (Math)	19 (English)	19 (English)
SAT		530 (Math)	480 (EBRW)	480 (EBRW)

Life High School Oak Cliff Dual Credit Courses

This dual credit course list includes all courses that are offered at Life School; however, due to enrollment and teacher availability, not every class may be offered every year at all campuses. Although this catalog list was prepared on the basis of the best information available at the time of publication, all information, including statements of tuition and fees, course offerings, and admission and graduation requirements, is subject to change without notice or obligation, based on TEA guidelines, college requirements, and TSI guidelines.

College Course #	College Course Name
ENGL 1301	Composition I
ENGL 1302	Composition II
ENGL 2322	British Literature I
ENGL 2323	British Literature II
SPCH 1311	Introduction to Speech Communication
MATH 1314	College Algebra
MATH 1316	Plane Trigonometry
BIOL 1406	Biology for Science Majors I
BIOL 1407	Biology for Science Majors II
GOVT 2305	Federal Government
ECON 2301	Principles of Macroeconomics
PSYC 2301	General Psychology
SOCI 1301	Introduction to Sociology
HIST 1301	United States History I
HIST 1302	United States History II
ARTS 1301	Art Appreciation
ARTS 1303	Art History I
COSC 1301	Introduction to Computing
DRAM 1310	Introduction To Theater
DRAM 2361	History of Theater I
GOVT 2306	Texas Government
PHED 1164	Introduction to Physical Fitness & Wellness
PHED 1304	Personal/ Community Health



LOCAL CREDIT COURSE

Local credit courses are approved by the Board of Directors for local credit only. These courses do not count toward state graduation requirements. Local credit courses will not be included in the accumulated grade points for class rank.

SCHEDULE CHANGE PROCEDURE

In order to provide course continuity, enhance student learning, and allow accurate projections of course offerings and class size, the following schedule change procedure is in effect. There will be no changes except those initiated by administration after the first five days of the semester. The only permitted schedule changes will be for students placed in the wrong level of a required class (like math), students needing a course for graduation, students needing out of a class already passed, and changes for leveling class sizes. Requests for schedule changes which meet the above criteria must be initiated during the first five days of each semester. There will be no schedule changes for electives except at semester.

CALCULATION OF COURSE CREDIT

Students receive credit for courses with a grade of 70% or better. If the course is a two-semester sequence, the two semester grades are averaged for a yearly final grade. If a student fails one semester of a two-semester course, he or she will receive only one-half credit for the semester passed if the yearly average is below 70%. According to state law, students must be in attendance 90% of the days a class is offered to receive credit.

GRADE AVERAGE FORMULA (Started with 2015-2016 Freshmen and Beyond)

Level 1	Level 2 (+ .5 points)	Level 3 (+ 1.0 points)
Regular/On Level Courses	All Honors Classes	All AP Classes
		All Dual Credit Classes
		All CTE Practicum Classes



COURSE GUIDE 2020-2021

Course Grade	Level 1 Grade Point	Level 2 Grade Point	Level 3 Grade Point	Level 4 Principles & Foundations Courses (pg. 93)	Level 5 Fundamentals Courses (pg. 93)
				Starting with 2019-2020 Freshmen	
100	4.0	4.5	5.0	3.5	3.0
99	3.9	4.4	4.9	3.4	2.9
98	3.8	4.3	4.8	3.3	2.8
97	3.7	4.2	4.7	3.2	2.7
96	3.6	4.1	4.6	3.1	2.6
95	3.5	4.0	4.5	3.0	2.5
94	3.4	3.9	4.4	2.9	2.4
93	3.3	3.8	4.3	2.8	2.3
92	3.2	3.7	4.2	2.7	2.2
91	3.1	3.6	4.1	2.6	2.1
90	3.0	3.5	4.0	2.5	2.0
89	2.9	3.4	3.9	2.4	1.9
88	2.8	3.3	3.8	2.3	1.8
87	2.7	3.2	3.7	2.2	1.7
86	2.6	3.1	3.6	2.1	1.6
85	2.5	3.0	3.5	2.0	1.5
84	2.4	2.9	3.4	1.9	1.4
83	2.3	2.8	3.3	1.8	1.3
82	2.2	2.7	3.2	1.7	1.2
81	2.1	2.6	3.1	1.6	1.1
80	2.0	2.5	3.0	1.5	1.0
79	1.9	2.4	2.9	1.4	0.9
78	1.8	2.3	2.8	1.3	0.8
77	1.7	2.2	2.7	1.2	0.7
76	1.6	2.1	2.6	1.1	0.6
75	1.5	2.0	2.5	1.0	0.5
74	1.4	1.9	2.4	0.9	0.4
73	1.3	1.8	2.3	0.8	0.3
72	1.2	1.7	2.2	0.7	0.2
71	1.1	1.6	2.1	0.6	0.1
70	1.0	1.5	2.0	0.5	.09
0-69	0	0	0	0	0

Only semester grades are used in calculating the grade point average (GPA) for these courses. Extra points are added for grade averaging purposes only and are not shown on the transcript. GPA is calculated by dividing the cumulative grade points by the cumulative potential credits. The grade average is reported on a weighted 5.0 scale.



Summer courses (except dual credit), correspondence courses, and credit by exam are not calculated for class ranking or considered part of the grade point average. High school courses taken prior to 9th grade for students who entered high school in the 2013-2014 school year or later will not be calculated for class ranking or be part of the grade point average. All grades received remain part of the permanent record or transcript.

TRANSFER GRADES

Transfer grades from other schools which receive a letter grade will be counted as follows:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = 60, no credit
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	

Transfer students shall receive honors grade credit and point values based on the same standards and policies which govern students who complete equivalent courses in the district. Credits transferred from home schooling or from a non-accredited private school will not be counted towards the student's GPA. Transfer students shall not receive additional grade point value for honors courses taken outside the district for which an equivalent course was not available in the district to a student graduating the same year.

Transfer students with grades for courses not offered by Life School will have an opportunity to earn course credit by completing requirements as approved by the principal.

FULL YEAR COURSE CREDIT

In a full year course, a student must earn a passing grade for the year in order to receive credit for the course. If a student does not earn a passing grade for the year, the student is required to take summer school for each failed semester. Summer school grades will not be averaged with traditional school year grades.

SEMESTER EXAM EXEMPTIONS

The following policy is provided to encourage consistent daily classroom attendance. Juniors and seniors may be exempted from any semester exam. The following criteria must be met in order to be exempt from exams.

- 0 absences – 80% semester average
- 1 absence – 85% semester average
- 2 absences – 90% semester average
- 3 absences – 95% semester average

Three tardies per class will be considered equal to one absence for exemption purposes.

*Any student who has been suspended forfeits exemption for that school year.

Students who qualify for the exemption may opt to take the exam. Exam grades of students who opted to take the exam will be counted as part of their semester grade. The campus principal may also exempt a student from an exam at their discretion. Exempt students are not exempt from LIFE Project requirements.



AP TESTING AND EXAM EXEMPTIONS

Students in AP course will be required to take AP Exam, at no cost to the student. Students will be exempt from their final exam in the AP course and are not required to meet the previous exam exemptions. If a student fails to take the AP Exam, then a zero will be recorded for their final exam grade in the AP course unless prior approval is obtained by the principal. Campus Administration has the right to require students to take the final exam if deemed necessary due to student conduct, grades, or attendance. A student may choose to take both the AP Exam and the final exam. Students taking an AP Exam are not exempt from LIFE Project requirements.

COURSE DESCRIPTIONS

Course descriptions enable students and parents to gain a deeper understanding of the courses that are offered at Life School so that the best possible selection of courses may be made for each student. It is essential that students seriously consider a particular subject before scheduling, and be aware that some courses have special requirements or expenses. Additional information about these courses is available from the instructor or counselor. The courses offered each year are based upon student demands and available facilities; therefore, it is possible that a course listed may not be offered if there are not enough students who request it.

THE CONTENTS OF THIS GUIDE ARE NOT CONTRACTUAL, AND DO NOT GIVE RISE TO A CLAIM OF BREACH OF CONTRACT AGAINST LIFE SCHOOL. FURTHER, THE CONTENTS OF THIS GUIDE APPLY TO ALL STUDENTS OF THE SCHOOL AS THE CONTENTS NOW APPEAR OR MAY BE AMENDED IN THE FUTURE. ALL CLASS OFFERINGS ARE CONTINGENT ON MINIMUM ENROLLMENT REQUIREMENTS AND BUDGET.

Middle School Course Offerings

It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, not every class may be offered every year at all campuses.



COURSE DESCRIPTIONS

English Language Arts and Reading

ENGLISH LANGUAGE ARTS

GRADE: 7

ENGLISH LANGUAGE ARTS places an emphasis on learning the writing process. Students will use elements of the writing process to compose text. Students will use their writing skills to create literary texts, expository and procedural texts, and persuasive texts. Students will understand the function of and use of the conventions of academic language when speaking and writing which will include parts of speech, conventions, and sentence structure.

HONORS ENGLISH LANGUAGE ARTS

GRADE: 7

Prerequisite: See Honors Criteria

HONORS ENGLISH LANGUAGE ARTS follows the TEKS; however, this course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students refine and apply advanced communication skills. Students write for a variety of audiences and purposes to communicate research findings and explore different genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization and punctuation. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. This course provides a greater degree of depth and complexity.

READING

GRADE: 7

READING is a course that places an emphasis on the TEKS that address reading instruction. Students are expected to read and understand a wide variety of literary and information texts. The course content will include reading fluency; vocabulary development; comprehension of literary texts including theme and genre, poetry, drama, fiction and non-fiction, sensory language, culture and history, expository texts, persuasive texts, and procedural texts.

HONORS READING

GRADE: 7

Prerequisite: See Honors Criteria

HONORS READING follows the TEKS; however, this course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students refine and apply advanced communication skills. Students are expected to read advanced selections with greater depth and attention to the relationship of how literary elements work to enhance the story plot. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. This course provides a greater degree of depth and complexity.

ENGLISH LANGUAGE ARTS AND READING

GRADE: 8

ENGLISH LANGUAGE ARTS AND READING students participate in an integrated course of study designed to prepare the student for high school English class. Students read widely and identify characteristics of various literary forms. Advanced reading strategies allow students to analyze information from multiple sources to form relationships among ideas supported



with textual evidence. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Students present oral and written reports using research from print and visual sources.

HONORS ENGLISH LANGUAGE ARTS AND READING**GRADE: 8****Prerequisite: See Honors Criteria**

HONORS ENGLISH LANGUAGE ARTS AND READING is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Historical fiction, short stories, and classical literature are read and used to identify literary elements. Students study analogies and use analogous logic to explain ideas and events in literature. Writings will address specific audiences, and students refine the use of a variety of strategies to fully develop ideas. Control of language, sentence structure and organization are expected. Students present oral and written reports from independent research studies using primary sources and varied sources of visual media. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. This course provides a greater degree of depth and complexity.

LITERACY ACHIEVEMENT**GRADE: 7-8****Prerequisite: Documented Reading/Writing Weakness (ex. failing STAAR)**

LITERACY ACHIEVEMENT is designed to strengthen students' reading and writing skills to ensure grade-level proficiency with academic tasks and expectations. Students enrolling in this course will have demonstrated a need for intervention on STAAR or other assessment or coursework. Through a wide variety of targeted experiences in reading and writing with authentic texts, students will build skills that will transfer to success on assessments. Considerations: This course is designed to support and accelerate students who have demonstrated needs in reading and/or writing.

TAKE FLIGHT**GRADE: 7-8****Prerequisite: 504 or Sped Placement**

TAKE FLIGHT is a comprehensive intervention course for students with dyslexia. The course will include a multisensory, structured approach to teaching: phonemic awareness, phonic skills, vocabulary, fluency, comprehension skills, spelling and handwriting.

INDEPENDENT STUDY IN ENGLISH ESL**GRADE: 7-8****Prerequisite: LPAC Decision**

INDEPENDENT STUDY IN ENGLISH ESL is designed for Beginning and Intermediate (Level 1 or 2) English language learners, or English language learners who have failed multiple attempts at Satisfactory performance on STAAR Reading in previous grades, as required for ESL program exit, in grades 7-8. The course will provide the foundation for listening, speaking, reading, and writing in English. Emphasis will be placed on language acquisition through the development of academic English and literacy across content areas. Students will work on building reading skills, grammar and writing conventions.



Mathematics

MATHEMATICS

GRADE: 7

MATHEMATICS will focus on direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will also use algebraic thinking, geometric properties and relationships and spatial reasoning to analyze situations and solve problems. Students use appropriate statistics, representations of data reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.

HONORS MATHEMATICS

GRADE: 7

Prerequisite: See Honors Criteria

HONORS MATHEMATICS includes an in-depth, rigorous study of topics in both regular seventh and eighth grade courses. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. Emphasis is placed on operations with rational numbers, algebraic reasoning and proportional relationships.

MATHEMATICS ENRICHMENT

GRADE: 7-8

Prerequisite: Assessment & Administrator/Counselor Approval

MATHEMATICS ENRICHMENT will focus on differentiated strategies and instruction. Students will explore a variety of math topics to build skills and conceptual understanding needed for future math success. Students learn to apply various problem-solving strategies as students' progress through the course.

MATHEMATICS

GRADE: 8

MATHEMATICS includes a review and a more in-depth, rigorous study of the concepts and skills presented in the seventh grade. Emphasis is placed on problem solving techniques, meaning of negative numbers, fractions in expressions and equations, proportional reasoning, graphing, constructing numerical equations, variables, measurement concepts, tables, and probability and statistics to make predictions. The focus of the eighth grade curriculum is to prepare students for high school mathematics, especially Algebra I, by analyzing proportional and non-proportional relationships.

Some students will be allowed to skip the 8th grade Math class and enter High School Algebra I. These students will still be responsible for the mastery of the 8th grade Math Texas Essential Knowledge & Skills (TEKS). Other students that qualify for Algebra I, but do not show the mastery to skip 8th grade math will be allowed to take both 8th grade math and Algebra I in the 8th grade.

ALGEBRA I

GRADE: 8

Prerequisite: See Honors Criteria

Credit: 1

ALGEBRA I will emphasize the study of linear functions. Student will use functions to represent, model, analyze, and interpret relationships in problem situations. Topics include graphing, solving equations and inequalities, and systems of linear equations. Quadratic and



nonlinear functions will be introduced. This is the same course that is offered at the high school level and high school credit is given.

Science

SCIENCE

GRADE: 7

SCIENCE is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments.

HONORS SCIENCE

GRADE: 7

Prerequisite: See Honors Criteria

HONORS SCIENCE follows the TEKS based instruction. However, there are higher expectations for this class. The goal is to consistently challenge each student to expand their knowledge to the next level. This course is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments.

SCIENCE

GRADE: 8

SCIENCE is interdisciplinary in nature; however, much of the content focus is on earth and space. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments.

HONORS SCIENCE

GRADE: 8

Prerequisite: See Honors Criteria

HONORS SCIENCE follows the TEKS based instruction; however, there are higher expectations for this class. The goal is to consistently challenge each student to expand their knowledge to the next level. This course is interdisciplinary in nature; however, much of the content focus is on earth and space. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments.

SCIENCE ENRICHMENT

GRADE: 8

Prerequisite: Assessment & Administrator/Counselor Approval

SCIENCE ENRICHMENT targets specific science concepts in a variety of engaging formats including hands-on activities. This course reinforces science concepts in the following modules: carbon chemistry, physical science, life science, earth and space science, and meteorology.

Social Studies**TEXAS HISTORY****GRADE: 7**

TEXAS HISTORY introduces students to a survey of a rich understanding of Texas History. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Every 7th grade Texan has the privilege of learning the history of our great state. As you study Texas, you will gain a better appreciation of its heritage.

HONORS TEXAS HISTORY**GRADE: 7****Prerequisite: See Honors Criteria**

HONORS TEXAS HISTORY follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course introduces students to a survey of a rich understanding of Texas History. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Every 7th grade Texan has the privilege of learning the history of our great state. As you study Texas, you will gain a better appreciation of its heritage.

AMERICAN HISTORY**GRADE: 8**

AMERICAN HISTORY is a study of United State History from early colonial period through reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.

HONORS AMERICAN HISTORY**GRADE: 8****Prerequisite: See Honors Criteria**

HONORS AMERICAN HISTORY: This course is meant to prepare students for the rigorous requirements of the College Board Advanced Placement courses they will take in high school through an aligned TEKS based study of United State History from early colonial period through reconstruction. Each student will demonstrate the ability to perform at an advanced academic level by developing their higher intellectual skills and learning to articulate and defend historical interpretations through AP rubric based essays. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.



Electives**OFFICE AIDE****GRADE: 8****Prerequisite: Approval from Principal/Office Staff/Counselor, a "B" Average or Above, & No Disciplinary Action in the Previous Semester**

OFFICE AIDE is a one-semester or one-year course involving practical work experiences for the student in assisting the administrative staff in school offices or the library.

Physical Education - Athletics**ATHLETICS****GRADE: 7-8**

ATHLETICS are on the interscholastic competitive level; students are placed in these classes based on tryouts. Life School offers the following sports: football, volleyball, basketball, golf, cross-country and track and field. Practices are scheduled before and after school. Medical exam/physical required. Students must meet athletic department criteria.

OFF CAMPUS PE**GRADE: 7-8**

OFF CAMPUS PE students can apply through the school counselor for an Off Campus PE Waiver to be approved through administration at the beginning of each school year. Please check with the campus OCPE representative for more information. The District shall allow students to substitute certain physical activities for the required credits of physical education. Such substitution shall be based on the physical activity involved in the courses listed for this purpose in state rules.

PHYSICAL EDUCATION (P.E.)**GRADE: 7-8**

PHYSICAL EDUCATION for boys and girls shall be concerned with the development of physical fitness and the learning of skills. The program provides each student with opportunities to develop skill and understanding in a variety of sports activities, with daily exercise designed to help students develop and maintain physical fitness for their age. The student is evaluated on the basis of skill in each sport, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practices. Suiting out and daily participation is imperative.

Fine Arts**ART I****GRADE: 7-8**

ART I introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Each of these strands provides broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. This course extends the learning of basic elements of art and principles of design, art history and art appreciation. Students design,



develop and create art using a variety of media. *Note: This course is for 7th or 8th grade students who are taking Art for the first time.*

ART II**GRADE: 7-8****Prerequisite: Art I**

ART II extends art concepts learned in Art I and uses second year middle school principles of design, drawing, painting, printmaking, sculpture, ceramics, and textiles. The course also includes art history and art appreciation. *Note: This course is for 7th and 8th grade students taking Art for the second year.*

ART III**GRADE: 8****Prerequisite: Art I & Art II**

ART III extends art concepts learned in Art I and Art II. A variety of projects and materials reinforce the student's knowledge of the elements of art and principles of design. The program also includes art history and art appreciation.

BASIC DRAWING AND DESIGN**GRADE: 8****Prerequisite: Teacher/Counselor Approval**

BASIC DRAWING AND DESIGN will provide the student with knowledge of drawing and design skills and techniques as applied through the use of Elements of Design. Subject matter will range from drawing observation to imagination. Students' activities will be individualized, dependent upon each student's ability level.

MIDDLE SCHOOL BAND I**GRADE: 7-8**

MIDDLE SCHOOL BAND I introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluative multiple forms of problem solving. This course provides an opportunity for students to begin instrumental development and give students the opportunity to perform at concerts, competitions, and festival. Students will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. This band will perform at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

MIDDLE SCHOOL BAND II**GRADE: 7-8****Prerequisite: Middle School Band I**

MIDDLE SCHOOL BAND II focuses on the development and refinement of skills previously introduced. Proper instrument technique, music theory, and creative self-expression are included. Emphasis is placed on gaining interest in and preparation for upper level band classes. Many individual and group band activities are planned such as football games, pep assemblies, parades, marching contests, concerts and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.



MIDDLE SCHOOL BAND III**GRADE: 8****Prerequisite: Middle School Band I-II**

MIDDLE SCHOOL BAND III focuses on the development and refinement of skills previously introduced. Proper instrument technique, music theory, and creative self-expression are included. Emphasis is placed on gaining interest in and preparation for upper level band classes. Many individual and group band activities are planned such as football games, pep assemblies, parades, marching contests, concerts and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

MIDDLE SCHOOL CHOIR I**GRADE: 7-8**

MIDDLE SCHOOL CHOIR I introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In Choir, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluative multiple forms of problem solving. Beginning Choir classes are designed to introduce students to proper singing techniques and to become comfortable with their voice. They also learn basic music theory, sight reading and work on music for one performance.

MIDDLE SCHOOL CHOIR II**GRADE: 7-8****Prerequisite: Middle School Choir I**

MIDDLE SCHOOL CHOIR II focuses on the development and refinement of skills previously introduced. Choir students will learn the techniques of correct vocal training in order to develop and strengthen the singing voice. The basics of sight-reading and music theory are also taught. Members of the choir will participate in performance opportunities.

MIDDLE SCHOOL CHOIR III**GRADE: 8****Prerequisite: Middle School Choir I-II**

MIDDLE SCHOOL CHOIR III focuses on the development and refinement of skills previously introduced. Choir students will learn the techniques of correct vocal training in order to develop and strengthen the singing voice. The basics of sight-reading and music theory are also taught. Members of the choir will participate in performance opportunities.

SHOW CHOIR**GRADE: 7-8**

SHOW CHOIR is a group of advanced students selected by audition. Students in this group must have advanced vocal skills and music knowledge. The content includes, but is not limited to, the following: independent performance of major scales and intervals; advanced rhythm patterns (dance); performance as a soloist and in small and large group ensembles; a variety of music repertoire, including folk, contemporary and jazz; intermediate to advanced level sight-reading exercises; and intermediate dance skills/experience.

COLOR GUARD**GRADE: 8**

COLOR GUARD offers instruction for all beginning level members that will include movement basics, equipment basics in flag and rifle, and basic design and choreography. *Note: Additional fee/cost may be required.*



DANCE TEAM**GRADE: 7-8****Prerequisite: Try-Out**

DANCE TEAM would be an advance dance class where tryouts are held before school begins. Students that do not make the dance team, have the opportunity to enroll in the Dance I or Dance II classes. The length of this course is a full year. *Note: Additional fee/cost may be required.*

DANCE I**GRADE: 7-8**

DANCE I focuses on fundamental skills in the following dance techniques: ballet, modern jazz, lyrical, tap, folk, character, and ethnic. Students will develop creative expression through movement using improvisations, exploration of basic concepts and movement problems. Students will develop an awareness of space, time, and energy as design factors in dance technique and composition. Students will develop self-confidence through the use of the body as an expressive instrument and will gain an appreciation of dance as an art form through viewing performances on tape and live performances. Students will learn the history of various dance styles. Student is required to perform a dance choreographed by the teacher and will choreograph a complete dance during the second semester. One outside performance a semester is required.

DANCE II**GRADE: 7-8****Prerequisite: Dance I or Dance Experience**

DANCE II focuses on advanced skills in the following dance techniques: ballet, modern jazz, lyrical, tap, folk, character, and ethnic. Students will develop creative expression through movement using improvisations, exploration of basic concepts and movement problems. Students will develop an advanced awareness of space, time, and energy as design factors in dance technique and composition. Students will show self-confidence through the use of the body as an expressive instrument and will gain an appreciation of dance as an art form through viewing performances on tape and live performances. Students will learn the history of various dance styles. Student is required to perform a dance choreographed by the teacher and will choreograph a complete dance during the second semester. One outside performance a semester is required.

MUSICAL THEATRE I**GRADE: 7-8**

MUSICAL THEATRE I will work in various performance disciplines including acting, singing/vocal work, dance movement, and behind-the-scenes set preparation. The course will provide instruction in these disciplines as well as public performance opportunities to master their crafts. Emphasis will also be placed on stage movement, vocal technique, choreography, characterization, career/college prep, and other aspects of musical production.

MUSICAL THEATRE II**GRADE: 7-8**

MUSICAL THEATRE II will focus on the refinement of skills previously introduced in Musical Theatre I. Students will work in various performance disciplines including acting, singing/vocal work, dance movement, and behind-the-scenes set preparation. The course will provide instruction in these disciplines as well as public performance opportunities to master their crafts. Emphasis will also be placed on stage movement, vocal technique, choreography, characterization, career/college prep, and other aspects of musical production.



MIDDLE SCHOOL THEATRE I**GRADE: 7-8**

MIDDLE SCHOOL THEATRE I introduces students to theatre through a variety of theatrical experiences. Students will increase their understanding of self and others and develop clear ideas about the world. Theatre Arts students will communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Students will also increase their understanding of heritage and traditions through historical and cultural studies in theatre. Students will become appreciative and evaluative consumers of live theatre, film, television, and other technologies.

MIDDLE SCHOOL THEATRE II**GRADE: 7-8****Prerequisite: Middle School Theatre 1 or Technical Theatre**

MIDDLE SCHOOL THEATRE II focuses on the development and refinement of skills previously introduced. Theatre 2 focuses on the production of both published and student-created scenes and plays through all phases of production. Students will read and analyze scripts, study techniques of acting and directing, construct costumes and props, plan lighting and sound effects, publicize performances, and perform scripted plays. This course develops the student's ability to make artistic decisions while setting and meeting realistic goals and deadlines. This course provides the student with a comprehensive knowledge of formal play production.

MIDDLE SCHOOL THEATRE III**GRADE: 8****Prerequisite: Middle School Theatre I or Technical Theatre & Theatre II**

MIDDLE SCHOOL THEATRE III focuses on the development and refinement of skills previously introduced. Theatre 3 focuses on the production of both published and student-created scenes and plays through all phases of production. Students will read and analyze scripts, study techniques of acting and directing, construct costumes and props, plan lighting and sound effects, publicize performances, and perform scripted plays. This course develops the student's ability to make artistic decisions while setting and meeting realistic goals and deadlines. This course provides the student with a comprehensive knowledge of formal play production.

THEATRE PRODUCTION I**GRADE: 7-8**

THEATRE PRODUCTION I is a class for selected theatre students. There will be auditions for this class in the spring of the prior school year. This full year class is for students who have a serious interest in studying theatre. The goal of this course is to provide students with a variety of experiences in production and performance, from acting to design. In this class, students will learn lines, work collaboratively on a team, and follow directions. This may require some after school rehearsals, but the majority of rehearsal will be done during class, allowing more students who have other extracurricular activities to stay involved in theatre.

THEATRE PRODUCTION II**GRADE: 8**

THEATRE PRODUCTION II focuses on the development and refinement of skills previously introduced in Theatre Production I. There will be auditions for this class in the spring of the prior school year. This full year class is for students who have a serious interest in studying theatre. The goal of this course is to provide students with a variety of experiences in production and performance, from acting to design. In this class, students will learn lines, work collaboratively on a team, and follow directions. This may require some after school



rehearsals, but the majority of rehearsal will be done during class, allowing more students who have other extracurricular activities to stay involved in theatre.

YEARBOOK PRODUCTION**GRADE: 7-8**

YEARBOOK PRODUCTION provides practical experience in public relations, ad sales, layout design, photography, writing copy, and basic journalism techniques required in yearbook production. Students use the computer to produce the yearbook.

Technology Applications**TECHNOLOGY APPLICATIONS****GRADE: 7-8**

TECHNOLOGY APPLICATIONS develops technology skills focusing on word processing, spreadsheets, databases, graphic programs, operating systems, webpage design, and keyboarding. It develops basic skills. This course is for 7th and 8th grade students who have not previously taken Technology Applications.

AVID**AVID 7****GRADE: 7****Prerequisite: Avid Site Team Application Process and Approval**

AVID 7 is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID 8**GRADE: 8****Prerequisite: Avid Site Team Application Process and Approval**

AVID 8 is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID PEER TUTOR**GRADE: 8****Prerequisite: Avid Site Team Application Process & Approval**

AVID PEER TUTOR students will spend four days a week as an AVID Elective classroom tutor and one day a week as a teacher's aide in the AVID elective classroom. As an AVID peer tutor, students may work with AVID Elective students on subjects such as English, Math, Science, or Social Studies. AVID peer tutors will provide students with support in study skills, explanation of concepts, and help with other aspects of the learning process.



ROBOTICS I: INTRODUCTION TO ROBOTICS**GRADE: 7-8**

ROBOTICS I: INTRODUCTION TO ROBOTICS is designed to combine a review of science concepts with robotics systems to gain knowledge and skills in the engineering process. These skills include: the ability to conduct scientific inquiry, the ability to solve problems, think critically, make decisions related to technology, properly apply technology, and the ability to assess the effects of technology on the world to prepare students for success in the modern world.

Electives for High School Credit**CREATIVE WRITING****GRADE: 8****Credit: .5 - 1**

CREATIVE WRITING students will develop many writing strategies useful across the curriculum. Students will keep a personal journal, form peer writers' support groups in the class, and write several genres, such as short story, poetry, personal essay, and drama. Students will study writers' markets and submit pieces for publication. Emphasis will be placed on editing completed work for possible publication.

JOURNALISM**GRADE: 8****Credit: .5 - 1**

JOURNALISM students will write in a variety of forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills.

SPANISH I**GRADE: 8****Credit: 1**

SPANISH I is designed to introduce students to the Spanish language and culture. The students will develop skills in listening, speaking, reading, and writing Spanish. Students will explore various aspects of Hispanic culture, heritage, and peoples. Major emphasis is on conversational usage of Spanish in real-life situations. This is the same course that is offered at the high school level and high school credit is given.

SPANISH FOR SPANISH SPEAKERS I**GRADE: 8****Credit: 1**

SPANISH FOR SPANISH SPEAKERS I is for student who speaks and understands spoken Spanish at the native level. Emphasis in the first year is placed on writing in Spanish. This is done by studying the basic rules for spelling and grammar. Reading focuses on the importance of the Hispanic culture. *Note: This course is offered at the Oak Cliff Campus Only.*



Career & Technical Education Courses

COLLEGE AND CAREER READINESS

GRADE: 8

COLLEGE AND CAREER READINESS is a course where students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan.

INVESTIGATING CAREERS

GRADE: 8

INVESTIGATING CAREERS is a course designed to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students will research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals.

FUNDAMENTALS OF COMPUTER SCIENCE

GRADE: 8

Prerequisite: Tech Apps 7 or Instructor Approval

High School Credit: 1

FUNDAMENTALS OF COMPUTER SCIENCE is a 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 learn problem-solving and reasoning skills that are the foundations 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 gain an understanding of the principles of computer science through the study of technology operations and concepts. High School credit is given for this course.

WEB COMMUNICATIONS

GRADE: 8

High School Credit: 0.5

WEB COMMUNICATIONS will use technology to demonstrate creative thinking and develop innovative products. Among other things, students will collaborate on projects, create websites, evaluate accessibility of original websites and identify basic design principles when creating a website.

TOUCH DATA SYSTEMS ENTRY

GRADE: 8

High School Credit: 0.5

TOUCH SYSTEM DATA ENTRY applies technical skills to address business applications of emerging technologies. Students will learn proper keyboarding technique to input data when using the computer. This class allows students to enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will use what they learn in this class for the production of business documents.



High School Course Offerings

It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, not every class may be offered every year at all campuses.



COURSE DESCRIPTIONS

English

ENGLISH I

GRADE: 9

Credit: 1

ENGLISH I provides the opportunity for students to explore meaningful literature and apply a variety of effective writing techniques. The course integrates the study of literature, writing, vocabulary, and grammar. The purpose of this class is to develop lifelong language fluency, to develop an appreciation of literature, and to develop critical and applied reasoning skills.

HONORS ENGLISH I

GRADE: 9

Prerequisite: See Honors Criteria

Credit: 1

HONORS ENGLISH I is designed to prepare students for success in Advanced Placement (AP) English courses and offers a differentiated curriculum that includes a wider range and a greater depth of subject matter. Its purpose is to increase the student's effectiveness as a reader, speaker, listener, and writer by emphasizing higher-level and critical-thinking skills and by providing opportunities for creative and productive thinking. Emphasis is placed on quality literature, the exploration of literary themes through writing, and the methods of discourse.

ENGLISH II

GRADE: 10

Prerequisite: English I

Credit: 1

ENGLISH II extends the exploration of meaningful literature and effective writing techniques from English I. It is the study of varied literary genres along with their characteristic elements. The course integrates the study of literature, writing, vocabulary, and grammar with the goals of developing lifelong language fluency, appreciation of literature, and critical and applied reasoning skills.

HONORS ENGLISH II

GRADE: 10

Prerequisite: See Honors Criteria

Credit: 1

HONORS ENGLISH II is designed to prepare students for success in Advanced Placement (AP) English courses and integrates the areas of literature, religion, philosophy, political science, art, music, and history. Students extrapolate ideas through composition; review and refine skills in language, reading comprehension, critical/creative thinking skills, and develop skills in guided and independent research.

ENGLISH III

GRADE: 11

Prerequisite: English II

Credit: 1

ENGLISH III is a study of the development of American literature, focusing on representative authors and their works and emphasizing expository writing and vocabulary enrichment within the framework of the literature. The purpose of this class is to increase the student's awareness of American cultural heritage and develop an appreciation of themes in American literature. Strengthening student skills in composition, vocabulary, language, and reading comprehension is emphasized.



AP ENGLISH III – ENGLISH LANGUAGE AND COMPOSITION**GRADE: 11****Prerequisite: See AP Criteria****Credit: 1**

AP ENGLISH III aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course prepares students to take the AP Language and Composition exam, which may allow them to qualify for college credit. Reading requirements include the ability to read text written on the college level, as well as critical review of literature journal articles.

ENGLISH IV**GRADE: 12****Prerequisite: English I-III****Credit: 1**

ENGLISH IV is a study of writing and research skills integrated with the study of a variety of literary genre, both fiction and nonfiction, including novels, plays, essays, and poems which center around the immortality of ideas found in every generation of English literature. Students become familiar with the characteristics of good writing as a result of reading from a variety of British and world authors. College preparatory composition is emphasized. Analogies and etymologies invigorate the vocabulary program. Students will participate in the Senior LIFE Project.

ENGLISH IV – BUSINESS ENGLISH**GRADE: 12****Prerequisite: English I-III****Credit: 1**

BUSINESS ENGLISH students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them. Students are expected to plan, draft, and complete written compositions. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students will participate in the Senior LIFE Project.

AP ENGLISH IV – ENGLISH LITERATURE AND COMPOSITION**GRADE: 12****Prerequisite: See AP Criteria****Credit: 1**

AP ENGLISH IV The course aligns to an introductory college sophomore level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students to take the AP Literature and Composition exam, which may allow them to qualify for college credit. Reading requirements include the ability to read text written on the college level. Students will participate in the Senior LIFE Project.



READING CONNECTIONS I**GRADE: 9-12****Prerequisite: Assessment & Administrator/Counselor Approval****Credit: .5 - 1**

READING I is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading I.

READING CONNECTIONS II**GRADE: 9-12****Prerequisite: Assessment & Administrator/Counselor Approval****Credit: .5 - 1**

READING II is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading II.

READING CONNECTIONS III**GRADE: 9-12****Prerequisite: Assessment & Administrator/Counselor Approval****Credit: .5 - 1**

READING III is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading III.

CREATIVE WRITING**GRADE: 11-12****Credit: .5 - 1**

CREATIVE WRITING students will develop many writing strategies useful across the curriculum. Students will keep a personal journal, form peer writers' support groups in the class, and write several genres, such as short story, poetry, personal essay, and drama. Students will study writers' markets and submit pieces for publication. Emphasis will be placed on editing completed work for possible publication.

INDEPENDENT STUDY IN ENGLISH ESL**GRADE: 9-12****Prerequisite: LPAC Decision****Credit: .5 - 1**

INDEPENDENT STUDY IN ENGLISH ESL is designed for Beginning and Intermediate (Level 1 or 2) English language learners, or English language learners who have failed multiple attempts at Satisfactory performance on English I or II, as required for ESL program exit, in grades 9-12. The course will provide the foundation for listening, speaking, reading, and writing in English. Emphasis will be placed on language acquisition through the development of academic English and literacy across content areas. Students will work on building reading skills, grammar and writing conventions.



DEBATE I**GRADE: 9-12****Credit: 1**

DEBATE students will study specific formats and forums for debate. They will learn processes of logic and critical thinking. They will learn to write, present and compete in various public speaking events. Students will also make debate presentations in classroom and tournament situations. Activities include Mock Trial, Lincoln-Douglas debate, and Cross Examination debate. This course will also satisfy the speech requirement for graduation. Students are required to be in this class first and second semester as they prepare for debate tournaments.

JOURNALISM**GRADE: 9-12****Credit: 1**

JOURNALISM requires students to plan, draft, and complete written compositions on a regular basis and to write in a variety of forms for a variety of audiences and purposes. They will become analytical consumers of media and technology to enhance their skills in creating, clarifying, critiquing, writing, and producing effective communications. Students will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

INDEPENDENT STUDY IN JOURNALISM I-III**GRADE: 9-12****Prerequisite: Journalism & Teacher Approval****Credit: 1**

INDEPENDENT STUDY IN JOURNALISM I-III students write in a variety of forms for a variety of audiences and purposes. Students enrolled in this course are expected to plan, draft, and complete written communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will refine and enhance their journalistic skills, research self-selected topics, plan, organize, and prepare a project(s).

RESEARCH AND TECHNICAL WRITING**GRADE: 11-12****Credit: .5 - 1**

RESEARCH AND TECHNICAL WRITING is a rigorous composition course that asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

PRACTICAL WRITING SKILLS**GRADE: 9-12****Prerequisite: Instructor/Counselor Approval****Credit: .5 - 1**

PRACTICAL WRITING SKILLS offers students writing instruction that focuses on developing writing skills for real- world application and cross curricular applications. Students will write a variety of compositions, including technical, narrative, expository, evidence-based, and persuasive. In addition, students will develop research skills needed to accurately support claims in writing.



PRACTICAL WRITING SKILLS II**GRADE: 9-12****Prerequisite: PWS I & Instructor/Counselor Approval****Local Credit: .5 – 1**

PRACTICAL WRITING SKILLS II offers students writing instruction that focuses on developing writing skills for real-world application and cross curricular application. Students will write a variety of compositions, including technical, narrative, expository, evidence-based, and persuasive. In addition, students will develop research skills needed to accurately support claims in writing.

COLLEGE PREP - ENGLISH LANGUAGE ARTS AND READING**GRADE: 12****Credit: 1**

COLLEGE PREP - ENGLISH LANGUAGE ARTS AND READING is a required (See *College, Career, Military Readiness* in the *General Information* section) semester long course for seniors whose academic performance indicates the student is not yet ready for college-level coursework (have not obtained their CCMR English point), as indicated by Texas Education Agency performance indicators. This course covers the ten Student Learning Objectives (SLO's) as defined by the state of Texas for indicating college readiness in English (Integrated Reading and Writing). This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. Students are encouraged to maintain a portfolio of these three assignments/artifacts throughout the college application process. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for English Language Arts and Reading at the partnering institution(s).

TAKE FLIGHT**GRADE: 9-12****Prerequisite: 504 or Sped Placement****Credit: 0**

TAKE FLIGHT is a comprehensive intervention course for students with dyslexia. The course will include a multisensory, structured approach to teaching: phonemic awareness, phonic skills, vocabulary, fluency, comprehension skills, spelling and handwriting. Take Flight is a local credit course for students with dyslexia.

Mathematics

ALGEBRA I**GRADE: 9****Credit: 1**

ALGEBRA I includes work with functional relationships and problem solving in real situations, including, but not limited to, such skills as table building, coordinate graphing, algebraic analysis, equation-writing, equation-solving, operations with polynomials, factoring, and computation. Students will have opportunities to develop logical reasoning by making and justifying generalizations based on experience with fundamental algebraic concepts.

STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS**GRADE: 9****Prerequisite: Assessment & Administrator Approval****Credit: 1**

STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS is a course intended to create strategic mathematical learners. The basic understandings will stimulate students to think



about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of personalized learning goals.

MATHEMATICAL MODELS WITH APPLICATIONS**GRADE: 10-11****Prerequisite: Algebra I****Credit: 1**

MATHEMATICAL MODELS WITH APPLICATIONS students use algebraic and geometric reasoning. Mathematical methods are used to model and solve applied problems involving personal finance, data, chance, patterns, music, design, and science. This course is not considered college preparatory.

MATHEMATICS ENRICHMENT**GRADE: 9-12****Prerequisite: Assessment & Administrator / Counselor Approval** **Local Credit: 0.5-1**

MATHEMATICS ENRICHMENT will focus on differentiated strategies and instruction. Students will explore a variety of math topics to build skills and conceptual understanding needed for future math success. Students learn to apply various problem-solving strategies as students' progress through the course.

GEOMETRY**GRADE: 9-10****Prerequisite: Algebra I****Credit: 1**

GEOMETRY connects students to the outside world through a variety of applications and settings. Students will have opportunities to develop deductive, inductive, creative, and critical thinking skills within a framework which includes plane and solid geometry and studies of other types of geometry. Students will also become familiar with the historical development and usefulness of formal mathematical structure.

HONORS GEOMETRY**GRADE: 9-10****Prerequisite: Algebra I, See Honors Criteria****Credit: 1**

HONORS GEOMETRY covers all the elements of the regular Geometry course as well as expanded objectives and assignments to help students prepare for Honors and AP courses. Expectations include success with extensive advanced applications of the topics.

ALGEBRA II**GRADE: 10-12****Prerequisite: Algebra I, Geometry****Credit: 1**

ALGEBRA II continues to build upon Algebra I with extensive work in linear, quadratic, polynomial, rational, exponential and logarithmic functions. Problem solving in real situations is a focus. This course prepares students for advanced math and college algebra courses.

HONORS ALGEBRA II**GRADE: 10-12****Prerequisite: Geometry, See Honors Criteria****Credit: 1**

HONORS ALGEBRA II covers all elements of the regular Algebra II course as well as expanded objectives and assignments to prepare students for Honors and AP courses. Expectations include success with extensive advanced math applications.



ADVANCED QUANTITATIVE REASONING**GRADE: 11-12****Prerequisite: Algebra II & Financial Math****Credit: 1**

ADVANCED QUANTITATIVE REASONING includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations.

PRE-CALCULUS**GRADE: 11-12****Prerequisite: Algebra II****Credit: 1**

PRE-CALCULUS is a study of functions (linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric) as well as conic sections, vectors, parametric equations, and sequences and series. This course prepares students for advanced math, AP Calculus, or college Pre-Calculus.

HONORS PRE-CALCULUS**GRADE: 11-12****Prerequisite: Algebra II, See Honors & AP Criteria****Credit: 1**

HONORS PRE-CALCULUS is a rigorous investigation of functions (linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric) as well as conic sections, vectors, parametric equations, and sequences and series. This course prepares students for advanced math, AP Calculus, or college Pre-Calculus. Honors Pre-Calculus is designed to prepare students for AP Calculus AB and will require students to explore and master concepts at a faster pace and more in-depth.

AP CALCULUS AB**GRADE: 12****Prerequisite: Pre-Calculus, See AP Criteria****Credit: 1**

AP CALCULUS AB, a rigorous College Board-defined course, includes differentiation, integration, and applications. It is designed for the exceptional math student who plans to pursue a math-related career. Students are encouraged to take the Advanced Placement test.

AP STATISTICS**GRADE: 12****Prerequisite: Pre-Calculus, See AP Criteria****Credit: 1**

AP STATISTICS will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The course will expose students to four broad conceptual themes Exploring data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference.

FINANCIAL MATHEMATICS**GRADE: 11-12****Prerequisite: Algebra I & Completion of CCMR Math Criteria****Credit: 1**

FINANCIAL MATHEMATICS is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decision based on current and projected economic factors. Financial mathematics will integrate career and postsecondary education planning into financial decision making.



MATHEMATICS FOR MEDICAL PROFESSIONALS**GRADE: 11-12****Prerequisite: Geometry & Algebra II****Credit: 1**

MATHEMATICS FOR MEDICAL PROFESSIONALS will extend and apply mathematical skills necessary for health science professions. The course will embed statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics. Course content consists primarily of high school level mathematics concepts and their applications to health science professions.

APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS**GRADE: 11-12****Prerequisite: Algebra I & Geometry****Credit: 1**

APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS uses problem-solving situations, hands-on activities, and technology to extend mathematical thinking and engage student reasoning. Situations relating to technical applications provide students opportunities to make connections with mathematics and the workplace. Hands-on activities will allow students to model, explore and develop abstract concepts applicable to technical careers.

COLLEGE PREP - MATHEMATICS**GRADE: 12****Credit: 1**

COLLEGE PREP - MATHEMATICS is required (See *College, Career, Military Readiness* in the *General Information* section) for seniors whose academic performance indicates the student is not yet ready for college-level coursework (have not obtained CCMR point in math), as indicated by Texas Education Agency performance indicators. This course addresses a variety of mathematical topics needed to prepare students success in college-level mathematics. In this course students will connect and use multiple strands of mathematics in situations and problems, as well as in the study of other disciplines. In addition, the course supports students in developing skills and strategies needed to succeed in college. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s).

Science**BIOLOGY I****GRADE: 9-11****Credit: 1**

BIOLOGY I is designed for the study of living things. It provides the student with opportunities to acquire basic skills, techniques, and knowledge necessary to help understand today's biological issues. Areas of emphasis include microbiology, ecology, cell structure, molecular biology, genetics, and a general survey of organisms from bacteria to plants and animals.

HONORS BIOLOGY**GRADE: 9-11****Prerequisite: See Honors Criteria****Credit: 1**

HONORS BIOLOGY is designed for students who show an advanced aptitude toward science. Areas of study will include the essential elements and objectives of those in regular Biology I with greater depth and at a more accelerated rate. A greater emphasis will be placed on lab and the ability to evaluate, outline, organize, and report scientific information. Laboratory procedures, observation, measurement, classification, prediction, and reporting skills will be stressed. The student should be proficient in reading and projects are required.



AP BIOLOGY**GRADE: 11-12****Prerequisite: See AP Criteria****Credit: 1*****Other Prerequisite: Yearly Average of 85 in Honors Biology or 90 in Regular Biology, Chemistry or Honors Chemistry***

AP BIOLOGY will include topics regularly covered in college biology and aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to prepare students to take the AP Biology examination, which students should plan to take in May.

INTEGRATED PHYSICS AND CHEMISTRY**GRADE: 9-10****Prerequisite: Biology****Credit: 1**

INTEGRATED PHYSICS AND CHEMISTRY course conducts field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course covers the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and basic principles of chemistry.

CHEMISTRY I**GRADE: 10-12****Prerequisite: Biology I, Pass Biology EOC, or IPC, 80 or higher in Algebra I****Credit: 1**

CHEMISTRY I is a math based course. Students conduct laboratory investigations and field work. Students will use scientific methods during investigations and make informed decisions using critical thinking and problem solving. Students will study a variety of topics: matter, energy, atomic structure, periodic table, gases, bonding, nuclear fusion, solutions, acids and bases, chemical and physical changes and chemical reactions. Students will study how chemistry is a part of our lives and how it relates to other processes.

HONORS CHEMISTRY**GRADE: 10-12****Prerequisite: See Honors Criteria****Credits: 1*****Other Prerequisite: Biology or Honors Biology and Algebra I (85 or higher), Passed Biology EOC***

HONORS CHEMISTRY is designed for students who show an advanced aptitude toward the physical sciences. Areas of study will include the essential elements and objectives of those in the regular chemistry course with greater depth and at a more accelerated rate. Emphasis will be placed on the ability to evaluate, outline, organize, and report scientific information. Projects are required. Strong math skills are important in this class.

AP CHEMISTRY**GRADE: 11-12****Prerequisite: See AP Criteria****Credits: 1*****Other Prerequisite: Successful Completion of Biology or Honors Biology, Algebra II, a Yearly Average of 85 in Honors Chemistry or 90 in Regular Chemistry***

AP CHEMISTRY is designed to be the equivalent of the general chemistry course usually taken during the first college year. Content adheres to the requirements prescribed by The College Board. Students should plan to take the Advanced Placement Examination in Chemistry for college placement and/or credit near the completion of the course in May.



PHYSICS I**GRADE: 11-12****Prerequisite: Biology, Chemistry I, & Algebra I, Geometry****Credit: 1**

PHYSICS I is a math based course. Students study a variety of topics that include the 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.

HONORS PHYSICS I**GRADE: 11-12****Prerequisite: See Honors Criteria****Credit: 1**

Other Prerequisite: Biology, Chemistry I, Algebra II, Pre-Calculus, or Concurrently Enrolled in Pre-Calculus; See Honors and AP Criteria

HONORS PHYSICS I students will study a variety of topics that include the 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. Honors Physics will require students to explore and master concepts at a faster pace and more in-depth. This course requires strong math skills.

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS**GRADE: 11-12****Prerequisite: Biology I & Chemistry I****Credit: 1**

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS offers students general exploratory and advanced activities in the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

ENVIRONMENTAL SYSTEMS**GRADE: 11-12****Prerequisite: Two Years of High School Science****Credit: 1**

ENVIRONMENTAL SYSTEMS students will conduct field and laboratory investigations and make informed decisions about a variety of topics such as: biotic/abiotic factors in habitats, ecosystems and biomes, resources and environment, sources of energy and changes in ecosystems and population.

FORENSIC SCIENCE**GRADE: 11-12****Prerequisite: Biology & Chemistry****Credit: 1**

FORENSIC SCIENCE uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics and truth detection. Using scientific methods, students will collect and analyze evidence through case studies, simulated crime scenes and laboratory applications. Students will learn the history, legal aspects and career options for forensic science.



AP PHYSICS 1**GRADE: 12****Prerequisite: See AP Criteria****Credits: 1*****Other Prerequisite: Successful Completion of Biology or Honors Biology, Algebra II, a Yearly Average of 85 in Honors Chemistry or 90 in Regular Chemistry***

AP PHYSICS 1 contains the key concepts and related content arranged into 10 content areas: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electrical charge and electrical force, DC circuits and mechanical waves and sound. Students should plan to take the Advanced Placement Examination in Physics for college placement and/or credit near the completion of the course in May.

Social Studies

WORLD GEOGRAPHY STUDIES**GRADE: 9-12****Credit: 1**

WORLD GEOGRAPHY STUDIES challenges students to examine people, places, and environments from the two perspectives of geography: spatial and ecological. Students will develop an understanding of geographic location, allocation of resources, global competition, and cultures.

HONORS WORLD GEOGRAPHY STUDIES**GRADE: 9-12****Prerequisite: See Honors Criteria****Credit: 1**

PRE-AP WORLD GEOGRAPHY STUDIES represents an in-depth study of the concepts of World Geography. It provides students the opportunity to pursue focused study of the interaction of people and cultures with their physical environments in the major areas of the world. Instructional methods in this course are designed to prepare students for successful completion of the AP social studies courses offered at Life School.

WORLD HISTORY STUDIES**GRADE: 9-12****Credit: 1**

WORLD HISTORY STUDIES is the only course that offers students an overview of all of human history. Students will examine major ideas and themes over time and space. The major emphasis is on significant people, events, and ideas from the earliest time to the present.

AP WORLD HISTORY STUDIES**GRADE: 9-12****Prerequisite: See AP Criteria****Credit: 1**

AP WORLD HISTORY STUDIES The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The five course themes are: Theme 1: Interaction between Humans and the Environment; Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and conflict; Theme 4: Creation, Expansion, and Interaction of Economic Systems; and Theme 5: Development and Transformation of Social Structures.



AP HUMAN GEOGRAPHY**GRADE: 9****Prerequisite: See AP Criteria****Credit: 1**

AP HUMAN GEOGRAPHY introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. On successful completion of the course, the student will be able to: 1. Interpret maps and analyze geospatial data. 2. Understand and explain the implications of associations and networks among phenomena in places. 3. Recognize and interpret the relationships among patterns and processes at different scales of analysis. 4. Define regions and evaluate the regionalization process. 5. Characterize and analyze changing interconnections among places.

UNITED STATES HISTORY**GRADE: 10****Credit: 1**

UNITED STATES HISTORY focuses on the nation as a world power in the 20th century. Key events include foreign affairs from the Spanish-American War to the present and domestic issues from the late 1800's through contemporary times.

AP UNITED STATES HISTORY**GRADE: 10****Prerequisite: See AP Criteria****Credit: 1**

AP UNITED STATES HISTORY course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

UNITED STATES GOVERNMENT**GRADE: 10-11****Credit: .5**

UNITED STATES GOVERNMENT focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of governments at the national, state, and local level.

AP UNITED STATES GOVERNMENT AND POLITICS**GRADE: 10-11****Prerequisite: See AP Criteria****Credit: .5**

AP UNITED STATES GOVERNMENT AND POLITICS is designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.



ECONOMICS – FREE ENTERPRISE**GRADE: 10-11****Credit: .5**

ECONOMICS focuses on basic economic concepts, tools of analysis, and the language of the discipline. Macroeconomic and microeconomic theories are introduced.

AP MICROECONOMICS**GRADE: 11****Prerequisite: See AP Criteria****Credit: .5**

AP MICROECONOMICS is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP MACROECONOMICS**GRADE: 10-11****Prerequisite: See AP Criteria****Credit: .5**

AP MACROECONOMICS is designed to give students a thorough understanding of the principles of economics that apply an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

PERSONAL FINANCIAL LITERACY**GRADE: 9-12****Credit: .5**

PERSONAL FINANCIAL LITERACY will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole.

HEBREW SCRIPTURES (OLD TESTAMENT) AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION**GRADE: 10-12****Credit: .5**

HEBREW SCRIPTURES (OLD TESTAMENT) is designed to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, and to familiarize students with the content, history, literary style, structure, and the influence scripture has had on law, history, government, literature, art, music, customs, morals, values and culture.

NEW TESTAMENT SCRIPTURES AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION**GRADE: 10-12****Credit: .5**

NEW TESTAMENT SCRIPTURES is designed to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, and to familiarize students with the content, history, literary style, structure, and the influence scripture has had on law, history, government, literature, art, music, customs, morals, values and culture.



SOCIOLOGY**GRADE: 11-12****Credits: .5**

SOCIOLOGY provides an introduction to various fields of sociology. Culture, ethnic and racial groups, gender differences and group dynamics are studied in order to understand socialization. Other topics include crime and deviance, nature versus nurture, and teen problems such as drug and alcohol abuse and other social problems.

PSYCHOLOGY**GRADE: 11-12****Credits: .5**

PSYCHOLOGY provides an introduction to the various fields of psychology. Human growth, development, and behavior are studied in order to understand personality theories and disorders. Other topics include abnormal psychology, group behavior, human interaction, therapy, and altered states of consciousness such as hypnosis, hallucinations, sleep and dreams.

Electives**Foreign Language****SPANISH I****GRADE: 9-11****Credit: 1**

SPANISH I is an introduction to the Spanish-speaking world, its language, and its people. Emphasis is on the early acquisition of the spoken language while developing listening, reading, speaking, and writing skills. Grammar skills are introduced through both oral and written expression.

SPANISH II**GRADE: 9-12****Prerequisite: Spanish I****Credit: 1**

SPANISH II is a reinforcement and expansion of the four skills: listening, speaking, reading, and writing. Writing with appropriate grammatical structure will be emphasized to increase the range of the student's knowledge of the language. Vocabulary will be expanded through reading, writing exercises, and conversational practice.

HONORS SPANISH II**GRADE: 9-12****Prerequisite: See Honors Criteria****Credit: 1**

HONORS SPANISH II is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice. Honors Spanish II is an accelerated course designed to prepare students for entry into the Spanish AP program.

HONORS SPANISH III**GRADE: 10-12****Prerequisite: Spanish II, See Honors Criteria****Credit: 1**

HONORS SPANISH III is a continuation and expansion of the four skills: listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.



HONORS SPANISH III FOR SPANISH SPEAKERS**GRADE: 11-12****Prerequisite: Spanish II, See Honors Criteria****Credit: 1**

HONORS SPANISH III FOR SPANISH SPEAKERS is a continuation and expansion of the four skills: listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

AP SPANISH IV**GRADE 11-12****Prerequisite: Honors Spanish III, See AP Criteria****Credit: 1**

SPANISH IV is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

AP SPANISH IV FOR SPANISH SPEAKERS**GRADE: 11-12****Prerequisite: Spanish III, See AP Criteria****Credit: 1**

SPANISH IV FOR SPANISH SPEAKERS is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

Fine Arts

AP STUDIO ART: DRAWING PORTFOLIO**GRADE: 11-12****Prerequisite: Art I-III & Teacher Approval****Credits: 1**

AP STUDIO ART is a rigorous college-level program intended for highly motivated students who are seriously interested in the study of art. Study areas and directions are mutually agreed upon. Students keep sketchbooks, write essays, and develop their ability to talk about their art. Students submit a digital portfolio to the College Board of Examination Committee. Students who successfully pass the portfolio exam with a 3 or better can be granted credit, advanced placement, or both. This course is designed to prepare the student to submit an AP portfolio. All students are expected to submit a portfolio for Advanced Placement review.

ART I**GRADE: 9-12****Credit: 1**

ART I is designed for art students who wish to develop their artistic skills and continue in advanced art. Students will learn the fundamental skills needed to create in any art medium. This is the prerequisite course for all advanced courses. Students are responsible for all supplies.

ART II-IV**GRADE: 10-12****Prerequisite: Art I or the Previous Year of Art, Teacher Approval****Credit: 1**

Art II-IV is a continuation of skills learned in Art I. Emphasis will be on drawing, two-dimensional design, three-dimensional design, printmaking, and painting. Students will continue to develop their perceptual skills and creative expression by fostering reflective thinking, disciplined effort and problem-solving skills. The students will demonstrate their understanding and use of the Elements of Art and the Principles of Design from the Art I course. Students will create original artworks, while relying on their perception of the environment, increased visual awareness, memory, imagination, and life experiences, as their source of inspiration. Students are responsible for all supplies.



INTRO TO CERAMICS I**GRADE: 10-12****Prerequisite: Art I****Credit: 1****Fee: \$25****Offered only at Life High School Waxahachie**

INTRO TO CERAMICS I is a class for student who wish to explore the art of ceramics. Emphasis will be placed on the design elements: line, shape, texture, form, and color. Focus will be on hand building techniques: pinch, coil, and slabs. Functional as well as sculptural applications will be explored. Glazing techniques will be introduced. There will also be an introduction to traditional and historical ceramic arts incorporated into the experience. The class fee will cover the cost of materials used in the class during the year.

CERAMICS II-III**GRADE: 11-12****Prerequisite: Ceramics I or the Previous Year of Ceramics****Credit: 1-2****Fee: \$25****Offered only at Life High School Waxahachie**

CERAMICS II-III students will continue to work with clay and other materials to improve and enhance individual skills, knowledge, and personal aesthetic. Continued emphasis will be placed on the design elements: line, shape, texture, form, and color. Focus will be on hand building techniques: pinch, coil, and slabs. Functional as well as sculptural applications will be explored and glazing techniques will be improved. Students will continue studying the tradition and historical ceramic arts as of part of their experience. The class fee will cover the cost of materials used in the class during the year.

CHOIR I**GRADE: 9-12****Credit: 1**

CHOIR I courses are designed to offer basic sight-reading and choral skills. Choral literature reflecting many styles and time periods will be prepared and performed. Performance may be required.

CHOIR II-IV**GRADE: 9-12****Prerequisite: Previous Year of Choir & Auditions****Credit: 1**

CHOIR II-IV courses are a continuation of Choir I designed for students with a strong interest in further developing their site-reading, choral, and performance skills. Choral literature reflecting many styles and time periods will be prepared and performed. Public performance and competitions will be part of the course requirements including practice outside of the school day.

MUSICAL THEATRE I**GRADE: 9-12****Prerequisite: Audition & previous enrollment in theatre/choir/dance****Credit: 1**

MUSICAL THEATRE is an introduction to the disciplines of musical theatre. Creative acting exercises, basic vocal technique and dance will be explored and culminate with a class performance. This course will help prepare students for a career in musical theatre. Students will review the history of musicals, assess different career options and receive training in audition techniques and resume preparation. The course will also provide instruction on the three main elements of musical theatre song, drama and dance – and create a framework in which these are blended into an individualized performance style. Students are required to audition, and will be a part of the musical production. A fee is required for all Musical Theatre Classes.

MUSICAL THEATRE II-IV**GRADE: 10-12****Prerequisite: Musical Theatre I or the Previous Year of Musical Theatre** **Credit: 1-3**

MUSICAL THEATRE II-IV is a continuation of the disciplines learned in musical theatre I. Creative acting exercises, vocal technique and dance will continued to be explored and will culminate with a class performance. This course will prepare students for a career in musical theatre. Students will review the history of musicals, assess different career options, and receive training in audition techniques and resume preparation. The course will also provide instruction on the three main elements of musical theatre song, drama and dance – and create a framework in which these elements will blend into an individualized performance style. Students are required to audition, and will be a part of the musical production. A fee is required for all Musical Theatre Classes.

MUSIC THEORY I**GRADE: 9-12****Prerequisite: Instructor Approval & Previous music experience** **Credit: 1**

MUSIC THEORY I is a study of the principles and techniques of the 18th and 19th century composition, covering the basic fundamentals of music theory, ear-training, sight-singing, harmonic and melodic dictation, and part-writing through the use of non-harmonic tones. A brief study is made of the periods of music history from the renaissance period through our own contemporary time. Time is spent listening to and discussing musical works of the great composers.

MUSIC THEORY II**GRADE: 10-12****Prerequisite: Music Theory I** **Credit: 1**

MUSIC THEORY II is a continued study of the principles and techniques of the 18th and 19th century composition, covering the fundamentals of music theory, ear-training, sight-singing, harmonic and melodic dictation, and part-writing through the use of non-harmonic tones. A brief study is made of the periods of music history from the renaissance period through our own contemporary time. Students will spend time listening to and discussing musical works of the great composers.

THEATRE ARTS I**GRADE: 9-12****Credit: 1**

THEATRE ARTS I incorporates an introduction to theatre, the role of an actor in interpreting dramatic literature, performance theory and techniques, and an overview of the technical elements of theatrical production. Students will also learn the history of theatre and how to appreciate and evaluate performances across different mediums.

THEATRE ARTS II**GRADE: 10-12****Prerequisite: Theater Arts I & Audition** **Credit: 1**

THEATRE ARTS II is a continuation of Theatre Arts I with a greater emphasis on the art of production. Requirements include Student selection of an area of emphasis (performance, technical, directing) and complete a final project related to that area. Students will also be introduced to requirements for successful auditions outside of the educational setting to prepare for college and professional work. Analysis and evaluation of multiple performance styles will be expected.

THEATER ARTS III**GRADE: 11-12****Prerequisite: Theater Arts II & Audition** **Credits: 1**

THEATER ARTS III is geared towards the serious drama student and continues the span of



instruction of Theater Arts I and II. Directing, auditioning and playwriting are studied in the third level curriculum. Theater III focuses on acting style and technique.

THEATER ARTS IV**GRADE: 11-12****Prerequisite: Theater Arts III & Audition****Credits: 1**

THEATER ARTS IV is geared towards the serious drama student and continues the span of instruction of Theater Arts I, II, and III. Directing, auditioning and playwriting are studied in the fourth level curriculum. Theater IV takes a deeper focus into production, performance, acting style and technique.

THEATER PRODUCTION I**GRADE: 9-12****Prerequisite: Audition****Credits: 1**

THEATRE PRODUCTION I is an advanced class for actors including class time as well as production hours. This class would have both academic as well as hands-on learning components. This class will be required to meet outside of regular class time (usually after school, at night, and/or on the weekends). There will be at least one production each year. Rehearsals and crews will be assigned. Each student is required to be involved in production activities a minimum of 80 hours. Students enrolling in this course may be expected to adhere to a more stringent dress requirement, which will be at the students' own expense.

THEATER PRODUCTION II**GRADE: 10-12****Prerequisite: Audition****Credits: 1**

THEATRE PRODUCTION II is an advanced class for actors including class time as well as production hours. This class would have both academic as well as hands-on learning components. This class will be required to meet outside of regular class time (usually after school, at night, and/or on the weekends). There will be at least one production each year. Rehearsals and crews will be assigned. Each student is required to be involved in production activities a minimum of 80 hours. Students enrolling in this course may be expected to adhere to a more stringent dress requirement, which will be at the students' own expense.

THEATER PRODUCTION III**GRADE: 11-12****Prerequisite: Audition****Credits: 1**

THEATRE PRODUCTION III is an advanced class for actors including class time as well as production hours. This class would have both academic as well as hands-on learning components. This class will be required to meet outside of regular class time (usually after school, at night, and/or on the weekends). There will be at least one production each year. Rehearsals and crews will be assigned. Each student is required to be involved in production activities a minimum of 80 hours. Students enrolling in this course may be expected to adhere to a more stringent dress requirement, which will be at the students' own expense.

THEATER PRODUCTION IV**GRADE: 12****Prerequisite: Audition****Credits: 1**

THEATRE PRODUCTION IV is an advanced class for actors including class time as well as production hours. This class would have both academic as well as hands-on learning components. This class will be required to meet outside of regular class time (usually after school, at night, and/or on the weekends). There will be at least one production each year. Rehearsals and crews will be assigned. Each student is required to be involved in production activities a minimum of 80 hours. Students enrolling in this course may be expected to adhere



to a more stringent dress requirement, which will be at the students' own expense.

TECHNICAL THEATER I**GRADE: 10-12****Prerequisite: Student Application****Credits: 1**

TECHNICAL THEATER I designs and produces concepts and techniques that will be studied in scenery, properties, lighting, sound, costumes and make-up. Hands-on experience will be involved in class practicum and during production of shows during the school year. Students will have 20 hours of outside/after school lab time during the course.

TECHNICAL THEATER II-IV**GRADE: 10-12****Prerequisite: Technical Theater I & Student Application****Credits: 1-3**

TECHNICAL THEATER II class emphasizes the design of scenery, costuming, lighting and sound. Students will learn theater management and work with Technical Theater I. Students in production practicum will create their own Theater production designs in all areas. Students will have 20 hours of outside/after school lab time during the course.

BAND I**GRADE: 9-12****Credit: 1**

BAND I provides an opportunity for students to begin instrumental development. Students will learn foundational skills to perform at concerts, competitions, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

BAND II**GRADE: 10-12****Prerequisite: Band I****Credit: 1**

BAND II is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. This is not a PE waiver course. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

BAND III**GRADES: 11-12****Prerequisite: Band II****Credit: 1**

BAND III is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. This is not a PE waiver course. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

BAND IV**GRADE: 12****Prerequisite: Band II-III****Credit: 1**

BAND IV is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. This is not a PE waiver course. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. Time will be required outside of class for practice, rehearsals, trips, and other



engagements. Attendance at all rehearsals and performances outside of school is required.

BAND I – MARCHING BAND**GRADE: 9-12****Prerequisite: Audition Each Semester****Credit: 1 (fall semester = .5 PE waiver)**

BAND I – MARCHING BAND provides an opportunity for students to begin instrumental development. Students will learn foundational skills to perform at concerts, competitions, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required. The marching band performs at all varsity football games and related activities. The Marching Band also participates in various marching competitions and civic performances in the area. All members will be expected to attend all rehearsals and performances. The Marching Band rehearses daily after school hours. Marching Band will waive .5 credit of PE each fall, up to a maximum of 1 PE credit.

BAND II – MARCHING BAND**GRADE: 10-12****Prerequisite: Band I, Audition Each Semester****Credit: 1 (fall semester = .5 PE waiver)**

BAND II – MARCHING BAND is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required. The marching band performs at all varsity football games and related activities. The Marching Band also participates in various marching competitions and civic performances in the area. All members will be expected to attend all rehearsals and performances. The Marching Band rehearses daily after school hours. Marching Band will waive .5 credit of PE each fall, up to a maximum of 1 PE credit.

BAND III - MARCHING BAND**GRADE: 11-12****Prerequisite: Band I-II, Audition Each Semester****Credit: 1**

BAND III – MARCHING BAND is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required. The marching band performs at all varsity football games and related activities. The Marching Band also participates in various marching competitions and civic performances in the area. All members will be expected to attend all rehearsals and performances. The Marching Band rehearses daily after school hours. Marching Band will waive .5 credit of PE each fall, up to a maximum of 1 PE credit.

BAND IV – MARCHING BAND**GRADE: 12****Prerequisite: Band I-III, Audition Each Semester****Credit: 1**

BAND IV – MARCHING BAND is for those interested in learning or furthering their skills on a brass, woodwind, or percussion instrument with no participation in marching band. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and



state band. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required. The marching band performs at all varsity football games and related activities. The Marching Band also participates in various marching competitions and civic performances in the area. All members will be expected to attend all rehearsals and performances. The Marching Band rehearses daily after school hours. Marching Band will waive .5 credit of PE each fall, up to a maximum of 1 PE credit.

COLOR GUARD**GRADE: 9-12****Prerequisite: Audition Only****Credit: 1****Offered only at Life High School Waxahachie**

COLOR GUARD is part of the marching band program and performs publicly at football games parades, and UIL marching contests through the use of flag, rifle, and prop idioms.

JAZZ BAND I-IV**GRADE: 10-12****Prerequisite: Audition Only****Credit: 1****Offered only at Life High School Waxahachie**

JAZZ BAND is designed to introduce advanced band students to all forms and literature of jazz. Students will also explore the basic techniques of improvisation. Instrumentation may be limited. Performance is required. Students must know how to play an instrument that takes part in the jazz band to be considered for placement.

DANCE I**GRADE: 9-12****Credit: 1**

DANCE I gives students of varying dance abilities and experiences the opportunity to enrich their kinesthetic awareness by learning several genres of dance. Students will learn about basic ballet, jazz, modern, hip hop, and yoga combinations and variations of these styles and forms. Classes include intense stretching and various aerobic activities, as well as learning anatomy of the human body, history of dance, choreography, and dance production. In addition to some written work, tests will be given over physical execution of dance moves and stretching ability. Students will be expected to have provide their own proper dance clothing for the course.

DANCE II**GRADE: 9-12****Prerequisite: Dance I****Credit: 1**

DANCE II gives students of varying dance abilities and experiences the opportunity to enrich their kinesthetic awareness by learning several genres of dance. Students will learn about basic ballet, jazz, modern, hip hop, and yoga combinations and variations of these styles and forms. Classes include intense stretching and various aerobic activities, as well as learning anatomy of the human body, history of dance, choreography, and dance production. In addition to some written work, tests will be given over physical execution of dance moves and stretching ability. Students will be expected to have provide their own proper dance clothing for the course.

DANCE III**GRADE: 10-12****Prerequisite: Dance I-II****Credit: 1**

DANCE III gives students of varying dance abilities and experiences the opportunity to enrich their kinesthetic awareness by learning several genres of dance. Students will learn about



basic ballet, jazz, modern, hip hop, and yoga combinations and variations of these styles and forms. Classes include intense stretching and various aerobic activities, as well as learning anatomy of the human body, history of dance, choreography, and dance production. In addition to some written work, tests will be given over physical execution of dance moves and stretching ability. Students will be expected to have provide their own proper dance clothing for the course.

DANCE IV**GRADE: 11-12****Prerequisite: Dance I-III****Credit: 1**

DANCE IV gives students of varying dance abilities and experiences the opportunity to enrich their kinesthetic awareness by learning several genres of dance. Students will learn about basic ballet, jazz, modern, hip hop, and yoga combinations and variations of these styles and forms. Classes include intense stretching and various aerobic activities, as well as learning anatomy of the human body, history of dance, choreography, and dance production. In addition to some written work, tests will be given over physical execution of dance moves and stretching ability. Students will be expected to have provide their own proper dance clothing for the course.

Physical Education - Athletics

P.E. I - FOUNDATIONS OF PERSONAL FITNESS**GRADE: 9****Credit: 1**

P.E. I – FOUNDATIONS OF PERSONAL FITNESS is a semester physical education course designed to assist students in attaining and maintaining a high level of physical fitness knowledge and skills. The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught include the process of becoming fit, as well as achieving some degree of fitness within the class.

P.E. II - AEROBIC ACTIVITIES**GRADE: 9-10****Prerequisite: P.E. I****Credit: 1**

P.E. II – AEROBIC ACTIVITIES is a course which provides students an opportunity to achieve a desired fitness level. Students are exposed to a variety of activities that promote health-related fitness.

P.E. III - AEROBIC ACTIVITIES**GRADE: 9-10****Prerequisite: P.E. I-II****Credit: 1**

P.E. III expects students to participate in a wide range of individual sports that can be pursued for a lifetime including: badminton, bicycling, bowling, gymnastics, golf, handball, self-defense, table tennis, track and field, and weight training. Students will also receive instruction on and compete in team sports such as flag football, basketball, soccer, softball, volleyball, and others. Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.



P.E. IV TEAM SPORTS OFFICIATING**GRADE: 11-12****Prerequisite: P.E. I-III****Credit: 1**

P.E. IV will teach students rules and regulations of selected team sports, developing skills in the area of communication, decision-making, and conflict management needed to officiate team sport competitions, working with coaches, players, other officials, and parents.

P.E. SUBSTITUTE I-IV**GRADE: 9-12****Prerequisite: P.E. Waiver and Administrative Approval****Credit: 1**

A physical education waiver must be completed and approved by administration before enrolled. The first credit will be used for the state P.E./Athletic credit. All other credits will be elective credits.

Physical Education Waiver/Substitute

The Board of Directors of Life School shall allow students to substitute certain physical activities for the 1 required credits of Physical Education. Such a substitution shall be based on the physical activity involved in the following activities:

1. Athletics
2. Drill Team/Dance
3. Cheerleading
4. Marching Band
5. State credit shall be awarded for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus upon approval by district administration.

ATHLETICS I-IV**GRADE: 9-12****Prerequisite: Physical Exam & Tryouts****Credit: 0.5 – 1**

ATHLETICS I-IV is the required course for any student participating in organized sports, which include football, volleyball, cross-country, basketball, power lifting, track, softball, soccer and golf. When their sport is not in season, students will participate in an off-season program. Students must obtain a physical exam and complete appropriate paperwork prior to participation in practice and games. Students enrolled in athletic programs work out before and/or after school. Some programs require that students participate in workouts before school begins in August and may include Saturday or holiday practices. The Life School athletic program is designed to develop leadership, character, and scholarship in every student athlete.

DRILL TEAM I**GRADE: 9-12****Credit: 1**

DRILL TEAM I prepare for performances during the fall at football and basketball games, various parades and various intense competitions as well as a spring show during the second semester. The Drill Team acts as a marching-drill unit, promotes school spirit, builds character, and encourages sportsmanship. Members shall be enrolled in drill team class the entire year. Members shall be enrolled in drill team class the entire year- The director must approve exceptions. Before/after school practice is required. PE Substitution Credit for Fall/ Fine Arts Credit Substitution for Spring.



DRILL TEAM II-IV**GRADE: 10-12****Prerequisite: Previous Participation in Drill Team****Local Credit: 1-4**

DRILL TEAM II-IV prepare for performances during the fall at football and basketball games, various parades and various intense competitions as well as a spring show during the second semester. The Drill Team acts as a marching-drill unit, promotes school spirit, builds character, and encourages sportsmanship. The members of this organization are expected to perform and compete the entire year. Members shall be enrolled in drill team class the entire year- The director must approve exceptions. Before/after school practice is required. PE Substitution Credit for Fall / Fine Arts Credit Substitution for Spring.

CHEERLEADING I**GRADE: 9-12****Prerequisite: Try-Outs****Credit: 1**

CHEERLEADING 1 performs at athletic events and functions throughout the school year. This select group of students creates, promotes, and upholds school spirit and supports the athletic teams. Tryouts are held during the spring term of the preceding year. Uniforms are required and summer cheerleading camp/practices are mandatory. All cheerleaders must adhere to program requirements as stated in the cheerleading constitution.

CHEERLEADING II-IV**GRADE: 10-12****Prerequisite: Previous Participation in Cheerleading, Tryout****Local Credit: 1-4**

CHEERLEADING II-IV performs at athletic events and functions throughout the school year. This select group of students creates, promotes, and upholds school spirit and supports the athletic teams. Tryouts are held during the spring term of the preceding year. Uniforms are required and summer cheerleading camp/practices are mandatory. All cheerleaders must adhere to program requirements as stated in the cheerleading constitution.

Other Elective Courses

AVID I**GRADE: 9****Prerequisite: Avid Site Team Application Process & Approval****Credit: 1**

AVID I is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID II**GRADE: 10****Prerequisite: Avid Site Team Application Process & Approval****Credit: 1**

AVID II is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to



assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID III**GRADE: 11****Prerequisite: Avid Site Team Application Process & Approval****Credit: 1**

AVID III is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID IV**GRADE: 12****Prerequisite: Avid Site Team Application Process & Approval****Credit: 1**

AVID IV is an elective course designed for students who are college bound. Students learn strategies to ensure success in rigorous college-preparatory course work. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through both teacher-led and tutor-led activities. AVID students learn to work cooperatively as a support system for each other and gain confidence in their own abilities while learning to assist their peers. Time management techniques and personal organization and study skills are also developed.

AVID PEER TUTOR**GRADE: 12****Prerequisite: Avid Site Team Application Process & Approval****Credit: 0.5 – 1 (local)**

AVID PEER TUTOR students will spend four days a week as an AVID Elective classroom tutor and one day a week as a teacher's aide in the AVID elective classroom. As an AVID peer tutor, students may work with AVID Elective students on subjects such as English, Math, Science, or Social Studies. AVID peer tutors will provide students with support in study skills, explanation of concepts, and help with other aspects of the learning process.

COLLEGE READINESS & STUDY SKILLS**GRADE: 9-12****Credit: 0.5**

COLLEGE READINESS & STUDY SKILLS is a course designed for high school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

COLLEGE TRANSITION**GRADE: 11-12****Credit: 0.5 - 1**

COLLEGE TRANSITION is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic



reading, test-taking strategies, and conducting research to name just a few. The College Transition course provides the means and training for students to research financial scholarships and grant opportunities, complete applications, and explores technical schools, colleges and universities.

GENERAL EMPLOYABILITY SKILLS**GRADE: 9-12****Credit: 1**

GENERAL EMPLOYABILITY SKILLS will provide instruction in general employability skills as well as the prerequisite 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.

INDEPENDENT STUDY MENTORSHIP (ISM) HONORS**GRADE: 12****Prerequisite: Application****Credit: 1**

INDEPENDENT STUDY MENTORSHIP (ISM) HONORS students focus their study on a topic or career of their choice. They develop a research portfolio that has a collection of resources including interviews and observations with people who work in their chosen topic or career field. Students work with mentors at their place of business to gain “real world” experience. They will work with their mentor to create a product related to their topic. Students give progressively longer speech presentations and will give a formal presentation of their product and mentorship in May.

PEER ASSISTANCE (PALS)**GRADE: 9-12****Prerequisite: Application****Credit: 1**

PEER ASSISTANCE emphasizes communication skills and the tools necessary to help other students with common adolescent problems. Students will discuss issues relevant to our campus and have guest speakers on related topics. Peer counselors welcome new students, provide peer tutoring, and get involved in community service projects. Students will research philanthropic opportunities locally and globally and create projects to assist in these causes.

PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES I-II**GRADE: 11-12****Prerequisite: Instructor or Counselor Approval****Credit: 0.5-1**

PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES I-II is designed to promote an inclusive educational environment for special education students. This course provides peer assistants the opportunity to develop leadership and communication skills. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement upon enrollment in the course and mini sessions throughout the semester. Peer assistants assist the teacher in general education classroom and special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion in the classroom. The goal is to create a relationship among age appropriate peers of differing abilities, both socially and academically.



PEER COACHING FOR STUDENTS I-IV**GRADE: 11-12****Prerequisite: Instructor or Counselor Approval****Credit: 0.5 - 2**

PEER COACHING FOR STUDENTS I-IV is designed to promote an inclusive educational environment for at-risk and special education inclusion students. PCS is a course where positive peers make a positive impact in their fellow peer's lives. It provides students the opportunity to develop leadership skills. The general and special education teachers collaborate and develop learning strategies, activities, and projects for students with disabilities based upon a student's individualized education plans to master the TEKS. The peer coaches obtain initial training in confidentiality for one week and continuous mini sessions throughout the semester. Training consists of drama/role play, and making video presentations. Peer coaches assist the teachers in the general education classroom to implement strategies by modeling appropriate learning behaviors, i.e. study skills, goal setting, note taking, etc. Peer coaches will assist general and special education teachers to develop innovative ways to learn. Ultimately, the peer coach strives to motivate fellow students to reach for higher goals.

SPORTS MEDICINE I**GRADE: 10-12****Prerequisite: Biology I & Approval from Instructor****Credit: 1**

SPORTS MEDICINE I is designed to provide an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. Ten hours of outside class observation is required for this course.

SPORTS MEDICINE II**GRADE: 11-12****Prerequisite: Biology I, Sports Medicine I & Instructor Approval****Credit: 1**

SPORTS MEDICINE II is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams. Twenty hours of outside class observation is required for this course.

SPORTS MEDICINE III**GRADE: 12****Prerequisite: Biology I, Sports Medicine II and Instructor Approval****Credit: 1**

SPORTS MEDICINE III provides a logical progression for students that have advanced through the sports medicine courses. Students will research, investigate, prepare and present article reviews, case studies, research projects, visual poster presentations and multimedia presentations on instructor approved topics. 30 hours of outside class observation is required for this course.



APPLIED SKILLS**GRADE: 9-12****Prerequisite: Assessment & Administrator Approval****Credit: 1**

APPLIED SKILLS course is designed to prepare students for independence, understanding and eventual transition from secondary to post-secondary living. Students will gain knowledge in time management, goal setting, perception training, and organizational skills. Students will work on mastering skills specified in their Individual Education Plans.

OFFICE AIDE**GRADE: 10-12****Prerequisite: Administrator/Office Staff/Counselor Approval, "B" Average or Above & No Disciplinary Action in the Previous Semester****Local Credit: 0.5-4**

OFFICE AIDE is a one-semester or one-year course involving practical work experiences for the student in assisting the administrative staff in school offices or the library.

TEEN LEADERSHIP**GRADE: 9-10****Credit: 0.5**

TEEN LEADERSHIP develops skills in the following areas: leadership, professional and business skills, self-concept, healthy relationships, and the concept of personal responsibility, emotional intelligence, public speaking and communication; Flippen Group provides curriculum for this course.

Technology Applications

DIGITAL GRAPHICS/ANIMATION**GRADE: 10-12****Prerequisite: BIM I****Credit: 1**

DIGITAL GRAPHICS/ANIMATION introduces students to computer-generated graphics with the use of various programs including Adobe Photoshop, and Macromedia Flash. Students will learn processes and concepts used in graphic design and computer animation, including print and process color, layout theory, and tweening.

WEB MASTERING**GRADE: 9-12****Prerequisite: Fundamentals of Computer Science****Credit: 1**

WEB MASTERING is a course which teaches the necessary skills to design, develop, publish, and maintain web sites on the World Wide Web. The design (artistic) and the development (HTML programming) are areas of concentration. Students learn to make various types of websites and finish the course with the skills necessary to create a website that is well-designed and functional.

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS**GRADE: 9-12****Prerequisite: BIM 1 or Fundamentals of Computer Science & Instructor Approval****Credit: 1**

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS provides opportunities for the student desiring to continue in the acquisition of multimedia skill sets, build portfolios, solve problems, and create products for school and community. Focus for the course is on integration of various hardware and media technologies into diverse software applications. Interested students will need to request approval from the instructor to be considered for the course.



INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES

GRADE: 10-12

Prerequisite: Computer Science I or Independent Studies in Technology Applications

Credit: 1

INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES includes technology-related terms, concepts, and data input strategies. Students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work.





**CAREER & TECHNICAL
EDUCATION (CTE) COURSES**

Arts, A/V Technology and Communications Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCES AND PROGRAMS OF STUDY		
	DIGITAL COMMUNICATIONS	DESIGN & MULTIMEDIA ARTS	
1 ST YEAR	Principles of Arts, A/V Tech & Communications	Principles of Arts, A/V Tech & Communications	
2 ND YEAR	Audio/Video Production I	Graphic Design & Illustration I	Commercial Photography I
3 RD YEAR OR 4 TH YEAR	Audio/Video Production II (2 credits)	Graphic Design & Illustration II	Commercial Photography II (2 credits)
4 TH YEAR	Practicum in Audio/Video Production (2 credits)	Practicum in Commercial Photography (2 credits)	

PROFESSIONAL COMMUNICATIONS

GRADE: 9-12

Credit: 0.5

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

PRINCIPLES OF ARTS, A/V TECHNOLOGY & COMMUNICATIONS

GRADE: 9-12

Credit: 1

PRINCIPLES OF ARTS, A/V TECHNOLOGY & COMMUNICATIONS is a course which introduces students to careers within this field. Careers in the Arts, Audio/Video Technology and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Students in this course learn an overview of Fashion and Game Design, Commercial Photography, Graphic Design, and Audio/Visual Production among other things.

AUDIO/VIDEO PRODUCTION I

GRADE: 9-12

Prerequisite: Principles of Arts, A/V Tech & Communications

Credit: 1

AUDIO/VIDEO PRODUCTION is a course which introduces students to careers in audio and video technology and film production that span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed



for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. Students will prepare for and take the Adobe Suite certification exam.

AUDIO/VIDEO PRODUCTION II**GRADE: 10-12****Prerequisite: Audio/Video Production & Teacher Approval****Credit: 2**

ADVANCED AUDIO/VIDEO PRODUCTION: 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 advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video. Students will prepare for and take the Adobe Suite certification exam.

GRAPHIC DESIGN AND ILLUSTRATION I**GRADE: 10-12****Prerequisite: Principles of Arts, A/V Tech & Communications****Credit: 1**

GRAPHIC DESIGN AND ILLUSTRATION is a course which introduces students to careers in graphic design and illustration which 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 will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

ANIMATION I**GRADE: 11-12****Recommended Prerequisite: Graphic Design & Illustration****Credit: 1**

ANIMATION I develops technical knowledge and skills and increases an understanding of the history and techniques of the animation industry. Careers in animation span all aspects of motion graphics.

COMMERCIAL PHOTOGRAPHY I**GRADE: 10-12****Prerequisite: Principles of Arts, A/V Technology & Communication****Credit: 1**

COMMERCIAL PHOTOGRAPHY I provides students the opportunity to develop an understanding of the commercial photography industry with a focus on creating quality photographs. 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.

COMMERCIAL PHOTOGRAPHY II**GRADE: 11-12****Prerequisite: Commercial Photography I****Credit: 2**

COMMERCIAL PHOTOGRAPHY II careers span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.



PRACTICUM IN AV PRODUCTION**GRADE: 12****Prerequisite: A/V Production II & Teacher Approval****Credit: 2**

PRACTICUM IN AV PRODUCTION builds 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 will be 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.

PRACTICUM IN COMMERCIAL PHOTOGRAPHY**GRADE: 12****Prerequisite: Commercial Photography II & Teacher Approval****Credit: 2**

PRACTICUM IN COMMERCIAL PHOTOGRAPHY develops advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

GRAPHIC DESIGN AND ILLUSTRATION II**GRADE: 11-12****Prerequisite: Principles of Arts, A/V Tech & Communications, & Graphic Design and Illustration I****Credit: 1**

GRAPHIC DESIGN AND ILLUSTRATION II is an extension of Graphic Design and Illustration I. In addition to learning new information and skills, students will go into more depth within the topics learned the previous year.

YEARBOOK PRODUCTION I: DIGITAL DESIGN & MEDIA PRODUCTION**GRADE: 9-12****Prerequisite: Teacher Approval****Credit: 1**

YEARBOOK PRODUCTION I provides practical experience in public relations, ad sales, layout design, photography, writing copy, and basic journalism techniques required in yearbook production. Students will use the computer to produce a yearbook.

YEARBOOK PRODUCTION II: DIGITAL ART & ANIMATION**GRADE: 10-12****Prerequisite: Teacher Approval****Credit: 1**

YEARBOOK PRODUCTION II provides practical experience in public relations, ad sales, layout design, photography, writing copy, and basic journalism techniques required in yearbook production. Students will use the computer to produce a yearbook.

YEARBOOK PRODUCTION III: DIGITAL COMMUNICATION IN THE 21ST CENTURY**GRADE: 10-12****Prerequisite: Teacher Approval****Credit: 1**

YEARBOOK PRODUCTION III provides practical experience in public relations, ad sales, layout design, photography, writing copy, and basic journalism techniques required in yearbook production. Students will use the computer to produce a yearbook.



Business Management Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCES AND PROGRAMS OF STUDY			
	Marketing	Business Management	Accounting & Financial Services	
1 ST YEAR	BIM 1			
2 ND YEAR	Principals of Business, Marketing, & Finance			
3 RD YEAR	Sports & Entertainment Marketing (0.5 credit)/ Social Media Marketing (0.5 credit)	BIM II	Accounting I	Floral Design
4 TH YEAR	English IV – Business English	Business Management	Accounting II	Financial Math

BUSINESS INFORMATION MANAGEMENT I

GRADE: 9-12

Credit: 1

BUSINESS INFORMATION MANAGEMENT I is a course that allows students to 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.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

GRADE: 9-12

Credit: 1

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE is a course that allows students to gain knowledge and skills in economies and private enterprise systems, the impact of global business, 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.



SPORTS & ENTERTAINMENT MARKETING**GRADE: 10-12****Prerequisite: Principles of Business Marketing & Finance****Credit: 0.5**

SPORTS & ENTERTAINMENT MARKETING will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

SOCIAL MEDIA MARKETING**GRADE: 10-12****Prerequisite: Principles of Business Marketing & Finance****Credit: 0.5**

SOCIAL MEDIA MARKETING is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will 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.

BUSINESS INFORMATION MANAGEMENT II**GRADE: 11-12****Prerequisite: BIM I & Principles of Business, Marketing, and Finance****Credit: 1**

BUSINESS INFORMATION MANAGEMENT II is a course that allows students to 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 complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Students will prepare for and take the Microsoft Office certification exam.

ACCOUNTING I**GRADE: 10-12****Prerequisites: Algebra I & Principles of Business Marketing & Finance****Credit: 1**

ACCOUNTING I will provide students with the opportunity to learn to record and interpret accounting information through accounting terminology, the use of the accounting equation and its application to procedures, and the basic steps in the accounting cycle. Good work habits and the ability to apply mathematical analysis in problem-solving situations are necessary to satisfactorily complete practice simulation for a sole proprietorship, partnership and corporation.

ACCOUNTING II**GRADE: 11-12****Prerequisite: Accounting I****Credit: 1**

ACCOUNTING II students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.



BUSINESS MANAGEMENT**GRADE: 11-12****Prerequisite: Principles of Business Marketing and Finance & BIM II** **Credit: 1**

BUSINESS MANAGEMENT students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.

ENGLISH IV – BUSINESS ENGLISH**GRADE: 12****Prerequisite: English III** **Credit: 1**

ENGLISH IV students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them. Students are expected to plan, draft, and complete written compositions. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts.

FINANCIAL MATHEMATICS**GRADE: 11-12****Prerequisite: Algebra I** **Credit: 1**

FINANCIAL MATHEMATICS is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decision based on current and projected economic factors. Financial mathematics will integrate career and postsecondary education planning into financial decision making. Students must meet Math College Readiness (SAT, ACT, TSI) requirements as defined by TEA or have administrator approval to enroll in this class.

FLORAL DESIGN**GRADE: 11-12****Prerequisite: Principles of Business, Marketing & Finance or Approval** **Credit: 1**

FLORAL DESIGN will 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 will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs. 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. This course can count as a Fine Arts graduation requirement.



Health Science Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCES AND PROGRAMS OF STUDY				
	HEALTHCARE DIAGNOSTICS				
1 ST YEAR	BIM 1				
2 ND YEAR	Principles of Health Science-Medical		Principles of Health Science-Sports Med I		
3 RD YEAR	Health Science Theory-Medical		Health Science Theory -Sports Med II		
4 TH YEAR	Mathematics for Medical Professionals	Practicum in Health Science-Medical (2 credits)	Anatomy & Physiology	Pharmacology	Practicum in Health Science Sports Med III (2 credits)

PRINCIPLES OF HEALTH SCIENCE-MEDICAL

GRADE: 10-12

Prerequisite: Successfully passed Biology & Biology EOC

Credit: 1

PRINCIPLES OF HEALTH SCIENCE MEDICAL is a course that provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry to pursue a career in the health science industry. Students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

HEALTH SCIENCE THEORY-MEDICAL

GRADE: 11-12

Prerequisite: Principles of Health Science & Biology

Credit: 1

HEALTH SCIENCE THEORY MEDICAL is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. To pursue a career in the health science industry, students should recognize, learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students will recognize that quality health care depends on the ability to work well with others.



ANATOMY AND PHYSIOLOGY**GRADE: 11-12****Prerequisite: Biology I & Chemistry I****Credit: 1**

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS offers students general exploratory and advanced activities in the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

PRACTICUM IN HEALTH SCIENCE-MEDICAL**GRADE: 12****Prerequisite: Health Science & Biology, Teacher Approval****Credit: 2**

PRACTICUM IN HEALTH SCIENCE is designed to give students practical application of previously studied knowledge and skills learned in Principles of Health Science and Health Science. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively and learn to work well with others. This course explores various health care careers, to include education requirements, job availability, and opportunities of practice. Students will be prepared for and take the Patient Care Technician (PCT) certification exam.

PHARMACOLOGY**GRADE: 12****Prerequisite: Health Science & A&P completed or taken concurrently****Credit: 1**

PHARMACOLOGY is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers. This course will prepare students to take the Pharmacy Tech Exam in order to earn a Pharmacy Tech Certification.

MATHEMATICS FOR MEDICAL PROFESSIONALS**GRADE: 11-12****Prerequisite: Geometry & Algebra II****Credit: 1**

MATHEMATICS FOR MEDICAL PROFESSIONALS will extend and apply mathematical skills necessary for health science professions. The course will embed statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics. Course content consists primarily of high school level mathematics concepts and their applications to health science professions.

PRINCIPLES OF HEALTH SCIENCE-SPORTS MED I**GRADE: 10-12****Prerequisite: Biology****Credit: 1**

PRINCIPLES OF HEALTH SCIENCE-SPORTS MED I is a course that provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health-care industry to pursue a career in the health science industry. This course is designed to provide an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. Ten hours of outside class observation is required for this course.



HEALTH SCIENCE THEORY-SPORTS MED II**GRADE: 11-12****Prerequisite: Principles of Health Science-Sports Med I****Credit: 1**

HEALTH SCIENCE THEORY-SPORTS MED II will develop advanced knowledge and skills related to a wide variety of health careers. Health Science Theory-Sports Med II is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams. Twenty hours of outside class observation is required for this course.

PRACTICUM IN HEALTH SCIENCE-SPORTS MED III**GRADE: 12****Prerequisite: Principles of Health Science-Sports Med I and Health Science Theory-Sports Med II & Teacher Approval****Credit: 2**

PRACTICUM IN HEALTH SCIENCE-SPORTS MED III is designed to give students practical application of previously studied knowledge and skills learned in Principles of Health Science-Sports Med I and Health Science Theory-Sports Med II. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Practicum in Health Science-Sports Med III provides a logical progression for students that have advanced through the sports medicine courses. 30 hours of outside class observation is required for this course.



Information Technology Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCES AND PROGRAMS OF STUDY	
	NETWORKING SYSTEMS	WEB DEVELOPMENT
1 ST YEAR	Principles of Information Technology	Principles of Information Technology
2 ND YEAR	Computer Maintenance with Lab	Computer Science I
3 RD YEAR	Networking with Lab	Web Technologies
4 TH YEAR	Practicum in Information Technology (2) Credits	Practicum in Information Technology (2) Credits

PRINCIPLES OF INFORMATION TECHNOLOGY

GRADE: 9-12

Credit: 1

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. Students who enroll in this class do not need to take BIM 1.

COMPUTER MAINTENANCE WITH LAB

GRADE: 10-12

Prerequisite: Principles of Information Technology

Credit: 2

COMPUTER MAINTENANCE focuses on the assembly and disassembly of modern computer systems. The study of electronic theory necessary to perform basic system maintenance will be included. The operation and verification of system board circuitry, monitors, disk drive systems, computer architecture and schematic diagrams will be presented. Software installation and troubleshooting will also be covered.

WEB TECHNOLOGIES

GRADE: 10-12

Prerequisite: Principles of Information Technology

Credit: 1

WEB TECHNOLOGIES students make informed decisions and apply the decisions to the field of IT. Students will 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 will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. The student creates and modifies web and digital media designs as well as employ knowledge of web administration to develop and maintain web applications.



COMPUTER SCIENCE I**GRADE: 9-12****Prerequisite: Fundamentals of Computer Science (8th grade) or Principles of Information Technology & Algebra I** **Credit: 1**

COMPUTER SCIENCE I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Among other things, students will compare and contrast types of operating systems, software applications and programming languages, and demonstrate knowledge of major hardware components. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

COMPUTER SCIENCE II**GRADE: 10-12****Prerequisite: Computer Science I** **Credit: 1**

COMPUTER SCIENCE II will add to knowledge learned from Computer Science I. In addition, students will demonstrate knowledge of major networking components, computer communication systems, computer-addressing systems, and differentiate among categories of programming languages, among other things.

COMPUTER PROGRAMING I**GRADE: 10-12****Prerequisite: Principles of Information Technology OR Teacher Approval** **Credit: 1**

COMPUTER PROGRAMING I students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs, coding, app development and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

COMPUTER PROGRAMING II**GRADE: 11-12****Prerequisite: Computer Programing I** **Credit: 1**

COMPUTER PROGRAMING II students expand their knowledge and skills in structured programming techniques, coding, app development and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

NETWORKING WITH LAB**GRADE: 11-12****Prerequisite: Principles of Information Technology, Computer Maintenance** **Credit: 2**

NETWORKING teaches students to develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. Among other things, students will: gain an understanding of telecommunications and data network services, analyzes various types of configurations and upgrading, recognizes and recommends the various types of network components to address industry needs, develop a network design plan, and provide support to computer users to maintain service.



PRACTICUM IN INFORMATION TECHNOLOGY**GRADE: 12****Prerequisite: Networking or Computer Science II****Credit: 2**

PRACTICUM IN INFORMATION TECHNOLOGY students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.



Education and Training Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCE AND PROGRAMS OF STUDY
	TEACHING AND TRAINING
1 ST YEAR	Principles of Education, Training, & Coaching
2 ND YEAR	Human Growth & Development
3 RD YEAR	Instructional Practices: Ready, Set, Teach I (2 Credits)
4 TH YEAR	Practicum in Education, Training, & Coaching (2 Credits)

PRINCIPLES OF EDUCATION, TRAINING, AND COACHING

GRADE: 9-12

Credit: 1

PRINCIPLES OF EDUCATION AND TRAINING is designed to introduce learners to the various careers available within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

HUMAN GROWTH AND DEVELOPMENT

GRADE: 10-12

Prerequisite: Principles of Education, Training, & Coaching

Credit: 1

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

INSTRUCTIONAL PRACTICES

GRADE: 11-12

Prerequisite: Principles of Education and Training, Human Growth and Development, & Teacher Approval

Credit: 2

INSTRUCTIONAL PRACTICES is a field-based internship 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 education and exemplary educators or trainers in direct instructional roles. 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.

PRACTICUM IN EDUCATION, TRAINING, AND COACHING**GRADE: 12****Prerequisite: Instructional Practices in Education & Training & Teacher Approval****Credit: 2**

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 education and exemplary educators in direct instructional roles. 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.



Science, Technology, Engineering, and Math Cluster

BIM I and Professional Communications can be a part of every CTE Coherent Sequence

YEAR	EXAMPLE OF COURSE SEQUENCE			
	STEM COHERENT SEQUENCE		PROGRAMS OF STUDY	
			Programming & Software Development	Cybersecurity
1 ST YEAR			Fundamentals of Computer Science (8 th Grade) Principles of Information Technology	Fundamentals of Computer Science (8 th Grade) Principles of Information Technology
2 ND YEAR			Computer Science I	Computer Science I
3 RD YEAR	Engineering Science (4 th science credit)		Computer Science II	Networking with Lab
4 TH YEAR	Engineering Design & Problem Solving (4 th Science credit)	Robotics I/II	Practicum in Informational Technology (2 credits)	Practicum in Informational Technology (2 credits)

ENGINEERING SCIENCE

GRADE: 11-12

Prerequisite: Algebra I, Geometry, IPC /Physics (or taking Physics)

Credit: 1

ENGINEERING SCIENCE is an engineering survey course designed to expose students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. This course can count as a science credit.

ENGINEERING DESIGN AND PROBLEM SOLVING

GRADE: 11-12

Prerequisite: Engineering Science

Credit: 1

ENGINEERING DESIGN AND PROBLEM SOLVING is the creative process of solving problems by identifying needs and then devising solutions. This solution may be product, technique,



structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or “design under constraint.” Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. This course can count as a science credit.

ROBOTICS I**GRADE: 11-12****Prerequisite: Algebra I & Engineering Science****Credit: 1**

ROBOTICS I is a course in which students will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. Participation in Robotics Competitions is an expectation of the class.

ROBOTICS II**GRADE: 12****Prerequisite: Robotics I and approval of Instructor****Credit: 1**

ROBOTICS II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. Participation in Robotics Competitions is an expectation of the class.

PRINCIPLES OF INFORMATION TECHNOLOGY**GRADE: 9-12****Credit: 1**

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. Students who enroll in this class do not need to take BIM 1.

COMPUTER SCIENCE I**GRADE: 9-12****Prerequisite: Fundamentals of Computer Science (8th grade) or Principles of Information Technology & Algebra I****Credit: 1**

COMPUTER SCIENCE I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Among other things, students will compare and contrast types of operating systems, software applications and programming languages, and demonstrate knowledge of major hardware components. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems.



NETWORKING**GRADE: 11-12****Prerequisite: Principles of Information Technology, Computer Maintenance Credit: 1**

NETWORKING teaches students to develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. Among other things, students will: gain an understanding of telecommunications and data network services, analyzes various types of configurations and upgrading, recognizes and recommends the various types of network components to address industry needs, develop a network design plan, and provide support to computer users to maintain service.

PRACTICUM IN INFORMATION TECHNOLOGY**GRADE: 12****Prerequisite: Networking or Computer Science II****Credit: 2**

PRACTICUM IN INFORMATION TECHNOLOGY students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

PRACTICUM IN STEM**Grade 12****Prerequisite: Engineering Science and Approval of Instructor****Credit: 2**

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.



HUMAN SERVICES CLUSTER**PRINCIPLES OF HUMAN SERVICES****GRADE: 9-12****Credit: 1**

PRINCIPLES OF HUMAN SERVICES students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, and manage multiple adult roles. This course introduces students to careers in counseling and mental health, child development, family and community, personal care services, social work, education, hospitality and food service, and interior design. Each student is expected to complete the knowledge and skills essential for success in high-skill, high wage, or high demand careers.

CHILD DEVELOPMENT**GRADE: 9-12****Credit: 1**

CHILD DEVELOPMENT students will learn responsibilities of parenting, prenatal care, development of children from diverse backgrounds, and analyzing the environment of childhood development.

LIFETIME NUTRITION AND WELLNESS**GRADE: 9-12****Credit: 0.5**

LIFETIME NUTRITION AND WELLNESS allows students to investigate and practice concepts concerning food preparation and nutrition. Instruction focuses on the impact our food choices have on our health through the study of nutrients, dietary needs, menu planning, and label reading. Proper safety and sanitation practices, along with reading recipes, accurate measuring, and care of equipment are stressed. Effective habits needed for employment, such as time management, teamwork, and problem solving are also covered.

FAMILY AND COMMUNITY SERVICES**GRADE: 11-12****Credits: 1**

FAMILY AND COMMUNITY SERVICES is a laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics. Students are encouraged to participate in extended learning experiences such as career and technical student organizations or other leadership or extracurricular organizations.

DOLLARS & SENSE**GRADE: 9-12****Credits: 0.5**

DOLLARS & SENSE focuses on consumer practices and responsibilities, money-management processes, decision-making skills and impact of technology. Among other things, students will learn management of individual and family resources, management of financial resources, effective consumer skills related to housing and analysis of relationships between the economic system and consumer actions.



Career Prep**CAREER PREPARATION I****GRADE: 11-12****Prerequisite Placement: Instructor/Counselor Approval, or Placement Determined by ARD Committee****Credit: 2**

CAREER PREPARATION I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development. Career preparation is relevant, rigorous, supports, student attainment of academic standards and effectively prepares students for college and career success.

CAREER PREPARATION II**GRADE: 12****Prerequisite: Career Prep I, Instructor/Counselor Approval, or Placement Determined by ARD Committee****Credit: 2**

CAREER PREPARATION II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety and communication as a group; however, each student will have a training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.



Special Student Services**Gifted and Talented**

Seventh through twelfth grade gifted and talented (GT) students are served through Honors, Advanced Placement, and Dual Credit courses.

Gifted and Talented Courses

These courses offer differentiated instruction to meet the academic needs of GT students and are taught with awareness of GT students' unique abilities and needs. GT designated courses are comprised of both Honors or AP students and formally identified GT students. Only students who have been identified as GT through the formal identification process will receive a GT designation on their report card. Students identified as GT must be enrolled in a minimum of one core content Honors, Advanced Placement course (as listed below) or Dual Credit course.

All dual credit courses are designated as an offering of District gifted and talented services. Dual credit courses are taught by college staff and are therefore not subject to State GT professional development mandates.

Campus Based High School Gifted and Talented Course Offerings may include the following:

- English: Honors English I, Honors English II, AP English III, AP English IV
- Math: Honors Geometry, Honors Algebra II, Honors Calculus, AP Calculus, AP Statistics
- Science: Honors Biology, Honors Chemistry, AP Biology, AP Chemistry, Honors Physics

Where enrollment constitutes a cluster, students will be grouped together to receive GT services within that cluster.

Campus Based Middle School Gifted and Talented Course Offerings may include the following:

- English Language Arts & Reading: Honors Reading (Grade 7), Honors English Language Arts and Reading (Grade 8)
- Math: Honors Mathematics (Grade 7), Algebra I (Grade 8)
- Science: Honors Science (Grade 7), Honors Science (Grade 8)
- History: Honors Texas History (Grade 7), Honors American History (Grade 8)

Special Education

Graduation Requirements for Students in Special Education

Graduation requirements for students in special education are determined by the student's admission, review and dismissal (ARD) committee. Special education students will take the either the STAAR, or STAAR – Alternate 2 as determined by the student's ARD committee. The ARD committee will determine if the modification of course(s) will count towards an endorsement based on level modification provided.

Career & Technical Education for the Disabled (CTED) Courses

Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses. CTED courses must be self-contained and must serve only special education students. For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and that the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.

Locally Developed Core Curriculum Modified Courses

There are three levels of modified courses: principles, foundations, and fundamentals. Modified courses, if they are required for graduation, can be counted toward graduation only for the Minimum Graduation Program and cannot be counted toward the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP). These locally-developed courses with modified curriculum earn credit toward the 24-minimum state required credits as assigned by the ARD Committee. These locally-developed courses with modified curriculum earn credit toward the 22-minimum state required credits under the Foundation High School Program as assigned by the ARD Committee.

Principles Courses: These courses maintain the integrity of the course but the curriculum is modified and requires goals and objectives. Students are taught on grade level in a general education environment but students may receive special education support in these classes as determined by the ARD committee. Principles courses cover essentially the same material/content as the general education course. Placement in these courses are determined by the ARD committee.

Foundations Courses: These courses require modifications to the content and require specific goals and objectives. Students enrolled in these courses work on a modified curriculum in a special education environment. Some classes use a specifically designed instructional program and some classes provide a modified, general education curriculum according to the student's needs. Placement in these courses are determined by the ARD committee.

Fundamentals Courses: These courses require significant modifications and utilize specialized, alternative curriculum. Students are required to have goals and objectives. These courses are based on the prerequisite skills to the Texas Essential Knowledge and Skills (TEKS) and are significantly below grade level. These courses are taught to students in the



Realizing Education and Career Hopes (REACH) special education program. Placement in these courses are determined by the ARD committee.

Locally Developed Fundamental Elective Courses

*Only available per ARD/IEP placement for students participating in the REACH program.
The courses may replace any required 9th grade elective courses.*

WORK EXPLORATION

GRADE: 9

Prerequisite: Placement Determined by ARD Committee

Credit: 1-3 (local)

WORK EXPLORATION is designed to expose students briefly to a variety of work settings to help them make decisions about future career directions or occupation. The exploration process involves investigating interests, values, beliefs, strengths and weaknesses in relation to the demands and other characteristics of work environments.

CAREER ASSESSMENT

GRADE: 10

Prerequisite: Placement Determined by ARD Committee

Credit: 1-3 (local)

CAREER ASSESSMENT includes the critical skills necessary for competitive employment. Students learn about the many different types of employment settings through vocational exploration, assessment and training.

MARKETABLE SKILLS

GRADE 11

Prerequisite: Placement Determined by ARD Committee

Credit: 1-3 (local)

MARKETABLE SKILLS will provide students with the opportunity to develop prerequisite marketable skills via campus-based, non-paid instruction that can assist them in developing employability skills for their identified career pathways. Coursework is dependent on a student's individual IEP goals and objectives.

INTEGRATED CAREER PREPARATION

GRADE: 12

Prerequisite: Placement Determined by ARD Committee

Credit: 1-3 (local)

INTEGRATED CAREER PREPARATION integrates key knowledge and skills through classroom technical instruction with job training practice to prepare students for postsecondary success. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety and communication as a group; however, each student will have a training plan that will address job-specific knowledge and skills. Coursework is dependent on a student's individual IEP goals and objectives.

Locally Developed Modified Elective Courses

APPLIED SKILLS MS

GRADE: 7-8

Prerequisite: Placement Determined by ARD Committee

APPLIED SKILLS course is designed to prepare students for independence, understanding and eventual transition from secondary to post-secondary living. Students will gain knowledge in time management, goal setting, perception training, and organizational skills. Students will work on the mastery of goals specified in their Individual Educational Plans.



CAREER EXPLORATION**GRADE: 9-10****Prerequisite: Placement Determined by ARD Committee****Credit: 1-2 (local)**

CAREER EXPLORATION is designed to expose students briefly to a variety of work settings to help them make decisions about future career directions or occupation. The exploration process involves investigating interests, values, beliefs, strengths and weaknesses in relation to the demands and other characteristics of work environments. An individual program, reflected on the student's IEP, is developed.

OCCUPATIONAL PREPARATION**GRADE: 11-12****Prerequisite: Placement Determined by ARD Committee****Credit: 1-2 (local)**

OCCUPATIONAL PREPARATION prepares students to enter the job market through a study of employment issues including recognizing what skills define particular jobs, the application and interview processes, identifying barriers to employment, identifying individual attributes that enhance employability, learning ways to locate available jobs, using community services/resources to aid employment, and maintaining a successful job experience. Issues introduced to students include: safety, understanding job responsibilities, time requirements and management, relationships, task commitment, accepting feedback from an authority figure, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Job specific skills are introduced in the areas of newspaper skills, telephone, multiple tasks and priority task awareness. Students explore a variety of on campus jobs and the activities that comprise the responsibilities and routine of employment. Students in this course will also create a resume which can be used to apply for jobs.

SOCIAL SKILLS I-IV**GRADE: 9-12****Prerequisite: Placement Determined by ARD Committee****Credit: 1-4 (local)**

SOCIAL SKILLS will focus on curriculum to promote an array of pro-social skills. Students will receive instruction to promote positive self-awareness, learn how to identify and appropriately communicate their needs and challenges, learn skills of negotiation, and learn alternatives for dealing with problem situations. These key components develop increased ability to define and achieve goals for oneself.

STUDY SKILLS I-IV**GRADE: 9-12****Prerequisite: Placement Determined by ARD Committee****Credit: 0.5 - 4 (local)**

STUDY SKILLS will focus on curriculum to promote skills and knowledge related to organization, planning, time management and self-determination. Students will receive instruction to promote positive self-awareness, and learn how to identify and express their needs, skills, and challenges relating to current academic classes, which is a key component in developing increased ability to define and achieve goals for oneself.

VOCATIONAL PREPARATION**GRADE: 18+ Special Education Program****Prerequisite: Placement Determined by ARD Committee****Credit: 1-8 (local)**

VOCATIONAL PREPARATION (VP) is designed to prepare special education students between the ages of 18-21 years with employment and/or independent living skills so that students are prepared to enter the workforce or live as independently as appropriate after high school. VP teachers provide instruction and assistance in securing employment that matches the student's interest and skill level. Students will explore a variety of on campus jobs and the activities that comprise the responsibilities and routine of employment. Students in this



course will also create a resume which can be used to apply for jobs. The students will develop skills related to career exploration, work habits, community resources, social skills, and specific vocational skills.



Notes



Appendix A Assessment Definitions

TEXAS SUCCESS INITIATIVE

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutes of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

You are exempt from taking the Texas Success Initiative (TSI) test if any one of the conditions listed below applies:

- ❖ ACT: 23 or higher composite score with a minimum of 19 on English & math sections
- ❖ SAT: 1070 or higher composite score with a minimum of 500 on the Verbal & Math sections
- ❖ Veterans and active duty personnel serving for at least 3 years preceding enrollment.
- ❖ Transfer from a private or independent institution or an accredited out-of-state institution and has satisfactorily completed college-level coursework as determined by the receiving institution.
- ❖ Enroll in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public community college, a public technical institute, or a public state college.

What TSI exams are available to students? The exams currently authorized to satisfy TSI are ASSET, COMPASS, THEA, and ACCUPLACER.

Information downloaded from:

http://cbgm41.thecb.state.tx.us/search?site=WWW&client=wwwnew_frontend&proxystyle=wwwnew_frontend&proxyreload=1&output=xml_no_dtd&q=THEA

(Texas Success Initiative) on November 2, 2011 at 2:05 p.m.

PSAT - PRELIMINARY SCHOLASTIC APTITUDE TEST

The PSAT is a test that measures verbal and mathematical reasoning abilities important to success in college work. This test gives students the opportunity to assess their verbal and mathematical skills, forecast an SAT score, discover whether they would be successful in an AP course, participate in the Student Search Service, qualify for the National Merit Scholarship, and participate in enrichment programs. This test is offered in the fall at Life School. Please see the guidance counselor for more information.

ACT - AMERICAN COLLEGE TEST

The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Results are reported as a composite score with sub-scores for each area ranging from 1-36.



Check the college or university ahead of time to verify if this test is needed. A registration fee, paid by the student, is required.

SAT REASONING - SCHOLASTIC APTITUDE TEST

The SAT Reasoning Test is a measure of the critical thinking skills students need for academic success in college. The SAT assesses how well students analyze and solve problems—skills learned in school that are needed in college. Each section of the SAT is scored on a scale of 200-800, and the writing section contains two sub scores. The SAT is typically taken by high school juniors and seniors. A registration fee, paid by the student, is required.

SAT II: SUBJECT TESTS - SCHOLASTIC APTITUDE TEST II

Subject Tests (formerly SAT II: Subject Tests) are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Many colleges use the Subject Tests for admission, for course placement, and for advising students about course selection. Used in combination with other background information (high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of academic achievement and are a good predictor of future academic performance.

Some colleges specify the Subject Tests required for admission or placement; others allow applicants to choose which tests to take. A registration fee, paid by the student, is required.



**Appendix B Towards EXcellence, Access and Success
(TEXAS) Grant Program**

The Texas Legislature established the TEXAS Grant to make sure that well-prepared high school graduates with financial need could go to college. A TEXAS Grant may be used to attend any public institution of higher education in Texas.

Students may apply if they:

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Have a 9 month EFC less than or equal to \$4,620
- Register for the Selective Service or are exempt from this requirement

AND

- Graduate from an accredited high school in Texas
- Complete the Recommended or Distinguished High School Achievement Program or equivalent
- Enroll in an undergraduate degree or certificate program at an approved institution with 16 months of graduation from a public or accredited private high school in Texas; and
- Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP)

OR

- Graduated from an accredited public or private High School in Texas by May 1, 2013 or later
- Completed the Recommended or Distinguished High School Program
- Enlisted in military service within 12 months of graduation and enrolled in an eligible GATI within 12 months of receiving honorable discharge.

OR

- Have earned an associate degree from a public or private non-profit institution of higher education; and
- Enroll in an eligible institution within 12 months after receiving their associate's degree

For additional information about this program visit the following website: www.collegeforalltexas.com. To apply, complete the Free Application for Federal Student Aid (FAFSA). The FAFSA automatically calculates your Expected Family Contribution (EFC). The financial aid office at the college or university the student applied to will notify the student if he/she is eligible.

To read more about this program check out:

[Texas Education Code, §56.301](#) and [Coordinating Board Rules, Chapter 22 L](#).

Information retrieved from:

<http://www.everychanceeverytexan.org/funding/aid/txtexas.php> on March 20, 2014.



Appendix C TEA Guidelines for SB 149

Life School will apply the Texas Education Agency guidelines for SB 149 as applicable to allow students to complete annual graduation requirements.

For the latest information on SB 149, follow the following link:

<http://www4.esc13.net/cc/senate-bill-149/>



Appendix D Required Notification for SB 232

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at:

<http://www.collegeforalltexas.com/apps/financialaid/tofa.cfm?Kind=GS>

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any **two or more** of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an **Algebra II** course or at least one advanced career and technical or technology applications course

