2020
2021

9TH -12TH GRADE

ACADEMIC HANDBOOK

Dickinson High School • 3800 Baker Drive Dickinson, TX 77539
Phone: 281-229-6400 • www.dickinsonisd.org

Dickinson High School

Promoting Excellence and Equity

Academic Handbook
2020-21

This guide has been designed to provide curriculum information for the 2020-21 school-year. Since it is the responsibility of students and parents to ensure that all graduation requirements are met, please refer to this guide for information regarding course selections that will meet student goals for the future and satisfy graduation requirements. The guide is designed to provide students with information about courses they will need to meet the increasingly demanding challenges in the work place or a university program.

All students are expected to complete the Foundation Plan with an endorsement to graduate from Dickinson High School. Even though each student receives the same diploma, the transcript is the official record of all grades earned and all credits awarded. This transcript indicates which state-mandated graduation program the student has achieved. Please see Section 2 for an explanation of the types of graduation programs required by the Texas Education Agency (TEA).

Students must also pass ELA 1, ELA 2, Algebra I, Biology, and US History STAAR EOC assessments as part of their graduation requirement.

Notification to Parents/Guardians about Teacher and Paraprofessional Qualifications

As a parent/guardian of a student in Dickinson Independent School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct your child. The federal law requires that the school district provide this information to you in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's teachers and paraprofessionals:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches;
- Whether the teacher is teaching under emergency or professional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether the paraprofessionals provide services to your child, and, if so, their qualifications.

If you would like to receive any of this information, please contact your child's school.

Dear Dickinson High School Parents and Students,

Welcome to our Dickinson High School Academic Handbook and Course Selection Guide. Dickinson High School offers many opportunities and a variety of career pathways so that our students develop their full potential and are well-prepared academically, socially and emotionally for post high school success. We want to partner with our parents, our community and our business/industry partners to ensure the success of every student. This Academic Handbook and Course Selection Guide will assist you and your student in making strategic choices that will prepare your student for the rapidly changing economic, technological, and social world in which we live and work.

This Academic Handbook provides an outline of courses, a variety of programs of study, and career ready endorsement plans that are closely aligned to the College, Career, and Military Readiness standards. The academic decisions that your student makes in high school will significantly impact his or her future options in college and/or the work place. We encourage our students to take the most challenging courses available while in high school.

This Academic Handbook serves as your student's personal, four-year high school planning guide. It is our hope that our students will use it as a roadmap to their future and as a way of recording their accomplishments and lessons learned along the way. Our Dickinson High School administrators, counselors, and teachers are available to provide specific information regarding courses and to provide on-going guidance as students progress through their chosen pathways and endorsement plans. With your parental support and with the outstanding professional guidance counseling from our staff, there are no limits or boundaries to what your student can accomplish at Dickinson High School. We look forward to working and learning with your student.

Sincerely,

Billye Smith

Billye Smith, Ed.D.
Dickinson High School Principal

MISSION POSSIBLE
ON TIME. ON TASK. ON A MISSION.

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON INDEPENDENT SCHOOL DISTRICT

VISION OF DISD

DISD MISSION STATEMENT

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

VISION OF DISD As Established by the Board of Trustees

VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:

I see a time in the future where . . . . . .

All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

The district is recognized by all to be an exemplary school district.

Reviewed and Ratified June 2012

Dickinson Independent School District
District Goals 2019-2020

The Board of Trustees, in collaboration with the administration of DISD, establishes these District Goals:

Goal 1 DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Goal 2 DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Goal 3 DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Goal 4 DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Goal 5 DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Board Approved June 3, 2019

Dickinson High School
Academic Handbook

2020-2021

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SECTION ONE

GENERAL INFORMATION

College, Career, and Military Readiness Standards

All Dickinson High School students are expected to meet one of these standards upon graduation.

College Credit

- ❑ Score a 3+ on any AP Exam in any subject
- ❑ 3 Dual Credit hours in ELA or math
- ❑ 9 hours Dual Credit in any subjects
- ❑ Complete an OnRAMPS dual enrollment course + earn UT college credit
- ❑ Earn an associate's degree while in high school

TSI Criteria: Reading & Math

- ❑ Meet the college-ready criteria on ***either*** the TSI/SAT/ACT for reading & math (highest score); **or**
- ❑ Successfully complete and earn credit for a college prep course as defined in TEC 28.014 for reading & math; **or**
- ❑ Any combination of the above for reading and math (i.e. SAT for Reading but CP course for math)

U.S. Armed Forces

- ❑ Enlist/intention to enlist in the U.S. Armed Forces

Industry-Based Certifications

- ❑ Earn an approved industry-based certification **or**
- ❑ *Complete aligned pathway of courses***

CREDIT INFORMATION

Local vs. State Credits

State credit means the state of Texas recognizes the course as a credit towards graduation requirements. Local credit is awarded to students taking courses that are locally approved but not recognized by the state of Texas for graduation.

Transfer of Credits

Dickinson ISD recognizes and accepts credits from state accredited public and private high schools. Students entering Dickinson High School from non-accredited public, private, or parochial schools, including home schools, shall validate high school credits for transfer by testing. A student who falls into this category will work with his/her counselor to validate transfer credits.

Credit Opportunities

The following opportunities require counselor's approval, may not be included in the GPA, and may require a fee for enrollment.

- **Correspondence Course:** Students may take courses through distance learning options such as Texas Virtual School Network, Texas Tech, or other approved program. **Counselor approval is required prior to enrollment**.
- **Credit by Exam with Prior Instruction:** This exam is for students who have had prior instruction and failed the class. A score of 70 or above on the exam is required for credit. Each exam is equivalent to a semester course. See counselor for more information.
- **Credit by Exam without Prior Instruction:** Students may earn credit for a course in which they have received no prior instruction in the subject by taking an exam in December, March, June or July. A grade of 80% is required to receive credit for the respective course. See counselor for registration form.
- **Online Credit Recovery:** An online credit recovery program is available at DHS. Students may also work on the online courses from home. Courses are self- paced and require students to be self-motivated. Counselors recommend students for the course. Students receive credit for the courses successfully completed. The grades will not be calculated in the GPA. *Note to Student Athletes: Online credit recovery courses cannot be used to reinstate UIL eligibility nor are they recognized by the NCAA Eligibility Center.*
- **Night School or Summer School:** See counselor for information on approved night school and summer school programs. Classes must meet all TEA guidelines.

STUDENT GRADE LEVEL

Grade Classification

Grade classification is based on the total number of credits a student has accumulated:

Tenth Grade	6.0
Eleventh Grade	12.0
Twelfth Grade	19.0

GRADES and GRADING

Grading System

Progress report grades are reported for each student every 3 weeks. At the end of each 9 weeks grading period, grades are numerically reported for each student. At the end of each semester, a student receives credit for a course if the semester average for the course is a 70 or above. In order to receive credit, the student must be in attendance for more than 95% of the time that a course meets. The semester grade is calculated using the following formula:

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1st Semester Grade
Third 9 Weeks (45%) + Fourth 9 Weeks (45%) + Semester Exam (10%) = 2nd Semester Grade

Grade Averaging to Receive Credit

Grade averaging will be utilized for year- long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

Exception to the rule: math and year one foreign language courses. These courses will only be eligible for grade averaging if the student earns a grade of 60-69 during the first semester and a grade of 71 or higher second semester. Courses must be taken during same school year. Should a student pass the first semester of the math or foreign language I course but fail the second semester, grade averaging is not permitted, and .5 credits will be awarded only for the first semester.

Example:

Course	1st Semester	2nd Semester	Credit Earned
English	63.	78	1.0
History	78	62.	1.0
Algebra 1	78	62	0.5
Spanish 1	78	65	0.5

Grade Points/Grade Point Averaging for Class Ranking

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the 7th semester ranking. No distinction is made between four-year and three-year graduates.

All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scales based on the year student started 9th grade:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP (4 point weighted scale)	Pre-AP/ Honors/ On Ramps/CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+/ A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+/ B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+/ C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D/ F	0	0.0	0.0	0-69	0.0

*Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale.

**Advanced CTE courses will be on a Pre-AP scale beginning with Freshman starting 2020-21 school year.

Determining Class Rank

Class rank will be based on a cumulative GPA of grades 9, 10, 11, and 12. The GPA is determined by dividing the total number of grade points earned by the total number of semester units attempted.

Example:

Course	1st Semester	Grade Points	Credit Attempted	Credit Earned
English	90	3.5	.5	.5
Algebra	60	0.0	.5	0
Science AP	88	5.0	.5	.5
History	75	2.0	.5	.5

Total Grade Points/ Semester Units Attempted= GPA or 10.5 /4 = 2.63

Class Rank

First ranking of a class occurs spring semester of freshman year (around February). Ranks and GPAs are updated at the close of each semester. Students may get their GPA and rank from Skyward. The final ranking occurs after the student's 7th semester. DCC students are not included in the DHS ranking.

Criteria For Valedictorian And Salutatorian

Additional criteria for determining and recognizing the valedictorian and salutatorian are as follows:

- Must have been enrolled in Dickinson High School for at least three consecutive years.
- Must be a full time student at Dickinson High School during his/her entire senior year. Students graduating through the Collegiate High School program, DCC program, or other alternative programs are not eligible for recognition as valedictorian or salutatorian.
- No distinction will be made between four-year and three-year graduates when determining which students to recognize.
- The eligible student having the highest grade point average resulting from the 7th semester calculation only shall be recognized as the valedictorian.
- The eligible student with the second highest GPA resulting from the 7th semester calculation only shall be recognized as the salutatorian.
- Should a tie develop for valedictorian or salutatorian, the GPA of the students involved will be recalculated based on the numerical grades earned in each course.

Honor Graduates

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1st Semester Grade Students will be designated the following honor graduate status based on their 7th semester GPA:
Magna Cum Laude: Top 5%
Cum Laude: Top 6-15%

Top 10%

Senate Bill 510 C §51.803 requires that each Texas public institution of higher education automatically admit students who graduated from high school in the top 10% of students in the graduating class based on grade point average. (University of Texas will be limiting their automatic admissions to the top 6% effective 2019). **To be considered for admission, one must complete the application process to the intended college. Students must complete Algebra 2 and complete an endorsement to be eligible for automatic admissions.**

TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9th grade. Students who need an official transcript sent to an educational institution or scholarship committee must make a request on Naviance. All students have a Skyward and Naviance account. Students my go to the College and Career Center for assistance with these accounts. Transcripts cost $2 each and will not be processed until payment has been received. Payments for transcripts are to be made in the College and Career Center. Transcripts are processed within 5-10 business days upon payment. **Student fees must be cleared in order to fulfill transcript requests.** Seniors are allowed to request four (4) transcripts at no charge during the school year and then one (1) final transcript upon graduation.

EXIT LEVEL TEST

Students will be required to take the STAAR EOC assessments as part of their graduation requirement. Students must meet the level 2 score for each subject area in order to graduate. Students may take the STAAR EOC assessments as many times as they want in order to achieve required passing score. Required STAAR assessments are:

- English Language Arts I
- English Language Arts II
- Algebra I
- Biology
- US History

REQUIREMENTS TO PARTICIPATE IN THE GRADUATION CEREMONY

Only those students who have met all requirements for graduation, including passing all required STAAR assessments (or met IGC requirements) and attended mandatory graduation practices shall be allowed to participate in graduation exercises. Students who have passed all course requirements with the exception of STAAR/ IGC requirements, may participate in graduation upon request. Students must write a letter to the principal committing to taking the needed STAAR tests until requirements are met.

All students participating in the graduation ceremony must attend all mandatory graduation practices set by the Principal. **Students who do not participate in practices will not participate in the ceremony.**

Students who have a **parent** who is also an employee of Dickinson ISD may request to have their parent present their diploma to them during graduation. These requests must be **made in writing by the student and submitted to the Principal by May 1 or the first business day in May. Parents are asked to follow the protocol outlined by the campus administration so that the ceremony is not interrupted or delayed.**

STUDENT SCHEDULES

Schedule Process

During the second semester, students register for classes they will need the following year. It is important for students to plan their choices carefully since class size and staffing decisions will be determined from their choices.

January- March: Students given updated Academic Handbook and sample course selection sheet during class presentation. Students meet with counselors to complete course request based on endorsement pathway.
March-April: Parents are given a course verification sheet in order to provide an opportunity for parental input in course selections. Parents may make changes and return the course verification sheet to the counselor.
April: Course verification sheets due. It will be implied that all courses meet the approval of both the student and the parent/guardian if the course verification sheet is not returned to the counselor by the date indicated.
May: All changes will be reflected in Skyward.

Schedule Changes

Once school starts, schedule changes will be made for the following reasons by using the Schedule Change Request Form (available in the counseling office on the 2nd day of school).

- Data entry error such as missing classes or too many classes scheduled (will receive immediate attention).
- Student needs remedial coursework for state assessment.
- Student already received credit for a class on schedule.
- Student is scheduled in an inappropriate course i.e. male in female PE class.
- Student is enrolled in a course for which they have not completed the appropriate prerequisite i.e. in Spanish II without earning credit in Spanish I.
- Student is a senior and needs particular courses for graduation.
- Student has a duplicate course on schedule i.e. PE and Athletics.
- Student has been accepted or dismissed from a program i.e. athletics, fine art, CTE, etc.

In general, elective change requests will not be honored.

SECTION TWO

GRADUATION PLANS

State Graduation Plans

Foundation Plan* 22 Credits	Foundation Plan* + Endorsement 26 Credits
English — 4 credits English 1, 2, 3 and one advanced English credit	**English — 4 credits** English 1, 2, 3, and one advanced English credit
Math — 3 credits Algebra I, Geometry, and one advanced Math credit	**Math — 4 credits** Algebra I, Geometry, and two advanced Math credits**
Science — 3 credits Biology and two advanced Science credits	**Science — 4 credits** Biology and three advanced Science credits
Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics	**Social Studies — 3 credits** World Geography or World History, U.S. History, Government, and Economics
Languages other than English — 2 credits	**Languages other than English — 2 credits**
Fine Arts — 1 credit	**Fine Arts — 1 credit**
Physical Education — 1 credit	**Physical Education — 1 credit**
Electives — 5 credits	**Electives — 7 credits** See Endorsement 4 year plan
	Distinguished Level of Achievement-Student must take Algebra 2 as an advanced math.**

Endorsements

Please refer to the course plans for specific course requirements necessary to earn each endorsement.

Arts & Humanities	Business & Industry	Public Services	STEM	Multidisciplinary Studies
• Fine Arts • Foreign Languages & Cultural Studies • Social Sciences	• Agriculture, Food & Natural Resources • Arts, Audio/Video Technology & Communications • English & Communication • Finance • Information Technology (COM) • Manufacturing • Marketing, Sales, & Service • Transportation, Distribution, & Logistics	• AFJROTC • Education & Training • Health Science • Human Services • Law, Public Safety, Corrections & Security	• Engineering • Advanced Math • Advanced Science	Student selects courses from each endorsement area and earns credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program

State Assessments Required for Graduation (EOC)		Performance Acknowledgements	
English I Algebra I Biology	English 2 US History	**Outstanding Performance:** Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT	**Certification:** State, Nationally, or Internationally recognized business or industry certificate or license

*Algebra 2, World History and English 4 are highly recommended for college bound students. It is the student's responsibility to check prospective college requirements.

**Algebra 2 is required to be eligible for automatic admissions if in top 10% (6% for UT-Austin). The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts to notify parents that state graduation requirements do not require a student to complete an Algebra II course to graduate under the Foundation High School Program. Students who does not complete an Algebra II course will not be eligible for— automatic college admission or certain financial aid including: TEXAS grant program and Texas Educational Opportunity Grant Program.

4-Year Personal Graduation Plan (Sample)

Endorsement:

☐ Arts & Humanities ☐ Public Services ☐ Multidisciplinary
☐ Business & Industry ☐ STEM

Foundation Plan- 22 Credits	Endorsements- 26 credits	Planning for the Future
English — 4 credits ☐ English 1 ☐ English 2 ☐ English 3 ☐ Advanced English **Math — 3 credits** ☐ Algebra I ☐ Geometry ☐ Advanced Math **Science — 3 credits** ☐ Biology ☐ Advanced Science ☐ Advanced Science **Social Studies — 3 credits** ☐ World Geography or ☐ World History ☐ U.S. History ☐ Government ☐ Economics **LOTE — 2 credits** ☐ LOTE 1 ☐ LOTE 2 **Fine Arts- 1 credit** ☐ _____ **Physical Education — 1 credit** ☐ _____ **Electives — 5 credits** ☐ Elective 1 ☐ Elective 2 ☐ Elective 3 ☐ Elective 4 ☐ Elective 5	**Arts & Humanities** ☐ 4th Math ☐ 4th Science ☐ Elective 1 ☐ Elective 2 **Business & Industry** ☐ 4th Math ☐ 4th Science ☐ Elective 1 ☐ Elective 2 **Public Services** ☐ 4th Math ☐ 4th Science ☐ Elective 1 ☐ Elective 2 **STEM** ☐ 4th Math ☐ 4th Science ☐ Elective 1 ☐ Elective 2 **Multidisciplinary** ☐ 4th Math ☐ 4th Science ☐ Elective 1 ☐ Elective 2 **Distinguished- Eligible for Top 10% Automatic Admission** ☐ Algebra 2 (must be one of the student's math credits)	**Testing** ☐ TSI ☐ PSAT ☐ SAT ☐ ACT **College Readiness Standards** ☐ Math ☐ Reading ☐ Writing **Post- Secondary Applications** ☐ Apply Texas ☐ Common Application ☐ Military Recruiter ☐ Technical School ☐ Local Employer **Financial Aid** ☐ FAFSA/ TAFSA ☐ Local Scholarship Application ☐ Naviance ☐ Financial Aid Night **STAAR EOC Checklist** ☐ English 1 ☐ English 2 ☐ Algebra 1 ☐ US History ☐ Biology

Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance in at least one of the following areas:

- **Dual Credit**
  - Complete 12 hours of dual credit courses with a 3.0 **OR**
  - Complete an associate degree (Collegiate High School)
- **Bilingualism and Biliteracy**
  - Exit ESL and score Advanced High on TELPAS **AND**
  - Maintain an 80+ average in English Language Arts courses **AND**
  - Complete 3 credits of same language with an 80+ average **OR**
  - Complete Level 4 for of language other than English with an 80+ **OR**
  - Score a 3 or higher on an AP Exam for language other than English
- **Advanced Placement (AP) Exam**
  - Score a 3 or above on any AP Exam
- **PSAT, SAT, or ACT**
  - Earning a score on the PSAT that qualifies for recognition as a commended scholar or higher by the College Board National Merit Scholarship Corporation, National Hispanic Recognition Program, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Program. **OR**
  - Earning at least a 410 on reading and 520 on mathematics on the SAT **OR**
  - Earning a composite score on the ACT of 28 (excluding the writing subscore)
- **National, International or State Certification or License**

Career Pathway	Certifications/ Licenses offered at DHS
Agriculture	Benz School of Floral Design, Principles of Floral Design Certification Texas State Floral Association (TSFA) Floral Skills Knowledge Based Certification Level 1 Floral Certification Level 2 Floral Certification Beef Quality Assurance
Arts & AV Technology	Adobe Certified Associate - Photoshop Adobe Certified Associate Premier Pro
Automotive	Automotive Service Excellence (ASE)
Health Science	Patient Care Technician EKG Technician Phlebotomy Technician Certified Pharmacy Technician
Human Services	Texas Cosmetology Operators License Texas Barber Operator License
Law Enforcement	International Academies of Emergency Dispatch, Emergency Tele-communicator
Manufacturing	NCCER Core Level 1 NCCER Welding 1 American Welding Society (AWS) D1.1; D9.1
STEM	Certified SolidWorks Associate

Arts and Humanities Endorsement

Endorsement Pathways	9th Year	10th Year	11th Year	12th Year
Fine Arts	Art 1	Art 2	Art 3	Art 4
	Band 1	Band 2	Band 3	Band 4
	Choir 1	Choir 2	Choir 3	Choir 4
	Dance 1	Dance 2	Dance 3	Dance 4
	Dance Team 1	Dance Team 2	Dance Team 3	Dance Team 4
	Musical Theater 1 or Theater Arts 1 or Technical Theater 1 or Theater Productions 1	Musical Theater 2 or Theater Arts 2 or Technical Theater 2 or Theater Productions 2	Musical Theater 3 or Theater Arts 3 or Technical Theater 3 or Theater Productions 3	Musical Theater 4 or Theater Arts 4 or Technical Theater 4 or Theater Productions 4
Languages Other Than English (LOTE)	Spanish 1	Spanish 2	Spanish 3	Spanish 4
	French 1	French 2	French 3	French 4
Social Studies	World Geography or Human Geography	World History	US History	Government and Economics
	Plus 1 Social Studies elective credit from: Psychology, Sociology, Financial Literacy, History of Sports in the US			

Arts & Humanities Endorsement

Career Pathway for Fine Arts

Art, Band, Choir, Dance or Theater Arts

26 credits

Job Opportunities in this Career Pathway:
Artist, Art Director, Painter & Illustrator, Multimedia Artist, Animator, Photographer, Graphic Designer, Art Gallery Manager, Curator, Set Designer, Exhibit Designer, Art Teacher, Theater Arts Teacher, Dancer, Production Manager, Actor, Choreographer, Director, Designer, Set Designer, Makeup Artist, Actor, Performer, Director, Lighting Technician, Play Writer, Editor, Sound Engineering Technician, Cinematographer, Music Director, Composer, Singer, Musician, Production Manager, Performer, Choir Teacher, Music Teacher, Sound Engineer Technician

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art 1	Fine Art 2
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Fine Art 3	Fine Art 4
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Arts & Humanities Endorsement

Career Pathway for Foreign Language/Cultural Studies

26 credits

Job Opportunities in this Career Pathway:
Translator, Immigration and Customs, Interpreter, Journalist, International Law, Public Relations, Foreign Travel Advisors, Customer Service, Teacher, Peace Corps, Diplomatic Corps, United Nations

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Foreign Language 3	Foreign Language 4
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Arts & Humanities Endorsement

Career Pathway for Social Studies

26 credits

Job Opportunities in this Career Pathway:
Teacher or professor, Consultant in Business or Government, Public Official, Ecologist, Geographic Information Systems, Market Researcher, International Business, Satellite/Aerial Photo Analyst, Political Scientist, Urban Planner, Customs Agent, Political Risk Analyst, Urban Planner, Policy Researcher, Manager of Government Organizations

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History *
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art 1	Elective
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Psychology, Sociology, Financial Literacy and/ or Special Topics in Social Studies	Elective
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Business and Industry Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Agriculture, Food, and Natural Resources	**Animal Science**	Principles of Agriculture, Food, and Natural Resources	Small Animal Management/ Equine Science	Livestock Production	Advanced Animal Science
	Plant Science	Principles of Agriculture, Food, and Natural Resources	Horticulture Science	Floral Design	Advanced Floral Design
	Agribusiness	Principles of Agriculture, Food, and Natural Resources	Professional Communications (.5)/ Professional Standards in Agribusiness (.5)	Agribusiness Management & Marketing	Practicum in Agriculture, Food, and Natural Resources
Arts, Audio Video Technology, and Communications	**Design and Mutimedia Arts (Video Game Design)**	Principles of Arts, A/V Technology, And Communications	Video Game Programming	Advanced Video Game Programming	Career Preparation
	Design and Mutimedia Arts (Commercial Photography)	Principles of Arts, A/V Technology, And Communications	Commercial Photography	Commercial Photography 2	Practicum in Commercial Photography
	Digital Communications	Principles of Arts, A/V Technology, And Communications	Audio/Video Production	Audio/Video Production 2	Practicum in Audio/Video Production
Business, Finance, and Marketing	**Marketing and Sales**	Principles of Business, Finance, and Marketing	Sports and Entertainment Marketing (.5) & Social Media Marketing (.5)	Sports Entrainment & Marketing 2 (.5) & Advertising (.5)	Career Preparation
	Business Management	Principles of Business, Finance, and Marketing	Business Information Management 1	Business Information Management 2	Career Preparation
English and Communications	**Newspaper**	Journalism	Newspaper 1	Newspaper 2	Newspaper 3
	Yearbook	Journalism	Yearbook 1	Yearbook 2	Yearbook 3

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Manufacturing	**Advanced Manufacturing and Machinery Mechanics**	Principles of Applied Engineering	Robotics 2	Robotics 2	Career Preparation
	Welding		Introduction to Welding	Welding 1	Welding 2
Transportation, Distribution, and Logistics	**Automotive Basics**	Automotive Basics	Automotive Technology 1: Maintenance & Light Repair	Automotive Technology 2: Automotive Service	Practicum in Transportation Systems

Business & Industry Endorsement

Career Pathways for Agriculture, Food & Natural Resources

General Agriculture or Veterinary Application

26 credits

Job Opportunities in this Career Pathway:
Horticulturist, Floral Designer, Master Florist, Greenhouse Manager, Floral Department Supervisor, Custom Floral Decorating, Floral Sales, Retail Owner, Landscape Management, Turf Grass Management, Nursery Owner, Wholesale Grower, Animal Breeders, Fishery Workers, Farmers, Assistant Feedlot Manager, Livestock Sales, Animal Facility Manager, Agriculture Product Sales, Farm/Ranch Manager, Soil Scientist, Plant Scientist, Certified Crop Adviser, Agricultural Researcher, Agricultural Technician, Farm Equipment Mechanic, Agricultural Equipment Operators, Small Business Owner, Veterinarian Technician, Game Warden, Animal Control

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Agriculture, Food, and Natural Resources	Ag Course 2
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Ag Course 3	Ag Course 4
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathway for Arts, A/V Technology & Communications

26 credits

Job Opportunities in this Career Pathway:
Producer, Director, Public Relations Specialist, Multimedia Artist and Animator, Graphic Designer, Broadcast Technician, Sound Engineering Technician, Photographer, Audio and Video Equipment Technician, Camera Operator for Television, Video, and Motion Pictures, Multimedia Artist and Animator, Video game Designer, Computer Programmer, Computer Hardware Engineer, Database Administrator, Computer Systems Analyst, Multimedia Artist and Animator, Network Systems and Data Communications Analyst, Computer Support Specialist, Desktop Publisher

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Arts, A/V Technology and Communications	Video Game Programming or Commercial Photography 1 or A/V Production
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Elective	Elective
Advanced Video Game Programming or Commercial Photography 2 or A/V Production 2 Elective (if Video Game Programming or Commercial Photography)	Career Preparation or Practicum in Commercial Photography or Practicum in A/V Production

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Business, Finance, and Marketing

26 credits

Job Opportunities in this Career Pathway:
Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazer, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Business, Finance, and Marketing	Sports and Entertainment Marketing/ Social Media Marketing
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Sports Entertainment Marketing 2/ Advertising	Elective
Elective	Career Preparation
Elective	

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for English and Communications

26 credits

Job Opportunities in this Career Pathway:
Journalist, Advertising, Publisher, Broadcast Journalist, Newspaper Editor, Government Official, Politician, Video Editor, Motivational Speaker

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Journalism	Newspaper 1 or Yearbook 1
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Newspaper 2 or Yearbook 2	Newspaper 3 or Yearbook 3
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Manufacturing

26 credits

Job Opportunities in this Career Pathway:
Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazer, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Robotics 1 or Introduction to Welding
Principles of Applied Engineering or Elective	Fine Art
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Robotics 2 or Welding 1	Elective
Elective	Career Preparation or Welding 2
Elective (if in Robotics 2)	

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Transportation, Distribution, and Logistics

26 credits

Job Opportunities in this Career Pathway:
Air pilot, Co-Pilot, and Flight Engineer, Aerospace Engineering, Aircraft Mechanic, Service Technician, Automotive Service Technician and mechanic, Flight Attendant, Automotive Glass Installer, Motorboat Operator, Refuse and recyclable Material Collector, Sailor and Marine Oiler

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Automotive Technology 1: Maintenance & Light Repair
Automotive Basics	
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Automotive Technology 2: Automotive Service	Elective
Fine Art	Practicum in Transportation Systems

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Education and Training	**Teaching and Training**	Principles of Education and Training	Child Development	Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)
Health Science	**Healthcare Therapuetics (PCT)**	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (PCT)
	Healthcare Therapuetics (Pharmacy)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Pharmacy)
	Healthcare Therapuetics (Dental)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Dental)
	Healthcare Diagnostics	Principles of Health Science	Medical Terminology	Health Science Theory	Anatomy & Physiology
Human Services	**Barbering**		Introduction to Cosmetology	Barbering 1/ Lab	Barbering 2/ Lab
	Cosmetology		Introduction to Cosmetology	Cosmetology 1/ Lab	Cosmetology 2/ Lab
Law, Public Safety, Corrections, and Security	**Law Enforcement**	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement 1	Law Enforcement 2	Correctional Services and Forensic Science
Junior Reserve Officer Training Corps (JROTC)	**JROTC**	JROTC 1	JROTC 2	JROTC 3	JROTC 4

Public Services Endorsement

Career Pathways for Education and Training

26 credits

Job Opportunities in this Career Pathway:
Teacher, Before/After School Assistant, Coach/Physical Education Instructor, Community Youth Services Aide, Corporate Trainer, Day Care Director, Distance Learning Coordinator, Educational, Guidance, School and Vocational Counselor, Fitness and Wellness Coordinator, Fitness Trainer and Aerobics Instructor, Instructional Coordinator, Librarian, Library Assistant, Post-Secondary Instructors/Professors, Preschool Aide/Worker, Private Instructor, Recreation and Fitness Studies Teachers, Recreational Aide, School/Office Assistant, Summer Camp Counselor, Teacher Assistant, Child Care Worker, Day Care Director, School Principal, Superintendent

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Education and Training	Child Development
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Elective	Elective
Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Health Sciences

26 credits

Job Opportunities in this Career Pathway:
Family and General Practitioner, Dentist, Audiologist, Physical Therapist, Medical and Health Services Manager, Dietitian and Nutritionist, Registered Nurse, Medical Laboratory Technician, Radiation Therapist, Licensed Vocational Nurse, Medical Records and Health Information Technician, Massage Therapist, Pharmacist, Pharmacy Technician, Psychiatric Technician, Nursing Aide, Radiologist, Home Healthcare, Psychologist, Paramedic

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art 1
Principles of Health Science	Medical Terminology
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Anatomy and Physiology
Health Science Theory	Elective
Elective	Practicum in Health Science (PCT, Pharmacy, or Dental)
Elective	

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Human Services

26 credits

Job Opportunities in this Career Pathway:
Skincare Specialist, Cosmetologist, Barber, Manicurist, Pedicurist

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Introduction to Cosmetology
Fine Art 1	Elective
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Elective	Elective
Cosmetology 1 or Barbering 1	Cosmetology 2 or Barbering 2

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Law, Public Safety, Corrections and Security

26 credits

Job Opportunities in this Career Pathway:
Lawyer, Mediator, Judge, Social Worker, Paralegal, Court Reporter, Detective, Criminal Investigator, Private Detective, Police Officer, Fish and Game Warden, Firefighter, Bailiff, Jailer, Security Guard

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Law, Public Safety, Corrections, & Security	Law Enforcement 1
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Forensic Science
Law Enforcement 2	Correctional Services
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Junior Reserve Officer Training Corps (JROTC)

26 credits

Job Opportunities in this Career Pathway:
Aviation, Combat Operations, Communications Equipment Technologist, Engineering, Scientific Research, Environmental Health and Safety, Intelligence Specialist, Computer Systems Officer, Interpreter, Translator, Military Police, Aircraft Mechanic, Ship Engineer, Seaman, Sonar Technician, Food Service Manager, Cargo Specialist, Comptroller

Sample Graduation Plan

9th Grade\	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
ROTC 1	ROTC 2
Fine Art	Elective
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
ROTC 3	ROTC 4
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

STEM Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Engineering	**Engineering**	Introduction to Engineering Design (PLTW)	Engineering Science	Engineering Design and Presentation 1	Engineering Design and Presentation 2
	Engineering (Aerospace)	Introduction to Engineering Design (PLTW)	Engineering Science	Aerospace Engineering (PLTW)	Practicum in Information STEM
	Programming and Software Development	Fundamentals of Computer Science	Computer Programming 1	Computer Programming 2	Practicum in Information Technology
Math	**Math**	Algebra 1* or Geometry	Geometry and/ or Algebra 2	PreCalculus	Advanced Math
Science	**Science**	Biology* or Chemistry	Chemistry or Physics	Physics and/or Advanced Science	Advanced Science

*May be taken in 8th grade

STEM Endorsement

Science, Technology, Engineering, and Mathematics

Career Pathways for Engineering

26 credits

Job Opportunities in this Career Pathway:
Engineer (Aerospace, Biomedical, Chemical, Civil, Electrical, Mechanical, Petroleum, etc), Geographer, Biological Technician, Chemical technician, Engineering technician, Surveying and Mapping Technician

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Introduction to Engineering Design or Fundamentals of Computer Science	Engineering Science or Computer Programming 1
11th Grade	**12th Grade**
English 3	English 4
Algebra 2	Advanced Math
US History	Government/ Economics
Physics	Advanced Science
Engineering Design and Presentation 1 or Aerospace Engineering or Computer Programming 2 Elective	Engineering Design and Presentation 2 or Practicum in Information STEM or Practicum in Information Technology

*Algebra 2 and World History are recommended for college bound students.

STEM Endorsement

Science, Technology, Engineering, and Mathematics

Career Pathways for Math

26 credits

Job Opportunities in this Career Pathway:
Engineer, Mathematics Professor/ Teacher, Geophysical Mathematician, Environmental Mathematician, Inventory Strategist, Actuary, Mortgage Broker, Computer Science

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I or Geometry	Geometry and/ or Algebra 2
World Geography or Human Geography	World History* or Elective
Biology	Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11th Grade	**12th Grade**
English 3	English 4
Algebra 2 or Precalculus	Advanced Math
US History	Advanced Math or Elective
Physics	Advanced Science
Elective	Government/ Economics
Elective	Elective
Elective	Elective

* World History is recommended for college bound students.

STEM Endorsement

Science, Technology, Engineering, and Mathematics

Career Pathways for Science

26 credits

Job Opportunities in this Career Pathway:
Aquacultural Manager, Aquarist, Climate Change Analyst, Environmental Compliance Inspector, Environmental Scientist, Geographer, Geoscientist, Hydrologist, Industrial Health & Safety Engineer, Meteorologist, Park Ranger, Soil and Water Conservationist, Soil Scientist, Surveyor, Water & Liquid Waste Treatment Plant & System Operator, Astronomer, Aviation Inspector, Chemical Technician, Chemist, Chemistry Teacher, Electrician, Food Scientist, Forensic Science Technician, Nuclear Monitoring Technician, Nuclear Power Reactor Operator, Occupational Health & Safety Specialist, Physicist, Physics Teacher, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology or Chemistry	Chemistry or Physics
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11th Grade	**12th Grade**
English 3	English 4
Algebra 2	Advanced Math
US History	Advanced Science
Physics or Advanced Science	Advanced Science or Elective
Elective	Government/ Economics
Elective	Elective
Elective	Elective

*World History is recommended for college bound students.

Multidisciplinary Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
4 Courses in each subject area	**4x4**	Four credits in each of the four foundation subject areas (English, Math, Science, and Social Studies) to include English 4 and Chemistry and/ or Physics			
Advanced Placement and/ or Dual Credit Courses	**AP or Dual Credit**	Four credits in Advanced Placement or Dual Credit courses			
Multiple Endorsement Areas	**Multiple Endorsement Areas**	Multiple endorsement area courses that are not in a coherent sequence (see other endorsement pathway courses)			

Multidisciplinary Endorsement

26 credits

Options:
* Multiple endorsement area courses that are not in a coherent sequence
* AP Courses and/or Dual Credit Courses
* Four courses in each subject area (ELA, Math, Science, and Social Studies)

Sample Graduation Plan

9th Grade	10th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective from Options
Fine Art	Elective from Options
11th Grade	**12th Grade**
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Elective from Options	Elective from Options
Elective	Elective
Elective	Elective

*Algebra 2 and World History are recommended for college bound students.

SECTION THREE

COURSE DESCRIPTIONS

English Language Arts

Course Title	Credit	Grade	Prerequisite
English 1-4	1	9-12	Taken in sequence
English 1-4 EOC	1	9-12	Coordinator approval
English 1-2 for Speakers of Other Languages (ESOL)	1	9-10	Taken in sequence
Pre-AP English 1-2	1	9-10	Taken in sequence. See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP English 1	1	9	Coordinator approval
AP English 3-4	1	11-12	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
College Prep English	1	12	English 3, Counselor approval
English 1301/1302 and 2322/2323 (Dual Credit)	1	11-12	Must meet COM requirements. See Dual Credit information in Section 4.
Academic Decathlon 1-3 (Honors)	1	9-12	Instructor approval
Analysis Visual Media	0.5	9-12	None
Creative Writing	0.5	9-12	None
Creative Writing EL	1	9	Taken concurrently with ESOL 1 and Reading 1 EL
Journalism	1	9-12	None
Advanced Journalism: Newspaper 1-3	1	10-12	Journalism Recommended, Instructor approval
Advanced Journalism: Yearbook 1-3	1	10-12	Journalism Recommended, Instructor approval
Practical Writing EL	1	10-12	Taken concurrently with ESOL 2 or Reading EL
Reading 1	1	9	Coordinator approval
Reading 1-3 EL	1	9-12	Taken concurrently with ESOL 1-2

ELA Course Descriptions

English 1- 4

English 1-4 integrates the strands of traditional language arts skills: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. Each year, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 1- 4 EOC

These courses are designed for English 1-4 students who have yet to pass one or more English STAAR test. In each of these classes, students will meet the demands of the on level class that corresponds with the course. Students will focus on the expository and persuasive writing process in relation to the STAAR test. Students will also read extensively in multiple genres to deepen reading comprehension skills needed to be successful on the English 1 and/or English 2 STAAR test.

English 1 and 2 for Speakers of Other Languages (ESOL)

These courses are for students whose primary language is a language other than English. This course will meet the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. It includes state-mandated essential knowledge in four areas: listening, speaking, reading, and writing and is designed to accelerate proficiency in English. Students' cultural backgrounds are considered and incorporated with instruction. This course will count as English I or English II credit toward graduation.

Pre-AP English 1 and 2

Advanced courses are designed to prepare the highly language proficient student for the AP classes offered at the junior and senior levels. With emphasis on close reading and literary analysis of English language and literature that begins with a summer reading assignment, students read extensively in multiple genres, learn about various literary and rhetorical forms, analyze texts for author's craft, participate in research activities, speak effectively and with purpose, listen attentively, and refine grammar skills. Short analytical responses, essays, timed writings, presentations, discussions, and projects comprise the majority of assessments in addition to the STAAR End of Course exam and the Mock AP exam in May.

AP English 3 and 4

AP English Language and Literature courses are taught at the college-level using Advanced Placement materials. The student must be a fluent reader, self-motivated achiever, a diligent worker, and a proficient writer. The junior year focuses on writing with appropriate language and style as well critical reading of novels and plays. Students write a documented literary research paper in MLA format during the second semester. The senior year focuses on the critical analysis of literature and include exercises in writing exposition, argument, and comparison-contrast as well as a documented literary paper and timed writings. Students engage in reading selections of recognized literary merit from world literature and develop critical standards for independent appreciation of literature. In May, students enrolled in the course will be required to take the College Board AP Examination.

College Prep English

This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. The focus of this course will be to apply critical thinking skills for organizing, analyzing, and retaining material. Students will learn to write effective, logical essays, utilizing textual support. Students will develop reading comprehension strategies to analyze, synthesize, and make value judgments using critical thinking. Students that successfully complete this course with an 80 or better, make at least an 80 on the final writing assignment, and an 80 on the final exam will fulfill the TSI requirements for reading and writing.

Dual Credit English (1301/1302 and 2322/2323)

These college courses are offered at DHS in conjunction with College of the Mainland. They offer students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and their parents. See Dual Credit information in Section 4.

Academic Decathlon 1-3 (Honors)

Academic Decathlon is designed to prepare students for the Academic Decathlon contest. The purposes of Academic Decathlon are to: encourage students to develop a greater respect for knowledge, to promote wholesome competition in academic areas of study and interest, and to stimulate intellectual growth and achievement. This course is on the 5.0 grading scale. **Independent Study in Speech may count as the fourth year English requirement.**

Analysis Visual Media

Analysis of Visual Media is an elective course that examines advertising, photography, television and film. Students will learn the history of the development of visual media, the purpose of visual media, and the collective effects of visual media on American culture. Throughout the course students will view several examples of each form of media, all to be watched with a critical eye.

Creative Writing

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

Creative Writing EL

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

Journalism

Journalism students will be introduced to print media. Students will study communication history, press law and ethics, reporting and news writing, editorial writing, layout and design, and photography. 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. Journalism is strongly recommended as a **prerequisite** for Advanced Journalism (yearbook and newspaper production classes).

Advanced Journalism: Newspaper 1-3

Students enrolled in Advanced Journalism: Newspaper I, II, III communicate in a variety of forms for a variety of audiences and purposes and will learn skills required to produce the school newspaper, the Swamp Diaries. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce school newspapers. Production of the newspaper may require after-school activities. Students must have the recommendation of the publications teacher to enroll in this class, and courses must be taken in sequence.

Advanced Journalism: Yearbook 1-3

Students enrolled in Advanced Journalism: Yearbook I, II, III will learn all the skills required to develop and produce the school yearbook, The Gator. Students learn advanced publishing skills, interviewing techniques, design and layout expertise, and sophisticated writing skills. They become adept at using complex software that is used in the professional publishing industry. In addition, they learn how to work as leaders and as a team as they manage this production process. Some after-school involvement will be required and students are also strongly encouraged to attend a summer workshop. Students must have the recommendation of the publications teacher to enroll in this class. Courses must be taken in sequence. **Yearbook 3 may count as fourth year English**.

Practical Writing EL

Practical Writing is a supplemental class for students whose primary language is a language other than English. This course meets the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. State-mandated essential knowledge and skills are addressed in the domains of reading, writing, listening, and speaking with an additional concentration being placed upon the writing domain. Instruction focuses on writing mechanics, writing fluency, and real world writing applications. Students' cultural and language backgrounds are considered and integrated into instruction.

Reading 1

Recommended for students who did not pass a portion of the ELA EOC. Reading will help students develop the necessary comprehension and evaluation skills to be successful on the TEA exit assessment. Students will be selected by a teacher, counselor, or assistant principal.

Reading 1-3 EL

These Reading courses are designed for students whose primary language is a language other than English. Students at the beginning and intermediate level of English language proficiency will focus on language development as well as reading skills. Reading selections for various world literature incorporated with students' own cultural backgrounds will be utilized for accelerated English language proficiency in the listening, speaking, reading, and writing domains of language development.

Math

Course Title	Credit	Grade	Prerequisite
Algebra 1	1	9	None
Algebra 1 EOC	1	9	Coordinator approval
Geometry	1	9-10	Algebra 1
Geometry EOC	1	9-10	Algebra 1, Coordinator approval
Pre-AP Geometry	1	9-10	Algebra 1, See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Geometry	1	9	Coordinator approval
Math Models with Applications	0.5	10-11	Coordinator approval
Algebraic Reasoning	1	11-12	Algebra 1, Geometry, Passed Algebra 1 STAAR
Algebra 2	1	10-12	Algebra 1 and Geometry
Pre-AP Algebra 2	1	10-12	Algebra 1 and Geometry. See Advanced Courses Entrance Criteria in Section 4.
College Prep Math	1	12	Algebra 2, Counselor approval
Precalculus	1	11-12	Algebra 1, Geometry, and Algebra 2
Precalculus OnRamps (Honors)	1	11-12	Algebra 1, Geometry, and Algebra 2; Counselor approval.
Pre-AP Precalculus	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
AP Calculus AB	1	11-12	Algebra 1, Geometry, Algebra 2, and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
Statistics	1	11-12	Algebra 1 and Geometry
AP Statistics	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
Math 1314/1324 (Dual Credit)	1	12	Must meet COM requirements. See Dual Credit information in Section 4.

Math Course Descriptions

Algebra 1

Algebra 1 includes concepts, skills and applications of algebra. Problems are solved numerically, graphically, and algebraically. Students will use a graphing calculator to solve problems in relevant situations. Topics include linear and quadratic functions, equations, inequalities, and polynomials. Algebra 1 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Geometry

Geometry topics will integrate algebra skills with geometry models. Strong emphasis will be placed on vocabulary, models, and problem solving. Topics will include inductive reasoning, segments and angles, properties of geometric figures, properties of geometric solids, testing and proving conjectures. Students will use technology to solve relevant problems including SAT activities. Geometry will emphasize college and career readiness (CCRS) to prepare for success in job or college opportunities after graduation.

Pre-AP Geometry

In addition to topics covered in Geometry, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects, advanced placement and SAT activities. Geometry PAP will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Mathematical Models with Applications

Mathematical Models with Applications includes topics in algebra and geometry. Relevant applications will involve money, data, patterns, music, design, and science. Math Models with Applications will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Algebraic Reasoning

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, numeric and algebraic methods, and modeling from data using tools that build to workforce and college readiness. **This course is not NCAA approved.**

Algebra 2

Algebra 2 topics will extend Algebra 1 skills. Students will solve relevant problems with and without technology. Topics include graphing relations and functions, polynomials, rational functions, matrices, quadratics, exponential and logarithmic functions, conic sections, probability, and geometry. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Required Notification Regarding Algebra 2

The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts, not later than September 1 of each school year, to notify by regular mail or e-mail the parents or guardians of each student enrolled in grade nine or above that state graduation requirements do not require a student to complete an Algebra 2 course to graduate under the Foundation High School Program. The notification must explain that if a student does not complete an Algebra 2 course, a student will not be eligible for—automatic college admission or certain financial aid including: the TEXAS grant program under Subchapter M, Chapter 56; and the Texas Educational Opportunity Grant Program under Subchapter P, Chapter 56.

Pre-AP Algebra 2

In addition to topics covered in Algebra 2, students will extend applications of problem solving. Higher level thinking skills are stressed through projects, advanced placement and SAT activities. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

College Prep Math

The course is taught in a partnership with College of the Mainland and will follow their course outline for their 0310 and 0320 classes. Students getting a passing grade both semesters and passing the final exam with a minimum score of 64 will be granted admission directly into college algebra. This course is designed to develop skills and understanding in the following areas: equations, graphing, exponents, polynomials, factoring, radicals, systems of linear equations, relations and functions, inequalities, and algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. Online assignments are required.

Precalculus

Precalculus will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. Students will strengthen algebra and geometry, and extend applications of linear, quadratic, exponential, polynomial, and trigonometric functions and identifies exponential and logarithmic functions

Precalculus OnRamps (Honors)

In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.

AP Calculus AB

AP Calculus-AB is an advanced placement (AP) course in mathematics covering topics as presented in a one semester college calculus course. Topics include functions, and differential and integral calculus with applications. AP Calculus AB will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. In May, students enrolled in the course will be required to take the College Board AP Examination.

Statistics

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8. Students will broaden their knowledge of variability , probability, and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

AP Statistics

AP Statistics topics will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making inferences based upon statistics. In May, students enrolled in the course will be required to take the College Board AP Examination.

Dual Credit Math 1314/ 1324

These college courses are offered at DHS in conjunction with College of the Mainland. They offer students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and their parents. See Dual Credit information in Section 4.

Science

Course Title	Credit	Grade	Prerequisite
Biology	1	9	None
Pre-AP Biology	1	9	See Advanced Courses Entrance Criteria in Section 4.
AP Biology	1	11-12	Pre-AP Biology, Pre-AP Chemistry and Anatomy & Physiology recommended; See Advanced Courses Entrance Criteria in Section 4.
IPC	1	10	None
Chemistry	1	10-12	Algebra 1 and Biology. Pass Algebra I EOC.
Pre-AP Chemistry	1	10-12	Algebra 1 and Biology; See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Chemistry	1	9	Coordinator approval
AP Chemistry	1	11-12	Pre-AP Chemistry and Pre-AP Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4.
Physics	1	10-12	Algebra 2 (Concurrent) or Precalculus recommended
Pre-AP Physics	1	11-12	Algebra 2 (Concurrent) or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
AP Physics 1-Algebra Based	1	11-12	Pre-AP Physics and Pre-AP Algebra 2 recommended and concurrent enrollment in Pre-AP Precalculus; See Advanced Courses Entrance Criteria in Section 4.
AP Physics 2- Algebra Based	1	11-12	Pre-AP Physics and Pre-AP Precalculus strongly recommended. Concurrent enrollment in AP Calculus; See Advanced Courses Entrance Criteria in Section 4.
Forensic Science	1	11-12	Biology and Chemistry
Aquatic Science	1	11-12	Biology and Chemistry, Physics recommended
Aquatic Science (Honors)	1	11-12	Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4.

Course Title	Credit	Grade	Prerequisite
Astronomy	1	11-12	Biology and 1 other science
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Environmental Systems	1	11-12	Biology and 1 other science
AP Environmental Science	1	11-12	Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Earth, Wind & Fire OnRamps (Honors)	1	12	Biology, Chemistry and Physics; Counselor approval.
PHYS 1403 Stars & Galaxies (Dual Credit)	1	12	Biology, Chemistry and Physics; Must meet COM requirements; See Dual Credit information in Section 4.

Science Course Descriptions

Biology

In Biology 1 students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology 1 study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and environment.

Pre-AP Biology

Biology 1 Pre-AP focuses on providing a strong foundation in biology for those pursuing a science/medical, mathematics, and/or engineering career. Students utilize laboratory investigations, scientific methods, critical thinking, and problem-solving to make informed decisions on biological issues. Topics include zoology, botany, biochemistry, genetics, microbiology, evolution, taxonomy, and ecosystems. Major units are the same as regular Biology but taught in depth. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades during 2nd and 3rd nine weeks. A substantial amount of out-of-class time will be required for study and the individual projects.

AP Biology

This course is designed to provide high school students with a college level course taken by life science majors where future geneticists, ecologists, biology teachers, evolutionary biologists, and doctors begin their studies. The four big ideas of AP Biology are: evolution, cellular processes, genetics, and biological system interaction. Students may receive college credit for this course based on their AP Exam score. In May, students enrolled in the course will be required to take the College Board AP Examination.

Integrated Physics and Chemistry (IPC)

This course is designed to provide high school students with a college level course taken by life science majors where future geneticists, ecologists, biology teachers, evolutionary biologists, and doctors begin their studies. The four big ideas of AP Biology are: evolution, cellular processes, genetics, and biological system interaction. Students may receive college credit for this course based on their AP Exam score. In May, students enrolled in the course will be required to take the College Board AP Examination.

Chemistry

Students are given a rigorous foundation in chemistry. Mathematical calculations such as ratios, proportions, percents, and logarithms are absolutely essential to explore important concepts in chemistry; therefore algebra I is a **prerequisite** of this course. Chemistry encompasses a diverse range of topics including: significant figures, classification of matter, atomic theories, atomic structure, chemical periodicity, bonding, molecular geometry, moles, stoichiometry, thermochemistry, acids, bases, solutions, and properties of chemical reactions. Students will investigate how chemistry is an integral part of daily life.

Pre-AP Chemistry

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table of elements, behavior of gases, bonding, nuclear fusion and nuclear fission, oxidation reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. Students will investigate chemistry as an integral part of daily life. Major units are the same as regular Chemistry but will be taught in more depth and at a faster pace. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of class time will be required for study and the individual project. This course can be taken concurrently with Biology, Pre-AP Biology, Physics, or Pre-AP Physics.

AP Chemistry

Chemistry AP is a course designed to cover the material found in a standard first-year course in college chemistry, both lecture and laboratory. Topics covered during the course are the following: elements and compounds, chemical reactions, thermochemistry, atomic structure and periodicity, chemical bonding and molecular structure, gases and their behavior, intermolecular forces; solutions and their behavior; kinetics; equilibrium; acids, bases and their reactions; precipitation reactions; entropy and free energy; and electrochemistry. In May, students enrolled in the course will be required to take the College Board AP Examination.

Physics

A lab based course where students use scientific problem solving skills with an emphasis on applied algebra, to develop an analytical understanding of physical relationships in physics. Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Students must understand basic algebra to be successful.

Pre-AP Physics

Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. Pre-AP Physics is recommended for those who plan to major in science or engineering in college. Individual projects are required each nine weeks and count as a major grade for the nine weeks summative grade. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of out-of-class time will be required for study and the individual project.

AP Physics 1- Algebra Based

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonion mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. In May, students enrolled in the course will be required to take the College Board AP Examination.

AP Physics 2- Algebra Based

AP Physics 2 is the equivalent to a second semester college course in algebra -based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

Aquatic Science

Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips. The projects will require students to do research, utilize technology, equipment, and work in a group setting. **Fee: $20 per semester for field observations and hands on activities.**

Aquatic Science (Honors)

In Aquatic Science students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips throughout the school year. The projects will require students to do research, utilize technology, equipment, and work in a group setting. Students will write a full formal lab report after wetland restoration project. **Fee: $20 per semester for field observations and hands on activities.**

Astronomy

The course presents an introduction to the field of Astronomy, including the familiarity of the sky, our place in space, reasons for the seasons, history of astronomy, astronomy as a physical science, properties of light, telescopes, structure and evolution of the Sun, planets, moons, and other bodies in the Solar System, age and origin of the Solar System, characteristics and cycle of stars, variety and properties of galaxies, scientific theories of cosmology, black holes, benefits and challenges of space exploration to the study of the universe and discussions of the possibility of life on other planets.

Anatomy and Physiology (Honors)

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance. This course is on the Pre-AP weighted grading scale.

Environmental Systems

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; and environmental changes in ecosystems. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

AP Environmental Systems

Students will look at a variety of topics including but not limited to: population, terrestrial and aquatic biodiversity, soil, pesticides, air, water, atmosphere, renewable and nonrenewable resources, energy and waste management. This course will provide laboratory investigations which allow students to learn about the environment through first-hand and field observations. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

Earth, Wind & Fire OnRamps (Honors)

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems — the lithosphere, atmosphere, hydrosphere, and biosphere — interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require the skills of geologic thinking to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem solving skills, as applied to 21st century scientific problems.

PHYS 1403 Stars & Galaxies (Dual Credit)

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

Social Studies

Course Title	Credit	Grade	Prerequisite
World Geography	1	9	None
Pre-AP World Geography	1	9	See Advanced Courses Entrance Criteria in Section 4.
AP Human Geography	1	9	See Advanced Courses Entrance Criteria in Section 4.
STEM AP Human Geography	1	9	Coordinator approval
World History	1	10	None
Pre- AP World History	1	10	See Advanced Courses Entrance Criteria in Section 4.
AP World History	1	10	Pre-AP World Geography or AP Human Geography recommended; See Advanced Courses Entrance Criteria in Section 4.
United States History	1	11	None
AP United States History	1	11	Pre-AP World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4.
HIST 1301/1302 (Dual Credit)	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
United States Government	0.5	12	None
AP United States Government	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
GOVT 2305 Dual Credit	0.5	12	Must meet COM requirements. See Dual Credit information in Section 4.
Economics	0.5	12	None
AP Macreoconomics	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
Sociology	0.5	11-12	None
Psychology	0.5	11-12	None
AP Psychology	0.5	10-12	See Advanced Courses Entrance Criteria in Section 4.
PSYCH 1300/2301 Dual Credit	1	10-12	Must meet COM requirements. See Dual Credit information in Section 4.

Course Title	Credit	Grade	Prerequisite
History of Sports in the United States (Special Topics in Social Studies)	0.5	9-12	None
Financial Literacy	0.5	9-12	None

Social Studies Course Descriptions

World Geography

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the political, economic, and social processes that shape cultural patterns of regions; patterns of settlement; and relationships among people, places, and environments. Students analyze how location affects economic activities and identify the processes that influence political divisions of the planet. Students compare how culture shapes the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

Pre-AP World Geography

The Pre-AP World Geography curriculum focuses on the world's people, places, and environments. Knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using primary and secondary sources in the form of texts, maps, globes, graphs, pictures, stories, diagrams, charts, current news, a variety of geographic inquiry/research skills, and technology skills, students consider the relationships between people and places while asking and answering geographic questions. In this rigorous course students will begin to develop the reading, writing and thinking skills necessary to succeed in high school AP courses. Higher level thinking skills and essay writing techniques will be extensively practiced. Participation in History Fair is required.

AP Human Geography

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Fee: $15 for materials**

World History

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students identify and analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions, and analyze the connections between major developments in science and technology and the growth of industrial economies, using the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Pre-AP World History

Students investigate continuity and change in the human experience, exploring great traditions that have developed around the world. This class includes content of the standard World History course but is adapted so that content is presented in greater depth allowing students to use tools and methods of historians to analyze issues in world history. Students are required to participate in extended reading, writing, and research activities that integrate topics from the social sciences, art, music, literature, and science. Pre-AP students are preparing for Advanced Placement Social Studies courses such as AP U.S. History in 11th grade or other college level work offered through DHS. Participation in History Fair is required.

AP World History

The World History AP course is designed to develop a greater understanding of the evolution of global process and contacts and to analyze the interaction between different types of human societies. The course emphasizes the nature of change, its causes and consequences, as well as comparisons of major societies. The class will cover all societies and cultures with no special emphasis of one over another. Extensive outside reading and research is required. Outside papers are assigned and essay tests are given. Students are expected to engage in college-level work. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text**: *The Ways of the World (3rd ed.)* by R. Strayer (Purchased by student.)

United States History

In United States History Studies Since 1877, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP United States History

The U.S. History AP course prepares students to take the AP exam for college credit. It covers American history in its entirety. The course will contain an extensive outside reading and research component. Students will be working with original sources and examining controversial issues in American history. They will be expected to become familiar with the work of prominent historians and a variety of historical perspectives. They may be expected to produce History Fair projects. Coursework includes outside papers and essay based exams. Students will be engaged in college-level coursework. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text**: *The American Story* by H.W. Brands (5th ed.) (Purchased by student.)

HIST 1301/ 1302 Dual Credit

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

United States Government

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP United States Government

U.S. Government AP covers every major element of a college course in American government. This course is designed to provide the skills and knowledge necessary to pass the AP Exam. Solid reading and writing skills are required along with a willingness to be challenged. Emphasis is placed on critical and evaluative thinking skills in the interpretation of both governmental policy making and how government functions in the political arena. In May, students enrolled in the course will be required to take the College Board AP Examination. Students should be willing to attend Saturday and lunch reviews

GOVT 2305

This course is offered in conjunction with College of the Mainland in order to give students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents. See Section 4 for more information.

Economics

Economics focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the U.S. and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy as well as types of business ownership and market structures. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

Economics

Economics AP is a one-semester course that covers every major element of a college course in macroeconomics and is designed to provide the skills and knowledge necessary to pass the AP Economics Exam in the spring. Emphasis is placed on critical and evaluative thinking skills in the interpretation of economic principles, data and current events. Students are expected to engage in college-level work. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *Naked Economics* by Wheelan and *Naked Money* by Wheelan (Purchased by student.)

Sociology

This elective course serves as an introduction to the study of Sociology. This social science studies various groups of people and the society in which we live. Sociology focuses on how groups create and even define a society. Sociologists generate theories about social issues such as the role of gender, crime, age, racism and culture through three theoretical perspectives: Functionalist, Conflict and Symbolic Interactionist. Over the course of the semester students will learn to view various themes in sociology through these theoretical perspectives as well as develop skills for understanding and navigating our ever changing world.

Psychology

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

AP Psychology

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. In May, students enrolled in the course will be required to take the College Board AP Examination.

PSYCH 1300/2301

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents

History of Sports in the United States (Special Topics in Social Studies)

This elective will allow students to learn about US History through the evolution of a variety of sports starting at the beginning and developing into the major professional leagues of today. Sports eras of 1860 to 1940, 1940-1980, and to present day will be studied. Students will learn about sports heroes, mascots (and the history behind the names), movement of teams, impact of media, change in opportunities for women and minorities in athletics, the role of athletics on the high school and college campus, and the role of the U.S. in the Olympics. Connections will be drawn between the sports event and events that occur congruent in the U.S. during the same time period.

Financial Literacy

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. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

Languages Other Than English (LOTE)

Course Title	Credit	Grade	Prerequisite
French 1-4	1	9-12	Taken in sequence
Pre-AP French 1-3	1	9-12	Taken in sequence; See Advanced Courses Entrance Criteria in Section 4.
AP French Language and Culture	1	11-12	Pre-AP French 3; See Advanced Courses Entrance Criteria in Section 4.
Spanish for Native Speakers	2	9-10	Fluent verbal and writing skills in Spanish Language; Counselor approval
Spanish 1-4	1	9-12	Taken in sequence
Pre-AP Spanish 1-3	1	9-12	Taken in Sequence; See Advanced Courses Entrance Criteria in Section 4.
AP Spanish Language and Culture	1	10-12	Pre-AP Spanish 3; See Advanced Courses Entrance Criteria in Section 4.

LOTE Course Descriptions

French 1

The French 1 student will demonstrate communication skills such as listening, speaking, reading, and writing. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

French 2

The French 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase accuracy of expression.

French 3

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. This course is designed to further students' knowledge of the French language by studying intermediate-level grammar as well as more specific vocabulary. Students will study various cultural and historical topics related to the Francophone world. The course is conducted almost entirely in French.

French 4

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in French.

Pre-AP French 1

The French 1 Pre-AP student will demonstrate communication skills such as listening, speaking, reading, and writing in French. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for French 2 Pre-AP.

Pre-AP French 2

French 2 Pre-AP is a continuation of French 1 with an emphasis on higher learning skills. The course presents the same conversational material as French 2 with an emphasis on grammar to prepare students for French 3.

Pre-AP French 3

The French 3 Pre-AP student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. The course prepares student for French 4 AP.

AP French Language and Culture

The French 4 AP student will read a variety of literary works that reflect the culture of the French-speaking world. Preparation for the French AP Exams will be emphasized through the study of history, novels, poetry, plays, composition, and grammatical structures. In May, students enrolled in the course will be required to take the College Board AP Examination.

Spanish for Native Speakers

The student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. Student will receive credit for Spanish 1 and Spanish 2.

Spanish 1

The Spanish 1 student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

Spanish 2

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

Spanish 3

The Spanish 3 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression. This course is designed for the student who wants to earn a 3rd year of credit but does not want to follow the AP Spanish plan.

Spanish 4

In Spanish 4, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s).The course is conducted almost entirely in Spanish.

Pre-AP Spanish 1

The Spanish 1 Pre-AP student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for Spanish 2 Pre-AP.language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s).The course is conducted almost entirely in Spanish.

Pre-AP Spanish 2

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

Pre-AP Spanish 3

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. This course is designed for the student who wants to prepare for AP credit in Spanish.

AP Spanish Language and Culture

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal[interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In May, students enrolled in the course will be required to take the College Board AP Examination.

Fine Arts

Course Title	Credit	Grade	Prerequisite
Art 1	1	9-12	None
Art 2	1	9-12	Art 1
Art Mentor 1-4	1	9-12	Application and Interview; Instructor approval
Rodeo Art 1-4	1	9-12	Instructor approval
Art Drawing 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 2-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Art Painting 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
Art Sculpture 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 3-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Color Guard Band 1-4	1	9-12	Audition; Taken in sequence
Concert Band (A) 1-4	1	9-12	Director approval based on audition; Taken in sequence
Concert Band (B)1-4	1	9-12	Director approval based on audition; Taken in sequence
Instrumental Ensemble 1-4	1	9-12	Enrolled in band; Director approval based on audition
Symphonic Band 1-4	1	9-12	Director approval based on audition; Taken in sequence
Band 3-4 Honors	1	11-12	Director approval based on audition
AP Music Theory	1	9-12	Enrolled in choir or band; Director approval based on audition; See Advanced Courses Entrance Criteria in Section 4.
Freshman Girls' Choir	1	9	None
Concert Singers Choir 1-4	1	9-12	Taken in sequence
Advanced Women's Choir 1-4	1	9-12	Audition; Taken in sequence

Course Title	Credit	Grade	Prerequisite
Men's Choir 1-4	1	9-12	Audition; Taken in sequence
Varsity Mixed Choir 1-4	1	9-12	Audition; Taken in sequence
Choir 3-4 Honors	1	11-12	Application and exam
Dance 1	1	9-12	None
Dance 2-4	1	9-12	Dance 1 and Audition
Dance Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
Diamonds Dance Team 1-4	1	9-12	Audition; Taken in sequence
Diamonds Dance Officer	1	10-12	Audition
Dance Team 3-4 Honors	1	11-12	Application and Dance terminology exam
Musical Theater 1	1	9-12	None
Musical Theater 2-4	1	9-12	Musical Theater 1; Taken in sequence
Technical Theater 1	1	9-12	None
Technical Theater 2-4	1	9-12	C or higher in Tech Theater 1 and Instructor approval; Taken in sequence
Theater Arts 1	1	9-12	None
Theater Arts 2-4	1	9-12	C or higher in Theater 1 and Instructor approval; Taken in sequence
Advanced Theater Arts 1-2	1	9-10	Audition
Theater Production 1-4	1	10-12	Audition each semester
Theater Production Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
Theater 3-4 Honors	1	11-12	Application and essay

Fine Arts Course Descriptions

Art 1

This course is an overview of the Elements and Principles of Art using various mediums and techniques with a concentration on two-dimensional work. It includes exposure to many different ways of creating art. The class requires a small supply list to be provided by the student and will also have a few homework assignments. Creative expression, production skills, and quality of finished product are stressed. This class will compete in various contests including Houston Livestock Show and Rodeo Art contest and possibly Visual Arts Scholastic Event (VASE).

Art 2

This advanced art class expands upon the elements of art and the principals of design with continued exploration of basic art media and techniques, such as drawing, painting, graphic design, ceramics, collage, printmaking and sculpture. This course is designed for the highly motivated art student. This course will consist of more in-depth study of art criticism, aesthetics, and art history. Students will develop an ability to talk about their work and the work of others in classroom critiques. Students will also have many opportunities to explore careers in the arts, showcase their artwork in the community as well as compete in competitions such as Visual Art Scholastic Event, Rodeo and much more! **Fee: $25**

Art Mentor 1-4

Art Mentor is a peer assisting art program. Selected students work under the direction and supervision of the art instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct art lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel.

Rodeo Art

In Rodeo Art, students work on advanced drawing problems that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through “Western” themed design projects with a variety of materials. Students will be required to exhibit their work and participate in Western themed art shows including HLS&R and Galveston County Rodeo Art Shows. Fee $25

Drawing 2-4

Students work on advanced drawing problems such as portraiture, architecture, and drawing from life that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through design projects with a variety of materials. Independent research will be required for creative ideas. Students will be required to exhibit their work and participate in competitive shows. Students will be required to exhibit their work, and participate in competitive shows. **Fee: $25**

AP 2-D Design

The Advanced Placement Program in Studio Art enables highly motivated students to do college-level art work in Studio Art while still in high school. AP Studio Art conforms to the national standards required by the College Board. Students who select Studio Art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Exam.

Painting 2-4

Painting is a visual art course where students will explore and experience a variety of painting techniques, media, and historical approaches to art. Painting is a problem-solving course dealing with form, color, line, and texture (figurative and abstract). Students will work on perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through the use of the world outside the classroom, models, drawings, photographs, and imagination, students interpret and express the painter's world in a variety of materials including acrylic and tempera paint, watercolor, ink, paper and canvas as well as a variety of experimental media. 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. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Independent research will be required for creative ideas. Work will be studio based to build up the art portfolio. Painting 4 Students will be required to exhibit their work and participate in competitive shows. **Fee: $25**

Sculpture 2-4

Sculpture students use knowledge and skills from their foundations course, working on advanced three-dimensional projects using a variety of media such as clay, wire, plastiscine, paper and found objects. Composition and problem solving are stressed as well as conceptual works that create an artistic statement. Students will be required to exhibit their work and participate in competitive shows. **Fee: $25**

AP 3-D Design

The Advanced Placement Program in 3 dimensional art enables highly motivated students to do college-level art work in 3-D art while still in high school. AP 3-D Art conforms to the national standards required by the College Board. Students who select AP art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Examination.

Band Color Guard 1-4

The Revolutionary Lyrical Company uses ballet and modern dance technique to visually represent any style of music/soundtrack. Members of the company may dance, or manipulate equipment during performances. Shows that the company will participate in include but are not limited to, marching show contests, Sports Events, Solo and Ensemble Contests, and different spring shows.

Fee: Varies

Band 1-4

The Band program is open to students who have a basic to advanced skills of tone production, tone control, rhythm, reading, and sight reading. Membership is determined by audition. Competitive and after school activities are required. In the first semester, Band members participate in marching band which satisfies one half of a PE credit. **Fee: Varies**

Instrumental Ensemble 1-4

Instrumental Ensemble is designed to provide students an opportunity to study the TMEA and UIL music in a more individual or small group setting. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

Band 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

AP Music Theory

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Choir 1-4

The choir program is open to students who have basic to advanced choral skills. Instruction leads students to a better understanding of vocal and sight-singing skills. Course placement is based on audition. Students are required to perform in events based on the choir course/level such as: concerts, musicals, community and after school events, pop show, and UIL contest. Participation at all after school rehearsals for designated concerts is required. Participation and uniform fees vary.

Choir 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

Dance 1-4

The Dance program provides a progressing curriculum that emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. Ballet, jazz, theatrical dance, modern and choreography are the dance elements that will be emphasized. Students will have the opportunity to perform a variety of dance styles and techniques. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

Dance Mentor 1-4

Dance Mentor is a peer assisting dance program. Selected students work under the direction and supervision of the dance instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct dance lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

Diamonds Dance Officer

The Diamonds Dance team officers receive a credit for Dance Production for coordinating dance performances for the Diamonds Dance Team. The officers work with the team on learning performances.

Dance Team 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus. The student will perform at least one originally choreographed piece and research project as outlined in the course syllabus.

Musical Theater 1-4

Musical Theatre 4 will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will focus on research for musicals, choreography for class numbers & leadership skills. Students will also focus on directing and choreography. Musical Theatre 4 students will be expected to put together a night of song and dance at the end of each semester. Students may gain the required fine arts credit with the completion of this course. All Musical Theatre students are required to see the departments live theatre productions.

Technical Theater 1-4

The Technical Theater classes provide sets for student productions. Technical Theater topics include basic building, painting techniques, lighting applications, sound perspective, prop production, costume design, and publicity design, scene construction, technical paperwork, drafting, and beginning design work in scenery and lighting. Students develop a higher level of technical responsibility and are able to serve as crew heads and stage managers for productions if they choose to do so. The Technical Theater classes are required to attend the main stage productions that are produced by the department.

Theater Arts 1

Theater Arts 1 is a basic introduction to Theater arts. Topics include terminology, basic stage movement, pantomime, improvisation, overcoming stage fright, evaluating Theater productions, Theater etiquette, and basic performance skills including character development and script structure. All Theater Arts 1 students are required to see the live stage productions produced by the department.

Advanced Theater Arts 1-2

Advanced Theater Arts is offered to those students who took a theater course during their 8th grade year and want to further their acting and theater career. Students will be reviewed in basic theater topics such as stage and acting terminology, basic stage movement, pantomime, improvisation, evaluating theater productions, theater etiquette, and basic performance skills including character development and script structure. Students will also participate in their own class one act play that will be performed for the public. All Advanced Theater Arts students are required to see the live stage productions produced by the department.

Theater Arts 2-4

Theater Arts 2 is a continuation of Theater Arts 1 and is designed for students with a genuine interest in Theater. Topics include advanced stage movement, voice and diction development, audition techniques, advanced character analysis, and Theater history. Students are introduced to a variety of techniques and theories that are put in to practice through memorized monologues, duets, and one act plays that are performed for the public each semester. Students will also begin basic directing work on individual scenes. Theater Arts 4 students will direct a one act play. All Theater arts students are required to see the live stage productions produced by the department. Performance work consists of scripted work as well as self-written work. Theater Arts students are expected to attend the live stage productions produced by the department. Students are highly encouraged to audition for productions as well.

Theater Production 1-4

Theater Production 1-4 is designed to prepare actors and technicians for a variety of dramatic productions. Skills learned in the Technical Theater and Theater Arts classes will be utilized in this class during rehearsals for the department's productions. Students are required to be involved in all productions during the semester in which they are enrolled. Performances include Black Box shows, Improvisation shows, Outreach performances, at district elementary and middle schools and community performances. Involvement includes onstage and offstage positions. Students enrolled in a Production course are strongly encouraged to be enrolled in either an upper level Theater Arts Course or Technical Theater Course as well. **Fees:** Vary

Theater Production Mentor 1-4

Theater Production Mentor is a peer assisting theater program. Selected students work under the direction and supervision of the theater director in direct instructional roles with structured learning high school students. Students learn to plan and direct theater lessons, assist and mentor structured learning students, and complete other responsibilities of theater education personnel. Students in this program are given the opportunity to work with a variety of students in a variety of settings.

Theater Arts 3-4 Honors

The student will maintain a portfolio and complete a project in the area of acting, directing, or technical theater. Requirements for the Honors level project options are outlined in the course syllabus.

Health and Physical Education

Course Title	Credit	Grade	Prerequisite
Health	.5	9-12	None
Athletics	1	9-12	Tryout
Cheerleading	1	9-12	Tryout
Diamonds Dance Team	1	9-12	Audition
Foundations of Personal Fitness	1	9-12	None
Physical Education (Individual or Team Sports)	.5-1	9-12	None
Sports Medicine 1	1	9-12	Interest in Health-related profession/Sports Medicine
Sports Medicine 2	1	9-12	Sports Medicine 1; Concurrent enrollment Student Trainer
Student Trainer	1	9-12	Tryout; Instructor approval
Weight Training and Conditioning	.5-1	9-12	None

Courses that substitute PE credits

Students may substitute certain courses for the required PE credit. Each semester of the following courses will count as a semester of PE:

1. Athletics
2. Cheerleading
3. Diamonds
4. AFJROTC
5. Marching band
6. Student Trainer

Health and Physical Education

Health

In Health, topics include personal health, safety and well-being, consumer health, care of the human body, nutrition, mental health, prevention of disease, chronic health conditions, environment and community health, accident prevention, and family life.

Athletics

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT. **Fee:** $50

Cheerleading

Cheerleading is available to all students who make the cheerleading squad. Students will be required to perform for a panel of judges and are selected by their scores. It is a UIL violation to be enrolled in this course and athletics concurrently. **Fee**: Varies

Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

Foundations of Personal Fitness

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 include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Physical Education (Individual or Team Sports)

In Physical Education, 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. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. **Fee**:$16 uniform

Sports Medicine 1-2

This is an innovative elective course designed to introduce Sports Medicine and Athletic Training concepts.

Student Trainer

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

Weight Training and Conditioning

Physical education course will allow students to learn and apply weight training principles with an individualized approach as well as learn to design and implement a weight training program tailored to their own personal fitness goals. **Fee**: $16.00 uniform

Electives

Course Title	Credit	Grade	Prerequisite
Advanced Via Individual Determination (AVID) 1-4	1	9-12	Application; Taken in sequence
Gator Aide (local)	.5-1	12	Counselor approval
Peer Coaching for AVID Students Honors	1	11-12	Application and Interview
PSAT Prep Honors (Fall Only)	.5	10-11	Counselor approval
SAT Prep Honors (Spring Only)	.5	11	Counselor approval
Off Period	0	12	Counselor approval; Must have transportation.

Electives Course Description

Advanced Via Individual Determination (AVID) 1-4

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

Gator Aide

Senior counselor screens applicants for service to main office, assistant principals, and counselors. Student's attendance and discipline record will be reviewed. This credit does not count towards graduation requirements.

Peer Coaching for AVID Students Honors

This course is designed for qualifying junior and senior students to assist in weekly AVID tutorials and as well as tutor at-risk students with a major emphasis in the core subject areas. Peer tutors will be assigned to a particular class and work directly with individual or small group tutorial sessions. Tutors are not to be considered teacher aides. All student tutors are to meet and maintain academic and citizen/conduct requirements stipulated by the course description and application guidelines. Peer tutors must be free of any major attendance issues. Peer tutors are selected through an application process during the spring prior to the year in which they serve as a peer tutor. Tutors must complete tutor training provided by AVID Elective teachers before they may begin peer tutoring. This course is on the Honors grading scale.

PSAT Prep Honors

Students will be selected for the PSAT prep course based on their PSAT score. This course prepares students for the PSAT and SAT exams and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. This course is on the Honors grading scale.

SAT Prep Honors

This course prepares students for the SAT college entrance exam and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. Students will be selected based on academic potential and post-secondary goals. This course is on the Honors grading scale.

Off Period

Seniors who have room in their schedule may have up to two off periods at the end of the day (7th only or 6th and 7th periods). Students must have transportation to leave campus immediately after their last class period. Students who do not have transportation and are on campus during the scheduled off times will be assigned classes during that time. Students do not receive credit for off periods.

Business and Industry

Course Title	Credit	Grade	Prerequisite
Principles of Agriculture, Food, and Natural Resources	1	9-12	None
Small Animal Management	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Equine Science	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Livestock Production	1	11-12	Principles of Agriculture, Food, and Natural Resources
Advanced Animal Science	1	12	Biology, Chemistry or IPC, Algebra 1 and Geometry, and Livestock Production
Horticulture Science	1	10-12	Principles of Agriculture, Food, and Natural Resources
Floral Design	1	11-12	Horticulture
Advanced Floral Design	1	12	Floral Design
Professional Communications	.5	9-12	None
Professional Standards in Agribusiness	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Agribusiness Management & Marketing	1	11-12	2 credits in Agriculture, Food, and Natural Resources
Practicum in Agriculture, Food, and Natural Resources	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Principles of Arts, A/V Technology, And Communications	1	9-12	None
Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications
Advanced Video Game Programming	1	11-12	Video Game Programming
Commercial Photography	1	10-12	Principles of Arts, A/V Technology, And Communications
Commercial Photography 2	1	11-12	Commercial Photography
Practicum in Commercial Photography	2	12	Commercial Photography 2
Audio/Video Production	1	10-12	Principles of Arts, A/V Technology, And Communications
Audio/Video Production 2	2	11-12	Audio/Video Production

Course Title	Credit	Grade	Prerequisite
Practicum in Audio/Video Production	2	12	Audio/Video Production 2
Principles of Business, Finance, and Marketing	1	9-12	None
Sports and Entertainment Marketing	.5	10-12	Principles of Business, Finance, and Marketing
Social Media Marketing	.5	10-12	Principles of Business, Finance, and Marketing
Sports and Entertainment Marketing 2	.5	11-12	Sports and Entertainment Marketing
Advertising	.5	11-12	Social Media Marketing and Sports Entertainment Marketing
Business Information Management 1	1	10-12	Principles of Business, Finance, and Marketing; ARD committee decision
Business Information Management 2	1	11-12	Business Information Management 1; ARD committee decision
Career Prep	2-3	12	None
Principles of Applied Engineering	1	9-10	None
Robotics 1	1	10-12	Principles of Applied Engineering
Robotics 2	1	11-12	Robotics 1
Introduction to Welding	1	10	Algebra 1 or concurrent
Welding 1	2	11-12	Introduction to Welding; Algebra 1
Welding 2	2	12	Welding 1
Automotive Basics	1	9-10	None
Automotive Technology 1: Maintenance & Light Repair	2	10-12	Automotive Basics and Algebra 1
Automotive Technology 2: Automotive Service	2	11-12	Automotive Technology 1, Algebra 1, and Geometry
Practicum in Transportation Systems	2	12	Automotive Technology 2

Business and Industry Course Descriptions

Principles of Agriculture, Food, and Natural Resources

In Agriculture, Food, and Natural Resources, students will develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Small Animal Management

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Livestock Production

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Advanced Animal Science

In Advanced Animal Science, students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This course counts as a 4th science.**

Horticulture Science

In Horticultural Science, students will develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Floral Design

In Floral Design, students will develop the 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, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement.**

Advanced Floral Design

In Advanced Floral Design, students will further develop their 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. Students will extensively develop skills that focus on leadership, communication, employer-employee relations, and problem solving as they relate to entrepreneurship, marketing, and business practices in the floral and event planning industry.

Professional Standards in Agribusiness

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Professional Communications

In Professional Communications, students will primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Agribusiness Management & Marketing

In Agribusiness Management and Marketing, students will develop an understanding of agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Practicum in Agriculture, Food, and Natural Resources

In Practicum in Agriculture, Food, and Natural Resources students experience a supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

Principles of Arts, A/V Technology, and Communications

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

Video Game Programming

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

Advanced Video Game Programming

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

Commercial Photography

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography 2

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will document different programs on campus such as the football, choir and dance, etc.

Practicum in Commercial Photography

The student develops an increased understanding of commercial photography. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

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 technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/ Video Production 2

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology and Communication Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production in the audio/video industry. Audio/Video Production 2 has an emphasis on live production. This class records the Gator Nation News program as well as various live productions for the school such as the video board at Sam Vitanza Stadium.

Practicum in Audio/ Video Production

Building upon the concepts taught in Audio/Video Production II and its corequisite 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.

Principles of Business, Finance, and Marketing

In Principles of Business, Marketing, and Finance, students 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 and Entertainment Marketing

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

Social Media Marketing

Students will gain the knowledge and skills needed to utilize social media to market a business. Students will learn the principles necessary to begin, operate, and market a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

Sports and Entertainment Marketing 2

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries.

Advertising

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

Business Information Management 1

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

Business Information Management 2

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

Career Prep

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Principles of Applied Engineering

In Principles of Applied Engineering, students will be exposed to various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Robotics 1

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

Robotics 2

In Robotics 2, 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.

Introduction to Welding

Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success. Students must pass the NCCER safety test with 70% to remain in course 2nd semester.

Welding 1

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. Students are able to acquire AWS and API welding certification cards.

Required Safety Equipment (provided by student)

- Safety glasses (z87 coded)
- Leather gauntlet style gloves no cloth, rubber or garden gloves of any kind
- Leather boots
- Blue jeans (no holes)
- Long sleeve shirt with no pocket or pockets with flap cover (**cotton or fire retardant only**)
- Welding hood preferable auto darkening (Available at Harbor Freight)
- Welding cap

Welding 2

Advanced Welding builds on knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students are able to acquire AWS certifications using Stick, Tig, and Mig processes.

Automotive Basics

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 1: Maintenance and Light Repair

Automotive Technology 1: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 2: Maintenance and Light Repair

Automotive Technology 2 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. The course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Practicum in Transportation Systems

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

Public Services

Course Title	Credit	Grade	Prerequisite
Principles of Education and Training	1	9-12	None
Child Development	1	10-12	Principles of Education and Training
Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development
Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)
Principles of Health Science	1	9-10	None
Medical Terminology	1	10-12	Principles of Health Science
Health Science Theory	1	11-12	Medical Terminology and Biology
Practicum in Health Science (PCT)	2	12	Health Science Theory
Practicum in Health Science (Pharmacy)	2	12	Health Science Theory
Practicum in Health Science (Dental)	2	12	Health Science Theory
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Introduction to Cosmetology	1	10	Attendance, Grades, and attend mandatory parent meeting
Barbering 1	2	11-12	Introduction to Cosmetology
Barbering 2	2	12	Barbering 1/Lab with 500 clock hours
Cosmetology 1	2	11-12	Introduction to Cosmetology
Cosmetology 2	2	12	Cosmetology 1/ Lab with 500 clock hours
Principles of Law, Public Safety, Corrections, and Security	1	9-12	None
Law Enforcement 1	1	10-12	Principles of Law, Public Safety, Corrections, and Security
Law Enforcement 2	1	11-12	Law Enforcement 1
Correctional Services	2	11-12	Law Enforcement 1 or 2
Forensic Science	1	11-12	Biology and Chemistry
Junior Reserve Officer Training Corps (JROTC) 1-4	1	9-12	Permission of Instructor; Taken in sequence

Public Services Course Descriptions

Principles of Education and Training

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

Child Development

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

Instructional Practices in Education and Training (RST1)

Instructional Practices in Education and Training is a field-based (practicum) 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, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities.

Practicum in Education and Training (RST2)

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 with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities.

Principles of Health Science

The Principles of Health Science provides an overview of health organizations, various health careers, medical terminology, and 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.

Medical Terminology

I This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, and combining forms in their singular and plural forms, in addition to medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science Theory

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will participate in hands-on experiences for continued knowledge and skill development for career preparation.

Practicum in Health Science

The Practicum in Patient Care Technician, Pharmacy Technician, Medical Assistant, or Dental Assistant is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. 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. Industry certifications are required in these courses at the student's expense. **Students will be required to purchase uniforms through the program, show proof of a negative TB test within the last year, and show proof of a negative urine drug screen test.**

Anatomy and Physiology (Honors)

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance. This course is on the Pre-AP weighted grading scale.

Introduction to Cosmetology

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. **Optional**: **There is a $25 Registration fee for a student permit issued by TDLR toward their certification. The $25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations**.

Barbering 1/ Lab

Barbering 1 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. Course may require time outside of school to earn required clock hours. Students must wear barbering uniform. **Fee: approx. $435 for barbering smock and supply kit and $25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Barbering 2/ Lab

Barbering 2 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. **Fee: $200 to take the State Board Test for Certification. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Cosmetology 1/ Lab

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Course may require time outside of school to earn required clock hours. Students must wear Cosmetology uniform. **Fee: approx. $475 for cosmetology smock and supply kit and $25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Cosmetology 2/ Lab

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. Students must wear Cosmetology uniform. **Fee: $200 to take the State Board Test for Certification. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Principles of Law, Public Safety, Corrections, and Security

Principles of LPSCS is the beginning course of the Criminal Justice program. This course is the **Prerequisite** for all other courses offered. Students will gain information about the different career opportunities available in the law, public safety, corrections and security fields. This course provides an overview of the responsibilities and duties of police, corrections, private security, legal and fire services.

Law Enforcement 1

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, the classification and elements of crime, restraint and defensive tactics, arrest procedures and other various law enforcement related topics. This class is the introduction of law enforcement for those interested in a career in policing. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Law Enforcement 2

Law Enforcement II expands the previous first course in preparing a student for a career in law enforcement. This course includes additional education in law enforcement topics and special assignments to include: crime scene investigation, trial and courtroom, crime classifications and punishment. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Correctional Services

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

AEROSPACE SCIENCE
Air Force Junior Reserve Officer Training Corps (AFJROTC)

AFJROTC is a leadership and citizenship program that helps students develop leadership skills that will carry them through any post-high school career. It is a cadet-run organization, which means that students (cadets) may advance in rank, therefore putting them in leadership positions and eventually running the Corps. The Aerospace Science Instructors teach the academic portions of the program, while guiding and teaching the cadet leaders to manage the Corps effectively.

A mandatory requirement for successful completion of AFJROTC is to wear the AFJROTC uniform on designated days and abide by all AFJROTC grooming standards, including hair length, usually once a week. Failure to do so will result in dismissal from AFJROTC.

AFJROTC has a very active extracurricular program consisting of competitive and performance teams such as Armed and Unarmed Drill Teams, Color Guard, Saber Team, Rocketry Team, Physical Training Team, Scale Model Aircraft Team, and Music Corps. Participation in these teams is not mandatory, but is highly desirable.

Aerospace Science 1: Introductory Aerospace Science

Aerospace Science 1 focuses on wear and care of the uniform, customs and courtesies, drill and ceremonies, history, mission, purpose, goals, objectives, and organization of AFJROTC. The Aerospace Science component will cover Astronomy and Space Exploration. The Leadership Education component will cover Effective Communication. The Wellness/Physical Fitness portion will incorporate the Cadet Health and Wellness Program. This is an exercise program focused on individual baseline improvements with the goal of achieving a Cadet Physical Fitness Test standard calculated with age and gender.

Aerospace Science 2: Basic Aerospace Science

Aerospace Science 2 expands on lessons and skills taught during Aerospace Science 1 by giving limited leadership opportunities to rising cadets. These leadership positions will prepare these cadets for more demanding leadership positions offered during Aerospace 3 and 4.The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

Aerospace Science 3: Intermediate Aerospace Science

Aerospace Science 3 builds on lessons and skills taught during Aerospace Science 2 by giving expanded leadership opportunities to rising cadets. These leadership positions will “test” their leadership skills and prepare these cadets for the most demanding leadership positions available during Aerospace 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

Aerospace Science 4: Advanced Aerospace Science

Aerospace Science 4 is the capstone AFJROTC course. It puts cadets into demanding leadership positions where they will be in charge of, and responsible for, the entire Dickinson High School AFJROTC. These leadership positions will "test" their leadership skills and prepare these cadets for the rigors of post-high school pursuits such as college or the beginning of a chosen career. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

STEM

Course Title	Credit	Grade	Prerequisite
Introduction to Engineering Design (PLTW)	1	9-11	Algebra 1 or Concurrent enrollment
Engineering Science	1	10-12	Introduction to Engineering Design (PLTW) and Algebra 1
Engineering Design and Presentation 1	1	11-12	Engineering Science
Engineering Design and Presentation 2	2	12	Engineering Design and Presentation 1
Aerospace Engineering (PLTW)	1	11-12	Engineering Science
Practicum in STEM	2	11-12	Aerospace Engineering
Fundamentals of Computer Science	1	9-12	None
Computer Programming 1	1	10-12	Fundamentals of Computer Science
Computer Programming 2	1	11-12	Computer Programming 1
Practicum in Information Technology	2-3	12	Computer Programming 2

STEM Course Descriptions

Introduction to Engineering Design (PLTW)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Engineering Science

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. 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**.**

Engineering Design and Presentation 1

Engineering Design and Presentation 1 is a continuation of the knowledge and skills learned in PLTW: IED and POE. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design and Presentation 2

Engineering Design and Presentation 2 is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

Aerospace Engineering (PLTW)

In this specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects.

Practicum in STEM

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.

Fundamentals of Computer Science

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Computer Programming 1

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

Computer Programming 2

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

Practicum in Information Technology

In the 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.

SECTION FOUR

PROGRAM GUIDELINES

Pre-Advanced Placement and Advanced Placement Program

Equity and Access to Pre-AP, AP and Honors Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are open and made available to ALL Dickinson High School students. Since Pre-AP and AP courses are designed as college preparation and/or college level courses, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP and AP courses, have considerably higher success in college.

Benefits of Pre-AP Courses

A Different Kind of Class:

- Through increased rigor, Pre-AP courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- A Pre-AP classroom is different from an academic class. Instruction in the Pre-AP classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Pre-AP courses provide preparation for success in the subsequent AP course and toward earning a qualifying score on the corresponding College Board AP Exam.

Advanced Placement (AP) Courses

A Different Kind of Class:

- AP courses are highly rigorous courses for which college credit may be earned.
- The course syllabus is approved by College Board.
- Teachers are highly trained through College Board workshops and institutes.
- AP courses conclude with a final examination written and scored by College Board.
- AP courses require a high level of student commitment and academic engagement.

Considerations for Entry into Pre-AP and AP Courses

Student's willingness and ability to:

- Prioritize time and interests
- Commit a minimum of three hours of out-of-class time per week for each course
- Approach challenging coursework with a positive attitude
- Complete summer and outside reading and writing assignments
- Maintain a strong work ethic
- Maximize independent study habits
- Critically question and discuss complex concepts
- Monitor and evaluate progress
- Meet expectations on state assessments
- Adhere to the district's class exit procedures and timelines

Pre-AP/ AP/ Honors Admission Criteria

In an effort to place students in appropriate level classes, admission criteria have been established for Pre-AP, AP, and Honors courses. The academic records for all students who register for a Pre-AP, AP and/or Honors course will be evaluated against the following criteria when students complete their course selections for the following school year:

1. **Previous Academic Performance.** Yearly average of current school year course immediately preceding requested course.

Grade	Current course	Requested course
80	Academic	Pre-AP or AP
75	Pre-AP	Pre-AP or AP
75	AP	AP

2. **STAAR, End of Course (EOC) Assessment, and PSAT**. It is highly recommended that students score "Meets" or "Masters" level on the relevant STAAR/EOC or meet the college readiness benchmarks on PSAT for entry into Pre-AP, AP, or Honors courses. Demonstrated academic achievement on these assessments indicate that the student has the knowledge and skills necessary for success in the rigorous college preparatory (Pre-AP), Honors, and college level (AP) courses. The chart on the following page identifies the relevant STAAR/ EOC and PSAT score recommended for entry into Pre-AP/AP courses.

Appeal of Criteria. Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student's counselor, and/or campus administrator. Appeal forms are available in the counselor's office and will be due by the first Friday of the first week of school.

Expectations

Mandatory Parent Meeting in Spring. All parents are required to participate in the parent meeting held during the Spring semester.

Commitment Statement. A contract signed by both student and parent will be due the first week of school or upon enrollment for new students.

AP Exams. The purpose of AP courses is to earn college credit. Students enrolled in AP courses are expected to register and take the respective AP Exam(s) in May. Registration will be in October/November. Cost per exam ranges from $53 to $85 depending on state approved reductions. Students eligible for the free/reduced meal program will receive the reduced rate. Payment is due upon registration.

State assessments or PSAT scores may be used in determining eligibility. Students are expected to achieve "Meets" or "Masters" level on STAAR/EOC or meeting College Readiness Benchmark requirements set by CollegeBoard. The following scores and previous academic performance will be used to determine eligibility.

Assessment Score				Entry Into Course
STAAR	**Score**	**PSAT**	**Score**	
Grade 8 Reading	Meets	Reading + Writing	390	Pre-AP English I Pre-AP W. Geography Pre-AP Biology Pre-AP Spanish/ French AP Human Geography
Grade 8 Math	Meets	Math	430	Pre-AP Algebra I
Grade 8 Science	Meets	Reading + Writing	390	Pre-AP Biology
Grade 8 Social Studies	Meets	Reading + Writing	390	Pre-AP W. Geography AP Human Geography
English I EOC	Meets	Reading + Writing	410	Pre-AP English II Pre-AP Physics Pre-AP Spanish/French Pre-AP World History AP World History
Algebra I EOC	Meets	Math	450	Pre-AP Geometry Pre-AP Algebra II Pre-AP Pre-Calculus AP Calculus AP Statistics
Algebra 1 EOC	Meets	Reading	410	Pre-AP / AP Chemistry Pre-AP/AP Physics
		Math	450	
Biology EOC	Meets	Reading	410	AP Biology Pre-AP / AP Chemistry Honors Anatomy and Physiology AP Environmental Systems Honors Aquatic Science
		Math	450	
English II EOC	Meets	Reading + Writing	430	AP English III Language AP English IV Literature AP Spanish/French AP US History AP Government AP Psychology
English II EOC	Meets	Reading	430	Pre-AP/AP Physics AP Economics
		Math	480	

Exit from a Pre-AP /AP/ Honors Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP/AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in a Pre-AP/AP course is given higher consideration than one who earns an "A" in an academic course. For this reason, DHS counselors, administrators, and teachers strongly advise Pre-AP/AP students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

- **Exit Point #1**. Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students prior to the last day of school. Students may request a course request change during this time. A parent/primary caregiver signature is required for the change.

- **Exit Point #2 End of the First Semester**. Any student who fails a Pre-AP/AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

Additionally- Pre-AP/AP students who are failing the Pre-AP/AP course the end of the first 9 weeks are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Pre-AP/AP students who are failing a Pre-AP/AP course at the end of the first 9 weeks will be moved to the respective academic course. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student’s parent or primary caregiver will be notified by the Pre-AP/AP teacher about failing grade and course of action at the end of the 9 weeks.

Career and Technical Education (CTE) Courses

Dickinson Independent School District's Career and Technical Education Department strives to equip their students with the tools that will help them to be successful in today's business world and in post-secondary education. We offer a wide variety of career clusters for our students to choose from for their career paths. We emphasize rigor and relevance through problem solving and hands-on experience on real life projects. We also provide the opportunity for our students to receive industry certifications. The courses in this department are designed to move students through a set or sequence of courses that will lead toward a foundation in a specific career; toward an industry certification OR both! Students who have taken courses in a specific cluster should contact their current/former teacher to determine which course is the next in the sequence. Our students have received state and national recognition in our vocational clubs and UIL contests. Students can also take a Tech Prep class that merits college credit while they are in a CTE course at DHS. The courses are designed to move students from an introductory course in $9^{th}/10^{th}$ grade and have them working along with professionals in the final course through an internship or practicum by 12^{th} grade. Some of the CTE courses have class size restrictions for safety and/or state law. If class size is restricted and more students request a course than we have spaces; the counselors will work together to determine which students are closest to filling graduation requirements and potential course certification requirements. We would look at seniors first then juniors, sophomores third and freshmen fourth. Some of the courses may offer credit in Science, Math, or English. Courses are organized in the Career Clusters created by the state also known as Achieve Texas. We are using their icons so you may easily research careers and potential workforce trends as you, the student, set your future goals. Some CTE courses have fees however, need based fee waivers are available.

Nondiscrimination Clause

The Dickinson Independent School District (DISD) offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mechanics; as well as Transportation, Distribution and Logistics. Admission to these programs is based on student interest, student needs and grade level requirements set by the Texas Education Agency. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the DISD 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. DISD works to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Notificación Publica de No Discriminación en Programas Vocacionales

El Distrito Escolar Independiente de Dickinson ofrece programas de carrera y educación técnica en Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Artes; Tecnología y Comunicaciones de Audio/Video; Gerencia y Administración de Empresas; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencia Médica; Servicios Humanos; Informática; Derecho; Seguridad Pública; Correcciones y Seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y Mecánica; así como también Transportación, Distribución y Logística. La admisión para estos programas toma en cuenta el interés del estudiante, necesidades del estudiante y requerimientos de nivel académico impuestos por la Agencia de Educación de Texas.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. El Distrito Escolar Independiente de Dickinson trabaja para garantizar que la falta de habilidades en el idioma Inglés no sea una barrera para la admisión y participación en todos los programas educacionales. Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Collegiate High School

Collegiate High School (CHS) helps students earn an associate degree while simultaneously completing a high school diploma. Students save time and money on higher education. College of the Mainland (COM) waives 40 percent of tuition and fees for CHS students. CHS is an exciting place for responsible, mature teens who are ready for the academic challenge of college-level courses. Students entering this program are considered college students. High school procedures will not be followed in the college classes and college professors follow their own grading and attendance procedures. Professors do not send progress reports and other parental notifications home. Students must be mature and self-motivated to be successful.

- **Review requirements**:
  - DHS students must meet the requirements below to have application considered. Students may apply for junior or senior year.

Requirements	
Grades	**Must PASS All Semester 1 Courses**
Teacher rec.	**Must have 2 Positive teacher recommendations**
TSI	**Must pass Reading (351), Writing (340/4) and have Econ 23XX eligible math score (342)**
Attendance	**Must meet 90% attendance for semester 1**
GPA	**Must be higher than a 3.0**
STAAR EOC	**Must have passed ALL STAAR EOCs and Pass future EOCs to remain**

  - Participants in the CHS program are ineligible for valedictorian or salutatorian recognition.
  - Discuss whether you are prepared for this academically advanced program.
  - For additional details, visit *https://www.com.edu/collegiate-high-school*.
- **Complete CHS and COM Applications**:
  - CHS Paper application available after Spring Open House in the College and Career Center
  - COM Online application- *www.applytexas.org*
- **Essay 200 - 300 words (Typed):**
  - Include why you believe you would be a good candidate and why you should be selected for the CHS program.
  - Career goals and personal aspirations should be an integral part of this essay.
- **Required Test Scores: Must meet one of the test requirements below**

Test Score			
TSI Scores	Reading- 351	Writing MC- ≥340 & Essay-4 OR Writing MC-<340 & ABED- ≥4 & Essay-5	At least 342 to be considered, but recommended to meet college level math score of 350
PSAT Scores	EBRW- 460, Math- 510		
SAT Scores	EBRW- 480, Math- 510		
ACT Scores	English- 19, Math- 19		
STAAR Scores	English 2- 4000, Algebra 1-4000 with passing grade in Algebra 2		

* Due to possible governing board amendments, the chart above is subject to change.

- **Application Deadline:**
  - Deadline to submit all pieces of the application including testing is May 1 or next school day.
  - College and Career Center will begin accepting applications following the Spring Open House.
  - **Application that do not meeting the deadline, do not meet the requirements above or are incomplete will not be considered.**

Complete Application Checklist		
☐ CHS Paper Application	☐ COM ApplyTexas Application	☐ Typed Essay
☐ High School Transcript	☐ TSI scores (or exemption scores)	☐ Immunization Record with current Meningitis Vaccination
☐ Recommendation Forms distributed	☐ Free Lunch letter from Food and Nutrition Department if qualified	☐ Latest State Assessment Score Report

- **Interview-**
  - Expect an email or call for an interview once your application is verified and submitted to CHS.

Questions? Visit the College and Career Center in D101

Dual Credit

What is Dual Credit?

Dual Credit is a program that allows high school students to enroll in college classes for credit prior to high school graduation that can be applied towards high school and college graduation. The college credits can be transferred to other colleges or universities.

Steps to Enroll in Dual Credit

- **Apply** to COM at *www.applytexas.org*.
    1. First-time users, click on "Create your Account now".
    2. After creating your profile,
        a. Click on "My Applications" tab
        b. Start a New Blank Application"
        c. "2-year school"
        d. Select College of the Mainland.
    3. If you need assistance, visit the College and Career Center in D101
- **TSI Test**
    1. Please refer to the chart below to see if you are exempt from needing to take the TSI test.
        a. After completing your application Go to: *https://www.com.edu/testing-center/tsi-assessment* and complete the Pre-Assessment.
        b. Test administrations will be announced at Spring Open House
        c. Three TSI failed attempts in one academic year will result in disqualification for that school year.
- **High School GPA- 3.0 or higher**
- **Register and Pay before published Deadline**
    1. Registration form with eligible classes with parent, student, high school counselor, and college official signature turned into D101.
    2. Payments accepted via online COM account or at COM Administration/Enrollment Center.
        a. Tuition and Fees 2020-2021
            i. $200 for 1-2 classes per semester
            ii. $75 for each additional class
            iii. Online Fee $35, hybrid fee $25
            iv. Books are NOT included
            v. Additional fees for classes may be required.

Grade Level	10th, 11th, or 12th		11th Grader		12th Graders			
Term	Fall 2020	Spring 2021	Fall 2020	Spring 2021	Fall 2020		Spring 2021	
Course	PSYC 1300	PSYC 2301	ENGL 1301 HIST 1301	ENGL 1302 HIST 1302	ENGL 1301 OR ENGL 2328	MUSI 1310, PHYS 1403 OR GOVT 2305	ENGL 1302 OR ENGL 2323	MUSI 1310, PHYS 1403, OR GOVT 2305
Reading TSI Score	351					MUSI- 342 PHYS/GOVT-351	351	MUSI- 342 PHYS/GOVT-351
Writing TSI Score			Writing MC- ≥340 & Essay-4 OR Writing MC-<340 & ABED- ≥4 & Essay- 5				Writing MC- ≥340 Essay-4 OR Writing MC-<340, ABED- ≥4, & Essay- 5	
Exemptions								
PSAT Score	EBRW- 460							
SAT Score	EBRW- 480							
ACT Score	English- 19							
Waiver (TSI will be waived until successful completion of Dual Credit coursework)								
STAAR	English 2- 4000							

* Due to class/instructor availability and possible governing board amendments, the chart above is subject to change.

Dual Credit Guidelines

Student Eligibility

High School Counselor's signature on Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student must have a 3.0 GPA to enroll in academic (core curriculum) courses.
2. Student cannot have excessive absences during the current school year.
3. Student cannot have any severe behavior incidents during the current school year.

Student Enrollment Process

College of the Mainland's signature on the Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student has attended a Dual Credit Advising Session or completed an individual advising session with a College Connections Advisor. Signed DC Advising Matrix on file.
2. Only the first three attempts on the TSI assessment will be used for student placement during a specific registration period (fall, spring or summer). Any scores received after the first three attempts will not be reviewed for that specific registration period. Students may retest on TSI again for future registration periods.

Student Registration

1. The deadline to register for dual credit for the fall semester will be July 1st or the first business day following July 1st if it falls on a weekend or holiday.
2. All new dual credit students must attend a Dual Credit Orientation Session. "CR" will be posted on student's record once completed.

Dual Credit Probation

If a dual credit student receives a grade of "F" in a college class, the student will not be eligible to register for additional college courses the following semester. The student may only register for the course in which a grade of "F" was earned. Once the student successfully completes the course, he will be eligible to register for additional college courses.

Dual Credit Courses

Course Title	Course Name	Credit Hours	High School Course	PEIMS	Credit
Introduction to Accounting	ACNT-1303	3	Accounting I	13016600	1
Principles of Accounting	ACCT-2301	3	Accounting II	13016700	1
Design Communication I	ARTS-2313	3	Art I, Art & Media Comm. I	3500120	1
			Graphic Design & Illustration I	13008800	1
Design Communications II	ARTC-2347	3	Art II, Art & Media Comm. II	3500130	1
			Graphic Design & Illustration II	13008900	1
Art Appreciation	ARTS 1301	3	Art I, Art Appreciation	3500110	1
Art History I	ARTS-1303	3	Art I, Art Appreciation	3500110	1
			Art II	3500200	1
Art History II	ARTS-1304	3	Art I, Art Appreciation	3500110	1
			Art II	3500200	1
Business Computer Applications	BCIS-1305	3	Business Information Mgt I /Business Lab	13011410	2
Biology for Science Majors I	BIOL-1406	4	Biology A or B	3010200	1
			Scientific Research & Design	13037200	1
Biology for Science Majors II	BIOL-1407	4	Biology A or B	3010200	1
			Scientific Research & Design	13037200	1
Biology for Non Science Majors I	BIOL - 1408	4	Biology A or B	3010200	1
			Scientific Research & Design	13037200	1
Biology for Non Science Majors II	BIOL - 1409	4	Biology A or B	3010200	1
			Scientific Research & Design	13037200	1
Human Anatomy & Physiology I	BIOL-2401	4	Anatomy & Physiology	13020600	1
Human Anatomy & Physiology II	BIOL-2402	4	Anatomy & Physiology	13020600	1
Principles of Management	BMGT-1327	3	Business Management	13012100	1
Business Law	BUSI-2301	3	Business Law	13011700	1
Business Report Writing & Correspondence	BUSI-2304	3	Business English	13011600	1
Introductory Chemistry I (PTAC)	CHEM 1405	4	Scientific Research and Design	13037200	1
Introductory Chemistry I	CHEM-1406	4	Chemistry A or B	3040000	1
			Scientific Research and Design	13037200	1
General Chemistry I	CHEM-1411	4	Chemistry A or B	3040000	1
			Scientific Research & Design II	13037210	1
General Chemistry II	CHEM-1412	4	Chemistry A or B	3040000	1
			Scientific Research & Design II	13037210	1
Introduction to Criminal Justice	CRIJ-1301	3	Law Enforcement I	13029300	1

Course Title	Course Name	Credit Hours	High School Course	PEIMS	Credit
Court Systems & Practices	CRIJ-1306	3	Courts Systems and Practices	13029600	1
Fundamentals of Criminal Law	CRIJ-1310	3	Legal Research & Writing	N1303014	1
Correctional Systems & Practices	CRIJ-2313	3	Correctional Services	13029700	1
Police Systems and Practices	CRIJ-2328	3	Law Enforcement II	13029400	1
Orientation to Cosmetology	CSME 1401	4	Intro to Cosmetology	13025100	1
Artistry of Hair, Theory & Practice	CSME-1451	4	Principles of Cosmetology Design & Color Theory	13025050	1
Principles of Hair Coloring & Related Theory	CSME-2401	4	Practicum in Human Services/Extended Practicum	13025005	3
Introduction to Haircutting & Related Theory	CSME 1410	4	Cosmetology I	13025200	1
Principles of Skin Care/Facials & Related Theory	CSME-1348	3	Esthetics	N1302533	2
Chemical Reformation & Related Theory	CSME-1453	4	Practicum in Human Services/Extended Practicum	13025015	3
Fundamentals of Cosmetology	CSME-1405	4	Cosmetology II	13025300	1
Manicuring and Related Theory	CSME-1443	4	Nail Care, Enhancements & Spa Services	N1302531	2
Introduction to Theater	DRAM-1310	3	Theater Arts I	3250100	1
Principles of Macroeconomics	ECON-2301	3	Economics	3310300	0.5
			Economics Advanced Studies	3310301	0.5
Principles of Microeconomics	ECON-2302	3	Economics	3310300	0.5
			Economics Advanced Studies	3310301	0.5
Clinical Emergency Medical Technology/Tech	EMSP-1260	2	Practicum in Health Science	13020500	1
Emergency Medical Technician I	EMSP-1501	5	Practicum in Health Science	13020500	1
Composition I	ENGL-1301	3	English III A	3220300	0.5
			English IV A	3220400	0.5
Composition II	ENGL-1302	3	English III B	3220300	0.5
			English IV B	3220400	0.5
Creative Writing I	ENGL-2307	3	Creative/Imaginative Writing	3221200	0.5
Technical & Business Writing	ENGL-2311	3	Research/Technical Writing	3221100	0.5
			English III A or B	3220300	0.5
			English IV A or B	3220400	0.5
American Literature I	ENGL-2327	3	English III A or B	3220300	0.5
			English IV A or B	3220400	0.5
American Literature II	ENGL-2328	3	English III A or B	3220300	0.5
			English IV A or B	3220400	0.5

Course Title	Course Name	Credit Hours	High School Course	PEIMS	Credit
British Literature	ENGL- 2322	3	English III A or B	3220300	0.5
			English IV A or B	3220400	0.5
British Literature	ENGL-2323	3	English III A or B,	3220300	0.5
			English IV A or B	3220400	0.5
Physical Geology	GEOL-1403	4	Earth and Space Science A or B	3060200	1
Historical Geology	GEOL-1404	4	Earth and Space Science A or B	3060200	1
Environmental Science	GEOL 1405	4	Earth and Space Science A or B	3060200	1
Meteorology	GEOL-1447	4	Earth and Space Science A or B	3060200	1
Federal Government	GOVT-2305	3	United States Government	3330100	0.5
Texas Government	GOVT-2306	3	Social Studies Advanced Studies	3380001	0.5
United States History	HIST-1301	3	U.S History A	3340100	0.5
United States History	HIST-1302	3	U.S History B	3340100	0.5
Medical Terminology	HITT-1305	3	Medical Terminology	13020300	1
Humanities I	HUMA-1301	3	Humanities	3221600	0.5
Humanities II	HUMA-1302	3	Humanities	3221600	0.5
Integrated Software Applications	ITSC-1309	3	Business Information Mgt. II	13011500	1
College Algebra	MATH-1314	3	Algebra II	3100600	1
			Pre-Cal	3101100	1
			Independent Study in Math: X Time Taken	0310250X	1
Mathematics for Business & Social Sciences	MATH-1324	3	Independent Studies in Math: X time taken	0310250X	1
Calculus for Business & Social Sciences	MATH-1325	3	Independent Studies in Math: X time taken	0310250X	1
Contemporary Mathematics	MATH-1332	3	Independent Studies in Math: X time taken	0310250X	1
Elementary Statistical Methods	MATH-1342	3	Independent Studies in Math X Time Taken	0310250X	1
Pre-Calculus	MATH-2412	4	Pre-Calculus	3101100	1
			Independent Studies in Math	0310250X	1
Calculus I	MATH-2413	4	Independent Studies in Math X Time Taken	0310250X	1
			Pre-Calculus	3101100	1
A & P for Medical Assistants	MDCA 1309	3	Anatomy & Physiology	13020600	1

Course Title	Course Name	Credit Hours	High School Course	PEIMS	Credit
Administrative Procedures	MDCA 1321	3	Business Information Management I	13011400	1
Human Disease/Pathophysiology	MDCA 1302	3	Pathophysiology	13020800	1
Medical Insurance	MDCA 1443	4	Health Informatics	13020960	1
Procedures in a Clinical Setting	MDCA 1417	4	Health Science Theory/Clinical	13020410	2
Medical Assistant Lab Procedures	MDCA 1452	4	Principles in Health Science	13020200	1
Pharmacology & Administration of Medications	MDCA 1448	4	Pharmacology	13020950	1
Medical Law & Ethics	MDCA 1305	3	World Health Research	13020900	1
Principles of Marketing	MRKG-1311	3	Principles of Business, Marketing, and Finance	13011200	0.5
Fundamentals of Music	MUSI-1303	3	Music Studies, Music Theory I	3155400	1
Music Appreciation	MUSI-1306	3	Music Studies, Music Appreciation I	3155600	1
American Music	MUSI-1310	3	Music Studies, Music Appreciation II	3155700	1
Introduction to Physical Fitness & Wellness	PHED-1164	1	Foundations of Personal Fitness	PES00052	0.5
Introduction to Pharmacy	PHRA-1301	3	Principles of Health Science	13020200	1
Institutional Pharmacy Practice	PHRA-1449	4	Health Science Theory/Health Science Clinical	13020410	2
Pharmacy Drug Therapy & Treatment	PHRA-1441	4	Pharmocology	13020950	1
Pharmaceutical Mathematics I	PHRA-1309	3	Mathematics for Medical Professionals	13020970	1
Pharmacotherapy & Disease Process	PHRA-1404	4	Pathophysiology	13020800	1
Pharmaceutical Mathematics II	PHRA-1347	3	Practicum in Health Science	13020500	2
Compounding Sterile Preparations	PHRA-1445	4	Practicum in Health Science *If class is taken alone*	13020510	2
Compounding Sterile Preparations	PHRA-1445	4	Practicum in Health Science/Extended Practicum in Health Science	13020515	3
Pharmacy Technician Certification Review	PHRA-1243	2			
Clinical: Pharmacy Technician	PHRA-2360	3			
College Physics I	PHYS-1401	4	Physics A	3050000	1
			Scientific Research and Design	3037200	1
College Physics II	PHYS-1402	4	Physics B	3050000	1

Course Title	Course Name	Credit Hours	High School Course	PEIMS	Credit
			Scientific Research and Design	13037200	1
Stars and Galaxies	PHYS-1403	4	Astronomy	3060100	1
			Earth and Space Science A or B	3060200	1
Solar System	PHYS 1404	4	Astronomy	3060100	1
			Earth and Space Science A or B	3060200	1
Applied Physics	PHYS-1410	4	Principles of Technology	13037100	1
			Scientific Research and Design	13037200	1
University Physics I	PHYS-2425	4	Scientific Research and Design	13037200	1
University Physics II	PHYS-2426	4	Scientific Research and Design	13037200	1
Career Exploration & Planning	POFT-1300	3	Career Preparation I	12701300	2
General Psychology	PSYC-2301	3	Psychology	3350100	0.5
Psychology for Success	PSYC1300/ EDUC 1300	3	College Readiness and Study Skills	3270100	0.5
Introduction to Sociology	SOCI-1301	3	Sociology	3370100	0.5
Spanish I	SPAN-1411	4	Spanish II	3440200	1
			Spanish I (if no prior Spanish taken)	3440100	1
Spanish II	SPAN-1412	4	Spanish III	3440300	1
			Spanish II (if no prior Spanish taken)	3440200	1
Intermediate Spanish I	SPAN-2311	3	Spanish IV	3440400	1
			Spanish III (if no prior Spanish taken)	3440300	1
Intermediate Spanish II	SPAN-2312	3	Spanish V	3440500	1
			Spanish IV (if no prior Spanish taken)	3440400	1
Public Speaking	SPCH 1315	3	Public Speaking	3240900	.5-1
			Professional Communications	13009900	0.5
Interpersonal Communications	SPCH-1318	3	Professional Communications	13009900	0.5
			Independent Study in Speech	3241200	.5-1
Introduction to Welding Fundamentals	WLDG - 1421	4	Welding I (WELD1)	13032300	1
Introduction to Oxy- Fuel Welding & Cutting	WLDG-1425	4	Welding I (WELD1)	13032300	1
Intermediate Shielded Metal Arc Welding (SMAW)	WLDG 1457	4	Welding II (WELD2)	13032400	1
Introduction to Gas Tungsten Arc (TIG) Welding	WLDG-1434	4	Welding II (WELD2)	13032400	1

College of the Mainland

Dual Credit Workforce Programs

Students may participate in dual credit workforce programs offered at College of the Mainland. Students may earn a certificate and/ or work on requirements towards a degree. Students must meet admission criteria for College of the Mainland. The courses outlined below are taken at College of the Mainland. Students must have transportation. The courses are based on the COM schedule below. The course descriptions and application can be accessed at www.com.edu. Dual credit workforce courses are on the regular 4.0 grade scale. The following dual credit workforce programs offered at College of the Mainland:

- Cosmetology
- Welding

Cosmetology
High School Operator

The High School Operator Certificate is designed to provide current high school students with a quality education in the Cosmetology field and prepare the student to pass the Texas Department of Licensing and Regulation Examination for licensing. The Operator Certificate covers all areas of cosmetology including hair, nails, and skin. High school students must complete requirements before graduation from high school, and must pass all academic classes at the high school.

Semester	Course	Credit	Days	Times	Tuition (In/Out District)
Year 1 - Fall (two 8 week classes)	CSME 1401 CSME 1451	4 / 4/	M-F	1:00-5:00	$200 / $250
Year 1 – Spring (two 8 week classes)	CSME 2401 CSME 1410	4 / 4/	M-F	1:00-5:00	$200 / $250
Year 2 – Fall (two 8-week classes)	CSME 1405 CSME 1443	4/ 4/	M-F	1:00-5:00	$200 / $250
Year 2 – Spring (two 8-week classes)	CSME 1348 CSME 1453	3/ 4/	M-F	1:00-5:00	$200 / $250
Textbook Bundle: ($416.35) must be purchased to start program, used through entire program. Kit: ($900-1,000) must be purchased to start program, used through entire program.					
Credential: Certificate – Cosmetology: High School Operator Eligible to take Texas Department of Licensing and Regulation Examination for Cosmetology Operator License.					
COM additional programs • **Esthetic Specialty Certificate** • **Associate of Applied Science Degree – Cosmetology Instructor**					

Welding

After completing the Entry Level Welding Certificate, students will take a certification test on QC10. Upon passing the exam, students will receive a Certified Entry Level Welder certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Entry Level Welding.

Semester	Course	Credit Hours Contact Hours	Days	Times	Tuition (In/Out District)
Year 1 - Fall	WLDG 1421	4 / 160	M-F	1:30-3:30	$200/$250 + $200 supply fee
Year 1 - Spring	WLDG 1425	4 / 160	M-F	1:30-3:30	$200/$250 + $200 supply fee
Year 2 – Fall	WLDG 1457	4 / 160	M-F	1:30-3:30	$200/$250 + $200 supply fee
Year 2 - Spring	WLDG 1434	4 / 160	M-F	1:30-3:30	$200/$250 + $200 supply fee

Equipment, textbook and workbook used through entire program.
Equipment: ($150) must be purchased through AirGas to start program.
Textbook: Welding Principles and Applications ($167.75) must be purchased to start program.
Lab Manual: Welding Principles and Applications ($97.25) must be purchased to start program.

Credential:
Employable, but two courses (8 hours) shy of Entry Level Welding certificate.

COM Next Steps – Stackable Credentials:

- **Complete WLDG 1430 & WLDG 1435 to obtain Entry Level Welding Certificate**
- **Complete WLDG 1412, WLDG 2451, WLDG 2406 & WLDG 2413 to obtain Advanced Level Welding Certificate**
  After completing the Advanced Level Welding Certificate, student will take a certification test on QC11. Upon passing the exam, student will receive an Advanced Certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Advance Level Welding.

The University of Texas at Austin
OnRamps

Most students who graduate from high school never complete a college degree. This problematic national trend can be reversed for students who engage in high-quality college-level learning experiences early in their academic career.

OnRamps offers distance education courses through a dual enrollment model. Using best-in-class resources, materials, and instructional strategies OnRamps also provides intensive, yearlong professional development and support that improves instructional quality in hundreds of classrooms throughout the state for a widespread benefit to Texas high school students.
Key outcomes of early exposure to postsecondary education include:

- aligning high school students to the academic and social expectations of college;
- accelerating student matriculation, retention and time to degree; and
- increasing the number and diversity of students who are fully prepared to follow a path to college and career success.

UT OnRamps courses are dual-enrollment courses. This means that a student has the opportunity to earn both high school and college credit by taking a college level course. OnRamps courses are taught by Dickinson High School teachers who have been trained by a UT professor in specific course curriculum. Students learn the same rigorous content that is being taught by the UT professor. OnRamps college credit is accepted at all public colleges and universities in Texas, and beyond.

Student criteria to participate in OnRamps courses:

- Not eligible to enroll in Dual Credit
- Completed prerequisites for course

Eligible students will be invited to register for OnRamps courses in April. Course tuition for UT will apply based on available funding.

Courses offered at Dickinson High School:

Subject	OnRamps College Course Title	Prerequisites	Texas Common Core College Course Equivalent
Math	Discovery Precalculus	Algebra 2	Math 2312
Science	Earth, Wind, & Fire	Biology and Chemistry	N/A

Dickinson Continuation Center (DCC)

The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12th grade high school for students "at risk" of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed, and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal or academic needs to remain in school and pursue a high school diploma. Students are not included in the DHS ranking and are not eligible to be recognized as Valedictorian or Salutatorian. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students have the opportunity to address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

Students who are interested applying to DCC may pick up an application from their counselor.

DISD Family Guide to Response to Intervention (RtI)

DISD schools are committed to helping all children succeed. Campuses have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RtI) is one form of support.

This guide reviews the basic components of any RtI process and includes questions you might ask to learn more about their RtI process. Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

What is RtI?

Response to Intervention is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions." (National Association of State Directors of Special Education, 2006).

What are the benefits of RtI?

RtI provides structure; it holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities are identified, supported and served early and effectively. An essential assumption of RtI is that all students can learn, and will, given the right opportunities.

What does RtI look like?

The Tiered Delivery Model is central to RtI. It is a model of support designed to improve the delivery of instruction to all students. It is more than a campus intervention team … it is a problem-solving system which empowers educators to identify and provide intervention and support to students who are experiencing educational difficulties. Each level represents a grouping of students whose differing needs are met with more intensive (sometimes different) instructional approaches. Parents are involved in all Tiers of the RtI process.

- In **Tier 1**, the base or largest level, represents the majority of students, largely served by the core instructional program (general education classroom), which is monitored for effectiveness.

- In **Tier 2** represents a smaller grouping of students who may require additional help—*interventions*—in addition to (though not replacing) core instruction, to achieve the learning rate necessary to meet grade level expectations.
- In **Tier 3** represents a still smaller group who need even more assistance—*intensive* interventions—to achieve the same goals.

Who do I contact about how RtI works in my child's school?

For more information about RtI at your child's campus please contact the grade level assistant principal.

SPECIAL PROGRAMS

Dickinson High School offers a variety of specialized programs for students with individual needs. These programs include screening for special programs, dyslexia, English for Speakers of Other Languages (EL), 504/Americans with Disabilities Act (ADA) and federal programs mandated by the Individuals with Disabilities Act (IDEA). Each program includes specific guidelines for qualification.

ESL Program

Program Design

Dickinson ISD will promote a consistent district-wide educational program that focuses on meeting the individual needs of students through a challenging cognitive and linguistic curriculum. Classroom instruction will focus on transitioning student to the English language as quickly as possible. Education services support will focus on the content and delivery of an effective program.

Program Goals

The DISD Bilingual/ESL program will:

- Provide challenging instruction at an appropriate level of difficulty for each student;
- Promote bi-literacy with an ultimate goal that each student will become a confident learner in the English language curriculum;
- Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
- Ensure proficiency in the areas of:
  1. Listening;
  2. Speaking (including aligned vocabulary development);
  3. Reading
  4. Writing
- Encourage parental support and involvement;
- Help students understand and appreciate culture and heritage while accepting the importance of collaboration of different cultures,
- Foster self-esteem;
- Provide opportunities for social interaction in bilingual and monolingual English language settings;
- Transition student as quickly as possible from bilingual classes to English language instructional classes.

Dickinson High School ESL Program: (TEA definitions)

Content-Based (EL Sections)- The vast majority of the classes at DHS focus on the content area TEKS with ESL students acquiring English as they learn the TEKS. ESL students receive accommodations in all classes. Most classes are a mix of ELs and Non-ELs. ELL Cohort classes typically have more ESL students and may have a paraprofessional translator.

Pull-Out - ESOL I & II, EL Practical Writing, and EL Reading classes only have ESL students and are designed for rapid English language acquisition.

Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. The Rehabilitation Act of 1973 is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and it applies to all programs and entities that receive federal funding. However, school districts do not receive federal money specifically for this Act. This Act was amended in 1990 to substitute "individual with disabilities" for "handicapped." Thus, Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Specifically, § 504 of this act applies to students in public schools to ensure that students with disabilities have educational opportunities and benefits equal to students without disabilities. Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]. Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

Special Education

In accordance with federal and state laws, DISD provides special education to students who are evaluated with a full, individual evaluation (FIE) and determined by an Admissions, Review and Dismissal (ARD) committee to meet the Texas Education Agency (TEA) eligibility criteria as having a disability condition and to need specialized instruction to receive a free and appropriate education (FAPE) in the student's least restrictive environment (LRE).

Entry into special education:

There are three primary ways a student is determined eligible for special education

1. Child Find Process
   a. ECI transition (also known as Project Launch)
   b. Monthly child find screenings conducted by DISD Child Find Assessment Team
2. Campus RtI Referral Team
   a. A campus RtI may refer a student for a full, individual evaluation (FIE) which is conducted by a multi-disciplinary team led by either a speech language pathologist (SLP), an LSSP (licensed professional in school psychology) or an educational diagnostician. Upon completion of the FIE, the student's ARD committee will meet to review the evaluation, determine eligibility for services, and, if eligible, plan the student's individualized education plan (IEP).
3. Transfer from another district
   a. Students who are eligible for special education in another Texas district or from another state are entitled to immediate special education services upon enrollment in DISD. The parent should bring a copy of the most recent ARD or IEP paperwork to the campus ARDC facilitator. If the parent is able to provide sufficient information, or the facilitator is able to obtain enough information from the sending district, then the "verification of IEP" form is completed and DISD attempts to match services as closely as possible. Otherwise, a "transfer" (or temporary) ARD is held and services are implemented pending receipt of full records. Within 30 school days of the initial verification or transfer ARD, the student's ARD committee will meet to do a full ARD to finalize evaluation, goals, objectives, services and placement.

Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

Special Education Courses

WAVE (Woven Academics and Vocational Education)

Students in the WAVE program will earn the academic credits required for state graduation, and they will focus on developing skills in the areas of socialization, employment, and daily living. Students will also learn how to use community resources to prepare them for successful independent and/or assisted adult living in our community.

TIDES (Teaching Independence, Developmental Experiences, and Skills)

TIDES is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care assistance.

DEAR (Dickinson Education, Acceleration, Recovery)

DEAR is designed for students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self-contained environment taught by a special education teacher who is also a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process.

RISE (Modified) (Restructured Individualized Special Education)

RISE instructional support focuses primarily on reading, writing and mathematics instruction while focusing on specific learning techniques for students who have below grade level academic skills in one or more core subjects. The ARD committee determines which RISE subjects the student should participate (math, English, science and/ or social studies).

ABCD (Adaptive Behavior Class in Dickinson)

ABCD is a self-contained class designed for students with intense behavioral needs who have not achieved success in the PASS setting. Student interaction is restricted from the rest of the school population during the initial phase of the program who progress on a highly structured acquisition system as the student demonstrates success. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.

BLP (Behavior Learning Program)

BLP focuses on teaching/coaching students to behave appropriately in general education or resource classrooms with the help of a specially trained teacher(s) and paraprofessionals. BLP is a comprehensive, campus-based approach consistent with NCLB and IDEA, for positive behavior supports and student placement back into mainstream classrooms.

WAVE 18+ (Woven Academics and Vocational Education)

Students in the WAVE 18+ program will focus on individualized academic and community based instruction that will enable the student to reach their maximum level of independence in self-help and advocacy, accessing public services and transportation, and employability skills with the primary goal of competitive paid employment. Students will receive the majority of their instruction in a community setting.

STEM Academy

The Mission

The purpose of the STEM Academy is to increase student achievement by engaging students in innovative science, technology, engineering and math instruction.

The Vision

The STEM Academy will provide a continuous pathway of educational opportunities that create STEM-literate graduates ready to accept the challenges of advanced education beyond high school, meeting the needs of future workforce.

STEM Academy Program Design

The DISD STEM Academy is designed as a rigorous academic model for students in grades 5 – 12 who enjoy challenges and investigating the world around them. At Dickinson High School, STEM students will continue the pathway of Advanced Math and Science. In addition to earning a STEM endorsement in Math and Science, the students have the opportunity to pursue additional pathways outlined in the Dickinson High School Academic Handbook.

University Interscholastic League (UIL) Eligibility and Extracurricular Activity

The University Interscholastic League (UIL) uses the following guidelines at the beginning of each school year to determine participation in any school-sponsored activity. Credit requirement for eligibility during first six weeks:

- Grade 9: Students **must be promoted** to the 9th grade for UIL participation
- Grade 10: 5 accumulated credits
- Grade 11: 10 accumulated credits, or student must have earned at least 5 credits within the last 12 months
- Grade 12: 15 accumulated credits, or student must have earned at least 5 credits within the last 12 months

Students must maintain a minimum of 70 in every course at the beginning of each nine-week period to remain eligible for participation in UIL and extracurricular activities. If a student fails a course, he/she is ineligible for the following three-week period. Ineligibility becomes effective seven days after the end of the nine-week period. The student will regain eligibility for competition seven days after the three-week period if the student has passing grades of a 70 or above in all courses at that time. Dickinson High School publishes a UIL calendar showing all relevant dates for participation. **The UIL Calendar can be found on** www.dickinsonisd.org **under the Calendars tab.**

Students who participate in an advanced course (Advanced, AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The waiver is available from the coach/sponsor. The form will be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only PAP, Dual Credit, Honor, and AP classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.

If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three- week grade check immediately following the nine week grading period in ALL classes in order to maintain eligibility.

SECTION FIVE

COLLEGE PLANNING

College Planning Year by Year

Grade 8

- Consult 8th grade counselor and teachers for appropriate course selections.
- Choose the most appropriate graduation plan and select an endorsement.
- Attend student/parent evening programs for high school/college planning.

Grade 9 – Freshman Year

- Plan your high school program of studies with your parents.
- Request college catalogs from colleges of interest to you and plan your high school program of studies accordingly.
- Refer to *Helpful Internet Resources* for additional information.
- Begin researching your career choices and the educational requirements of each.
- Attend a military academy presentation in your regional area.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Choose your 10th grade year courses wisely!
- Attend College Fair with your parents.
- Meet with college representatives as they visit your school.

Grade 10 – Sophomore Year

AUGUST

- Check credits to make sure you are on schedule for graduation requirements.
- Check to make sure your courses meet college entrance requirements.

SEPTEMBER

- Review for the PSAT/NMSQT. Study the PSAT/NMSQT Student Bulletin and old tests. Use computer software and printed aids for study and review additional materials at www.collegeboard.com.

OCTOBER/NOVEMBER

- Refer to *Helpful Internet Resources* for additional information.
- Take the PSAT/NMSQT for practice. On the test form, check the box which will put you on the mailing list for college information.
- Attend College Fair with your parents.

DECEMBER/JANUARY

- Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
- Take as many academic courses as possible.
- Study your PSAT/NMSQT score report. Compare items missed with the correct responses.
- Attend District Financial Aid Night with your parents.
- Attend programs about Dual Credit options at your high school campus.

THROUGHOUT THE YEAR

- Continue taking appropriate courses.
- Maintain good grades.

- Gather and review information about colleges.
- Investigate costs of various college programs.
- Continue to review career choices. Check out materials.
- Choose 11th grade year courses wisely!
- Explore opportunities for college dual-enrollment credit.
- Meet with college representatives as they visit your school.
- Participate in community activities and keep a log documenting your hours served.
- Seek ways to develop your leadership skills.

Grade 11 – Junior Year

AUGUST/SEPTEMBER

- Review high school coursework and activity plans. Consider graduating on the highest graduation program – the Distinguished Achievement Program. See your counselor for details.
- Remember, colleges are looking for the following: Challenging coursework, Strong GPA, Involvement in extracurricular activities
- If you do not already have one, obtain a Social Security number. It is necessary to apply for college and financial aid.
- Consider taking an SAT course to prepare for upcoming SATs.
- Attend a College Fair.
- Put together a list of 10 colleges you are interested in. Plan to apply to at least 3-5 schools.
- Talk to your parents and high school counselor about where you want to go to school.
- Study for the PSAT (Preliminary SAT). See your counselor for details. Check out additional practice materials at www.collegeboard.com.

OCTOBER

- Take the PSAT/NMSQT. (Remember to take your calculator.)

*Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD committee recommendations.

NOVEMBER/DECEMBER

- Look into eligibility requirements for federal and private student loans.
- Refer to *Helpful Internet Resources* for additional information.

JANUARY

- Your PSAT* score report should be in. Use the guide to interpret and understand your score.
- Plan to take the SAT*, SAT Subject Tests*, or ACT* exams if necessary. Check with the colleges you're applying to for specific testing requirements. Pick up registration forms in the counseling office.
- If you plan to apply for a ROTC scholarship or admission to a service academy, write for application packets.
- Read catalogs or visit the web sites of the 3-5 colleges that interest you most. Consider college visits for next year.

FEBRUARY

- Register and study for the SAT* and/or ACT* exams.

MARCH/APRIL

- ☐ Plan a college visit during Spring Break.
- ☐ Begin investigating outside funding resources of financial aid.
- ☐ Check credits to make sure you are on schedule for graduation requirements.
- ☐ Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
- ☐ Take as many academic courses as possible.
- ☐ Register for AP tests.
- ☐ Register for college entrance tests (SAT*, ACT*, SAT Subject Tests*).
- ☐ Begin working on your "Résumé," listing awards, extracurricular activities, work experience, and other pertinent information.

MAY

- ☐ Take the SAT* and/or ACT* exam. It is critical to take a college admissions test before your senior year.
- ☐ We recommend you take both the SAT* and ACT* tests to determine which style of test is best for you.
- ☐ Take SAT Subject* test if needed.
- ☐ Take any AP exams you have registered for.
- ☐ Consider scheduling college visits for summer months if possible.

JUNE

- ☐ Obtain a summer job that might be related to your career interests.
- ☐ Look for volunteer opportunities.
- ☐ Save money, if possible, to help pay for college costs.
- ☐ Schedule college visits if you can coordinate it with travel plans.
- ☐ Keep a record of the advantages and disadvantages of each college.
- ☐ Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.
- ☐ Check catalogs for SAT Subject Tests or ACT requirements.
- ☐ Create a list of persons who you will ask to write a letter of recommendation for you.
- ☐ Check out the web.

Grade 12 – Senior Year

AUGUST/SEPTEMBER

- ☐ Refer to *Helpful Internet Resources* for additional resources.
- ☐ Meet with your counselor to review your records.
- ☐ Register with NCAA Clearinghouse if you are planning to play college sports. www.eligibilitycenter.org
- ☐ Register for ACT* or SAT* or SAT Subject* tests if necessary. (If you miss the first fall test date, your next opportunity may be too late to send scores to your college choices.)
- ☐ Narrow college choices to a few schools and write for applications. Your selection should include at least one that you feel will definitely accept you.
- ☐ Pick up the "Texas Common Application" from the Counseling Center if you are applying to any Texas Public University. Apply online at www.applytexas.org. A universal "Common Application" is also available for private colleges.
- ☐ Send for or download application materials/financial aid information if you have not already done so.
- ☐ Apply for any and all scholarships for which you qualify. Check the counseling office weekly for additional scholarship opportunities. See *Helpful Internet Resources* for possible scholarship searches.
- ☐ If your college or scholarship applications require essays, GET STARTED. Choose an English teacher to help you critique your work.

- Talk with teachers and other individuals who know you well regarding recommendations.
- Check college catalogs and websites for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT* or ACT*) and acceptable financial aid form (FAFSA or Profile).
- Begin processing college application forms.
- If you are a candidate for early decision, file your application in time to meet that deadline.
- Continue preparation for SAT* or ACT* tests.
- Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Use these. Call or write ahead for an appointment.
- Meet with college representatives when they visit your high school.
- Maintain good grades.

OCTOBER

- Continue processing application and recommendation forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations – always allow at least three weeks for them to complete recommendations.)
- Arrange for transcripts and recommendations to be sent to colleges. Provide a stamped, self- addressed envelope, if needed. Colleges prefer to receive the entire application package together.
- Continue to fill out application forms. On-line applications are preferable for many colleges. Be sure to follow the directions. Many colleges require essay responses. Allow yourself ample time to do a good job. Make sure you use spelling and grammar software to check your essay.
- Meet application deadlines for early decision or early action (usually November 1), housing, scholarships, or financial aid as stated by each college. CAUTION: these deadlines may vary by college or university.
- Take/retake the SAT* or ACT*, if necessary.
- Find out the SAT Subject Tests* requirements of your college choices. If required, register to take SAT* subject tests on a date when you will NOT be taking the SAT*. You are not permitted to take the SAT* and SAT Subject Tests* on the same date.
- Continue to mail your college application forms, even if you have submitted an early decision or early action application.

NOVEMBER

- Continue to study hard because your first semester senior year grades are very important. Most colleges request a copy of your 1st semester senior grades for admission consideration.
- Continue to complete college applications for admissions. Follow up on letters of recommendation.
- Request transcripts on Naviance as needed. Copy ALL forms before you mail them. Mail to meet deadlines as stated by colleges and universities.
- Take/retake ACT*, SAT* or SAT Subject Tests* if necessary.
- All recommendations that have deadlines through January 15 must be submitted to the counselor by December 1.

DECEMBER

- Look back over your timeline to be sure you have completed each step in the college admissions process.
- Most application(s) should be mailed before January first.
- Request that SAT* or ACT* scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are available in the counseling office. These scores may be ordered by telephone or on the ACT* or

College Board websites.

- Take the SAT Subject Tests* that are required by the colleges of your choice. (You signed up for these in October.)
- Ask your parents to begin gathering their financial information.
- The Federal Application for Financial Aid (FAFSA) or College Scholarship Service Profile must be filed January 1st or later. Consider completing your FAFSA on the web for a faster response from the government (www.fafsa.ed.gov).

JANUARY

- Complete financial aid forms as needed (Profile/ FAFSA). Mail it as soon after January 1 as possible. Mail any supplemental financial forms required by the colleges of your choice.
- Research scholarships and loans.
- Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

FEBRUARY

- Keep your grades up, remember that you will be accepted to college "Pending the successful completion of your 12th grade course work."
- Check deadline dates for financial aid/scholarship grants. Many forms are due March 1.

MARCH

- Register for AP tests as appropriate.

APRIL

- Look for acceptance notices. April 1st is the most popular date for colleges to notify students.
- Carefully choose your college and write the college a letter of acceptance, which the college should receive before May 1.
- Write other colleges to decline their acceptance (also before May 1).
- If you are wait-listed and wish to be kept in consideration, be sure to advise the college in writing.
- If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for fall term. Be sure to check with your college for their exact requirements.

MAY

- Make your final choice of college or university, if you have not already done so.
- Complete all details concerning college admissions.
- Notify College Career Center of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical— NOT LOANS.)
- Complete Final Transcript REQUEST
- Complete SENIOR EXIT SURVEY on Naviance indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.
- Take AP test(s) as previously decided.

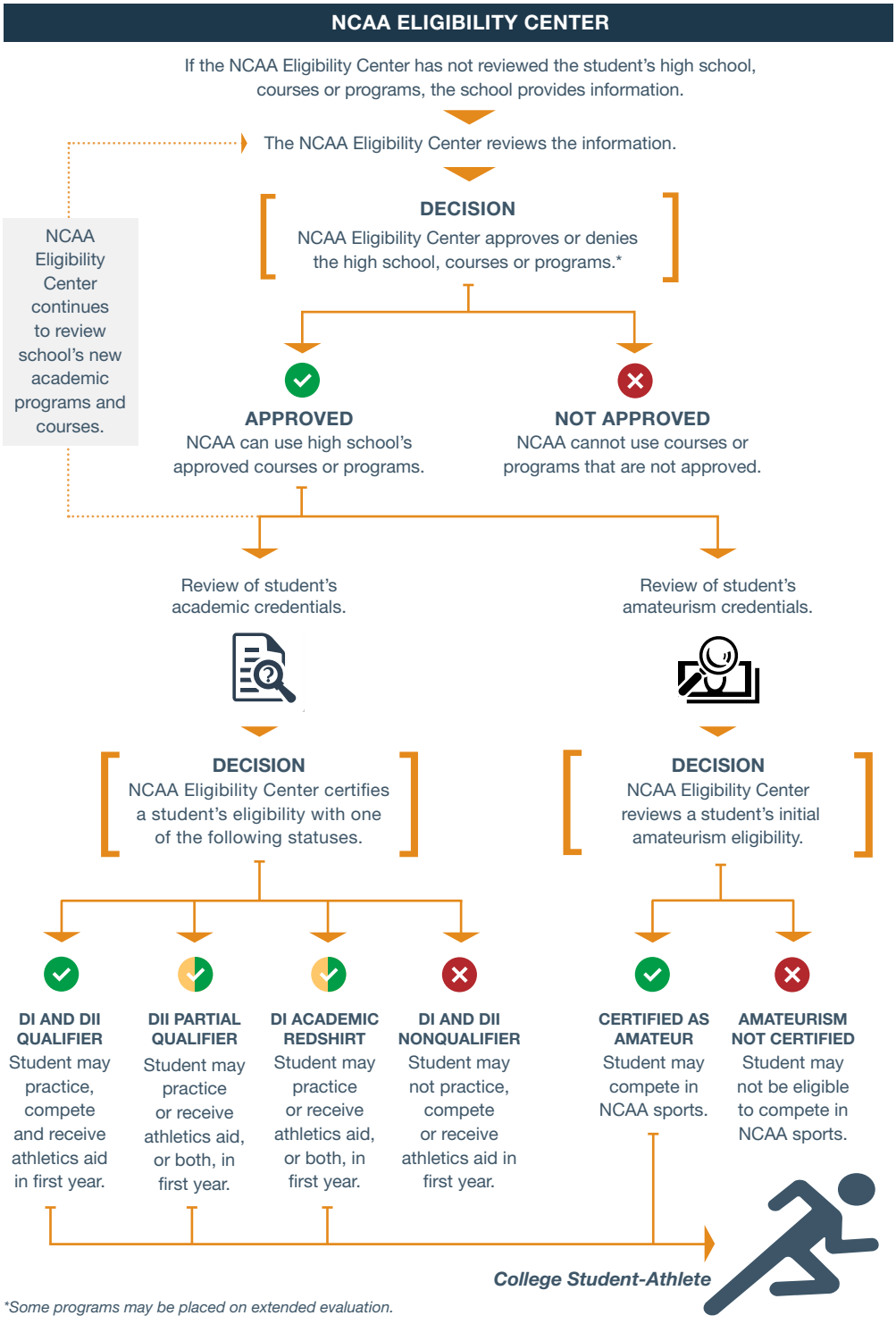
JUNE

- Attend graduation ceremonies and celebrate. HAVE A HAPPY GRADUATION!
- When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.
- Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.
- Consider taking College Level Examination Program (CLEP) exams when you get to college.

NCAA INITIAL-ELIGIBILITY PROCESS

This chart presents a general overview to help you, students and parents to better understand the components of the initial-eligibility process. Please see detailed information throughout the rest of the guide to supplement this overview.

NCAA institution recruits students by placing him/her on their institutional request list, which begins a request for certification from the NCAA Eligibility Center.



*Some programs may be placed on extended evaluation.

GRADE 9

- ❑ Student asks counselor for a list of high school's core courses to ensure he or she takes the right classes.

GRADE 10

- ❑ Student registers with the NCAA Eligibility Center at eligibilitycenter.org.
- ❑ At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

GRADE 11

- ❑ Students checks with counselor to make sure he or she will graduate on time with all required NCAA core courses.
- ❑ Student takes the ACT or SAT, submitting his or her scores to the NCAA using code **9999**.
- ❑ At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

GRADE 12

- ❑ Student finishes last NCAA core courses.
- ❑ Student takes the ACT or SAT again, if necessary, submitting his or her scores to the NCAA using code **9999**.
- ❑ After April 1, student requests final amateurism certification decision from the NCAA Elgibility Center.
- ❑ After graduation, counselor provides student's final official transcript with proof of graduation to the NCAA Eligibility Center.

NCAA Eligibility Center

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at **eligibilitycenter.org**.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit **eligibilitycenter.org/courselist** for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

DIVISION II

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at **ncaa.org/test-scores**.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

HIGH SCHOOL TIMELINE

9TH GRADE

PLAN

- *Start planning now!* Take the right courses and earn the best grades possible.
- Find your high school's list of NCAA-approved core courses at **eligibilitycenter.org/courselist**.
- Sign up for a free Profile Page at **eligibilitycenter.org** for information on NCAA requirements.

10TH GRADE

REGISTER

- If you fall behind academically, ask your counselor for help finding approved courses you can take.
- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at **eligibilitycenter.org**.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE

STUDY

- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE

GRADUATE

- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at **eligibilitycenter.org**.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

4 X 4 = 16

9TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional
4 CORE COURSES

10TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional
4 CORE COURSES

11TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional
4 CORE COURSES

12TH GRADE
(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional
4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC @playcollegesports @ncaaec

Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

DIVISION II
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II
PARTIAL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

*Final concordance research between the new SAT and ACT is ongoing.

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

60x30TX
Texas Higher Education Coordinating Board

OCTOBER 2017

BACKGROUND

Students must be in compliance with the Texas Success Initiative (TSI), to enroll in coursework at Texas public institutions of higher education per Texas Education Code. The law requires all entering college students to be assessed for college readiness in reading, writing, and math unless the student qualifies for an exemption or demonstrates college readiness through successful completion of college-level coursework in the related content area. Each non-exempt student who does not meet the college-readiness benchmark of the TSI Assessment (TSIA) must be provided with a plan for academic success which may include corequisite or other developmental educationcourses/ interventions. Since fall 2013, the TSIA replaced the four assessments previously available.

Texas Success Initiative Exemptions

ACT	Composite score of 23 or higher with at least a 19 on the English test and at least 19 on the math section
SAT	Combined critical reading and math score of 1070 with a minimum of 500 on the verbal test and a minimum of 500 on the math test for tests taken prior to March 2016
New SAT	Minimum score of 530 on the math section and a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) for tests taken March 2016 or later
High School Options	- Successful completion of a College Preparatory Course - Score of at least 4000 on the English III and/or Algebra II STAAR End-of-Course exams
Military	Veterans, active duty personnel, and a student who is serving or, for at least 3 years preceding enrollment, has served as a member of a reserve component of the U.S. armed services
Certificate	Enroll in a certificate program of one year or less (Level One Certificates, 42 or fewer credit hours or equivalent) at a public community or technical college
Transfer	Transfer from another institution having satisfactorily completed college-level coursework, including through dual credit programs, based on receiving institution's approval

FREQUENTLY ASKED QUESTIONS

Which students take the TSI Assessment?

Unless exempt, students entering a Texas public college or university must take the TSIA and meet or exceed the minimum college readiness benchmarks to enroll in entry-level college credit courses.

Students who qualify for a TSI exemption can enroll in entry-level college credit courses without restrictions (see list of exemptions on the right). Students may also demonstrate college readiness by transferring a successfully completed college-level course, including through dual credit programs or from another institution of higher education, based on the receiving institution's approval.

For a complete list of TSI exemptions and qualifications, see Texas Education Code, §51.338 (§51.3062 prior to changes made by the 85th Legislature) and Coordinating Board rules, §4.54.

When do students take the TSI Assessment?

Students must complete the TSI Assessment (TSIA) and meet the college readiness benchmarks by subject area before they can enroll in entry-level college-level courses. Students may also have the option to enroll in college-level coursework with a co-enrollment in a related developmental education course/intervention (see *corequisite* below). TSIA results are available immediately after completion of the assessment and can be emailed to students. Students wishing to use their TSIA scores at an institution where they did not take the test can ask that their scores be pulled by a testing administrator at the institution where they plan to enroll.

A student must participate in a Pre-Assessment Activity (PAA) before taking the TSIA. The activity varies by institution but must include at minimum the following:

- An explanation of the importance of the TSI Assessment and its use by institutions;
- Practice test questions with feedback;
- An explanation of all options for students who do not meet the college readiness benchmarks; and
- Information on campus, academic, and community resources to help support student success.

What happens if a student does not meet the benchmark on one or all parts of the TSIA?

Students who do not meet the benchmark on at least one subject area component (reading, writing and math) of the TSIA must work with an advisor to develop a plan for academic success that outlines the options for students to become college ready. Institutions may offer semester-long developmental education options but must also provide the following acceleration options:

- Corequisite/mainstreaming – a student enrolls within the same semester in the applicable entry-level college credit course and a developmental education course/intervention designed to support the student's success in the college credit course.
- NCBO (non-course competency based options) – a student enrolls in an intervention that is flexible and individualized to address the student's weak areas and is generally shorter than the traditional 16-week course.
- Modular/technology-based – a student enrolls in an intervention that offers flexible scheduling with strong technology-based options and individualized, just-in-time support. Modular options can be offered via NCBO and/or corequisite delivery.

What are the minimum passing college readiness benchmarks on the TSIA?

Minimum Passing College Readiness Benchmarks on the TSIA

- **Math 350**
- **Reading 351**
- **Writing**
  - Multiple choice score of 340and essay score of 4, or
  - Multiple choice score below 340, Adult Basic Education Diagnostic score of level 4, and essay score of 5.

OVERVIEW: TEXAS SUCCESS INITIATIVE

Students entering public institutions of higher education must take the TSIA or be exempt, to enroll in credit-bearing college coursework. Students may also have the option to enroll in college-level coursework while co-enrolled in a related developmental education course or intervention.

Corequisite options allow a student who did not meet the college readiness benchmark to co-enroll in a college-level course and a developmental education course within the same semester. Students receive targeted support to improve student success.

A student may retake the TSIA at any time to determine the student's readiness to enroll in entry-level college credit coursework. It is highly recommended that students engage in some sort of intervention (workshops, online resources such as Khan Academy, or tutoring) before retesting.

For more information:
Office of External Relations
512-427-6111
er@thecb.state.tx.us

Helpful Internet Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ACT On-line Registration	X														
ACT Sample Question/Test	X														
ACT National Test Date	X														
AP Exam Information, Practice, and Test Dates				X										X	
Career Search				X					X						X
College Admission Requirements					X				X					X	
College Applications			X												
College Planning	X	X		X	X				X		X			X	
College Search	X			X			X		X				X	X	
Cost of Education									X				X	X	
CSS Financial Aid Profile				X									X		
Degrees Offered									X				X		
FAFSA Help						X		X							
Financial Aid		X			X	X	X	X			X	X	X		
NCAA Guidelines and Information										X					
SAT Registration				X											
SAT Sample Question/Test				X										X	
SAT National Test Dates				X											
SAT (Sending Test Scores)				X											
Scholarships							X		X			X			
Scholarships for Undocumented Students												X			
TSI				X									X		

1. **American College Testing** ….. www.act.org
2. **Adventures in Education** ….. www.aie.org
3. **College Applications …..** www.applytexas.org; www.commonapp.org
4. **College Board** ….. www.collegeboard.com
5. **College For All…** www.collegeforalltexans.com
6. **FAFSA** ….. www.fafsa.gov
7. **FASTWEB** ….. www.fastweb.com
8. **Financial Aid** ….. www.finaid.org
9. **NAVIANCE** ….. www.naviance.com **(login required)**
10. **NCAA** ….. www.ncaa.org; www.eligibilitycenter.org
11. **Sallie Mae** ….. www.salliemae.com
12. **Scholarships for Undocumented Students** ….www.theanheloproject.org; www.goldendoorscholars.org; www.thedream.us;
13. **Texas Higher Education Coordinator Board** ….. www.thecb.state.tx.us
14. **Khan Academy…**…. www.khanacademy.org
15. **O*Net**……www.onetonline.org

Dickinson High School Alma Mater

It's all for Dickinson's honor

And for Dickinson's fame

For our dear old high school

We'll fight to win this game

And when the day is done

We'll still go marching onward

For the blue and white

We'll ever be loyal to our

Gator Team

Fight-Fight

Gator Fight Song

Lyrics by John Anthony Carona

Fight, fight Gators

Fight'em through

We're all in back of you

We're here again

To win again

So fight, until the end

Loyal and true, we'll ever be

To dear old DHS

We're here again

To win a again for

Dickinson's blue and white