

# CLARENDON HIGH SCHOOL

## ACADEMIC HANDBOOK GRADES 9-12



Clarendon High School  
822 West 5<sup>th</sup> Street  
PO Box 610  
Clarendon, Texas 79226  
806-874-2181  
806-874-3428 FAX  
[WWW.CLARENDONISD.NET](http://WWW.CLARENDONISD.NET)

## **INTRODUCTION**

This Academic Handbook has been developed to provide important information for students and their parents. It will assist you in making wise, informed decisions concerning programs and course choices throughout your high school years.

The goal of Clarendon High School is to prepare students as thoroughly as possible for the next phase of their life. Whether the student seeks a university degree or immediate employment in the work force, this guide contains important information to help direct the student in making informed decisions throughout high school. Information on graduation plans, class rank, and course descriptions are included in this guide.

### ***Clarendon High School Mission Statement***

Clarendon High School expects all students to be active, lifelong learners who develop a strong work ethic factored with individuality. Clarendon High School students will develop characteristics and traits identified in excellent citizenry, attitude, speech, behavior, critical thinking, creativity, self-discipline, and self-value along with the value for others, equity, involvement, positive effort and quality life-style.

### ***Clarendon High School Philosophy***

We believe that it is our responsibility to provide opportunities for students to have a quality, well-rounded education. This should include all areas of student development. We hope to provide a solid educational foundation and encourage students to set goals for their futures.

## **CLASSIFICATION OF STUDENTS**

The following standards apply to grade classification at Clarendon High School. Credit standing is determined at the start of each year:

<u>Freshman</u>	A student entering high school for the first time or having fewer than 5 credits.
<u>Sophomore</u>	A student having at least 5 credits and in their second year of high school
<u>Junior</u>	A student having at least 10 credits and in their third year of high school
<u>Senior</u>	A student having at least 15 credits and in their fourth year of high school
<u>Early Graduate</u>	A student in their third year of classes will be classified as a junior until such time as graduation credits are completed.

## **CLASS LOADS**

By state law, students must be enrolled in at least the equivalent of five state credit classes each semester. Since Clarendon High School has an eight period schedule, all students are required to be in eight classes each semester. Exceptions must be cleared through the office. (Teen parents needing to care for children and seniors acting as office aides may be considered as exceptions with approval.)

## **GRADING SYSTEM AND GRADE REPORTING**

Student academic evaluation is achieved through the use of a grading system. An average grade of 70 is required for successful completion of a course. The grading system of Clarendon High School shall be in accordance with the following scale:

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

One-half credit may be earned in one semester. Students who fail one semester of a one credit course may be permitted to:

- a. continue the course and by cumulative grade average pass the course.
- b. or repeat the course in its entirety if the course is not passed by a cumulative grade average.

Realizing the inherent diversity in high school class course offerings, some latitude is allowed in determining reported grades. Each teacher is required to effectively communicate their grading standards to students and parents. The semester exam counts 1/7 of the semester grade with the remainder of the grade coming from the six weeks averages with each one being weighted as 2/7 of the semester grade. Grade reports are distributed each six weeks, usually on the Friday following the end of the grading period. Progress reports to parents are sent out at three week intervals.

## **RANK IN CLASS POLICY**

### ***CLASS RANK / TOP TEN PERCENT***

#### **Graduation Honors/Class Ranking**

High school rank for students seeking automatic admission to a general teaching institution on the basis of their class rank is determined and reported as follows:

1. Enrollment in the recommended or distinguished achievement program in accordance with State Board of Education Guidelines in Chapter 75.
2. Ranked in the top 10% of your graduating class. (Top 7% to UT Austin)
3. The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size

Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate.

For two school years following his or her graduation, a district student who graduates in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas is the student:

- Completes the curriculum requirements established under Section 28.025 for the distinguished level of achievement under the foundation high school program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

Students and parents should contact Mrs. Shadle for further information about automatic admissions, the application process, and deadlines.

### ***Requirements for Valedictorian and Salutatorian***

- In determination of the annual valedictorian, salutatorian, and class rankings a weighted grade system will be used. Courses will carry a weighted value of one to five.
  - The weighted grade system will allow all courses to count toward the selection of the valedictorian, salutatorian, and class rank.
  - All regular and special education students are eligible for consideration as valedictorian and salutatorian.
1. The valedictorian shall be the highest ranked student in the graduating class as determined by the weighted grade system. The salutatorian shall be the second highest ranked student.
  2. The valedictorian and salutatorian must have attended high school for eight semesters with no placement in DAEP.
  3. The valedictorian and salutatorian shall have attended Clarendon High School as full-time students for their junior and senior years.
  4. The valedictorian and salutatorian shall be full time students at Clarendon High School at the time of selection. For the purpose of these provisions, a full time student shall be a student who is enrolled in a minimum of seven classes for the semester.

### **Weighted Grading System**

- In the determination of the annual valedictorian, salutatorian, and class rankings, a weighted grade point average system will be used. Courses will carry a weighted value of one to five. A value of 5 (five) will be awarded to those courses that are considered to be Advanced Placement and/or Dual Credit courses. In general, category 4 (four) shall contain difficult courses that are generally those recognized as courses need for the Advanced High School transcript and courses that require three years of prerequisite courses. A value of 3 (three) will be awarded to courses that fall into the category of regular academic classes. A value of 2 (two) will be awarded to courses that fall into the category of regular academic electives required for graduation. A value of 1 (one) will be given to courses categorized as electives, remedial or resource level.

- The weighted grade point average system will allow all courses to count toward the selection of honor students and class rank. Students will be rewarded for the selection of the more difficult courses by receiving more grade points.
- Only courses taken while enrolled in high school will count toward the student's final grade point average.
- Credit may be given but grade points are not awarded for courses taken in summer school, by distance learning, by correspondence courses, credits by acceleration or credit recovery. (See the charts in the Appendices for weighted grades)

## **GRADUATION**

### **Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year**

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

### **Requirements for a Diploma Beginning with the 2014–15 School Year**

Beginning with students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

### **Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for

the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

### **Foundation Graduation Program**

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 44. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

<b>Course Area</b>	<b>Number of credits Foundation Graduation Program</b>	<b>Number of credits Foundation Graduation Program with an Endorsement</b>
English/Language Arts	4	4

Mathematics	3	4*
Science	3	4
Social Studies, including Economics	4 (1 Local Credit)	4 (1 Local Credit)
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	1 credit in Technology Applications 1 credit CTE .5 Speech/.5 Personal Finance	1 credit in Technology Applications 1 credit CTE .5 Speech/.5 Personal Finance
Electives	1	3
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

\* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

\*\* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

\*\*\* Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

\*\*\*\* A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

***Personal Graduation Plans for Students Under The Foundation Graduation Program***

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

**National Honor Society Constitution and Bylaws**

**Bylaw I: Name**

The name of the organization shall be CHS Chapter of the National Honor Society.

**Bylaw II: The Organization**

The CHS Chapter of the National Honor Society is a local chartered affiliate of the National Honor Society organization.

**Bylaw III: Objectives of the Organization**

The objectives of the CHS Chapter shall be to promote the same objectives of the national organization which is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of Clarendon High School.

**Bylaw IV: Membership**

Section 1: Each school year following the completion of the first grading period, CHS students are inducted into the CHS Chapter of the NHS if they meet the national and local criteria. To be eligible for active membership in the CHS Chapter, a student must:

1. Be a member in good standing of the CHS student body.



2. Demonstrate a history of:
  - a. Scholarship which includes cumulative weighted GPA of courses listed in 3a and 3b below for invitation and admission by grade level:
    - i. Junior candidates 90.0 or higher with no rounding
    - ii. Senior candidates 90.0 or higher with no rounding
  - b. Service to school and community-Students must document 10 hours of community service within the Clarendon school/community from beginning of their freshman year to the time of application.
  - c. Leadership in school and community-Each candidate will be asked to provide evidence of involvement in a minimum of three activities with at least two of these activities associated with the Clarendon High School community.
  - d. Character and citizenship-A candidate must have no recorded incidents of cheating or intentional dishonesty. Disciplinary records such as those for truancy or of knowingly violating school regulations are considered during the application process. A candidate must be willing to assist classmates and staff, as well as support ethical, acceptable behavior in all situations.
3. Be on track to follow the Recommended or Distinguished Achievement graduation plan for their grade level. This should reflect entrance requirements and recommendations for admission to college.
  - a. Credits in the following core areas with a minimum of two AP classes:
    - i. English: 4 credits  
Math: 4 credits
    - ii. Science: 4 credits
    - iii. Social Studies: 3.5 credits
    - iv. Economics: .5 credits
    - v. Fine Arts: 1 Credit
    - vi. Foreign Language: 2 credits of a single foreign language
  - b. Students not following the above course list may forfeit their membership in the National Honor Society. An appeal for an exceptional circumstance making it impossible or impractical to continue the recommended course of study may be given to the faculty committee to review.
4. Have a desire to maintain and expand a high level of scholarship, service, leadership, and character.

Section 2: The selection process will begin with notification of eligibility by the NHS advisor. Once notified, the candidate will complete a student activity information form in a timely manner as described by the advisor. Teachers will be given an evaluation form for each candidate along with a copy of the information sheet and will be asked to rate the candidate in leadership, service and character. These two forms along with the student's transcript and discipline record will be considered by a five member faculty committee with the advisor serving as the sixth and nonvoting member. Membership will be decided by a majority vote of the faculty committee after screening all the given information. The committee will have the right to ask for more information from the student through a written product or an interview.

Section 3: Membership in the CHS Chapter of the National Honor Society is a privilege, not an entitlement. The membership selection process acknowledges not only high academic standards of courses and GPA but also service, leadership, and character. A fair and equitable evaluation of all candidates will be conducted by the CHS faculty committee and only those candidates who meet the highest standards will be inducted into membership.

Section 4: All candidates for membership who submit completed activity forms will be given written notice of their membership status at the conclusion of the evaluation process. Late or incomplete membership activity forms will be rejected without committee review and the candidate will be disqualified.

Section 5: Students invited but not inducted into the chapter will be considered for the next induction provided that they continue to meet the academic qualifications.

Section 6: Students not inducted will have the due process right to appeal the decision of the faculty committee within two school days of the decision. This appeal should be made to the CHS principal and must demonstrate a grave error in evaluation of the original information. Only the original information submitted will be considered. No new materials may be added to the information in dispute.

Section 7: Retention of Membership-To remain in the CHS National Honor Society, students must maintain the standards of scholarship, character, leadership, and service.

- a. If a member's GPA falls below 90.0% for a semester, the student will be placed on probation and will have one semester to return the GPA to 90.0%. Members failing to regain the minimum GPA after a semester of probationary status will forfeit membership and will not be considered for membership at any other time.
- b. Members on probation are not accorded privileges within the chapter and are considered inactive. Members will be placed on probation only once during their membership. Any action that would result in a second probationary period will result in dismissal. Dismissed members have the right to a hearing before the faculty committee.
- c. Members will be required to perform and document 10 hours of community service within the Clarendon/school community each year of membership.
- d. If a member exhibits a flagrant violation of school rules or the law, the member will be dismissed by the faculty council without warning. Dismissed members have the right to a hearing before the faculty committee.

#### **Bylaw V: Privileges of Active Membership**

Members of CHS Chapter of the National Honor Society in good standing shall be entitled to vote, hold office, participate in sponsored events and obtain all benefits accorded to honor students.

#### **Bylaw VI: Officers**

Section 1: The officers of the CHS Chapter of the National Honor Society shall be: President, Vice President, and Secretary/Treasurer. In addition a faculty advisor will be appointed by the current CHS principal.

Section 2: Duties of the officer:

A. President:

1. Oversees the entire operation of the chapter
2. Presides over all business meetings and directs the work of the chapter
3. Plans agendas with the advisor
4. Appoints special committees

B. Vice-President:

1. Assists the President in directing the activities of the chapter
2. Serve as the presiding officer in the absence of the President
3. Oversees all committee operations and approves committee reports prior to meetings
4. Performs other assigned duties that might pertain to the office

C. Secretary/Treasurer

1. Keeps and distributes minutes of all meetings
2. Receives, reports, and replies for chapter correspondence
3. Produces and distributes meeting agendas
4. Serves as the media contact for the chapter
5. Obtains monthly financial data
6. Reports to chapter regarding financial status including the production and distribution of financial statements
7. Performs other assigned duties that might pertain to the office

A. Advisors: A faculty member serves as the advisor to guide and direct the operations of the chapter along with the officers. Chapter advisors are appointed annually by the principal.

### **Bylaw VII: Qualifications of Chapter Officers**

Each chapter officer must be:

1. A full time CHS student
2. A current NHS member in good standing
3. Follow all codes of student conduct and behavior and while in office not be subject to any disciplinary action concerning behavior or attendance
4. Responsible for all work missed while gone from class on extracurricular trips
5. An exemplary good citizen in and out of school

### **Bylaw VIII: Term of Office**

The term of office shall be one year commencing in November and ending the following November.

**Bylaw IX: Procedures for Election of Officers**

The Chapter will conduct elections with a secret ballot from among current members.

**Bylaw X: Meetings**

Section 1: Meetings shall be held quarterly or as needed and will be announced at least one day in advance. All meetings shall be pre-approved by the advisor.

Section 2: In order to conduct official business a quorum of members must be present. The definition of a quorum shall be one-half the current membership roster plus one. In absence of a general class quorum and in regards of items of an urgent nature a quorum of chapter officers shall have the power to conduct official business with approval of the advisor.

Section 3: Meetings are mandatory. Any member missing more than one meeting will be placed on probation. Continued absences will be grounds for dismissal. Absences with advisor approval shall not be counted.

**Bylaw XI: Committees**

The president shall appoint all standing and special committees and their chairs. Committees are given the power to act for the organization. The Vice-President shall oversee the operations of all committees. Committees are to report their activities at the next regularly scheduled meeting.

**Bylaw XII: Dues**

The current annual membership dues of the CHS Chapter of the National Honor Society are \$5.00 per year. The membership year shall be from September 1 or induction date through August 31.

**Bylaw XIII: Activities**

The CHS Chapter will attempt to promote and sponsor at least one activity each semester that promotes scholarship, service, leadership, or character.

**Amendments:**

Proposed amendments to the CHS Chapter of the National Honor Society Constitution and Bylaws may be submitted by members no later than March 1. An amendment shall require 2/3 majority vote of the chapter members.

*The Clarendon CISD is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admissions, or employment practices as required by Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes and CISD policy.*

## **OFFICIAL TRANSCRIPTS**

Seniors may request and receive two (2) official transcripts free of charge after graduation. A \$2 fee will be charged for each additional official transcript.

## **SUMMER SCHOOL, CORRESPONDENCE COURSES, CREDIT BY EXAM WITH PRIOR INSTRUCTION**

Students who have failed one or more classes may make up credits lost by attending summer school in Amarillo at one of the high schools or Amarillo College, correspondence courses, or credit by exam. Correspondence courses and credit by exams must be ordered through the counseling office. Correspondence courses do not require previous instruction, but a limit of two credits in correspondence courses will be accepted toward graduation requirements. To be eligible for a credit by exam, a student must have had prior instruction in the course and earned a grade greater than 60. Students who wish to have more information on any of the above should contact the school counselor.

CHS also has a computerized Credit Recovery System, A+, that may be used to recover or in extreme cases accrue missing credits. It may only be used with approval from Mr. Jeffers or Mr. Baxter.

## **CREDIT BY EXAM FOR ACCELERATION**

Students may take an examination to receive credit for certain courses. High school students who wish to take acceleration exams are required to register with their counselor 30 days prior to the test dates listed in the student handbook or contact the counselor. These dates for the 2014-15 school year are August 6, 7, & 8 and June 3, 4, and 5.

## **CHANGING CLASS SCHEDULES**

The counselor or principal is responsible for making schedule changes. Students pre-enroll in the spring and the master schedule is based on that information. Students are given the opportunity before the schedule is set to request changes. After the master schedule is set you have the first three days of school to make any schedule change. The general guidelines for changing academic schedules after the first three days are as follows:

***A. Dropping a Course due to Academic Difficulty***

1. Acceptable during the first two weeks only of semester with the agreement of the parent, student, teacher, and principal.
2. Unacceptable after the second week of the nine weeks if extra-curricular eligibility is involved.
3. Semester changes at principal's discretion based upon student's prospect for earning credit.

***B. Appropriate Reasons for Dropping/Adding Courses or Sections***

1. Decisions of ARD committee meetings throughout the year relating to Special Education students.
2. Balance numbers assigned to sections if the basic schedule of the student is not disrupted.
3. Discovery by the student, parent, counselor or principal that a student is not enrolled in classes needed for graduation.
4. Changes resulting from quitting, removal from, or joining any activity classes.

**RECOMMENDATIONS FOR COLLEGE PREPARATION**

It is highly recommended that students planning to enter college take all of the math, science, English, and social studies courses possible, whether taking the Recommended Program, Distinguished Achievement Program, or Foundation with Endorsement Program. Electives should be selected that will best prepare the student for college work.

***The Texas Success Initiative – proving college readiness***

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

***Requirements for Dual Credit Classes in CHS***

**Texas Success Initiative Exemptions**

**ACT:** composite score of 23 with a minimum of 19 on both the English and math.

**SAT:** a combined score of 1070 in critical reading and math with a minimum of 500 on both the critical reading and math sections

TSI ASSESSMENT College Readiness	
<b>READING</b>	351
<b>WRITING</b>	363+ 4 or 5 essay
<b>MATH</b>	350

## **STANDARDIZED TESTING**

### **SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

### ***End-of-Course (EOC) Assessments for Students in Grades 9–12***

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II,
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

## **PRE AP OR ADVANCED PLACEMENT**

### ***What is the Pre-AP/AP Program?***

The Pre-AP/AP Program allows students to participate in college preparatory courses and college level courses while still in high school. Secondary schools and colleges cooperate in this program to give the students the opportunity to show mastery in college-level courses by taking AP exams in May of each school year. With successful completion of an AP exam, many colleges will issue college credit.

### ***What are the advantages of my student taking Pre-AP/AP courses?***

The main advantage of taking a Pre-AP/AP course is better preparation for college. Students who take AP exams may receive college credit while still in high school, saving both time and money. Because the AP curriculum is standardized across the nation, colleges and universities look favorably on students who have completed this course work, as they understand the depth and breadth of these challenging courses.

### ***Who can enroll in a Pre-AP/AP course?***

Students are committed to completing the course they sign up to take. Schedule changes are only allowed the first three days of school. Students should consider their grades in prior course work, teacher recommendations, and achievement levels on PSAT, PLAN, or other standardized tests when making decisions on the Pre-AP and AP program. The school counselor can help students make informed decisions on the appropriate level course work. **Students are cautioned to choose their classes carefully and to pay attention to their overall class load and extracurricular load.**

### ***What Pre-AP and AP courses are offered at Clarendon High School?***

<b>Pre-Advanced Placement</b>	<b>Dual Credit</b>
English I	English III
English II	English IV
Geometry	US History
Algebra II	College Algebra
	Calculus



***How does a Pre-AP/AP class compare to other secondary courses?***

The chart below gives you a brief outline of some of the differences in the programs. Pre-AP/AP classes are more challenging, take more time and require more work. They require energetic, involved and motivated students. Pre-AP courses are designed to better prepare students for the demands of the AP program. The following are general characteristics of an AP program and are not specific to any of the classes offered. This chart is given to you to offer some insight into the rigor of the courses.

	High School Course	Pre-AP/AP Course
Pace	Unit tests are given approximately every 2-3 weeks. Course objectives are covered at an average pace. Expect approximately 30 minutes of homework each night.	Cooperative group work is used extensively. Approximately one hour of homework per night, or more. Pace is accelerated. Course objectives are extended in depth and in content.
Student Characteristics	Student is on grade level with average interest in subject.	Student <u>is above grade level</u> , manages time well, is an excellent reader and note taker, meets deadlines, is a self-manager, and is self-motivated. Student will need good analysis and reasoning skills.
Grading	More objective tests are given. Failed test may be retaken for a maximum of 70%. (This is at teacher discretion.) Daily grades taken more regularly.	More essays are given. Fewer grades are taken. No retests are allowed. Projects are assigned on a regular basis.
Expectations	Attend class daily; make good use of time, complete assignments and homework.	Devote additional time outside of class for research, projects, and extended writing and reading.

**NCAA COLLEGE-BOUND STUDENT ATHLETE INFORMATION**

If you are planning to enroll in college and participate in Division I or Division II athletics, you must be certified by the NCAA Initial – Eligibility Clearinghouse.

For students entering college on or after August 1, 2005, to be certified you must:

- Graduate from high school.
- Earn a grade point average of at least 2.0 in a core curriculum of at least 14 academic courses as follows:  
English-4

Math-2 years at the level of Algebra I or higher  
Additional courses-1 (in English, math or natural or physical science)  
Science-2 years including at least one lab science  
Social Science-2 years  
Additional Academic courses-3 years

- Meet the core grade point average/test score sliding scale requirement

**For complete eligibility requirements, pick up a student guide from the counselor.** You can reach NCAA at 1-877-262-1492 or at [www.ncaa.org](http://www.ncaa.org). Click on custom home pages and pull the menu down to “Prospective/Parent” page. Or visit [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

### *Division I – 16 Core Courses*

If you plan to enter college in 2008 or after, you will need to present 16 core courses in the following breakdown:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science ( one must be a lab science)
- 1 year of additional English, math or science
- 2 years of social studies
- 4 years of additional core courses (from any area listed above, or from foreign language, non-doctrinal religion or philosophy)
- Meet the core grade point average/test score sliding scale requirement

## **ENGLISH LANGUAGE ARTS DEPARTMENT**

The Pre-AP English classes require summer reading. Students should read the literary selections during the summer and be prepared for discussion, journals, tests, and/or compositions during the first week of school. Make sure that you have contacted your Pre-AP teacher for your summer list.

**English I – (1 credit)**

**9<sup>th</sup> Grade**

**Prerequisite: None**

English I emphasizes the application of oral communication skills and reading skills, including comprehension, use of reference aids, and vocabulary. Vocabulary is learned in context and in isolation with an emphasis on application of vocabulary words in writing samples. Various types of writing are taught in the format of the writing process. Mechanics and grammar are emphasized and

reinforced in various methods. Literature and literacy concepts aligned with TEKS are also a focus. Literature at the English I level is genre-based.

**English I Pre AP – (1 credit) Summer reading is required. 9<sup>th</sup> Grade**  
**Prerequisite: See Pre AP or Advanced Placement on page 12.**

English 9 Pre-AP is recommended for a freshman who is planning to take the Advanced Placement course of study in English III and IV. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students may be required to purchase or obtain outside novels for use in this class.

**English II – (1 credit) 10<sup>th</sup> Grade**  
**Prerequisite: English I**

English II continues the emphasis of oral communication skills, reading, vocabulary, writing, mechanics and grammar, and literature (genre)/literary concepts. English II adds a higher level of complexity in all of the above areas in addition to heavy emphasis on all TAKS objectives.

**English II Pre AP – (1 credit) Summer reading is required. 10<sup>th</sup> Grade**  
**Prerequisite: See Pre AP or Advanced Placement on page 12.**

English 10 Pre-AP is recommended for a sophomore who is planning to take the Advanced Placement Course of study in English III and IV. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students may be required to purchase or obtain outside novels for use in this class.

**English III – (1 credit) 11<sup>th</sup> Grade**  
**Prerequisite: English II**

English III refines the above basic skills learned in English I and II in the framework of American literature. Writing will focus on literary analysis, research and preparation for the writing component on the Exit Level TAKS and College Entrance Exams.

**English III Dual Credit-(1 credit) 11<sup>th</sup> Grade**  
**Prerequisite: English II and students must meet TSI requirements.**

AP Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This college level course focuses on writer's purpose, audience's expectations and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. This prepares students for the Advanced Placement Exam which may earn the student college credit.  
**Summer reading is required.**

**English IV – (1 credit)****12<sup>th</sup> Grade****Prerequisite: English III**

This course involves an integrated study of writing, language, literature, and reading. Students will be required to research, pre-write, revise and evaluate their own written compositions. This course is recommended for those students on the minimum plan and not planning to attend an academic two or four year college. Those planning to attend an academic or four year college must take English IV Academic or Concurrent.

**English IV Academic – (1 credit)****12<sup>th</sup> Grade****Prerequisite: English III**

This course is an elaboration upon the requirements for English IV with an additional section on British Literature. Those students wishing to complete the Recommended or the Distinguished Achievement Programs and are not enrolled in Concurrent or AP English IV are required to take this course.

**English IV Dual Credit – (1 credit)****12<sup>th</sup> Grade****Prerequisite: English III and students must meet TSI requirements.**

This course is offered in conjunction with Clarendon College. In addition to high school credit, upon completion of the course and payment of tuition, 3 college hours will be awarded each semester.

**Communication Applications (Speech) - (1/2 credit)****12<sup>th</sup> Grade****Prerequisite: None**

Communication Applications is designed to apply speech communication skills essential in talking with one person, in a group, or in front of an audience. These are skills that employers demand. This course provides practical applications and hand-on experience in acquiring these necessary oral communication skills. This course is required for graduation.

**Public Speaking-(1/2 credit)****12<sup>th</sup> Grade****Prerequisite: None**

Students must learn the concepts and skills related to preparing and presenting public messages to analyzing and evaluating the message of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

**Creative Writing – (1 credit)****10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

Creative Writing focuses on the writing process. The forms and standards for writing are addressed in a varied format. Many pre-writing techniques will be used including multi-media, discussion reading, journal and personal experience. Writing for comedy, persuasion, drama and narration will be included in this class. This class is an excellent preparation for cross-curriculum writing.

**Technical Writing – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

This course asks students to skillfully research a topic or a variety of topics and present the information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English.

**Journalism – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

This course will cover all aspects of journalism including writing, layout, headline writing, investigation, and research. This is an elective course.

## **MATHEMATICS DEPARTMENT**

**Algebra I – (1 credit)**

**9<sup>th</sup> Grade**

**Prerequisite: None**

Algebra I will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions, properties of roots, operations with radicals, and quadratic equations.

**Algebra II – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Algebra I and Geometry**

Algebra II will include skills associated with open sentences, properties of relations and functions, properties of the complex number system, polynomials and rational expressions, properties of points and planes in space, matrices and determinants, quadratic functions, and exponential and logarithmic functions.

**Pre-AP Algebra II – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite:** See Pre AP or Advanced Placement on page 15.

Algebra II will include skills associated with open sentences, properties of relations and functions, properties of the complex number system, polynomials and rational expressions, properties of points and planes in space, matrices and determinants, quadratic functions, and exponential and logarithmic functions.

**Geometry – (1 credit)**

**10<sup>th</sup> Grade**

**Prerequisite:** Algebra I

Geometry will include the following skills: deductive reasoning, lines and angles, basic postulates and theorems, congruent triangles, inequalities, parallel lines, quadrilaterals, area polygons, circles, and geometric solids.

**Pre-AP Geometry – (1 credit)**

**10<sup>th</sup> Grade**

**Prerequisite:** Algebra I, See Pre AP or Advanced Placement on page 15.

Pre-AP Geometry covers the same topics of geometry with more depth. There is a strong emphasis on problem solving, geometry proofs, logic and applications of geometric concepts. A variety of activities are integrated into this course. Students should have a strong background in solving equations and working with variables.

**Mathematical Models with Applications – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite:** Algebra I

MMA is a course designed for students who need a third math credit. This course includes concepts involving money, data, chance, patterns, music, design, and science. This is **not** a college preparatory math course. Taking MMA for the third math credit does not fulfill the Recommended Plan for graduation. It will count on the Regular Plan for graduation.

**Pre-calculus – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite:** Algebra II and Geometry

Pre-calculus is a study of functions, sequences and series, matrices, vectors and parametric functions with extensive use of the graphing calculators. This course meets the minimum prerequisite requirement for AP Calculus.

**Dual Credit Pre-calculus-College Algebra – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite:** Algebra I, PAP Algebra II, Geometry and meeting TSI requirements.

Pre-calculus is a study of functions, sequences and series, matrices, vectors and parametric functions with extensive use of the graphing calculators. This course meets the minimum prerequisite requirement for AP Calculus and includes the requirements for receiving credit for College Algebra.

This course is offered in conjunction with Clarendon Community College. In addition to high school credit, upon completion of the course and payment of tuition, 3 college hours per semester will be given.

**Dual Credit Calculus-College Trig – (1 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: Pre-Calculus and meeting TSI requirements.**

Calculus is a study of functions, limits, derivatives, integration, and the application of these concepts. Students taking this course should have excellent algebraic skills. Completion of the course is a preparation for college level courses. This course is offered in conjunction with Clarendon Community College. In addition to high school credit, upon completion of the course and payment of tuition, 3 college hours per semester will be given.

**Advanced Quantitative Reasoning – (1 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: Algebra II**

AQR is a mathematics course for high school seniors that follows Algebra I, Geometry, and Algebra II. It builds on, reinforces, and extends what students have learned and covers a range of mathematics topics that are not part of most school mathematics programs. The course offers student activities in a range of applied contexts and helps students develop college-and-career readiness skills such as collaborating, conducting research, and making presentations.

## **SCIENCE DEPARTMENT**

**Biology – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Incoming Freshmen must have recommendation from junior high**

Biology is a course designed around the study of living things. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course.

**Chemistry – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Biology**

Chemistry is a course that is oriented toward college preparation and is designed to provide a laboratory approach to the study of properties of elements, compounds, and mixtures. Investigations of stoichiometric relationships and the periodicity of the elements are conducted. Other topics include atomic spectra, atomic structure, chemical bonding, chemical reactions, acids and bases, and solution equilibria.

**Earth and Space Science – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisites: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently. This course is recommended for grade 12 but may be taken by grade 11.**

This is meant as a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time.

**Environmental Systems – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Biology and IPC or Chemistry**

Students use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

**Integrated Physics and Chemistry (IPC) – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

IPC is a survey lab course that covers a wide range of scientific areas. There is an emphasis placed on scientific thought and inquiry. The many different laboratory activities are designed to show observable relationships between variables. Topics covered include force and motion, work and energy, electricity and magnetism, sound and waves, light and optics, properties of matter, changes in matter, solutions, and heating and cooling.

**Physics – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Chemistry, Biology, Algebra II or Concurrent Enrollment in Algebra II**

Physics is a course that is oriented toward college preparation and is designed to provide a laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. This course emphasizes the use of mathematics to solve problems.

**Physiology and Anatomy – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Biology**

This is a lab-oriented course designed to provide opportunities to use manipulative laboratory skills to demonstrate safe use of chemicals and equipment and preparation of wet- and dry-mount slides. The student will learn to classify anatomical structures according to their physiological functions. Students will also be instructed on the application of science in daily life as associated with the principles of physiology to human health and well-being.

**SOCIAL STUDIES DEPARTMENT**



**United States History – (1 credit) 11<sup>th</sup> Grade**  
**Prerequisite: World Geography and World History**

This required course, which focuses on significant events, issues, and problems in American history, completes the survey of the United States history begun in the eighth grade.

**United States History Dual Credit – (1 credit) 11<sup>th</sup> Grade**  
**Prerequisite: World Geography, World History, Meet TSI Requirements.**

**World Geography – (1 credit) 9<sup>th</sup> Grade**  
**Prerequisite: None**

This course is designed to provide opportunity for students to study the interaction of man and his environment in space and time. The early geographers and their contributions, production and distribution of goods, uses and abuses of resources and basic geographic concepts are also included.

**World History – (1 credit) 10<sup>th</sup> Grade**  
**Prerequisite: World Geography**

The content of this course includes the following essential elements: development of early civilizations; historical development of Western civilization; historical development of other regions; geographic influences on world history; developments of the twentieth century; and social studies attitudes, values, and skills for citizenship. Key historic personalities will be studied in their appropriate historic periods.

**AP World History – (1 credit) 10<sup>th</sup> Grade**  
**Prerequisite: World Geography teacher recommendation. See Pre AP or Advanced Placement on page 10.**

**United States Government – (1/2 credit) 12<sup>th</sup> Grade**  
**Prerequisite: World Geography, World History, United States History**

This course is required for graduation and is designed to give the student an understanding of the foundations of the United States political system, the development of the United States governmental systems, and participation and decision making in civic affairs.

**Dual Credit US Government – (1/2 credit) 12<sup>th</sup> Grade**  
**Prerequisite: World Geography, World History, United States History, teacher recommendation. Must meet TSI requirements.**

This course is offered in conjunction with Clarendon Community College. In addition to high school credit, upon completion of the course and payment of tuition, 3 college hours will be given.

**Economics – (1/2 credit) 12<sup>th</sup> Grade**  
**Prerequisite: None**

In addition to the American free enterprise system, this course includes a study of government in the American economic system, international economic relations; consumer economics; and social studies attitudes, values, and skills for citizenship.

**Dual Credit Economics – (1/2 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: Dual Credit Government or teacher recommendation.**

This course is offered in conjunction with Clarendon Community College. In addition to high school credit, upon completion of the course and payment of tuition, 3 college hours will be given.

**Psychology – (1/2 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

This course shall include a study of the nature of psychology; human growth, development, and behavior; and the development of the individual.

**Sociology – (1/2 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

Students will be provided opportunities to understand the nature of sociology, culture, socialization, groups, and institutions. They will study communications and cultural development and change.

**Art History – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity.

## **FOREIGN LANGUAGE DEPARTMENT**

**Spanish I – (1 credit)**

**9<sup>th</sup>-11<sup>th</sup> Grade**

**Prerequisite: None**

Listening, speaking, reading and writing skills and concepts that result in the understanding of most routine situations will be taught. Students will be made aware of concepts of culture which result in the knowledge and awareness of the history and culture of another people.

**Spanish II – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Spanish I**

The students will acquire listening, speaking, reading, and writing skills and concepts that result in the understanding of most routine questions, statements, and commands along with the ability to respond and to reproduce vocabulary sufficient to express themselves in everyday situations.

**Spanish III – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Spanish I, II**

The students will develop, based on Spanish I and II, further skills in listening, speaking, reading, writing, culture, and applied language.

**Spanish IV – (1 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: Spanish I, II, III**

Spanish 4 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on aural skills with additional emphasis on reading and writing in the target language.

**French I - (1 credit)**

**9<sup>th</sup>-11<sup>th</sup> Grade**

**Prerequisite: None**

Listening, speaking, reading, and writing skills and concepts that result in the understanding of most routine situations will be taught. Students will be made aware of concepts of culture which result in the knowledge and awareness of the history and culture of another people.

**French II – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: French I**

The students will acquire listening, speaking, reading, and writing skills and concepts that result in the understanding of most routine questions, statements, and commands along with the ability to respond and to reproduce vocabulary sufficient to express themselves in everyday situations.

**French III – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: French I, II**

The students will develop, based on French I and II, further skills in listening, speaking, reading, writing, culture, and applied language.

**French IV – (1 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: French I, II, III**

French 4 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on aural skills with additional emphasis on reading and writing in the target language.

**FINE ARTS DEPARTMENT**

**Applied Music I-II – (1/2 credit per semester)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Applied Music I - 1 year of band and current enrollment in band**

**Applied Music II - Applied Music I and current enrollment in band**

These courses are designed to improve on the chosen instrument on an individual basis. The student shall be provided opportunities to study and memorize solo selections from more than one musical style and historical period, study etudes, and memorize scales. The class shall be performance based.

**Band I, II, III, IV – (1/2 credit per semester) 9<sup>th</sup>-12<sup>th</sup> Grade**  
**Prerequisite: 7th and 8th grade band and/or director's approval**

This course is open to students with previous instrumental training. First semester is devoted basically to preparation for marching contest, football half-times, pep rallies, parades, and Christmas music. Second semester is usually devoted to concerts, contests, festivals, and individual achievements such as ensemble contest and region, area, and state tryouts. Students will be provided opportunities for mental and physical discipline, to develop citizenship through group endeavor, physical conditioning, cultural growth, the ability to make music value judgments through critical listening, and to learn music theory.

**Music History and Literature – (1/2 credit per semester) 9<sup>th</sup>-12<sup>th</sup> Grade**  
**Prerequisite: None**

Students will be provided opportunities to hear and briefly study selected works from the major historical periods of music, will study the works and lives of selected composers, will also study musical style and form, and the relationship of music to history through modern music.

**Theatre Arts I – (1 credit) 9<sup>th</sup>-12<sup>th</sup> Grade**  
**Prerequisite: None**

This is an introductory performance course incorporating basic acting techniques, the role of the actor in interpreting dramatic literature, and the appreciation of theater.

**Theatre Arts II – (1 credit) 10<sup>th</sup>-12<sup>th</sup> Grade**  
**Prerequisite: Theater Arts I and approval of instructor**

This course enhances the student's abilities and increases the knowledge they gained in Theater Arts I by providing more in-depth experience in theater.

**Theatre III – (1 credit) 11-12<sup>th</sup> Grade**  
**Prerequisite: Theater Arts I, II, and approval of instructor**

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills.

**Theatre IV – (1 credit) 12<sup>th</sup> Grade**

**Prerequisite: Theater Arts I, II, III**

Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

**Art I – (1 credit)**

**9<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: None**

This beginning art class teaches the elements of art and the principals of design. This course is designed as a beginning art class for students wishing to pursue upper level art courses as well as for those who wish to satisfy their Fine Arts requirement. Students will explore basic art media and techniques, such as drawing, painting, collage, and more. Art criticism, aesthetics, and art history are an integral part of the class.

**Art II – (1 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Art I**

This advanced art class expands upon the elements of art and the principals of design with continued exploration of basic art media and techniques.

**Art III – (1 credit)**

**11<sup>th</sup>-12<sup>th</sup> Grade**

**Prerequisite: Art II**

An advanced level course in drawing and painting with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, and printmaking projects. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio.

**Art IV – (1 credit)**

**12<sup>th</sup> Grade**

**Prerequisite: Art III**

An advanced level course in drawing and painting with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, and printmaking projects. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio.

## **BUSINESS MANAGEMENT AND DIGITAL INFORMATION**

### **Principles of Information Technology (1 credit) (BIM)**

**9-12<sup>th</sup> Grade**

**Prerequisite: None**

Principle of Information Technology is a one-credit course emphasizing the knowledge and skills associated with the basic of computer education. Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### **Digital & Interactive Media (Media) (1 credit)**

**9-12<sup>th</sup> Grade**

**Prerequisite: None**

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### **Computer Programming (1 Credit)**

**10-12<sup>th</sup> Grade**

**Prerequisites: Media**

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

### **Advanced Computer Programming (1 Credit)**

**11-12<sup>th</sup> Grade**

**Prerequisites: Computer Programming**

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

### **Computer Science I (1 Credit)**

**10-12<sup>th</sup> Grade**

**Prerequisites: Digital Interactive Media**

The student uses computer technology and a defined programming language to facilitate problem solving through program design.

**Computer Science II (1 Credit)**

**11-12<sup>th</sup> Grade**

**Prerequisites: Computer Science I**

An extension of Computer Science I that continues in the same programming language. The student uses computer technology and a defined programming language to facilitate problem solving through program design, process and product.

**Computer Science II (1 Credit)**

**12<sup>th</sup> Grade**

**Prerequisites: Computer Science II**

An extension of Computer Science II. Continuing in the same programming language.

**Web Technologies (½ credit per semester)**

**11-12<sup>th</sup> Grade**

**Prerequisites: Computer Science I**

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology.

**Animation (1 credit)**

**10-12<sup>th</sup> Grade**

**Prerequisites: Digital & Interactive Media**

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

**Graphic Design & Illustration (1 credit)**

**10-12<sup>th</sup> Grade**

**Prerequisites: Digital & Interactive Media**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Desktop Publishing/Annual Staff (1 credit 1<sup>st</sup> year, local credit 2<sup>nd</sup> year) 10-12<sup>th</sup> Grade**

**Prerequisites: and Digital & Interactive Media**

Create the yearbook using desktop publishing and journalistic principles.

**Principles of Business (½ credit per semester)**

**10-12<sup>th</sup> Grade**

**Prerequisite: Business Information Management (BIM)**

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.

**Money Matters (½ credit per semester)**

**10-12<sup>th</sup> Grade**

**Prerequisites: Business Information Management (BIM) and Principles of Business**

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

**Accounting I (1 credit)**

**10-12<sup>th</sup> Grade**

**Prerequisites: DIM**

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on the is knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

**Accounting II (1 credit)**

**11-12<sup>th</sup> Grade**

**Prerequisites: Accounting I**

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

**Statistics and Risk Management (1 credit; 4<sup>th</sup> year Math)**

**12<sup>th</sup> Grade**

**Prerequisites: Digital Interactive Media, Principles of Business, and Money Matters. REQUIRED PREREQUISITES are Accounting and Algebra II.**



Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

## **HOSPITALITY AND TOURISM**

### **Principles of Hospitality and Tourism – (1/2 credit)**

**9<sup>th</sup> Grade**

**Prerequisites: None**

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Restaurant Management – (1/2 credit)**

**10<sup>th</sup>-12<sup>th</sup> Grades**

**Prerequisites: Lifetime Nutrition and Wellness**

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## **HUMAN SERVICES**

### **Principles of Human Services – (1credit)**

**9<sup>th</sup> Grade**

**Prerequisites: None**

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Interpersonal Studies – (1/2 credit)**

**10<sup>th</sup> – 12<sup>th</sup> Grades**

**Prerequisites: Principles of Human Services**

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

**Dollars and Sense – (1/2 credit)**

**10<sup>th</sup> -12<sup>th</sup> Grades**

**Prerequisites: Principles of Human Services**

Dollars and sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organization and other leadership organizations.

**Lifetime Nutrition and Wellness – (1/2)**

**10<sup>th</sup> – 12<sup>th</sup> Grades**

**Prerequisites: Principles of Human Services or Principles of Hospitality and Tourism**

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services and health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Child Development – (½-1 credit)**

**10<sup>th</sup> – 12<sup>th</sup> Grades**

**Prerequisites: Principals of Human Services**

This technical laboratory course 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Family and Community Services – (1 credit)**

**11<sup>th</sup> – 12<sup>th</sup> Grades**

**Prerequisites: Principles of Human Services**

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

## **AGRICULTURAL FOOD AND NATURAL RESOURCES**

**Principles of Agriculture, Food and Natural Resources – (1 credit) 9<sup>th</sup>-12<sup>th</sup> Grades**

**Prerequisite: None**

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

**Agricultural Mechanics and Metal Technologies– (1 credit)                      10<sup>th</sup>-12<sup>th</sup> Grades**

**Prerequisite: Principles of Agriculture, Food and Natural Resources**

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**Agricultural Facilities Design and Fabrication-(1 credit)                      11<sup>th</sup>-12<sup>th</sup> Grades**

**Prerequisite: Agricultural Mechanics and Metal Technologies**

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectation. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**Agricultural Power Systems – (1-2 credits)                      12<sup>th</sup> Grade**

**Prerequisite: Agricultural Facilities Design and Fabrication**

To be prepared for careers in agricultural power, structural, and technical systems, students should attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students should have opportunities to learn, reinforce, apply, and transfer their knowledge and technical skills, in a variety of settings. This course is designed to develop and understanding of power and control systems as related to energy sources, small and large power systems and agricultural machinery.

## **PHYSICAL EDUCATION**

**Physical Education I, II\*\* - (1/2 credit per semester)                      9<sup>th</sup>-12<sup>th</sup> Grades**

**Prerequisite: None**

This is a survey course designed to allow students to understand the meaning of a wellness lifestyle. Students will have the opportunity to participate in recreational, individual, dual, and team sports. Emphasis will be placed on learning rules, skills, officiating, and safety in a variety of activities.

## **SPECIAL EDUCATION COURSES**

### ***Basic Classes***

These classes are organized by the Special Education Department for students with disabilities. All classes are based on general education TEKS with modifications that are adapted to meet the needs of the students as outlined in their Individual Education Program (IEP).

**Prerequisite: ARD Committee Decision**

#### **Language Arts**

Basic English I  
Basic English II  
Basic English III  
Basic English IV

Basic World History  
Basic US History  
Basic Government  
Basic Economics

#### **Mathematics**

Basic Math  
Basic Algebra  
Basic Geometry  
Basic Math Models

#### **Foreign Language**

Basic French I  
Basic French II  
Basic Spanish I  
Basic Spanish II

#### **Science**

Basic Biology  
Basic IPC  
Basic Environmental Systems

#### **Technology**

Basic Principles of Information Tech

#### **Social Studies**

Basic World Geography

#### **Electives**

Basic Study Skills  
Basic Reading Improvement

### ***LIFE SKILLS CLASSES***

These classes are organized by the Special Education Department for students with disabilities. All classes emphasize independent living skills, functional academics, vocational training and recreation, and living activities. This curriculum is one that provides each student with the opportunity to develop his or her level of personal independence and dignity. It is age appropriate, comprehensive,

community-referenced, and future oriented. These classes are designed to meet the needs of the students as outlined in their Individual Education Program (IEP).

**Prerequisite: ARD Committee Decision**

**Language Arts**

Principles of English I  
Principles of English II  
Principles of English III

Principles of English IV

**Mathematics**

Principles of Math I  
Principles of Math II  
Principles of Math III  
Principles of Math IV

**Science**

Principles of Science I  
Principles of Science II  
Principles of Science III

**Social Studies**

Principles of Social Studies I

Principles of Social Studies II  
Principles of Social Studies III  
Principles of Social Studies IV

**Fine Arts**

Principles of Art I  
Principles of Art II

**Business**

Principles of BIM  
Principles of Computing

**Health/Physical Education**

Principles of PE I  
Principles of PE II

**Electives**

Skills for Living I-IV  
Principles of Home Economics  
Principles of Cooking/Cleaning

## **Month-to-Month Planner\* for High School Juniors**

### ***August***

- Check your graduation plan to be sure you are enrolled in all the necessary courses to fulfill the Foundation with Endorsement Plan. See the counselor if changes are necessary. If you want to change to the Foundation only plan, your parent must contact the school and set up a meeting with Mr. Jeffers.
- Begin to seriously consider your career choice. If you need help deciding on a career and college major, see the counselor. Also, talk to your parents and teachers about your career possibilities.

### ***September***

- Register for the PSAT/NMSQT which is given in October. The counselor will provide registration information.
- Begin compiling a list of all your awards, accomplishments, community service, employment, and extracurricular activities. Keep the list updated throughout your junior and senior years so you will have the information readily available for scholarship and admission applications your senior year.
- If you have not started saving money for college, consider setting up a savings account with some of the money you earned this summer. Some banks have special youth accounts specifically for this.

### ***October***

- Start looking through college catalogs and guidebooks, and visit college web sites. Put together a list of 10 colleges you would like to attend.
- Check those colleges' essay policy for ACT.
- Plan to apply to three or more colleges or universities.
- Discuss with your parents and counselor where you want to go to college.
- Take the PSAT/NMSQT test.

### ***November***

- Look at college guide books in your counselor's office, the library, or on web sites.
- Request catalogs, admissions requirements, and financial aid information from colleges.
- Start planning to take the ACT and/or the SAT.

### ***December/January***

- Begin checking into financial aid and scholarships. Your high school counselor can help. Check his website often.
- Talk to college students who attend the college or university in which you're interested.

- Plan to take the ACT and/or the SAT this spring. These scores are needed for early admission, for fall application deadlines, and for the PEAK Scholarship.

### ***February/March/April***

- Pre-register for your senior classes. Remember that your chances of succeeding in college are greatly enhanced if you take math and science classes your senior year. Also be sure to double check your graduation plan to see that you will satisfy all graduation requirements. See the counselor if you have questions.
- Ask your high school counselor about the Early Admission (Early Decision) plan offered by some colleges.
- Take the ACT and/or SAT. Both are offered in February and April. Be sure to check your calendar for conflicts with athletics, band or other activities.

### ***May***

- Ask your English and social studies teachers for a summer reading list, and read those books.
- Check with the counselor about taking college courses this summer.
- If you are on the Distinguished Level of Achievement Plan, be sure you have planned all required Advanced Measures.

### ***June-August***

- Take the ACT and/or the SAT if you have yet to do so (or to improve your score).
- Schedule visits to each of the schools on your final list, if possible. Contact the admissions office to schedule a campus tour.
- Complete the Texas Common Application at [applytexas.org](http://applytexas.org) if you plan to attend a Texas public university.
- Request college admission applications from the college if you plan to attend a community college, a Texas state technical college or a private (independent) college or university. You can find applications for many Texas independent (private) colleges and universities online at [www.texasmentor.org](http://www.texasmentor.org). Review the applications to learn what information you need to gather before your busy senior year begins.
- Some colleges require essays as part of your admission application. Start working on yours now, if needed.
- Check your EOC scores to see if you are exempt from the TSI (Texas Success Initiative) requirements. If not, be sure to contact the colleges you are considering for their recommendation concerning college readiness testing. TSI details are located elsewhere within the CHS Academic Handbook.
- During August registration tell the counselor what schools you are considering and what your possible majors are.

## **Month-to-Month Planner\* for High School Seniors**

### ***September***

- Review your career plans and continue talking with your parents and teachers about college.

- Take the ACT if you have not taken it yet or need to improve your score.
- Use the Texas Common Application for Admission if you are applying to one of the 35 public universities in Texas. Get a copy of the common application from your high school counselor or apply online at [www.ApplyTexas.org](http://www.ApplyTexas.org). Applying online can save you time: complete the application once and send it directly on to as many of these public universities as you choose.
- If you plan to apply to a public community or technical college, contact the school directly for an application. You can find applications for many Texas independent (private) colleges and universities online at [www.texasmentor.org](http://www.texasmentor.org), or contact the college or university directly for an application.

### ***October***

- Keep track of the application deadlines. Fill out application forms carefully and neatly. Start thinking about admission essays if required at the institutions to which you are applying. Write a rough draft.
- Choose your references. Colleges often want reference letters from two or three teachers. Pick teachers who know you well and you have impressed. Be sure to thank the teachers for their help.
- Complete a resume from the list of all your awards, accomplishments, community service, employment, and extracurricular activities. Keep the resume updated throughout the year so you will have the information readily available for scholarship and admission applications your senior year.
- Take the ACT if you have not taken it yet or need to improve your score.
- If you have not done so, start looking into the cost of the schools you are considering. Do not wait until summer and suffer sticker shock!

### ***November***

- If the college you are applying to has a December deadline (deadlines vary), complete your admission application. Give the teachers who are writing letters of recommendation stamped, addressed envelopes for mailing your reference letters.
- Begin checking the bulletin board, announcements, and counselor web page for scholarship applications.
- Plan to visit the colleges in which you are most interested.

### ***December***

- Check all deadlines for early application and scholarships.
- Make sure all of your school records and test scores are sent in time to meet the December deadline. Call to verify that the college or university received your materials.
- If the college(s) to which you are applying have later deadlines, go ahead and finish preparing application materials. Spend part of your Christmas holidays completing scholarship and college admissions applications.
- Take the ACT if you have not taken it yet or need to improve your score.
- Visit [fafsa.ed.gov](http://fafsa.ed.gov) and get PIN numbers for the student and parent so they will be available as you complete the FAFSA online.



- Remind your parents to plan to complete their taxes early so you can begin the FAFSA in January.

### *January*

- Deadlines are near. Make sure your application files are complete.
- Check with the admissions office to find out if more information is needed. Supply any additional information as quickly as possible.
- To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). Ask your high school counselor for a copy or apply online at Fafsa.ed.gov. You may also call 1-800-4FED-AID (1-800-433-3243). You can't apply before January 1, but plan to submit the FAFSA as soon after January 1 as possible. The sooner you submit your FAFSA, the better your chance for a good financial aid package. If you and your parents need help with these forms, contact the college or university financial aid office. Make sure the form is filled out properly and mailed before the deadline. Reminder- online FAFSA applications are easier, more accurate, and are processed more quickly. Keep a copy for your records. Important note for your parents: Prepare your IRS tax return early. This information will be needed to complete the FAFSA. You do not have to submit your tax return to complete the FAFSA but your student will need your information to complete the FAFSA.
- Check with the high school to see if you are in the top ten percent after the fall semester grades have been added.

### *February*

- To meet the Texas Success Initiative requirements, students planning to attend a Texas public college or university must take a college readiness test before enrolling. This test is not used to decide admission, but shows which students need to improve their reading, writing or math skills. Students who need help are directed to developmental education courses or other activities to make sure they are prepared for college-level courses. If you are not exempt from this requirement due to EOC's, ACT, or SAT, contact the college or colleges you are considering attending to learn their recommendation concerning testing.
- Take the ACT or SAT if application time allows and you still need a score (or a higher one).

### *March*

- Continue sending other information that your college requests.
- If your college requires you to have a physical exam before you can register for classes, make an appointment for an exam with a doctor and take the appropriate forms from the college.
- Depending upon when you filed, your Student Aid Report (SAR) from your FAFSA should be available soon (online at fafsa.ed.gov). Once you have your SAR, contact the financial aid offices of the colleges you are seriously considering to be sure all requirements have been met. Ask if you have been chosen for verification.

### *April*

- By this month, the college(s) to which you are applying should have received your applications, letters, test results, and other information. Call to confirm that they have received all of the materials. The application process is over, and the waiting begins. You

should receive word on acceptance by the end of the month (if all application requirements are completed).

- Once you have decided which school to attend, check for housing application, registration, and orientation deadlines.
- If you have not filed your FAFSA, do so immediately or your financial aid will be at risk. Most grants are “blocked” which means colleges only get a certain amount- and when it is gone- it is GONE.

### ***May/June***

- Graduation! Remember to pick up your diploma and request a final transcript be sent to the college you decide to attend.
- Acceptance letters are arriving. Some colleges will ask you to accept or decline an offer of admission. Write to the college you have chosen and say you plan to attend. Also, write to other colleges that accepted you and tell them you will not attend so they can offer admission to another student.
- The college you have chosen will send you more information on orientation dates, housing deposits, course schedules, and information on enrolling.

\*Note to students and parents- these are general guidelines and will vary somewhat with each individual student and college. If you have any questions, please feel free to contact the counselor at 874.2181. Also, dates for local activities can vary year to year. The specific dates will be made available as soon as they are available.

\*Note to parents- the degree to which your student’s eventual choice concerning a career and college is successful will be greatly affected by your participation in the process. Please feel free to contact the counselor for more information.

## **Weighted Grade Charts**

### **Course Value of 5**

Grade	Weight Value	Grade	Weight Value	Grade	Weight Value
100	8.0	89	6.9	79	5.9

99	7.9	88	6.8	78	5.8
98	7.8	87	6.7	77	5.7
97	7.7	86	6.6	76	5.6
96	7.6	85	6.5	75	5.5
95	7.5	84	6.4	74	5.4
94	7.4	83	6.3	73	5.3
93	7.3	82	6.2	72	5.2
92	7.2	81	6.1	71	5.1
91	7.1	80	6.0	70	5.0
90	7.0			<70	0

**Course Value of 4**

Grade	Weight Value	Grade	Weight Value	Grade	Weight Value
100	7.0	89	5.9	79	4.9
99	6.9	88	5.8	78	4.8
98	6.8	87	5.7	77	4.7
97	6.7	86	5.6	76	4.6
96	6.6	85	5.5	75	4.5
95	6.5	84	5.4	74	4.4
94	6.4	83	5.3	73	4.3
93	6.3	82	5.2	72	4.2
92	6.2	81	5.1	71	4.1
91	6.1	80	5.0	70	4.0
90	6.0			<70	0

**Course Value of 3**

Grade	Weight Value	Grade	Weight Value	Grade	Weight Value
100	6.0	89	4.9	79	3.9
99	5.9	88	4.8	78	3.8
98	5.8	87	4.7	77	3.7
97	5.7	86	4.6	76	3.6
96	5.6	85	4.5	75	3.5
95	5.5	84	4.4	74	3.4
94	5.4	83	4.3	73	3.3
93	5.3	82	4.2	72	3.2
92	5.2	81	4.1	71	3.1
91	5.1	80	4.0	70	3.0
90	5.0			<70	0

**Course Value of 2**

Grade	Weight Value	Grade	Weight Value	Grade	Weight Value
100	5.0	89	3.9	79	2.9
99	4.9	88	3.8	78	2.8
98	4.8	87	3.7	77	2.7
97	4.7	86	3.6	76	2.6
96	4.6	85	3.5	75	2.5
95	4.5	84	3.4	74	2.4
94	4.4	83	3.3	73	2.3
93	4.3	82	3.2	72	2.2
92	4.2	81	3.1	71	2.1
91	4.1	80	3.0	70	2.0
90	4.0			<70	0

**Course Value of 1**

Grade	Weight Value	Grade	Weight Value	Grade	Weight Value
100	4.0	89	2.9	79	1.9
99	3.9	88	2.8	78	1.8
98	3.8	87	2.7	77	1.7
97	3.7	86	2.6	76	1.6
96	3.6	85	2.5	75	1.5
95	3.5	84	2.4	74	1.4
94	3.4	83	2.3	73	1.3
93	3.3	82	2.2	72	1.2
92	3.2	81	2.1	71	1.1
91	3.1	80	2.0	70	1.0
90	3.0			<70	0

CLASS	VALUE #
English I	3
English II	3
English III	3

English IV	3
PAP English I	5
PAP English II	5
AP English III	5
Academic English IV	4
CC English IV	5
Communication Apps	3
Creative/Tech Writing	1
Journalism	1
Bible Influence	1
Algebra I	3
Algebra II	3
Geometry	3
PAP Algebra II	5
PAP Geometry	5
Math Models	2
Pre-Calculus	4
CC Pre-Calculus	5
Calculus	5
CC Calculus	5
Advanced Quant. Rea	4
Biology	3
Chemistry	3
AP Chemistry	5
Earth and Space	3
Environmental Syst.	3
IPC	2
Physics	4
Physiology & Anat.	4
World Geography	3
World History	3
AP World History	5
US History	3
AP US History	5
US Government	3
CC US Government	5
Economics	3
AP Economics	5
Spanish I	4
Spanish II	4
Spanish III	4
French I	4

French II	4
French III	4
Applied Music	2
Band	2
Theatre Arts 1, 2, 3	2
Theatre Arts 4	4
PIT	3
Computer Science	4
DIM	1
Computer Program	4
Web Tech	4
Animation	4
Graphic Design	4
Principles of Business	1
Money Matters	1
Accounting	3
Statistics & Risk Mgt.	4
Principles of Hosp.	1
Restaurant Mgt.	1
Princ. of Human Serv	1
Dollars and Sense	1
Child Development	1
Lifetime Nutrition	1
Restaurant Manage	1
Interpersonal Studies	1
Family and Com. Ser	1
Princ. of Ag.	1
Ag Mechanics	1
Ag. Fabrication	1
Ag Power	4
Physical Ed	2
Bible and Influence	1
Athletics 1, 2, 3	2
Athletics 4	4
All Basic Skills	1
All Life Skills	1

High School Program – 22 Credits	Foundation High School Program + Endorsements – 26 Credits	Distinguished Level of Achievement
<b>4 English Credits:</b> ELA, I, II, III, one advanced English course	<b>4 English Credits:</b> ELA, I, II, III, one advanced English course	<b>4 English Credits:</b> ELA, I, II, III, one advanced English course

<b>3 Math Credits:</b> Algebra I, Geometry, one credit in any authorized math course	<b>4 Math Credits:</b> Algebra I, Geometry, two credits in any authorized advanced math course	<b>4 Math Credits:</b> Algebra I, one credit in any authorized
<b>3 Science Credits:</b> Biology, IPC or Chemistry and any credit in any authorized advanced science course	<b>4 Science Credits:</b> Biology, three credits in any authorized advanced science course	<b>4 Science Credits:</b> Biology, authorized advanced science
<b>4 Social Studies Credits:</b> World Geography, World History, U.S. History, Government, Economics	<b>4 Social Studies Credits:</b> World Geography, World History, U.S. History, Government, Economics	<b>4 Social Studies Credits:</b> World History, U.S. History, Economics
<b>2 World Language Credits</b>	<b>2 World Language Credits</b>	<b>2 World Language Credits</b>
<b>1 Physical Education Credit</b>	<b>1 Physical Education Credit</b>	<b>1 Physical Education Credit</b>
<b>1 Fine Arts Credit</b>	<b>1 Fine Arts Credit</b>	<b>1 Fine Arts Credit</b>
<b>.5 Speech Credit</b>	<b>.5 Speech Credit</b>	<b>.5 Speech Credit</b>
<b>.5 Personal Finance Credit</b>	<b>.5 Personal Finance Credit</b>	<b>.5 Personal Finance Credit</b>
<b>1 Tech Apps Credit</b>	<b>1 Tech Apps Credit</b>	<b>1 Tech Apps Credit</b>
<b>1 CTE Credit (Ag or FCS)</b>	<b>1 CTE Credit (Ag or FCS)</b>	<b>1 CTE Credit (Ag or FCS)</b>
<b>1 Elective Credit</b>	<b>3 Elective Credits</b>	<b>3 Elective Credits</b>

Endorsements				
STEM	Business/Industry	Public Service	Arts and Humanities	Multidisciplinary Studies
Science Technology Engineering Math	Agriculture, Information Technology	Human Services	Art Music Theatre Languages Other than English	Select Courses from the curriculum of each endorsement variety of advanced courses from multiple content areas the distinguished level of achievement