

# CASTLEBERRY INDEPENDENT SCHOOL DISTRICT



## Academic Planning Guide

2020-2021



Growing the minds of

**Tomorrow** ***TODAY***

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## Castleberry High School

215 Churchill, Fort Worth, TX 76114  
817-252-2100

**Dr. Libby Priddy**  
Principal  
**Christi Patton**  
Associate Principal  
**Cameron Burton**  
Assistant Principal  
**Kenneth Marrs**  
Assistant Principal  
**Chance Ray**  
Counselor (A-Li)  
**Niki Fuss**  
Counselor (Lo-Z)  
**Lee Ann O'Loughlin**  
Advanced Academics Coordinator  
**Stephanie Martinez**  
CTE Coordinator  
**Sal Limas**  
College-Career Readiness Advisor

## Superintendent's Cabinet

**Dr. John Ramos**  
Superintendent  
**Renee Smith-Faulkner**  
Associate Superintendent  
**Lenny Lasher**  
Executive Director of Student Services  
**DeAnne Page**  
Executive Director of Financial Services  
**Dr. June Ritchlin**  
Executive Director of Elementary Education  
**Ken Casarez**  
Executive Director of Secondary Education  
**David Rodriguez**  
Executive Director of Human Resources and Operations

## REACH High School

1101 Merritt, Fort Worth, TX 76114  
817-252-2390

**Wanda Byther**  
Principal  
**Amy Kuhns**  
REACH Transformation Grant Program  
Manager/Counselor

## Irma Marsh Middle School

415 Hagg, Fort Worth, TX 76114  
817-252-2390

**Mareka Austin**  
Principal  
**Jill Loudermilk**  
Campus Academic Leader  
**Kerissa Bearce**  
Assistant Principal  
**Cisco Matherene**  
Assistant Principal  
**Robert Webb**  
Assistant Principal  
**Judy Pastusek**  
Counselor  
**Steven Riewe**  
Counselor

### **Our Mission:**

The mission of Castleberry ISD is to graduate all students as lifelong learners who will excel in our changing world and competitive workplace.

### **Our Vision:**

Castleberry Independent School District is a community of innovative learners empowered to impact our world.

### **Strategic Objectives:**

1. Transform Teaching and Learning
  - ❖ Provide professional learning that reflects a new emphasis on continuous personalized educator growth and focuses on improving student achievement.
  - ❖ Implement innovative instructional practices that transform and ensure learning for all students.
  - ❖ Empower students to take an active role in choosing, demonstrating, and achieving competency in their learning goals.
2. Facilitate Engagement through Effective Communication
  - ❖ Establish a clear brand identity for the district and build on that image and reputation.
  - ❖ Establish strong, positive connections between individual schools and their communities.
  - ❖ Establish an effective employee communication plan to improve internal communication and employee engagement.
  - ❖ Achieve coordinated communications regarding safety and crisis management.
  - ❖ Utilize effective operational practices to provide good customer service, increased efficiency, and quality media, online, and printed materials in a timely manner.
3. Effective and Efficient Operations
  - ❖ Allocate appropriate resources to renovate and operate existing and future facilities which will provide quality learning spaces for CISD students.
  - ❖ Design and create active/ flexible learning spaces (including extracurricular facilities/venues) to support learning, teaching, and student engagement.
  - ❖ Continue to be fiscally responsible, while sustaining current equipment and planning for future needs.
  - ❖ Promote and maintain a safe and healthy environment for all students, staff, and community.

## **Our Beliefs:**

1. Students are our most precious resource.
2. Schools are a vital part of the community.
3. Family is a fundamental source of one's values.
4. Quality education makes for productive citizens and strong communities.
5. Family, school, and community support directly impact the quality of education.
6. Every individual is important and deserves time, opportunity, and support.
7. Educational processes should acknowledge diversity and promote excellence for every student.
8. A clean, safe, and orderly environment is essential for learning.
9. Excellence and sustained exceptional performance come from a commitment to a clear vision and shared values, which encourage collaboration and teamwork.
10. Community partnerships are imperative to grow the whole child.

## **Assurance of Non Discrimination:**

No student will be denied the right to participate in any school program, education, service, or activity because of race, religion, sex, national origin or disability. The district has designated Mr. David Rodriguez, Executive Director of Human Resources and Operations, to coordinate its efforts to comply with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 as amended and Ms. Laura Little, Coordinator of Research, Evaluation, and Accountability, for Section 504 of the Rehabilitation Act of 1973 dealing with rights of students with disabilities. All complaints will be handled through established channels and procedures beginning with the building principal, followed by appeal to the Executive Director of Secondary Education and finally the Board of Education.

The Castleberry Independent School District does not discriminate on the basis of a disability by denying access to the benefits of District services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact Mrs. Lynn Jameson, Executive Director or Special Services, at 817-252-2572

More information about the Board of Education, including board meetings and summaries, can be found online at [www.castleberryisd.net](http://www.castleberryisd.net).



## Castleberry Independent School District

215 Churchill Drive. • Fort Worth, Texas 76114 • (817) 252-2106  
College, Career & Guidance Services



Dear Students and Parents,

Welcome to another exciting time! Planning a four-year high school program is a serious undertaking. Although many of your courses are determined by graduation requirements of the district and state, you will still have many other choices to make during your years at Castleberry. Your plans for the future should primarily guide the courses you select. Will you continue your education in college or technical school? Do you want to join the military? Do you want to learn a specific skill or trade to enter the workforce after graduation? These are all questions you will have to ask yourself so that you can make the best selections, based on the goals you have set for yourself. Asking yourself questions related to your interests, abilities, and goals is an integral part of planning to be Future Ready. The Academic Planning Guide is designed to provide information to help students and parents make appropriate course selections from a wide variety of offerings. Each course is described and listed, so parents and students will know whether or not students have completed necessary requirements.

Castleberry ISD offers many opportunities for students to prepare for rewarding and productive adult lives. Castleberry High School provides a wide range of programs that prepare students for post-high school experiences such as;

- ★ college/university attendance & graduation
- ★ technical/trade school completion
- ★ receipt of industry certification/licensure
- ★ military service
- ★ full/part-time skilled employment.

Outlined in the following pages are not only the graduation requirements for each endorsement and program of study but also information regarding career choices, elective coursework and planning opportunities. The information provided in this guide is specific for this year and to the programs of study and course offerings at CHS. The most updated copy of this document can always be found on our district's website, [www.castleberryisd.net](http://www.castleberryisd.net)

Cordially,

The Guidance & Counseling Services Team

## **ACADEMIC AND EDUCATIONAL PROGRAMS**

### **I. Regular (On-Level) Program**

Regular program courses are offered in language arts, mathematics, social studies, science and the elective areas. These courses are designed to prepare students for college.

### **II. Special Services Program (Special Education)**

Special education courses are provided to assist eligible students in both academic and nonacademic areas as determined by the student's Admission, Review, and Dismissal (ARD) committee. Not every course will be considered appropriate for every student. Rather, the ARD committee will follow the student's Individual Education Plan (IEP) and the state graduation requirements as set forth by the Texas State Board of Education Rule §89.1070 when determining course selection. Student's IEP, placement, and services are reviewed annually by the ARD committee. Questions should be addressed by the campus counselor or educational diagnostician.

### **III. Advanced Placement Programs (AP)/Honors**

Students interested in participating in Advanced Placement and Honors courses are encouraged to consider the academic rigor, depth, and complexity Advanced Placement and Honors courses include as well as their academic goals. Advanced Placement courses offer an opportunity to earn college credit through positive exam results which are recognized nationally and internationally. Some AP classes have recommended prerequisites—check the specific course page for that information. Students in Advanced Placement (AP) courses will be required to take an Advanced Placement examination in each enrolled course. The approximate fee per exam is \$40, and if the student drops a course after the deadline, they are responsible for those fees. Please note this fee may increase due to state and federal funding. The District may provide a fee reduction waiver to all students. Scoring a 3 or higher on an AP College Board Exams is college credit worthy, depending on the university of choice. All AP courses and grades are calculated on a weighted scale found on page 17. Students who enroll in AP courses are encouraged to carefully consider the academic load for which they are registering.

### **IV. Dual Credit or Concurrent Enrollment**

Students wishing to enroll in a dual credit course must meet specified criteria outlined by the state and the college which has an articulation agreement with Castleberry High School, including a passing score on the Texas Success Initiative Assessment (TSI). Students who are enrolled in grades 9-12 may be awarded credit toward high school graduation and completion of college-level courses. To be eligible to enroll and be awarded credits, a student must have the approval of the principal and/or counselor and the college supporting the dual credit course. Dual credit courses are calculated on a weighted scale found on page 17. Students who enroll in Dual Credit courses are encouraged to carefully consider the academic load for which they are registering.

### **V. OnRamps – Dual Enrollment**

OnRamps is an innovative dual enrollment and professional development initiative led by The University of Texas at Austin. OnRamps goal is preparing high school students for postsecondary student success. Using a hybrid delivery approach, students meet rigorous university-level college readiness standards and have the opportunity to earn UT Austin credit from a UT faculty member and high school credit from their local teacher. Dual-enrollment through UT OnRamps allows students to earn college credit while in high school and is different from Dual Credit. OnRamps courses will transfer to any public college or university.

- The OnRamps Dual Enrollment Program allows high school students to experience college academic rigor by taking actual college exams created by a UT professor.
- Dual enrollment students receive two grades: one from the high school teacher and one from the UT professor; dual credit students receive the same grade earned in high school on their college transcripts.
- Dual enrollment students may choose to have the college grade transcribed on their UT transcripts; Dual credit students' grades will be recorded on the college transcripts.

## **VI. Gifted and Talented (GT)**

Students in consideration for the Gifted and Talented (GT) program must meet specified criteria set by CISD to qualify for GT programming. These criteria are based on measures including standardized test scores, identification assessments measuring learned reasoning and problem solving abilities, past academic performance, parent referrals, and teacher recommendations. The GT program offers specially developed classes that provide a qualitatively differentiated curriculum for identified students. At the high school level, this program incorporates a culmination of academic experience through Advanced Placement classes across disciplines. For more specifics on admittance to the Honors/AP or GT programs, contact the campus counselor.

## **VII. English as a Second Language(ESL)**

English as a Second Language (ESL) is a program offered for limited English speaking students in grades 9-12. It is a program of intensive instruction in English where students work at the appropriate language proficiency level to develop academic and social proficiency in vocabulary, language forms and functions, literacy, writing, and reading skills. Students enter and exit this program through the Language Proficiency Advisory Committee (LPAC). All ESL students are monitored for two years after dismissal from the program.

## **VIII. Career and Technical Education Program**

Career and Technical Education Programs of Study and courses provide a wide range of options for students to experience various professional and career fields through specific programs of study providing learning and skill development through classroom experiences, lab work, and on-site practicums/internships. CHS offers CTE pathways of study in Carpentry, Digital Communications, Design & Multimedia Arts, Business Management, Accounting and Financial Services, Marketing and Sales, Culinary Arts, Teaching and Training, Healthcare Diagnostics, Health Informatics, Family and Community Services, and Programming and Software Development.

## **IX. Extra-curricular Programs**

All students who participate in a CISD extracurricular program must complete a student participation information packet.

## **X. Fees**

Some classes may request additional small fees for supplies or equipment. Fees are authorized for materials used in any program in which the resultant product is in excess of minimum requirements, and at the student's option, becomes the personal property of the student. If payment of fees is not possible, the student may participate in an alternative instructional activity. Please notify the building principal for more information.

## **XI. Schedule Changes**

Students are expected to make informed and wise decisions during the course selection process. Because student course requests determine master schedule construction and



personnel allocation, all course change requests must be made by the first week of June. After that time, student schedule changes that include extenuating circumstances will be considered on an individual basis and must be approved by a campus administrator. No schedule changes will be approved after the tenth day of classes.

Students enrolled in Honors, Advanced Placement, OnRamps, and or Dual Credit course or courses will not be granted a change of schedule into a regular class prior to the end of the first three-week grading period. Additional changes will occur only at the end of the first six weeks grading period and at the end of the first semester.

## **XII. Types of Courses Delivery Methods**

The following types of course modalities are offered in Castleberry ISD.

### **Face-to-Face**

A face-to-face course is one in which instruction is delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the Internet, or other electronic media in the classroom. Students may be directed to online materials provided by publishers, or to other Internet accessible sources as part of their course work. The district's web based Learning Management System (LMS), Canvas, is utilized so students can access course content and assignments.

### **Blended**

A Blended course has fewer in-person course meetings than a face-to-face course. A portion of the course is delivered onsite online and a portion of the course is delivered onsite face-to-face. Blended courses use the district's chosen Learning Management System (Canvas) for course content and assignments.

### **Online**

An online course is a course that is provided entirely through the district's Learning Management System (Canvas). No on-site class meetings are required. Although it is preferred that all assessments occur within an online course, a proctored in-person exam or presentation may be required.

### **Accelerated**

An accelerated course runs in a compressed time and either meets more often to ensure adequate contact time or utilizes other proven accelerated learning methods to replicate the required contact hours. Specialized accelerated learning cognitive methods may also be used. An accelerated course may be offered face-to-face, online, or in a blended modality.

## **GRADUATION REQUIREMENTS AND GUIDANCE**

### **Grade Classification**

1. Students are classified at the beginning of the school year according to the number of credits they have earned. Classifications will remain the same throughout the school year unless corrections are necessary due to errors. All changes in grade classification must be approved by the principal.



2. Minimum grade classification requirements:

Freshman	9 <sup>th</sup>	0 Credits
Sophomore	10 <sup>th</sup>	6 Credits
Junior	11 <sup>th</sup>	12 Credits
Senior	12 <sup>th</sup>	19 Credits

### High School Graduation Requirements

The Texas Education Agency allows for school districts to retain the authority to add requirements that are beyond what is required by state law and rules for graduation.

*Freshman entering 2014 and after:*

<b>Courses</b>	<b>Foundation - Only</b> Students may opt to foundation – only after their sophomore year.	<b>Foundation +Endorsements</b>	<b>Distinguished Level of Achievement</b> Must complete an endorsement + Algebra II
English	4 Credits	4 Credits	4 Credits
Mathematics	3 Credits	4 Credits	4 Credits
Science	3 Credits	4 Credits	4 Credits
Social Studies	3 Credits	3 Credits	3 Credits
Health	.5 Credit	.5 Credit	.5 Credit
Physical Education / FPF	1 Credits	1 Credits	1 Credits
Speech	.5 Credit	.5 Credit	.5 Credit
Fine Arts	1 Credit	1 Credit	1 Credit
Other Languages	2 Credits	2 Credits	2 Credits
Endorsement/Pathway Electives	4 Credits	6 Credits	6 Credits
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26</b>

## CISD Endorsements

### Distinguished Level of Achievement

26 Credits • Algebra II Required • Eligible for Top 10% Automatic Admissions to Texas Public Universities

22 Credits for the Foundation High School Program



#### Requirements of 1 Endorsement

(including 4<sup>th</sup> credit of Math and Science and 2 additional electives)



#### Performance Acknowledgements

##### Performance Acknowledgements

Outstanding Performance: Dual Credit coursework; Bilingualism/Bi-literacy; College AP; PSAT; SAT or ACT; earning a nationally or internationally business or industry certification or license.

##### College Admissions

To qualify for the top 10% admission, a student must have successfully completed the Distinguished Level of Achievement under the Foundation Plan. Current automatic admission to UT Austin is available to the top 6% and is subject to change annually.

### Distinguished Level of Achievement

A student may earn a Distinguished Level of Achievement by successfully completing

- A total of four credits in mathematics which must include Algebra 2
- A total of four credits in science
- The remaining curriculum requirements
- The curriculum requirements for at least one endorsement

### Foundation Graduation Plus Endorsement High School Plan

Students on the Foundation Graduation High School Plan will be required to take five STARR End-of-Course (EOC) assessments. To meet graduation requirements, students must score a level 2 on each of the five required End-of-Course Exams. Allowable substitutions for STAAR assessments include scores from PSAT, SAT, ACT and AP Exams. The required scores needed and the test that can be exempted are determined by the Commissioner of Education and the Texas Education Agency.

### Foundation Only High School Plan

Permission to graduate under the Foundation Only High School Plan must be agreed to in writing and signed by the student, student's parent (or other person standing in parental relation to the student), and a school counselor or school administrator.

### STAAR End of Course (EOC) Assessments

In the State Assessment program, students take the End-of-Course assessments which coincide with the courses in which they are enrolled. Students are required to take five End-of-Course assessments and meet an "Approaches Grade Level" or higher on all required exams.

Required STAAR End-of-Course (EOC) Assessments

Mathematics	Language Arts	Science	Social Studies
Algebra I	English I	Biology	US History
	English II		

Each student receives a Confidential Student Report (CSR) for each assessment from TEA. Scores may also be accessed via the parent portal at <https://txparentportal.emetric.net/login>.

## EDUCATIONAL PROGRAM INFORMATION

### Mathematics

Algebra I, Geometry and Algebra II are required for all students graduating on the Distinguished Level of Achievement. Mathematical Models with Applications (MMA) may not be taken after Algebra II.

### Physical Education

House Bill 3 amended the requirement to effectively cap the number of P.E. credits that can be earned to four. Only one P.E. credit is required for graduation, this credit can be earned by taking any combination of the following classes: Foundations of Personal Fitness, Aerobic Activities, and Team Sports. Athletics and the fall semester in Marching Band and Color Guard will count as Physical Education credit. A maximum of four elective credits towards graduation may be earned for athletics.

### Fine Arts

One credit selected from Art, Music, or Theatre. The second semester of band will count for fine art credit for the first two years the student is in band.

### Technology Applications Credit

One credit is required locally to satisfy graduation plans, except Foundation Graduation High School Plans. (For graduate of 2021, 2022, and 2023 only)

### Languages other than English (LOTE)

Two credits must be earned in the same language to satisfy graduation requirements. Two credits in computer programming languages selected from Computer Science I and II and AP Computer Science may be used to fulfill Languages other than English graduation requirements. Students should refer to the college or university they plan to attend to ensure that Computer Science will meet admission requirements.

## Honors Courses

Honors courses are designed to prepare students for success in Advanced Placement, OnRamps, and Dual Credit courses and to meet the unique needs of the district's gifted and talented students through in class differentiation within the rigor of advanced academic courses. Honors courses are designed to provide students with analytical and problem solving skills and factual knowledge to think critically and deeply the academic and fine arts disciplines. Essential curriculum standards provide the base of knowledge and skills for advanced academic courses while rigorous instruction encourages complex intellectual autonomy.-Advanced Academic courses such as Honors, Advanced Placement, OnRamps, and Dual Credit frequently require summer and holiday reading assignments.

## Advanced Placement (AP)

Advanced Placement courses are designed to challenge students with college-level material that enables them to successfully pass the College Board Advanced Placement Exam and receive college credit. The curriculum taught is approved by the College Board each year. Additional reading, projects, and nightly homework are required in all AP courses. AP courses may require summer and holiday reading assignments.

*\*If a student is enrolled in an AP course substituting for a TEKS-based course with a STAAR EOC assessment, the student is required to take the STAAR assessment for the course for which the AP course is substituted.*

## ELECTIVE ACADEMIC PROGRAMS OF STUDY

In addition to core academic subjects, each student must select an endorsement program of study which will begin with an elective pathway beginning in the ninth grade.

### Career and Technical Education Programs of Study & Endorsements

Students will select a Program of Study, or coherent sequence of courses to take that will fulfill the requirements for the awarding of an endorsement. The purpose of a program of study is to provide students with multiple courses within a given area of interest or career pathway. All of the Programs of Study are designed to prepare students to be future ready for college, future career and/or other post-secondary plan.

Pathways of Study	State Endorsements
Carpentry	Business and Industry
Digital Communications	Business and Industry
Design and Multimedia Arts	Business and Industry
Business Management	Business and Industry
Accounting and Financial Services	Business and Industry
Marketing and Sales	Business and Industry
Culinary Arts	Business and Industry
Teaching and Training	Public Service
Health Informatics	Public Service
Healthcare Diagnostics	Public Service
Family and Community Services	Public Service
Programming and Software Development	STEM
Advanced Placement or 4X4 to include English IV, Chemistry or Physics	Multidisciplinary Studies Endorsement
Fine Arts	Arts and Humanities Endorsement

### **Academic Achievement Record (Transcript)**

The academic achievement record (transcript) indicates individual accomplishments, achievements, and courses completed by each student. All students who complete high school graduation requirements receive their academic achievement record (transcript) which includes a seal approved by the State Board of Education.

## **GIFTED AND TALENTED PROGRAM**

### **Program Goals**

Castleberry ISD provides an array of differentiated opportunities in grades K-12. Goals:

- Through the use of challenging and innovative curriculum and teaching practices, provide gifted and talented students the opportunity to develop individual interests and abilities.
- Implement an ongoing identification process of screening and identifying gifted students in grades K-12 based on multiple and specific criteria (both qualitative and quantitative) through the use of a selection committee
- Foster higher level thinking skills, develop intellectual curiosity in critical, creative and productive thinking.
- Develop problem-solving strategies, inquiry, and research skills independently and as part of a group.
- Provide ongoing appropriate professional learning opportunities for administrators, counselors, and teachers involved in serving the needs of gifted and talented students

The CISD Gifted and Talented program identifies students with general academic and creative talents in grades K-12. The program is designed as an inclusion program in which gifted and talented students are clustered together in classrooms for instruction and have the opportunity to work independently, as well as with other students of their abilities. Gifted and Talented curriculum is differentiated through complexity, depth, and pacing to better fit the needs of gifted and talented students.

### **Nomination and Testing**

Any student within the district may be nominated. Testing for the program is by request with an open nomination period in October and again in January/ February each year. Students are assessed with a variety of cognitive and problem solving assessments along with student work, and teacher and parent feedback.

### **Transfer Students**

Determination of placement into the CISD GT program for a student who is identified as gifted and talented by a previous school district and who transfers into CISD is completed within the student's first 30 days of enrollment. The recommendation is made by a selection committee and is based on a review of student transfer records, observation reports of district teachers who instruct the student, and student and parent conferences.

### **Furloughs**

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough may be granted at the request of the student and/or

parent. A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress will be reassessed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

### **Exit Procedures**

Student performance in the gifted and talented program is monitored. A student may be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the district will honor the request only after a conference with the selection committee or its representative.

### **Exit Procedures Appeal**

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted and talented program. The appeal is made first to the selection committee. Any subsequent appeals are made in accordance with FNG (LOCAL) beginning at level two.

### **Course Offerings**

At CHS, students receive a variety of services which may include differentiated content, honors, and Advanced Placement courses. Gifted and Talented course offerings are available in grades 9-12 in the four core academic areas of math, science, social studies, and English. Students may also choose to pursue the Distinguished Level of Achievement.

## **CORRESPONDENCE COURSES**

Students may be allowed to earn credit by taking correspondence courses. A maximum of two credits may be earned toward state graduation requirements through Texas Tech University, Brigham Young University, and the University of Texas at Austin. Courses must be approved by the Commissioner of Education and include the state-approved essential knowledge and skills.

To enroll in a correspondence course, students should submit a written request to a counselor or principal. Students may enroll in only one correspondence course at a time. Grades from correspondence courses are not used in computing class rank. Seniors who are enrolled in correspondence to earn credit required for graduation must complete the course one month prior to the graduation date at the end of the term.

## **CREDIT BY EXAM**

### **Credit by Exam (Credit Retrieval)**

Students who have received prior formal instruction in a subject may be eligible to earn credit by examination. On the recommendation of the Castleberry High School Attendance Committee, a student who has lost credit due to excessive absences may earn or regain course credit through credit by exam. Students who wish to enroll in credit by exam should submit a written request to the principal or guidance counselor. A student must earn a grade of at least 70 to receive credit. The cost for the exam is to be paid by the student.

### **Credit by Exam (Examinations for Acceleration)**

Students who have NOT received prior formal instruction in a subject may be eligible to earn credit by examination. Students must earn a minimum grade of **80** on the exam in order to

receive credit. To initiate this process, a parent/student conference is required with the principal. Testing will be offered to students once each semester. Students should contact a school counselor for additional information. A student receiving high school course credit through credit by exam will take the corresponding STAAR EOC assessment. Credit by examination is currently offered for Spanish I, II, and III. Course credit earned through credit by exam do not receive GPA points and are not included in student/class rank.

### **Credit Recovery Program (EDGENUITY)**

Students who have received prior formal instruction in a subject may be eligible to earn credit through an online Edgenuity course. On the recommendation of the school counselor and/or campus administration, a student who has lost credit due to excessive absences or failure of a course may earn course credit through the district online Edgenuity program. A student must earn a grade of at least 70 to receive credit. Course credit earned through credit by exam do not receive GPA points and are not included in student/class rank. Student and parent will be required to sign the district's credit recovery contract.

### **Texas Virtual School Network (TxVSN)**

The TxVSN was created by the 80th Texas Legislature through the passage of Senate Bill 1788 and codified in Chapter 30A of the Texas Education Code (TEC), which authorizes the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means.

### **NO PASS NO PLAY POLICY**

A student whose grade for the six weeks in any course lower than 70 is ineligible to participate in any UIL extracurricular activity during the succeeding three-week period. The ineligibility lasts until the end of a three-week period during which the student achieves a course grade average of at least 70 in each course. Students who are enrolled in advanced courses such as Honors, Advanced Placement, OnRamps, Dual Credit, languages other than English or listed Advanced Courses, may be exempt from the extracurricular eligibility requirements. Courses listed in the Appendix are those that qualify for 2020-2021.

## **ADVANCED COURSE INFORMATION**

### **Advanced Placement**

Castleberry High School offers College Board AP courses, Biology, Environmental Science, World History, Human Geography, Government, Economics, Art, and Music Theory. These courses receive weighted grade points.

### **Advanced Placement Examinations**

The College Board offers AP examinations in twenty-nine subject areas. Students in AP classes at CHS are automatically enrolled for testing upon joining the AP class. Acceptable AP scores may afford students the opportunity to bypass and/or earn credit for college courses. Information on the AP program is available from guidance counselors. Students may be eligible for a fee reduction waiver for the cost of all AP exams.

### **Entrance Procedures for AP Courses/Honors**

Advanced Placement and Honors courses are offered in various subjects and receive higher grade points than regular courses. Initial placement in AP and Honors courses is contingent upon student interest in academic rigor as well as the completion of a mandatory parent meeting,



and a signed academic contract. Continuation in these courses is subject to review at the end of each semester.

### Exit Procedures for Advanced Placement and Honors Courses

At the end of the first six weeks and at the end of the semester, a student-parent-teacher-conference (face-to-face or phone) may be held for students with a course average of below 75 to discuss the student's academic progress. As a result of the meeting with parent, teacher, and counselor consent:

- a) a plan for the improvement of the student's performance in the course will be developed, agreed to, and implemented or
- b) the student may be removed from the course and placed in another appropriate course if interventions have been implemented with limited success and documented.

## TRANSFER GRADES

For students transferring from within the United States, numerical grades will be recorded exactly as they appear on the transcript, and alphabetical grades will be given the numerical equivalent according to the grade scale of the sending school. If no grading scale is provided by the sending school, the following conversion scale will be used.

A+ =	98	B+ =	88	C+ =	78	D =	70
A =	95	B =	85	C =	75	F =	60
A- =	91	B- =	81	C- =	72		

Additionally, for students transferring from state accredited schools within the United States, if a grade of 60-69 is indicated as passing, credit will be given. Honors and or AP courses will be designated on the CHS transcript; however, weighted grade points are only given if the same classes are offered at CHS.

### Transfer of Grades for Incoming Students Who Do Not Have an Eight Period Day

Any student entering CHS after the beginning of a semester will have the following consideration made:

- If the student arrives after the 45<sup>th</sup> day of a semester, school counselors will look at transfer grades and determine if the course will be audited and any credit will be given.
- Students will not be exempt from final exams, regardless of grades.

The policy is not intended for students who have not been attending school at all during that time, but only for those coming from block schedules or schedules with less than eight periods in a day.

### Semester Course Requirement

Students in grades 9, 10 and 11 are required to enroll in eight academic classes each semester. Students in grade 12 are required to enroll in a minimum of five academic classes each semester. Early dismissal option is available for students who have passed their exit level STAAR EOC tests, are on track to complete graduation credit requirements, have completed their chosen Career Technical Program of Study, and have successfully demonstrated College, Career or Military Readiness (CCMR) by earning their CCMR credit. Seniors lacking credits needed for graduation, who have not passed one or more EOC exams required for graduation,

or have not earned College Career Military Readiness credit may not have late arrival or early release until credits are completed, EOC exams are passed, the senior is on track to graduate, and CCMR credit earned.

### **Progress Reports/Tutorials**

Teachers are required to send progress reports, make telephone calls or schedule parent conferences at the close of the third week of each six weeks reporting period. Written or verbal communication is required only when students are failing or in danger of failing. Tutorial sessions are available from each teacher on a regular basis for students who want or need extra help.

## **GRADE POINT SYSTEM/CLASS RANK**

Additional grade points are awarded to those courses offered at CHS which are designated as weighted: Honors, Pre-AP, and/or Advanced Placement (AP) OnRamps or dual credit courses. All other courses at CHS which are awarded grade points will be considered regular courses and will be given appropriate grade points. Courses transferred to CHS from other schools will be considered regular courses unless they meet both of the criteria below:

1. The course is offered at CHS as a weighted course.
2. The course is labeled as an honors course or carries a title equivalent of honors.

The intent of this policy is to allow students to receive appropriate grade points for honors courses taken in other schools if CHS offers the course as an honors course.

### **Grade Point Computation – Class Rank**

1. Grade points are awarded based upon the semester grade made in the course and the designation of the course as regular, Honors, Advanced Placement (AP), or Dual Credit.
2. All courses are awarded grade points and are counted in the class rank calculation except the courses listed below:
  - a. Student assistant
  - b. Courses which are taken by correspondence or courses for which credit is earned by examination
  - c. Credit Recovery (Edgenuity or summer school classes)
  - d. Passing grade with no credit due to non-attendance
  - e. Audited grades
3. To determine the class ranking for students graduating in May, the grade points earned each semester in the state-approved high school courses, through the fifth six weeks grading period of grade 12, are added together and then divided by the number of semester state-approved courses taken. The resulting number carried to three decimal places is the student's grade point average (GPA).
4. Students taking more than four years to complete graduation requirements may have grade points from the first four years or first fifty-eight semester grades count toward class rank.
5. Examples of how grade points are calculated are shown on the following page.
6. End-of-Course Assessment scores are not included in calculating class rank or grade point average (GPA).
7. Colleges and scholarship applications often request students to provide a grade point average. These averages are calculated on a weighted system.

### Linking Grades

If a student obtains a grade of 60-69 the first semester and does well enough during the second semester to obtain an average of 70 for the year, credit is awarded for both semesters. Semester linking cannot occur with a failing grade for Semester Two. Honors and AP grades cannot be linked with regular course grades.

### Class Rank Grade Point Table

1.15	1.10	1.0
Advanced Placement	Honors	Regular
Dual Credit/OnRamps	Honors	On-Level

### Valedictorian and Salutatorian

The student with the highest total grade points in the senior class is recognized as Valedictorian, and the student with the second highest total grade points in the senior class is recognized as Salutatorian.

Valedictorian and Salutatorian recognition is determined at the end of the fifth six weeks of the final semester. Grades earned from the fourth and fifth grade reporting periods are averaged to determine the final semester average. If a tie exists, co-valedictorian or co-salutatorian will be declared.

Valedictorian or Salutatorian students must complete the following requirements:

- Valedictorian is the student who has the highest total grade points in the senior class; the Salutatorian is the student with the second highest total grade points in the senior class.
- Students must earn an average citizenship grade of "E" each semester of the junior and senior year.
- Students must meet all requirements for graduation.
- Only students attending Castleberry High School throughout the entire junior and senior years are eligible for consideration. Students who have been in attendance in other school districts during the junior and senior years are ineligible for these honors.
- Students graduating at mid-term or in the summer are not eligible for these honors.
- In the event that the student with the first or second highest total grade points does not fully qualify, then the next highest ranking class member who is fully qualified receives the honor.

### Course Recommendations for College-Bound Students

Regardless of the graduation program selected, students are encouraged to prepare for college by including challenging coursework. Honors, Dual Credit, OnRamps, Pre-AP and Advanced Placement (AP) courses are recommended where applicable. College catalogs should be consulted for specific requirements related to academic requirements for college admission. Suggested selections include the following:

English I-IV  
Algebra I, Geometry, Algebra II, Pre-Calculus  
Foreign Language: 3 years of the same language  
Biology, Chemistry, and/or Physics  
U.S. History, W. Geography, W. History, U.S. Government/Economics

Fine Arts  
Computer Science  
Career & Technical Education Courses related to future career path

## College Credit Toward High School Graduation

### Dual Credit

The State Board of Education has a provision which allows students enrolled in grades 9-12 to be awarded credit toward high school graduation for completing college-level courses. To be eligible to enroll and be awarded credits, a student must have the approval of the principal or counselor and the college supporting the dual credit course.

Students who participate in college enrollment or dual enrollment/OnRamps for concurrent credit must receive prior course approval. Students must present a copy of the grade report received at the completion of the approved course(s) to the principal. For a student to receive credits toward high school graduation for course work completed under this provision, he/she must receive a grade of 70 (C) or higher. Letter grades for college courses are converted to a numerical score (see transfer grade section).

Students may enroll with the University of Texas Permian Basin (UTPB) for online instruction to pursue credit for university-level Beginning Spanish 1 and 2, and Second Year Spanish 1 and 2, which will also serve as high school credit for Spanish 4 and 5.

A student receiving high school course credit through dual credit program is responsible for taking the corresponding STAAR/EOC assessment.

Dual credit courses are advanced courses that a student may take in high school to earn both high school and college credit concurrently. CISD has developed articulation agreements with Tarrant County College (TCC) and the University of Texas - Permian Basin (UTPB) to provide multiple courses students may take. Students must pass the appropriate Texas Success Initiative(TSI) placement tests or an equivalent measure, be approved by the admissions office of TCC/UTPB, register, and pay for all books (UTPB only). While these courses do earn university credit and are recorded on a formal transcript, the transferability of these courses to another university rests solely with the accepting institution. Students should consult the admissions office of the appropriate institution for information regarding the transfer of credit. Applicants for dual credit courses should begin the process by applying at <https://www.applytexas.org>

Face-to-Face Instruction: Dual credit courses are provided by university professors from TCC and meet on the Trinity River Campus with face-to-face university instructors, online and in blended models. Students enrolled in these courses are required to meet compulsory attendance guidelines set by the state and school district. Some of the courses traditionally offered through TCC are:

- ENGL 1301 Composition I
- ENGL 1302 Composition II
- ENGL 2322- British Literature I
- ENGL 2323- British Literature II
- US History / HIST 1301 – US History to 1865
- US History / HIST 1302 – US History from 1865
- US Government / GOVT 2305 – American National Government
- Economics / ECON 2301 – Principles of Economics (Macro)

For further information, please visit the Tarrant County College website [www.tccd.edu](http://www.tccd.edu)

Online Instruction: University of Texas – Permian Basin (UTPB) offers Summer online dual credit courses using TxVSN. Courses currently offered online through UTPB are:

- Art Appreciation / ARTS 1301
- Composition I / ENGL 1301
- English Composition II / ENGL 1302
- British Literature to 1800 / ENGL 2322
- British Literature since 1800 / ENGL 2323
- American Literature to 1865 / ENGL 2327
- United States History to 1877 / HIST 1301
- United States History since 1877 / HIST 1302
- Jazz Pop Rock / MUSI 2310
- Introduction to Psychology / PSYC 1301
- Introduction to Sociology / SOCI 1301
- College Algebra / MATH 1314
- College Pre-Calculus / MATH 2412
- Beginning Spanish Level 1 / SPAN 1411
- Beginning Spanish Level 2 / SPAN 1412
- Second Year Spanish 1 / SPAN 2311
- Second Year Spanish 2 / SPAN 2312

For more information, please visit UTPB's website at [www.utpb.edu](http://www.utpb.edu)

Online Instruction: Grand Canyon University offers online dual credit courses to Castleberry HS students through the digital learning platform LoudCloud. For more information and a complete list of course offerings please visit Grand Canyon University's website at [www.gcu.edu](http://www.gcu.edu)

Texas State Technical College offers three online dual credit technical pathways for Career and Technology Education. Content is delivered in a virtual learning environment through Moodle. Students can finish their certificate through one of many TSTC campuses located in North and Central Texas after graduation.

Texas State Technical College Award Name	Pathway leads to a Level I or Level II Certificate, or Associate's Degree	Pathway Courses	Course Name	Credit Hours
<b>Business Management Technology (Accounting) CER2</b>	DCP.BMT. ACCT.CER2	POFI 1349	Spreadsheets	12
		ACNT 1325	Principles of Accounting I	
		ACNT 1329	Payroll & Business Tax Accounting	
		ACNT 1311	Intro to Computerized Accounting	
<b>Business Management Technology (Software) CER2</b>	DCP.BMT. SOFT.CER2	POFI 1349	Spreadsheets	12
		POFI 2301	Word Processing	
		ITSW 1310	Intro to Presentation Graphics	
		ITSW 1307	Intro to Database	
	DCP.DMD. VID.AAS	GRPH 1359	Vector Graphics for Production	12

<b>Digital Media Design (Video) AAS</b>		ARTC 1302	Digital Imaging I	
		ARTV 1351	Digital Video	
		ARTV 2341 (Pre-req ARTV 1351)	Advanced Digital Video	
<b>Medical Office Specialist CER2</b>	DCP.HIT. MOS.CER2	HITT 1305 (fall - 1st yr)	Medical Terminology	16
		MDCA 1302 (spring - 1st yr)	Human Disease/Pathophysiology	
		HITT 1301 (fall - 2nd yr)	Health Data Content and Structure	
		HITT 1204 (fall - 2nd yr)	IT for Health Professions (pre-req to HITT 1311)	
		HITT 1253 (spring - 2nd yr)	Legal & Ethical Aspects Health Information	
		HITT 1311 (spring - 2nd yr)	Health Information Systems	

### OnRamps (Dual Enrollment)

OnRamps is an innovative dual enrollment and professional development initiative led by The University of Texas at Austin. Founded in 2011 in partnership with the Texas Higher Education Leaders Consortium, and supported by generous funding from the Texas Legislature, OnRamps is dedicated to preparing high school students for postsecondary student success. Since its inception, OnRamps has also received grants from the Lumina Foundation, Google.org, and the National Science Foundation, advancing its effort to broaden the impact of dual enrollment in the state. Castleberry High School offers a variety of the following OnRamps college courses annually:

- English Composition / RHE306K (ENGL 1301)
- English Composition / RHE309K (ENGL 1302)
- College Statistics / SDS302
- Physics / PHY302K (PHYS 1301)
- GeoScience/GEO302E
- US History / HIS315K (HIST 1301)
- US History / HIS315L (HIST 1302)
- College Algebra/ M301 (Math 1314)
- PreCalculus/M305G (Math 2312)
- Computer Science/ CS 302
- Chemistry 1/ CH 301 (Chem 1311)
- Chemistry 1 Lab/ Chem 104M/ Chem 1111
- Arts and Entertainment Technology / AET 304
- Biology (possible pilot course offering for UT OnRamps)

### College and Career Testing

**PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)** is the test used to identify juniors for consideration in various National Merit Scholarship Programs and as a preparation for the Scholastic Aptitude Test (SAT). The PSAT 8/9 and the PSAT/NMSQT are designed to test the verbal and mathematical skills of students as well as give provide a scale by which to access how students will likely score on the SAT. The PSAT 8/9 and the PSAT/NMSQT are provided free of charge to all CHS freshmen, sophomores, and juniors during our school-wide school day testing date in October.

**SAT/ACT** tests are College Entrance Examinations. All four-year college bound students must take one of these two assessments. Registration is online at [collegeboard.org](http://collegeboard.org) or [actstudent.org](http://actstudent.org). Fee waivers are available on College Board for those that qualify. See the counselor for additional information. All CHS juniors and seniors also provided the opportunity to take the SAT free of charge once each year at CHS as a part of our school-wide school day testing dates.

**ASVAB** is the Armed Services Vocational Aptitude Battery and is available for grades 10-12 and is provided free of charge to CISD students annually during school day testing. Students are encouraged to take this test to help them make career choices. ASVAB testing can be arranged through the Guidance & Counseling Office.

**TSI** is the Texas Success Initiative Program which is mandated by state law and requires all students attending a Texas public institution of higher education to prove they are ready to take entry-level college courses which require reading, writing, and math skills. By law, the TSI Assessment, exemptions, and passing scores are the same at every public institution of higher education in Texas. TSI Exams are offered to CHS students free through our partnership with Tarrant County College, as well as at the CHS testing site through the commitment and financial support provided by the Castleberry ISD Board of Education. Students participating in dual credit or the TCC College Access program can take the TSI for free at any TCC testing center (including CHS).

### **College, Career and Military Readiness**

All students will plan, along with their family and counselors, a path to obtain at least one avenue to demonstrate College, Career, and Military Readiness before graduation. Some of the ways students can earn this are:

- Earn at least three college semester hours of Dual Credit in the area of either Math or English
- Earn at least 9 semester hours of Technical Dual Credit
- Earn scores of 3 or above on any Advanced Placement Exam
- Complete any OnRamps Course with University of Texas
- Earning a Nationally Recognized Industry-Based Certification
- Demonstrate college readiness on a college admissions instrument, either SAT or ACT in the areas of Reading, Writing and Math
- Demonstrate college readiness based upon TSI Scores (Reading, Writing and Math)
- Enlist in the United States Armed Forces
- Complete a College Prep English Course AND a College Prep Math Course (if TSI has not demonstrated readiness in that category)
- Earn a Level One or Level Two Industry Certification in any workforce area

### **College Preparation Timeline**

#### **Grade 8**

It is recommended that careful consideration be given in completing the four-year high school academic plan. Each student has an opportunity to meet with his/her counselor to plan course selections for their high school years. Parents and students are invited to general information high school orientation sessions. It is strongly recommended that each student carefully read the course selection guide and choose a high school course of study. Students who participate in the College Board's PSAT 8 exam can use the results to determine which advanced courses are a fit to their strengths.



### **Grade 9**

It is recommended that careful consideration be given by each student to the four-year Academic Pathway of Study. Students may want to review college catalogs and prepare a portfolio including items such as report cards, test scores, honors, school activities, community activities, and work experience. If students are going to pursue athletics in college, they need to follow the NCAA guidelines. Students are encouraged to take challenging courses and work to their full potential. Students will continue to have the opportunity to participate in the College Board's PSAT 9 exam. Students should be self-advocates, attend tutorials, and keep up with daily course requirements.

### **Grade 10**

Students are recommended to carefully consider academic pathway course selections and that they continue to take challenging courses and work to their academic potential. Students will take the PSAT as a practice test which is offered in October. The Counseling Office or the College Career Readiness Advisor should be utilized to continue research for colleges and universities of interest. Students may want to visit colleges in the summer, especially if the student is interested in a highly selective college. Students must study and make an effort to make grades representative of their abilities. Portfolios should be updated on a regular basis.

### **Grade 11**

Students and parents need to review their graduation plan in the spring with the counselor. Students may want to narrow their college choices at this point and prepare for the PSAT/NMSQT that is given in October. Scholarship opportunities are offered based on PSAT and SAT scores. Parents and students are encouraged to attend the college and career day at CHS. Students need to continue to update their high school portfolio. The SAT and ACT test should be taken in the spring semester of junior year. It is recommended that all students attend the spring college day field trip with the counseling staff. In order to be considered for a wide variety of scholarships available, students need to register for *Fast Web* scholarship information with the Counseling Office or the College Career Readiness Advisor.

### **Grade 12**

Students need to finalize college choices and send applications to colleges of choice and may utilize their Naviance Student account online, or visit the Counseling Office or the College Career Readiness Advisor to research and apply for scholarships. Students should be aware of deadlines for university admission applications. It is recommended that students confer with the senior counselor to ensure credits are in order to graduate in spring. Parents and students are encouraged to attend college and career day at CHS. Parents are encouraged to attend the college financial aid seminar offered in the fall. The SAT and ACT test should be taken until necessary achievement score is earned. Parents need to be aware of scholarship deadlines and housing deadlines for universities. The student's portfolio must include essay examples, teacher and administrator recommendations, as well as ACT, SAT, and EOC results. Financial aid applications need to be submitted on October 1<sup>st</sup> to be eligible for both state and federal grants and aid.

- Financial Aid: The Free Application for Federal Student Assistance (FAFSA) is available online. The information for the application is based on income tax returns. Through this application, eligibility is determined for grants, loans, and college work-study programs. The application is online [www.fafsa.ed.gov](http://www.fafsa.ed.gov). A financial aid seminar is given for the benefit of parents each school year in the fall and spring semesters at CHS. Financial aid through FAFSA is first come, first serve, so apply beginning October 1<sup>st</sup>.

- Scholarships: College, Career, Readiness Center offers assistance in securing a log on to fastweb.com to access a scholarship database. The CHS website also has a scholarship database for use by parents and students. Scholarship opportunities that are shared with CHS are posted monthly on the CHS Senior Canvas Announcements page.
- College Applications: Texas offers a common application for all public universities. This application may be obtained online at [www.applytexas.org](http://www.applytexas.org). Students wanting to apply to Universities and Colleges outside of Texas they may use Common App application which may be obtained online at <https://www.commonapp.org/>
- All Castleberry ISD Secondary students have access to an online system, Naviance Student, which assists them in researching colleges, careers, and with the application process for colleges and scholarships. Castleberry High School and REACH High School students access their Naviance account at <https://student.naviance.com/castleberryhs>. Irma Marsh Middle School students access their Naviance account at <https://student.naviance.com/marshmiddle>

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## ENGLISH LANGUAGE ARTS ON-LEVEL COURSES

### ENGLISH I

Grade 9

English I is a fusion of composition, literature, language, and reading designed to develop skills in these areas. Composition instruction, both oral and written, stresses the process approach to communicating ideas effectively. Writing assignments include a variety of genres and modes. Language study emphasizes grammar, usage, and vocabulary development. Both contemporary and classic world literature will be examined. *(Credit: 1)*

### ENGLISH II

Grade 10

English II continues to stress the coordination of literature, composition, language and reading. Literary selections serve to provide ideas for discussion and composition as well as opportunities to study major features of a literary work. Composition skills in this course are taught to the level that students may gain greater control over the fundamentals of the writing process. Language study is primarily a review of the grammatical structure of sentences, usage, vocabulary development, and the correct use of internal and end punctuation in all sentences. *(Credit: 1)*

### ENGLISH III

Grade 11

English III includes American literature as the basis for language study and written composition, stressing the oral and written traditions unique to American literature as well as the major authors, periods, and works in American literature development. Special emphasis is placed on vocabulary development. The first semester of the course focuses on multiple-paragraph compositions. Students write a research paper after studying logical reasoning, correct mechanics and usage, and proper techniques for writing papers. *(Credit: 1)*

### ENGLISH IV

Grade 12

English IV continues the coordination of literature, composition, language, and reading. The literary emphasis is on British literature; unique oral and written traditions; major authors, periods, and works; and the cultural attitudes and customs of the people. From the composing process of reasoning techniques, composition activities develop a greater fluency and flexibility in writing, including analysis, incorporating outside information, and documentation. *(Credit: 1)*

### ENGLISH IV / COLLEGE PREP

Grade 12

This course provides foundation work in the areas of reading and writing for the student who intends to advance to college level work. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. The goal of these three large assignments is to create a workshop environment in the classroom where students can participate in ongoing study of reading and writing. Students are encouraged to maintain a portfolio of these three assignments/artifacts throughout the college application process.

## ADVANCED ACADEMIC COURSES - ELA

### HONORS ENGLISH I

Grade 9

Honors English I is an advanced level course which focuses on the close reading, analytical writing, and language skills with immediate relevance for students' current and future work both inside and outside the classroom. Texts take center stage in the Honors ELA classroom, inspiring and preparing all students for close, critical reading. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It trains writers to

focus on crafting complex sentences as the foundation for writing that facilitates complex thinking. Students utilize the Springboard curriculum as a part of this learning experience. *(Credit: 1)*

### **HONORS ENGLISH II**

**Grade 10**

Pre-AP English II stretches students' reading, writing, listening, speaking and thinking skills. This study of world literature emphasizes critical and creative responses to works of fiction, nonfiction, poetry and drama as it concurrently provides occasions and audiences for all types of expository discourse. Students utilize the Springboard curriculum as a part of this learning experience. *(Credit: 1)*

### **ONRAMPS ENGLISH COMPOSITION I**

**Grade 11-12**

OnRamps Introduction to Rhetoric: Reading, Writing and Research serves as either English III or English IV high school credit as well as providing the opportunity to earn 3 college credits in RHE306K or ENGL 1301. OnRamps cultivates the reading and writing skills that students need for college success and intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writing of texts to diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically. *(Credit: .5 HS/3 College)*

### **DUAL CREDIT ENGLISH COMPOSITION I (ENGL 1301)**

**Grade 11-12**

Dual Credit English Composition I (1301) is a college course devoted to improving students' writing and critical reading skills. This course involves writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. Successful completion of this course, along with ENGL 1302, will meet the high school requirements for English III or IV. *(Credit: .5 HS/3 College)*

### **DUAL CREDIT ENGLISH COMPOSITION II (ENGL 1302)**

**Grade 11-12**

Dual Credit English Composition II (1302) is a continuation of English 1301 with emphasis on analysis of readings in fiction. Students will use literary elements and interpret short fiction combined with writing essays for a variety of purposes from personal reflection to academic interpretation. Successful completion of this course, along with ENGL 1301, will meet the high school requirements for English III or IV. *(Credit: .5 HS/3 College)*  
*Prerequisite: Successful completion of ENGL 1301*

### **ONRAMPS ENGLISH COMPOSITION II**

**Grade 12**

OnRamps Reading and Writing the Rhetoric of American Identity serves as either English III or English IV high school credit as well as providing the opportunity to earn 3 college credits in RHE309K or ENGL 1302. OnRamps engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. *(Credit: .5 HS / 3 College)*

### **DUAL CREDIT BRITISH LITERATURE (ENGL 2322)**

**Grade 12**

Dual Credit British Literature (2322) is a sophomore level college course which provides students with a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to

their historical, linguistic, and cultural contexts. Successful completion of this course, along with ENGL 2323, will meet the high school requirements for English IV. *(Credit: .5 HS/3 College)*  
*Prerequisite: Successful completion of ENGL 1301 and ENGL 1302*

### **DUAL CREDIT BRITISH LITERATURE (ENGL 2323)**

**Grade 12**

Dual Credit British Literature (2323) is a sophomore level college course which entails a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Successful completion of this course, along with ENGL 2322, will meet the high school requirements for English IV. *(Credit: .5 HS/3 College)*  
*Prerequisite: Successful completion of ENGL 1301, ENGL 1302 and ENGL 2322*

## **ELECTIVE COURSES - ELA**

### **METHODOLOGY FOR ACADEMIC AND PERSONAL SUCCESS**

**Grade 9**

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time-management, organization and study skills. The course focuses on self-understanding, decision-making, resiliency, attitude, character education, and leadership to help students maximize personal achievement. Students will develop the specific strategies necessary to achieve their personal and professional goals. The course emphasizes proactive problem-solving, self-determination, and independent thinking and learning skills. In addition, students will explore and experience collaboration as a tool for creative problem solving. As part of goal setting and leadership activities, students may complete an outside community service learning experience in addition to class assignments.

### **JOURNALISM**

**Grade 9-12**

Journalism is an introductory course that offers instruction in researching, interviewing, writing, editing, and creating layouts for a variety of audiences, purposes, and formats. The course includes history, responsibilities, and ethics of the media as well as writing news, features, editorials, headlines, and captions. The class provides for active participation in the production of class and school publications using computers, scanners, and the Internet. Students will also learn to analyze and evaluate contemporary publications. *(Credit: 1).*

### **ADVANCED JOURNALISM YEARBOOK I - III**

**Grade 10-12**

Advanced Journalism I-III is a course in which students are expected to plan, organize, and layout the school yearbook within a given time period and within a given budget. Writing, technology, and visual and electronic media are used as tools for learning as students research, create, clarify, critique, write, edit, and produce effective communications. In addition, students will learn journalistic ethics and standards. *(Credit: 1-3)*

### **PHOTOJOURNALISM**

**Grade 10-12**

Photojournalism offers students the opportunity to explore the fundamentals of photography with a journalistic angle. This semester course provides the basic instruction in camera techniques as related to journalism, darkroom techniques or digital editing techniques, and photo composition. Students will practice techniques of taking photographs, developing film, and printing pictures. Students with high achievement may be selected for Yearbook staff and/or projects and are expected to take pictures at school related events after school and on

weekends as a part of the coursework. UIL and other competitions are strongly encouraged. *(Credit: .5)*

### **ADV BROADCAST JOURNALISM I-III**

**Grade 10-12**

Advanced Broadcast Journalism offers students the opportunity to explore the fundamentals of radio and television broadcasting with a journalistic angle. Students will practice techniques of planning, producing, directing, editing, and finalizing audio and video segments. Skills stressed are video graphic composition, lighting, organization, collaboration, and creative/technical editing. Students will learn to write in broadcast style using scripts and storyboards. UIL and other competitions are strongly encouraged. Students may produce the daily announcement news show and many other video and audio productions. *(Credit: 1)*

### **BUSINESS ENGLISH**

**Grade 10-12**

This course provides students with the skills needed to be successful in a business organization. Students will study common business correspondence, including the correct form and use of business applications, information management, information technology, and telecommunications. Reading and writing of business documents, such as routine letters and emails, specialized letters, memoranda, brochures, articles, workplace and management books, and reports, should be emphasized. Students will develop skills in the practical principles of grammar, punctuation, and vocabulary needed in business transactions. They will also gain skills in and practice speaking, listening, and communicating non-verbally in a business environment. Suggested teaching approaches include the use of group discussion, role play, case studies, guest speakers from various business fields, and business-oriented application exercises. *(Credit: 1)*

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

### **ESOL I**

**Grade 9-12**

English for Speakers of Other Languages I students will develop communication skills in the English language. High school students are expected to plan, draft, and complete written compositions on a regular basis. In ESL I, students practice all forms of writing. Students write to persuade and to report and describe. ESL I students read world literature such as selected stories, dramas, novels, and poetry. *(Credit: 1)*

Prerequisite: Identified with limited English proficiency and less than 3 years in the country.

### **ESOL II**

**Grade 10-12**

English for Speakers of Other Languages II students continue to increase and refine their communication skills. Students are expected to plan, draft, and complete written compositions on a regular basis. In ESL II, students practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. ESL II students read world literature such as selected stories, dramas, novels, and poetry. *(Credit: 1)*

Prerequisite: Identified with limited English proficiency and less than 3 years in the country.

### **ELDA**

**Grade 9-12**

English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This course must be taken concurrently with a co-requisite language arts course. Recommended co-requisites: English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II). The English Language Development and Acquisition (ELDA) course will validate a student's native language and culture as a valuable resource and as a foundation to



attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

## **MATHEMATICS**

### **ON-LEVEL COURSES**

#### **STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS**

**Grade 9**

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in the creation of individualized learning plans (I.L.P.'s).

#### **ALGEBRA I**

**Grade 9**

Algebra I is a course designed to expand the concepts of the real number system from arithmetic to more complex numbers in algebra. Topics studied in the course are signed numbers, linear equations, polynomials, graphing, properties of lines, equations in two variables, equations of lines, systems of equations, ratios and proportions, quadratic equations, and inequalities. *(Credit: 1)*

#### **ALGEBRAIC REASONING**

**Grade 10-12**

In Algebraic Reasoning, students will continue to build on the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. *(Credit: 1)*

#### **GEOMETRY**

**Grade 10**

Geometry is designed to unify concepts of geometry, algebra, and arithmetic through an effective use of the real number system. It helps students develop an ability to think critically and to visualize planes and spatial figures. The student develops an awareness of the structure of a mathematical system, connecting definitions, postulates, logical reasoning, and theorems. *(Credit: 1)*

#### **ALGEBRA II**

**Grade 11-12**

Algebra II extends the concepts developed in the first-year algebra course. It is designed to increase skills in algebraic operations and to introduce various types of functions. Areas of study include solving equations for 1, 2, or 3 unknowns, graphs, polynomials, factoring, logarithms, complex numbers, roots and radicals, and arithmetic and geometric series. *(Credit: 1)*

## **ADVANCED QUANTITATIVE REASONING**

**Grade 12**

In Advanced Quantitative Reasoning, students will develop and apply the skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st-century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve real-life problems in relevant situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling in the areas of Algebra, Geometry, Trigonometry, and Discrete Mathematics. *(Credit: 1)*

*Prerequisite: Algebra II*

## **PRECALCULUS**

**Grade 11-12**

Precalculus extends concepts of algebra and geometry and prepares students for Calculus and Physics. It is a combination of Trigonometry, Elementary Analysis, and Analytical Geometry. Specific topics include ratios, functions, triangles, circles, and algebraic proofs. Topics such as polynomials, real number system, exponential and logarithmic functions, series and sequences, and conics are included. *(Credit: 1)*

*Prerequisite: Algebra II*

## **TRANSITION TO COLLEGE MATHEMATICS / COLLEGE PREP**

**Grade 12**

Topics in this two-semester course include real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculator use is not allowed during Module 1, calculator use is not allowed on the course final examination, and should be limited in use during Modules 2-6. Cumulative review should occur throughout the course. Successful completion of the course and the final examination will result in student readiness for entry level college mathematics.

# **ADVANCED ACADEMIC COURSES**

## **HONORS ALGEBRA I**

**Grade 9**

Pre-AP Algebra I focuses deeply on the concepts and skills that are most essential for college and career success. Therefore, master of linear relationships is a major focus of this course. Linear equations and functions are the basic building blocks of many advanced topics in math. Pre-AP Algebra I is streamlined to give students the time and space to thoroughly master these concepts and skills. *(Credit: 1)*

## **HONORS GEOMETRY**

**Grade 9-10**

Pre-AP Geometry addresses the components of the basic structure of geometry such as dimensionality, congruence, and similarity through the study of size, location, and direction relationships. Connections to algebra and to the world outside of school are generated through a variety of applications and settings. Students use a variety of representations (concrete, numerical, algorithmic analysis, and computations). *(Credit: 1)*

*Recommended Prerequisite: Algebra I*

## **HONORS PRECALCULUS**

**Grade 11-12**

Honors Precalculus extends concepts of Algebra and Geometry and prepares students for Calculus and Physics. It is a combination of Trigonometry, Elementary Analysis, and Analytical Geometry. Specific topics include ratios, functions, triangles, circles, and algebraic proofs. Topics such as polynomials, real number system, exponential and logarithmic functions, series and sequences, and conics are included. Pre-AP Precalculus addresses learning objectives at a

greater depth and faster pace, along with higher expectations for student performance.

*(Credit: 1)*

*Prerequisite: Algebra II*

### **AP CALCULUS AB**

**Grade 12**

AP Calculus is an advanced academic course that studies functions, graphs, limits, derivatives and integrals and their applications. Students work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal and understand their connections. The graphing calculator is used extensively in this course. Calculus is a mathematical science used to determine approximations, measure rates of change and evaluate infinite sums. This learning experience follows the Springboard curriculum and prepares students on the recommendations of College Board for the Advanced Placement Calculus Exam. *(Credit: 1)*

*Prerequisite: Precalculus*

### **ONRAMPS COLLEGE ALGEBRA (M301/MATH 1314)**

**Grade 10-12**

College Algebra is an advanced course involving the study of quadratics, polynomial, rational, logarithmic, and exponential functions. This includes, but is not limited to: systems of equations, progressions, sequences and series, and matrices and determinants. Students are able to receive 1 high school mathematics credit and have the opportunity to gain 3 hours of college math credit through The University of Texas in Austin.

*Recommended prerequisite(s) include: Algebra 1, Algebra 2, Geometry, and a satisfactory score on the Texas Success Initiative college entrance exam.*

### **ONRAMPS DISCOVERY PRECALCULUS (M 305G/MATH 2312)**

**Grade 11-12**

In Discovery Pre-Calculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond "drill and kill" type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. The course is divided into seven units. Each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

*(Credit: 1 HS/ 3 College) Recommended prerequisite: Algebra II*

## **SCIENCE**

### **ON-LEVEL COURSES**

#### **BIOLOGY**

**Grade 9**

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

#### **INTEGRATED PHYSICS AND CHEMISTRY**

**Grade 10**

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and

scientific problem-solving. This course integrates the disciplines of Physics and Chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. *(Credit: 1)*

### **CHEMISTRY**

**Grade 10-11**

In Chemistry students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; chemical bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how Chemistry is an integral part of our daily lives. *(Credit: 1)*

*Prerequisite: 1 Credit of HS Science and Algebra*

### **PHYSICS**

**Grade 11-12**

In Physics students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. *(Credit: 1)*

*Recommended Prerequisite/Co-requisite: Algebra 1*

## **ADVANCED ACADEMIC COURSES - SCIENCE**

### **HONORS BIOLOGY**

**Grade 9**

Honors Biology will encompass the requirements of Biology yet will proceed in greater depth and range. Emphasis will be placed upon laboratory procedure and interpretation as well as research into current advancement. Students will be expected to complete individual and group projects. Ultimately, the students will be prepared for AP Biology. *(Credit: 1)*

### **HONORS CHEMISTRY**

**Grade 10**

Honors Chemistry will encompass the requirements of Chemistry but in greater depth and range. Emphasis will be placed on laboratory procedure and interpretation as well as research into current advancement. Students will complete individual and group projects, labs and scientific processes. Students in this course will be prepared for OnRamps Chemistry throughout this learning experience. *(Credit: 1)*

### **AP ENVIRONMENTAL SCIENCE**

**Grade 11-12**

AP Environmental Science is a course designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course: Science is a process, Energy conversions underlie all ecological processes, The Earth itself is one interconnected system, Humans alter natural systems, Environmental problems have a cultural and social context, and Human survival depends on developing practices that will achieve sustainable systems. Students enrolling in Advanced Placement courses are afforded the opportunity to take the Advanced Placement exam for this course in order to receive college credit.

Recommended Prerequisite: Honors Biology, Honors Chemistry It is strongly recommended that the student has completed or has plans to complete Physics. (Credit: 1)

### **ONRAMPS PHYSICS (PHY302K/PHYS 1301)**

**Grade 11-12**

In OnRamps Physics students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. Students are able to receive 1 high school science credit, and have the opportunity to gain 3 hours of college science credit through The University of Texas in Austin. *(Credit: 1 HS/3 college) (Prerequisites Algebra I, Algebra II, Geometry, Trigonometry or Precalculus Recommended)*

### **ONRAMPS GEOSCIENCE (GEO302E)**

**Grade 11-12**

Geoscience Earth, Wind and Fire is an introduction to geosciences, with a focus on the basics of physical geology with an emphasis on environmental problems. The geosciences are at the heart of many challenges facing humans in this century. Topics like climate change, sustainability, energy resources, land use, and natural hazards. A solid grounding in geoscience literacy is an important base for all, and is a primary goal of the course. Students are able to receive 1 high school science credit, and have the opportunity to gain 3 of college science credit through The University of Texas in Austin. *(Credit: 1 HS/3 college) (Prerequisites Biology and Chemistry; or IPC and Chemistry)*

### **ONRAMPS CHEMISTRY (Chemistry 1/CH 301 (Chem 1311)**

**Grade 10-12**

Principles of Chemistry I addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. The course begins with a review of descriptive chemistry of matter in the natural world as well as compositional and reaction stoichiometry of chemical compounds. Throughout the course, students learn to think like scientists by exploring the underlying theoretical foundations of chemistry, making intuitive arguments for how the world works, and supporting those arguments with quantitative measures. Introduction to Chemical Practices I, the course's lab component, provides an introduction to the techniques of modern experimental chemistry, and is designed to instill basic laboratory and analytical skills. *(Prerequisites High School Chemistry (HS Credit:1 /4 college)*

**ONRAMPS BIOLOGY** (Possible pilot course awaiting approval by the University of Texas to be offered in CISD)

## **ELECTIVE COURSES-SCIENCE**

### **ANATOMY AND PHYSIOLOGY**

**Grade 11-12**

Anatomy and Physiology of Human Systems is a study of a variety of topics that include: energy needs of the human body; responses of the human body to internal and external forces; homeostasis; electrical conduction processes and interactions; transport systems; environmental factors that affect the human body; relation of structure to function; and the process of reproduction, growth, and development. (Credit: 1)

### **ENVIRONMENTAL SYSTEMS**

**Grade 11-12**

In Environmental Systems students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: 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; the relationship between carrying capacity and changes in populations and ecosystems; and changes in environments. *(Credit: 1)*

### **FORENSIC SCIENCE**

**Grade 10-12**

Forensic Science is an introduction to the field of Forensic Science and is a part of the CTE Health Science Technology and Law, Public Safety, Corrections and Security career clusters. Students will learn the basic concepts, knowledge and skills needed to investigate crime scene scenarios and how to collect and process evidence. These skills will include fingerprinting, DNA analysis, ballistics, and forensic analysis. (1 credit)

## **SOCIAL STUDIES**

### **ON-LEVEL COURSES**

### **WORLD GEOGRAPHY**

**Grade 9-10**

World Geography is designed to give students unique perspectives on their own culture and physical environment in relationship to other places, cultures, and societies. These fundamental insights prepare students for daily interaction in a broad range of economic, political, and social issues. The primary goals of the course are to reinforce and refine basic geographic concepts and skills, help students think critically, form independent judgments, and develop competencies essential for effective citizenship in a global community. *(Credit: 1)*

### **WORLD HISTORY**

**Grade 9-10**

World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. This course has an embedded unit including lessons for Texas high schools students in which they will learn about their role as a citizen as it relates to law enforcement as part of the Community Safety Education Act, or Senate Bill 30, which was passed by the 85th Texas Legislature.

### **UNITED STATES HISTORY**

**Grade 11**

In United States History, which is the second part of a two-year study of U.S. history that begins in eighth grade, students study the history of the United States since Reconstruction to the present. Historical context focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights and modern America. *(Credit: 1)*

### **MEXICAN AMERICAN STUDIES**

**Grade 11-12**

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore the history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century. *(Credit: 1)*

**UNITED STATES GOVERNMENT****Grade 12**

United States Government focuses attention on the structure and function of American, Texas, and local governments. The theory of different forms of government is investigated. Emphasis is placed on concepts of political participation, leadership decision making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. *(Credit: 0.5)*

**ECONOMICS/FREE ENTERPRISE****Grade 12**

Economics with Emphasis on the Free Enterprise System and its benefits focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those of other countries around the world. *(Credit: 0.5)*

**ADVANCED ACADEMIC COURSES – SOCIAL STUDIES****HONORS WORLD GEOGRAPHY****Grade 9**

Honors World Geography is intended to prepare the student for college-level AP social studies courses in high school and will address all topics of the on-level World Geography class, and also delve into greater depth and complexity on issues such as environmental studies, economic development, comparison of governmental systems, demographics, international politics, and impact of disease, among other topics. Along with text, classroom lectures, and discussions, this course will be supplemented by outside reference materials, outside reading, videos, guest speakers and multiple projects throughout the year. A high reading and comprehension level is required of the student. *(Credit: 1)*

**AP HUMAN GEOGRAPHY****Grade 9-10**

AP Human Geography is an advanced placement course introducing students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications related to geography, nature, population, migration, cultural patterns, political processes and economic development. *(Credit: 1)*

**HONORS WORLD HISTORY****Grade 9-10**

Honors World History is a survey course that introduces students to world civilizations and cultures. Specifically, the course aims to develop the student's ability to view history with a perceptive and open intelligence; to refine the ability to gather evidence; to present conclusions in a coherent and cohesive manner; to read with analytical discrimination; and to write with precision and clarity. *(1 Credit: 1)*

**AP WORLD HISTORY****Grade 9-10**

In AP World History students will develop a greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of change in a global framework and their causes and consequences, as well as the comparison among major societies. The course follows College Board curriculum for Advanced Placement and is designed to assist students in preparing for the Advanced Placement examination. *(Credit: 1)*



**ONRAMPS UNITED STATES HISTORY I (HIS315K/HIST 1301)****Grade 11**

OnRamps United States History (part 1) covers the entire scope and sequence of the history of the United States from 1492 - 1865. Evaluation and interpretation of historical events are emphasized. The course follows The University of Texas curriculum and is designed to assist students in preparing for college success through college level content at an advanced level. *(Credit: 1 HS/3 college.)*

**ONRAMPS UNITED STATES HISTORY II (HIS315L/HIST 1302)****Grade 11**

OnRamps United States History (part 2) covers the entire scope and sequence of the history of the United States from 1866 - Present. Evaluation and interpretation of historical events are emphasized. The course follows The University of Texas curriculum and is designed to assist students in preparing for college success through college level content at an advanced level. *(Credit: 1 HS/3 college.)*

**DUAL CREDIT UNITED STATES HISTORY (HIST 1301)****Grade 11**

Dual Credit US History 1301 is a college course which provides a survey of American history through the Civil War, emphasizing the European background, the colonial contribution, the American Revolution, the republican government, growth of democracy, and the background and course of the Civil War. Successful completion of this course, along with HIST 1302, will meet the high school requirements for US History. *(Credit: .5 HS/3 College)*

**DUAL CREDIT UNITED STATES HISTORY (HIST 1302)****Grade 11**

Dual Credit US History 1302 is a college course that focuses on reconstruction, the rise of big business, clash of economic interests, struggle for reform, imperialism, and world power status as it relates to the United States. The course also studies Progressivism, World War I, the Twenties, the New Deal, World War II, and postwar America. Successful completion of this course, along with HIST 1301, will meet the high school requirements for US History. *(Credit: .5 HS/3 College)*  
*Prerequisite: HIST 1301*

**DUAL CREDIT GOVERNMENT (GOVT 2305)****Grade 12**

Dual Credit Government 2305 is a college course that is focused on the origin and development of the United States Constitution as well as the structure and powers of the national government including the legislative, executive, and judicial branches. Students will learn about federalism, political participation, the national election process, public policy, civil liberties and civil rights. Successful completion of this course fulfills both the college and high school requirements for US Government. *(Credit: .5 HS/3 College)*

**DUAL CREDIT MACROECONOMICS (ECON 2301)****Grade 12**

Macroeconomics is a college course that provides an in depth discussion of major economic problems facing modern societies together with how the capitalistic market system addresses these issues. The emphasis of this course is on macroeconomics theory and practice. Successful completion of this course fulfills both the college and high school requirements for Economics. *(Credit: .5 HS/3 College)*

**AP US GOVERNMENT AND POLITICS****Grade 12**

AP US Government students study American government from the colonial period through the contemporary era. The course relies heavily on student participation through extensive research in governmental processes. Students will be successfully prepared for the Advanced Placement Examination throughout this learning experience. *(Credit: .5)*

**AP MACROECONOMICS****Grade 12**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. *(Credit: .5)*

**ELECTIVE COURSES – SOCIAL STUDIES****MEXICAN AMERICAN STUDIES****Grade 11-12**

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore the history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first century, but students will also engage with developments prior to the twentieth century. *(Credit: 1)*

**PERSONAL FINANCIAL LITERACY****Grade 10-12**

Personal financial literacy is designed to develop citizens who have the knowledge and skills to make sound, informed financial decisions allowing them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students both personally as well as on the economy of society. *(Credit: .5)*

**PSYCHOLOGY****Grade 10-12**

In Psychology students consider the development of the individual and personality. Topics include theories of human development, personality, motivation, learning, and basic principles of tests and measurements. *(Credit: .5)*

**AP PSYCHOLOGY****Grade 11-12**

AP Psychology explores the concepts, theories, perspectives, phenomena and behaviors associated with the subfields and research areas of psychology; analyze the methods psychologists use to study various types of behavior and mental processes; and evaluate the validity and significance of their contributions. The course follows College Board curriculum for Advanced Placement and is designed to assist students in preparing for the Advanced Placement examination. *(Credit: .5)*

**SOCIOLOGY****Grade 10-12**

Sociology is a course that involves learning about institutions found in all societies, such as family and community organizations as well as political and social activities. Broad areas of content include mobility of people, human relationships and factors in society that influence personality. *(Credit: .5)*

## PHYSICAL EDUCATION, HEALTH & ATHLETICS

**Note:** No more than four credits can be counted toward state graduation requirements. Any athletic/PE credits earned in excess of four may only be counted as local credit and will count in addition to required credits for graduation.

### FOUNDATIONS OF PERSONAL FITNESS

**Grade 9-12**

A foundation of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The purpose of this class will be to motivate and educate students about the importance of physical activity for maintaining a healthy lifestyle. *(Credit: 1)*

### PE INDIVIDUAL SPORTS (PE I)

**Grade 9-12**

In PE Individual Sports students will be expected to participate in a wide range of individual sports that can be pursued for a lifetime. The purpose of this course will be to continue the development of health-related fitness through individual sports activities that are both enjoyable and easy to learn. *(Credit: 1)*

### PE TEAM SPORTS (PE II)

**Grade 10-12**

PE Team Sport students are expected to develop health-related fitness and an appreciation for teamwork and fair play. Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school. *(Credit: 1)*

### PE AEROBIC ACTIVITIES (PE III)

**Grade 11-12**

In PE Aerobic Activities, the major expectation of this course will be for the student to design a personal fitness program that uses aerobic activities. The student will understand the relationship between physical activity and health throughout the lifespan. *(Credit: 1)*

### ADVENTURE/OUTDOOR EDUCATION (PE IV)

**Grade 12**

In Adventure and Outdoor Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

### HEALTH EDUCATION

**Grade 9-12**

Health Education includes studies in health information and skills to become healthy adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. These studies are approached in view of the pupil's health status, practices, attitudes, interests, and knowledge. *(Credit 0.5)*

### ATHLETICS I, II, III, & IV

**Grade 9-12**

In Athletics, students are provided the opportunity to participate in interscholastic sports at the appropriate grade level. The fall sports are basketball, cross-country, football, soccer, powerlifting, and volleyball. The spring sports are baseball, basketball, golf, softball, tennis and track. Students may participate in any sport without enrolling in the athletic period. *(Credit: 1-4)*

### SPORTS MEDICINE I, II, & III

**Grade 9-12**

Sports Medicine provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, preventions of athletic injuries, recognition, evaluation, and

immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, human modalities, and therapeutic exercise. Sports medicine meets the health requirement for graduation. *(Credit: 0.5-1)*

#### **ATHLETIC TRAINER I, II, III, & IV**

**Grade 9-12**

The Athletic Trainer course is designed to give students the opportunity to provide preventative, evaluative, and rehabilitative care for athletic injuries at CHS. Students are required to work all year with football and other sports determined by student and head trainer. This course counts as PE equivalent. *(Credit: 1)*

# TECHNOLOGY APPLICATIONS

## ON-LEVEL COURSES

### DIGITAL COMMUNICATIONS IN THE 21ST CENTURY

**Grade 9-12**

Digital Art and Animation consists of computer images and animations created with digital imaging software. Students in this course will produce various real-world projects and animations. *(Credit: 1)*

### DIGITAL DESIGN AND MEDIA PRODUCTION

**Grade 9-12**

Digital Design and Media Production develops innovation in audio and video technology and film production that span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. *(Credit: 1)*

### DIGITAL FORENSICS

**Grade 9-12**

Digital Forensics is a course designed to foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data. *(Credit: 1)*

### GAME PROGRAMMING AND DESIGN

**Grade 9-12**

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. *(Credit: 1)*

### COMPUTER SCIENCE I

**Grade 11-12**

Computer Science I is a Technology Applications class which serves as a foundation course for computer programming. This course emphasizes programming methodology and problem solving using packaged software and graphics. Students will learn to code, perform animation and create games in various computer languages. Computer Science I is one of two computer science courses available. Two credits in computer programming languages selected from Computer Science I and II may be used to fulfill Language other than English graduation requirement. *(Credit: 1)* Prerequisite: Algebra I

### COMPUTER SCIENCE II

**Grade 11-12**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze,

and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. (Credit: 1)

Prerequisite: Algebra I and Computer Science I

## **ADVANCED ACADEMIC COURSES – TECHNOLOGY APPLICATIONS**

### **AP COMPUTER SCIENCE PRINCIPLES (A)**

**Grade 11-12**

Advanced Placement Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. Students enrolled in AP Computer Science A will be preparing to take the AP Exam upon completion of the course. (Credit: 1)

Prerequisite: Algebra II and Computer Science I

### **ONRAMPS COMPUTER SCIENCE**

**Grade 9-12**

Thriving in Our Digital World is a new dual enrollment course that teaches computer science principles, a set of core ideas that shapes the landscape of computer science and its impact on our society. In addition to learning about the magic and beauty of computing, students will acquire essential Texas College and Career Readiness skills, applying critical thinking, problem solving, and communication within a project-based learning framework. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. Two credits in computer programming languages selected from Computer Science I and II may be used to fulfill Language other than English graduation requirement. (Credit: 1)

Prerequisite: Algebra I

## FINE ARTS – PROGRAMS OF STUDY

Fine Arts are defined as creative expressions, especially those that are visually stimulating and produce an appreciation of it solely for the imaginative, aesthetic, or intellectual value of the art itself. Fine art is the convergence of popular culture, artistic imperfections, great skill, and unimaginable talent. Castleberry ISD offers students the opportunity to participate in many Fine Arts opportunities through the various courses, organizations, and UIL sponsored teams that make up the award winning Castleberry ISD Fine Arts Department.

### ART & ARTISTIC EXPRESSION

#### ART I

**Grade 9-12**

Art I is an introduction to the visual art and a prerequisite for the Art II-IV courses. Art I offers experiences with art processes and art history study, surveying artwork spanning from the Post-Impressionism era to modern day. Students will develop perception skills to organize ideas and create original works of art through a variety of approaches including painting, printmaking, sculpture, mixed media, and design. A lab fee is required to equip students with all supplies. Both semesters of Art I must be successfully completed before enrollment in Art II. *(Credit: 1)*

#### ART II, III & IV

**Grade 10-12**

Art II, III, & IV courses are designed to further develop students' skills in the art through the use of multiple media, such as printmaking, painting, and drawing while challenging students to develop problem solving skills and standards for critical evaluation. Students will investigate techniques for 3-dimensional applications, as well as a variety of 2--dimensional media such as oil pastels, watercolor and pencils. A lab fee is required to supply all students with the proper equipment to facilitate learning. Courses must be taken in succession, both semesters of Art I are to be successfully completed to enroll in Art II, etc. *(Credit: 1 each)*

#### AP Art Studio: 2-D Design

**Grade 11-12**

AP Art Studio: 2-D Design demonstrates mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. Students develop technical skills and become familiarized with the functions of visual elements with the creation of an individual portfolio of work for evaluation at the end of the course. The course follows College Board curriculum for Advanced Placement and is designed to assist students in preparing for the Advanced Placement examination. *(Credit: 1) Recommended Prerequisite: Art I & II, and teacher approval*

#### AP Studio Art: Drawing

**Grade 11-12**

AP Studio Art: Drawing explores drawing issues including line quality, light, and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Students develop technical skills and become familiarized with the functions of visual elements with the creation of an individual portfolio of work for evaluation at the end of the course. The course follows College Board curriculum for Advanced Placement and is designed to assist students in preparing for the Advanced Placement examination. *(Credit: 1) Recommended Prerequisite: Art I & II, and teacher approval*

### **ONRAMPS PIXELS, SAMPLES, LUMENS, ILLUSION: ARTS & ENTERTAINMENT TECHNOLOGIES (AET 304)**

The course presents a broad overview of digital media technologies, software, and applications along with the fundamental concepts of digital representations of images and signals. Students will study an assortment of entertainment concepts and experiences, discover the underlying technology involved, and learn how this technology is delivered to the participant. Students will also consider the cultural, philosophical, ethical, and practical aspects of entertainment technology. The dominant course pedagogy is Project Based Learning (PBL). The course fulfills a Visual and Performing Arts core credit in Texas (Texas Core Code 050). *Recommended Prerequisites: Introduction to Computer Science and/or Fine Arts coursework.*

## **BAND, CHOIR & MARIACHI**

### **BAND I, II, III, & IV**

**Grade 9-12**

Band I – IV are courses designed to further the individual skills learned in middle school band through the solo and ensemble performances/competitions offered. The entire band program comprises the Marching Band and all participate during marching season. Auditions are held at the end of marching season to place students in an appropriately-skilled ensemble for concert season. Students interested in Color Guard do not have to play an instrument; auditions are held in the spring. During concert season, the guard continues to build skills through participation in the Winter Guard program. All members are required to meet for outside-of-class rehearsals throughout the year, daily for marching band and weekly for concert band. The program has numerous campus, district and public performances throughout the year, such as football games, pep rallies, marching festivals and concerts. Some performance attire is to be provided by the student and a maintenance fee is assessed to those who play a school instrument. *(Credit: 1 each)*

### **JAZZ BAND I, II, III, & IV**

**Grade 9-12**

Jazz Band I – IV is a stage band which involves the performance of music in the jazz idiom. Emphasis is on skill development in reading jazz styles, use of secondary instruments, sight-reading, and improvisation. *(Credit: 1 each)* Prerequisite: Concurrent enrollment in band and director approval is required.

### **INSTRUMENTAL ENSEMBLE**

**Grade 9-12**

Instrumental ensemble is designed for students who desire an opportunity to develop their individual skills. Instrumental Ensemble students practice improving their musical identity through ATSSB/TMEA All-Region, Solo and Ensemble and community performances. This course is self-paced under the guidance of a director and is geared toward the self-motivated student. Prerequisite: Concurrent Enrollment in Band and director approval. *(Credit: 0.5 - 4)*

### **CONCERT CHOIR I, II, III, & IV**

**Grade 9-12**

Concert Choir I – IV is a mixed choir where students learn all aspects of choral music: singing at sight, ensemble techniques, theory, and vocal production. Participation in several concerts, contests, and UIL events is required. Students will also be provided the opportunity to participate in the yearly musical. Uniform provided. *(Credit: 0.5 - 4)*

### **AP MUSIC THEORY**

**Grade 11-12**

AP Music Theory is a course intent on developing a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will be learning to sight-sing, dictate auditory prompts, decipher notation from the Common Practice Period and write their own music. The student must be a junior or a senior,



have been enrolled and current enrollment in a music ensemble, and director approval.  
*Recommended Prerequisites: Ability to read and write musical notation and basic voice or instrument performance skills. (Credit: 1)*

### **BEGINNING GUITAR**

Beginning guitar is a foundations course designed to learn to read music, understand the technique and tone production of a stringed instrument and develop musical ensemble skills to be able to enroll in a mariachi performing ensemble. A variety of repertoire from different styles of music will be used, and students will perform as other music ensembles do. This course is focused on students who would like to join mariachi, but have not been enrolled in the program before, either at the middle school or high school levels.

### **MARIACHI I, II, III, & IV**

**Grade 9-12**

Mariachi is a class for students to play guitar, vihuela, guitarrón, trumpet, or violin and sing in the style of Mariachi. It is the classic folk music of Mexico and the new, adventurous, and exciting music of the Southwest today. Students will learn different notation systems, instrumental playing skills, and the cultural relevance of Mariachi in the 21st Century through the performances offered in this program. *(Credit: 1)*

## **THEATER & PERFORMING ARTS**

### **THEATER ARTS I**

**Grade 9-12**

Theater Arts I is an introductory course and prerequisite for all other theater classes. Students will develop improvisation, pantomime and theatrical conventions using creative movement, expression, and performance. Students will demonstrate stagecraft skills, acting concepts, and relate information culturally and historically through participation and evaluating performances. *(Credit: 1)*

### **THEATER ARTS II**

**Grade 10-12**

Theater Arts II students will build on previous knowledge of theater through a variety of theater experiences, communication in dramatic form, make artistic choices, and expression of voice and body. The basics of directing will be introduced, as well as other theatrical conventions of light, sound, television, and film as it relates to culture and art. *(Credit: 1)*

### **THEATER ARTS III & IV**

**Grade 11-12**

Theater Arts III students will interpret and evaluate characters using the voice and body expressively while practicing different styles of acting found throughout cultures and history using stage, film, and television. Students will apply design, directing and theater concepts and skills with performance and creative expression. *(Credit: 1)*

### **PERFORMANCE THEATER PRODUCTION**

**Grade 12**

Theater Arts IV students accepted into this course are expected to be interested in pursuing theater after graduation and will apply knowledge of theater for audition and scholarship purposes. Character, directing, performance, and critique in various genres and styles will be the focus of this class along with an exploration of career and vocational opportunities. *(Credit: 1)*

### **TECHNICAL THEATER I, II, III & IV**

**Grade 9-12**

Technical Theater courses include the study of theater history, technical history, and dramatic literature and the principles of theatrical design as explored in creating scenery, properties,

lighting, costumes, makeup, sound, and public relations. Students must practice proper classroom behavior, safety measures, and organization skills at all times, especially when working with tools and when organizing the pieces of each project. *(Credit: 1)*

## LANGUAGES OTHER THAN ENGLISH

### ON-LEVEL COURSES

#### SPANISH I

Grade 9-12

Spanish I is a beginning class in which it is assumed the student has little or no background in the Spanish language. Students will be introduced to the Spanish-speaking world, its language, and its people. Listening, speaking, reading and writing are developed slowly with communication as the main focus. Culture will also be an integral part of the course content. *(Credit: 1)*

NOTE: Successfully passing (with a minimum of 70% average) two years of Spanish I in grades seven and eight will result in one high school credit for Spanish I.

#### SPANISH II

Grade 10-12

In Spanish II students will continue to develop an understanding of the Spanish-speaking world, its language, and its people. Listening skills are developed more fully. Speaking continues to be encouraged and extended with communication as the main focus. Reading passages are longer, and the first-year vocabulary is reviewed, as well as expanded. Grammar is introduced in the study of the language. *(Credit: 1)*

***\*If a student is unsuccessful in the second year of a foreign language, the student can see the counselor to discuss options.***

#### COMPUTER SCIENCE I

Grade 9-12

Computer Science I is a Technology Applications class which serves as a foundation course for computer programming. This course emphasizes programming methodology and problem solving using packaged software and graphics. Students will learn to code, perform animation and create games in various computer languages. Computer Science I is one of two computer science courses available. Two credits in computer programming languages selected from Computer Science I and II may be used to fulfill Language other than English graduation requirement. *(Credit: 1)*

#### COMPUTER SCIENCE II

Grade 10-12

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. *(Credit: 1)*

### ADVANCED ACADEMICS COURSES – LANGUAGES OTHER THAN ENGLISH

#### HONORS SPANISH III

Grade 11-12

Honors Spanish III is a college preparatory class. There will be an in-depth emphasis on expanding the listening, speaking, reading, and writing skills in an effort to further extend communication in the Spanish language. Reading, in the form of short stories, essays, newspapers, and short novels will be required. Poems, short compositions, and other literary

forms will be emphasized. Listening and speaking skills will be refined, and the finer points of Spanish grammar is included and emphasized in the study of the language. Culture will continue to be an integral part of the study of Spanish. *(Credit: 1)*

### **ONRAMPS COMPUTER SCIENCE**

**Grade 9-12**

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Prerequisite: Algebra I

### **PERFORMANCE ACKNOWLEDGEMENT FOR BILITERACY PATHWAY – SEAL OF BILITERACY**

#### Performance Acknowledgement for Biliteracy Pathway - Seal of Biliteracy

Students can earn a performance acknowledgement for biliteracy. Students must demonstrate proficiency in accordance with District grading policy in two or more languages by:

1. Complete all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
2. Satisfy one of the following:
  - Completion of a minimum of three credits in the same language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrate proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Complete at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  - Demonstrate proficiency in one or more languages other than English through one of the following methods:
    - Score of 3 or higher on a College Board AP exam for a language other than English; or
    - Score of 4 or higher on an IB exam for a higher-level languages other than English course; or
    - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.
  - In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
    - Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
    - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

## COURSE SEQUENCE

- Spanish for Native Speakers I (6<sup>th</sup> grade) DLI students that did not earn the LOTE HS credit at the completion of the program can enroll in this course. DLI students that earn the LOTE HS credit at the completion of the program can take a computer science course.
- Spanish for Native Speakers II (7<sup>th</sup> grade)
- Spanish III-Honors - 8<sup>th</sup> grade
- Spanish IV AP - 9<sup>th</sup> grade
- Spanish V Literature AP - 10<sup>th</sup> grade / or Computer Science course
- Dual Credit Options - 11<sup>th</sup> & 12<sup>th</sup> grade

Students can potentially earn an endorsement in Arts and Humanities by completing the course requirements in the above sequence (other course requirements apply)

## **CAREER & TECHNICAL EDUCATION**

### **PROGRAMS OF STUDY**

Castleberry ISD offers a robust and relevant Career & Technical Education program that is based on the district's vision, mission, and goals to prepare all students to be future ready. Programs of Study and courses are planned around emerging workforce data for North Texas and from the Texas Workforce Commission, as well as student interest and community and industry partnerships. The overarching goal of each program of study is to prepare students by assisting with plan and preparation for postsecondary pursuits and the attainment of career/life goals.

#### **CAREER & TECHNICAL EDUCATION**

##### **PROGRAMS OF STUDY & CAREER PATHWAYS**

Business Management (Face-to-Face and Online)  
Marketing and Sales  
Accounting and Financial Service (Online)  
Carpentry  
Digital Communications  
Design and Multimedia Arts (Online)  
Culinary Arts  
Teaching and Training  
Healthcare Diagnostics  
Health Informatics (Online)  
Family and Community Services  
Programming and Software Development

### **BUSINESS MANAGEMENT**

#### **PRINCIPLES OF BUSINESS & MARKETING**

**Grade 9-12**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economics 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. *(Credit: 1)*

#### **PROFESSIONAL COMMUNICATIONS**

**Grade 9-12**

Professional Communication students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. *(Credit 0.5).*

#### **BUSINESS INFORMATION MANAGEMENT I**

**Grade 10-12**

In Business Information Management I students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, creating word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using the appropriate software. *(Credit: 1)*

## **BUSINESS INFORMATION MANAGEMENT II**

**Grade 11-12**

In Business Information Management II students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using the appropriate multimedia software. *(Credit: 1)*

## **BUSINESS LAW**

**Grade 10-12**

In Business Law students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, the concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. *(Credit: 1)*

## **ENTREPRENEURSHIP**

**Grade 10-12**

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

## **MARKETING AND SALES**

### **SPORTS & ENTERTAINMENT MARKETING I**

**Grade 10-12**

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques. *(Credit: .5)*

### **SPORTS & ENTERTAINMENT MARKETING II**

**Grade 10-12**

This course will be a continuation of giving students a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques. *(Prerequisite: Sports & Entertainment Marketing I, Credit: .5)*

## **BUSINESS MANAGEMENT**

**Grade 11-12**

In Business Management students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students will learn to analyze the primary functions of management and leadership. Topics will incorporate social

responsibility of business and industry. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions. (Credit: 1)

### **PRACTICUM IN MARKETING**

**Grade 11-12**

Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and retail. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. **This course requires that each student work at a part-time job at least 10 hours per week for the entire year for a total of 360 hours.**

**\*Note: Students must be at least 16 years of age and are required to provide their own transportation to/from their place of employment. (Credit: 2)**

### **PRINCIPLES OF HUMAN SERVICES**

**Grade 9-12**

This introductory course into Human Services 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 such as SkillsUSA. (Credit: 1)

### **ENTREPRENEURSHIP**

**Grade 10-12**

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

### **TEXAS ACCOUNTING 1 A/B (TSTC)**

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This Texas course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

### **TEXAS MONEY MATTERS (Edgenuity - REACH HS Only)**

This course is designed to enable students at high school level to develop financial skills that they can use during their careers in business organizations. Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to



a variety of topics, including investment strategies, money management, asset valuation, and personal finance. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the finance industry.

### **BUSINESS ENGLISH A/B (Edgenuity - REACH HS Only)**

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

## **ARTS & AUDIO/VIDEO CLUSTER**

### **TEXAS PRINCIPLES OF ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS A/B**

This Texas course appeals to your students' familiarity with a variety of sensory inputs and stimulus. With an emphasis on visual arts, the 14 lessons introduce learners to careers in design, photography, performing arts, fashion, and journalism, among others. This engaging course covers inherently engaging topics that will stimulate your students as they consider careers in which the arts, technology, and communications intersect.

### **TEXAS AUDIO/VIDEO PRODUCTION 1 A/B (TSTC)**

This course is designed to enable all students at the high school level to learn the basics of audio video production. The course will help the students develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. The course is based on Texas state standards for Career and Technical Education (CTE) to help students develop technical knowledge and skills needed for success in the audio video production industry.

### **TEXAS GRAPHIC DESIGN AND ILLUSTRATION A/B TSTC DUAL CREDIT OPTION**

This Texas course will help students develop an understanding of the industry with a focus on topics such as history of graphic design, types of digital images, graphic design tools, storing and manipulating images, design elements and principles, copyright laws, and printing images. The course is based on Career Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the graphic design industry.

## **DUAL TECHNICAL CREDIT OFFERINGS – DIGITAL MEDIA**

Digital Media Design (Video) AAS (offered at REACH only)	GRPH 1359	Vector Graphics for Production	13008800	12
	ARTC 1302	Digital Imaging I	13008900	
	ARTV 1351	Digital Video	13027800	
	ARTV 2341 (Prerequisite ARTV 1351)	Advanced Digital Video	13027800	

## EDUCATION & TRAINING

### PRINCIPLES OF EDUCATION & TRAINING

Grade 9-12

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge, educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in student's interest area. *(Credit: 1)*

### HUMAN GROWTH AND DEVELOPMENT

Grade 10-12

Human Growth and Development is designed as an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in psychology or human development. *(Credit: 1)*

### INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING

Grade 11-12

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. *(Credit: 2)*

### PRACTICUM IN EDUCATION AND TRAINING

Grade 12

Practicum in Education and Training is a two credit field-based internship under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary, middle school and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. *(Credits: 2)*

### CHILD DEVELOPMENT (REACH HS only)

As adulthood and its accompanying responsibilities become closer for many of your students, this one-semester course with 12 lessons introduces them to the basics of parenting. Students will learn the nuances of parenting including learning about prenatal and postnatal care and gain insights on the nurture of children. Students will also learn about the importance of positive parenting skills, parent-child communication, and ways to use community resources for effective parenting. Activities will help your students connect leading research to real-life experience.

## HEALTH SCIENCE CLUSTER

### PRINCIPLES OF HEALTH SCIENCE

Grade 9-12

Principles of Health Science is a course designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students will learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students will develop the knowledge and skills necessary to recognize that quality health care depends on the ability to work well with others. Students are expected to employ

their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions. *(Credit: 1)*

### **MEDICAL TERMINOLOGY**

**Grade 10-12**

Medical Terminology is a course designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment.

### **HEALTH INFORMATICS (TSTC)**

**Grade 11-12**

Health Informatics is a course that provides knowledge of one of the fastest growing areas in both academic and in the healthcare field. The large gap between state of the art computer technologies and the state of affairs in healthcare information technology has generated demand for information and health professionals who can effectively design, develop, and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by these systems. Students will learn how to do medical transcriptions, translate, and effectively communicate with insurance companies, medical personnel and patients. Students that participate in this course will volunteer in medical settings in an intern capacity, therefore students will be required to pass both a TB and drug test. *(Credit: 1) Prerequisite: Medical Terminology*

### **ANATOMY AND PHYSIOLOGY**

**Grade 11-12**

Anatomy and Physiology of Human Systems is a study of a variety of topics that include: energy needs of the human body; responses of the human body to internal and external forces; homeostasis; electrical conduction processes and interactions; transport systems; environmental factors that affect the human body; relation of structure to function; and the process of reproduction, growth, and development. *(Credit: 1)*

### **PRACTICUM IN HEALTH SCIENCE**

**Grade 12**

Practicum in Health Science is a capstone course is developed to give students practical application of previously studied knowledge and skills. Practicum experiences will occur in a variety of locations appropriate to the nature and level of experience of the student. Students will apply the knowledge and skills they have learned in their previous health science classes to provide quality care and services in a healthcare office, clinic, or lab-based learning experience. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure through further education and employment. Professional integrity in the healthcare industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions. Therefore, Students that participate in this course will volunteer in medical settings in an intern capacity, therefore students will be required to pass both a TB and drug test. *(Credit: 1)*  
*Prerequisite: Medical Terminology and Medical Informatics*

### **TEXAS HEALTH SCIENCE THEORY A/B (TSTC)**

This course is designed to enable all students at the high school level to learn the basics of health science. The course will help the students develop an understanding of biomolecules such as

proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body. The course is based on Texas state standards for Career and Technical Education (CTE) standards designed to help students develop technical knowledge and skills needed for success in the health science industry.

### **PATHOPHYSIOLOGY (DUAL WITH TSTC)**

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

### **PRACTICUM IN HEALTH SCIENCE (DUAL WITH TSTC)**

Practicum in Health Science course scope and sequence within the Health Science Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

## **DUAL TECHNICAL CREDIT OFFERINGS - HEALTH SCIENCE**

<b>TSTC Program</b>	<b>TSTC Course</b>	<b>TSTC Description</b>	<b>HS Course Code</b>	<b>Total Hours in Program</b>
Medical Office Specialist CER2 (offered for CHS or for REACH)	HITT 1305 (fall - 1st yr)	Medical Terminology	13020300	16
	MDCA 1302 (spring - 1st yr)	Human Disease/Pathophysiology	13020800	
	HITT 1301 (fall - 2nd yr)	Health Data Content and Structure	13020960	
	HITT 1204 (fall - 2nd yr)	IT for Health Professions (Prerequisite to HITT 1311)		
	HITT 1253 (spring - 2nd yr)	Legal & Ethical Aspects Health Information	13020400	
	HITT 1311 (spring - 2nd yr)	Health Information Systems		

## **HOSPITALITY SERVICES & CULINARY ARTS**

### **PRINCIPLES OF HOSPITALITY AND TOURISM**

**Grade 9-12**

Principles of Hospitality and Tourism encompass 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. *(Credit: 1)*

### **INTRODUCTION TO CULINARY ARTS**

**Grade 11-12**

Introduction to Culinary Arts 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. *(Credit: 1)*

*Prerequisite: Principles of Hospitality and Tourism.*

### **CULINARY ARTS/ADVANCED CULINARY ARTS**

**Grade 11-12**

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. *(Credit: 2)*

*Recommended Prerequisite: Principles of Hospitality & Tourism and Introduction to Culinary Arts*

## **ARCHITECTURE & CONSTRUCTION**

### **PRINCIPLES OF CONSTRUCTION**

**Grade 9-12**

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment. *(Credits: 1)*

### **CONSTRUCTION TECHNOLOGY 1**

**Grade 10-12**

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended. *(Credits: 2)*

### **CONSTRUCTION TECHNOLOGY 2**

**Grade 10-12**

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended. *(Credits: 2)*

## **SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)**

### **PRINCIPLES OF INFORMATION TECHNOLOGY**

**Grade 9-12**

In Principles of Information Technology, students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. The student will be able to demonstrate knowledge of the different software associated with information systems, as well as learning to analyze network systems. Web design and publishing techniques are integrated into this course. *(Credit: 1)*

### **COMPUTER SCIENCE I**

**Grade 9-12**

Computer Science I is a Technology Applications class which serves as a foundation course for computer programming. This course emphasizes programming methodology and problem solving using packaged software and graphics. Students will learn to code, perform animation and create games in various computer languages. Computer Science I is one of two computer

science courses available. Two credits in computer programming languages selected from Computer Science I and II may be used to fulfill Language other than English graduation requirement. (Credit: 1)

### **COMPUTER SCIENCE II**

**Grade 10-12**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. (Credit: 1)

### **ONRAMPS COMPUTER SCIENCE**

**Grade 9-12**

Thriving in Our Digital World is a new dual enrollment course that teaches computer science principles, a set of core ideas that shapes the landscape of computer science and its impact on our society. In addition to learning about the magic and beauty of computing, students will acquire essential Texas College and Career Readiness skills, applying critical thinking, problem solving, and communication within a project-based learning framework. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. Two credits in computer programming languages selected from Computer Science I and II may be used to fulfill Language other than English graduation requirement. (Credit: 1)

*Prerequisite: Algebra I*

## **HUMAN SERVICES**

### **DOLLARS AND SENSE**

**Grade 9-12**

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers. (Credit: .5)

### **INTERPERSONAL SERVICES**

**Grade 9-12**

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. (Credit: .5)

## **INFORMATION TECHNOLOGY**

### **PRACTICUM IN INFORMATION TECHNOLOGY**

**Grade 11-12**

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information



technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation. This practicum course is the capstone in the Information Technology coherent sequence of courses. *(Credit: 2)*

## OTHER ELECTIVES

### **PATH COLLEGE-CAREER/PREP (I-IV)**

All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses are the final stage of the multi-level College/Career Readiness System of Study (CCR-SOS) implemented district-wide that advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students enhance the skill sets previously learned in Path-First Step (Elementary) and PathNext Step (Intermediate/Middle School) and continue to develop personal/interpersonal and cognitive skills that are essential to productivity in both the collegiate and business worlds.

### **GENERAL EMPLOYABILITY SKILLS**

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

### **PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES I**

Peer Assistance for Students with Disabilities I is designed to promote an inclusive educational environment for students receiving special education services. This course provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer assistants obtain initial training in confidentiality, cueing, prompting, and positive reinforcement to be used with their students. Peer assistants aid the teacher inside the special education setting by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate inclusion within the classroom. The goal is to create a relationship among age-appropriate peers of different abilities, both socially and academically, that will last long beyond the classroom time.

### **PEER ASSISTANCE FOR STUDENTS WITH DISABILITIES II**

Peer Assistance for Students with Disabilities II differs from Peer Assistance for Students with Disabilities I in that the peer assistant provides more one-on-one instruction to the student receiving assistance. The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. The relationship that develops inside the classroom between these peer assistants and learners



with special needs allows for growth for each student as the peer assistants act as a support and voice in the classroom and the student receiving assistance learns lifelong skills and develops confidence within and outside of the school environment.

## SPECIAL EDUCATION

Castleberry ISD Special Programs Department is dedicated to providing the highest quality education and services in the least restrictive environment to students with disabilities and their families. CISD provides a comprehensive educational program with complete educational opportunities essential to the full intellectual and social development of students with disabilities between the ages of 3 and 21.

The vision of the Special Education Department is to address needs through the use of best practices that focus on closing learning gaps and preparing our students for the future.

The mission of the Special Education Department is to prepare all students to be productive members of society in regards to work, communication, leisure and beyond.

Services are provided in the least restrictive environment that allows access to the general education curriculum and instruction with non-disabled peers to the extent that is appropriate for the student. The Admission, Review, and Dismissal (ARD) committee determines services for individual students with disabilities. Only this committee can establish the child's category of disability, develop an Individualized Education Program (IEP) and decide on an appropriate educational placement.

The Special Programs Department provides a continuum of services and related services to meet the needs of eligible students. These include:

- Child Centered Process
- Preschool Program for Children with Disabilities
- Work training programs
- Transition Planning
- Mainstream
- Itinerant services
- Resource
- Self-contained
- Homebound
- Regional School for the Deaf
- Texas School for the Visually Impaired

CISD Special Programs follows all federal, state, and local regulations.

## SPECIAL EDUCATION COURSE OFFERINGS

**Special Education Course Offerings:** The course selection for students with special education needs are the same as the general education population unless noted below.

**Special Note:** Special Education placement and individual course selections are determined by an Admission, Review and Dismissal/Individual Education Plan Committee (ARD/IEP). Placement and Course selections are reviewed, at a minimum on an annual basis.

A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute:

- A combination of two credits from English language arts, mathematics, science, or social studies
- Two credits in career and technical education or technology applications

The determination regarding a student's ability to complete the LOTE credit requirements will be made by:

- The student's ARD committee if the student receives special education services under TEC, Chapter 29, Subchapter A or
- The committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code (USC), §794)

### **OCCUPATIONAL PREPARATION (Community Based Instruction)**

The Occupational Preparation course prepares students to enter the job market through a study of employment issues including recognizing what skills define particular jobs, the application and interview processes, identifying barriers to employment, individual attributes that enhance employability, ways to locate jobs, using community services/resources to aid employment, and maintaining a successful job experience. (Credit: 1-4)

*Prerequisite: ARD Recommendation*

## APPENDIX A








### EXEMPTION OF ADVANCED COURSES:






Listed below are the courses in the English/Language Arts, Mathematics, Science, Social Studies, Languages Other than English, and Advanced Courses that are approved by the Board of Education in qualifying for exemption of the No Pass, No Play rule.


ENGLISH LANGUAGE ARTS	SCIENCE
Honors English I	Honors Biology
Honors English II	Honors Chemistry
OnRamps English Composition 3	Honors Physics
OnRamps English Composition 4	AP Environmental Science
Dual Credit English Composition 3	OnRamps Physics
Dual Credit English Composition 4	OnRamps Geoscience
Dual Credit British Literature I	Honors Science 7
Dual Credit British Literature II	Honors Science 8
Honors English 7	OnRamps Biology
Honors English 8	OnRamps Chemistry
Honors English 8	
	SOCIAL STUDIES
MATHEMATICS	Honors World Geography
Honors Algebra I	Honors World History
Honors Algebra II	AP Human Geography
Honors Geometry	OnRamps US History
Honors PreCalculus	Dual Credit US History
OnRamps College Algebra	Dual Credit US Government
OnRamps Statistics	Dual Credit Macroeconomics
Honors Math 7	AP US Government and Politics
OnRamps Pre-Calculus	AP Macroeconomics
	Honors 7 <sup>th</sup> Texas History
ADVANCED COURSES	Honors 8 <sup>th</sup> US History
AP Computer Science	
OnRamps Computer Science	
Honors Spanish III	
AP Music Theory	

## APPENDIX B

### DETAILED CTE PATHWAYS WITH COURSE SEQUENCES

BUSINESS & INDUSTRY ENDORSEMENT – 3 or more courses for 4 or more credits (see course guide for prerequisite requirements)							
Cluster	Pathway	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	IBC or CCMR (A-F)
 Architecture & Construction	<b>Carpentry</b>		Principles of Construction (1)	Construction Technology I (2)	Construction Technology II (2)	Career Preparation I (2)	OSHA 30
 Arts, A/V Technology & Communications	<b>Digital Communications</b>	Principles of Arts, A/V Tech, & Communications	Principles of Arts, A/V Tech, & Communications OR General Employability	Audio/Video Production I	Audio/Video Production II	Career Preparation I (2) OR Practicum of Audio/Visual Production	Adobe Premiere Pro Certified Associate
 Arts, A/V Technology & Communications	<b>Design &amp; Multimedia Arts (Online)</b>	Principles of Arts, A/V Tech, & Communications	Principles of Arts, A/V Tech, & Communications OR General Employability	Graphic Design & Illustration I AND Digital Design and Media Productions (online)	Graphic Design & Illustration II AND Digital Media (Online)	Career Preparation I (2)	12 Dual Credit Hours 
 Business Management & Administration	<b>Business Management</b>	Principles of Business	Business Information Management I	Business Law	Business Management II	Career Preparation I (2)	MOS Word, Excel, PowerPoint, and Access Google Cloud G-Suite Certification
 Business Management & Administration	<b>Business Management (Online)</b>	Principles of Business	Entrepreneurship Or Money Matters	BIM I (Sem1) (Online)	Practicum in Business Management (Online)	Career Preparation I/ Extended (2-3)	12 Dual Credit Hours 
 Business Management & Administration	<b>Accounting &amp; Financial Services (Online)</b>	Principles of Business	Entrepreneurship Or Money Matters	BIM I (Sem1) AND Accounting I (Sem2) (Online)	Accounting II (Sem1) AND Financial Analysis (Sem2) Online	Career Preparation I/ Extended (2-3)	12 Dual Credit Hours 
 Business Management & Administration	<b>Marketing and Sales</b>	Principles of Business	Business Information Management I	Sports & Entertainment Marketing (Sem1) AND Sports & Entertainment Marketing II (Sem2)	Practicum of Marketing	Advanced Practicum in Marketing/ Extended (2-3)	MOS Word, Excel, PowerPoint, and Access Google Cloud G-Suite Certification
 Hospitality & Tourism	<b>Culinary Arts</b>	Principles of Hospitality and Tourism	Introduction to Culinary Arts (1)	Culinary Arts (2)	Advanced Culinary Arts (2)	Career Preparation I or A Practicum in Culinary Arts	ServSafe Manager

PUBLIC SERVICES ENDORSEMENT – 3 or more courses for 4 or more credits (see course guide for prerequisite requirements)							
Cluster	Pathway		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	
 Education & Training	<b>Teaching &amp; Training</b>	Principles of Education and Training	Business Information Management I	Human Growth and Development	Instructional Practices (2)	Practicum in Education & Training (2)	Educational Aide
 Health Science	<b>Health Informatics</b>	Principles of Health Science	Principles of Health Science (1) AND BIM I (1)	Dual Credit Medical Terminology (1) Pathophysiology (1) Science credit (Online)	Dual Credit Health Informatics (1) Health Science Theory (1) Practicum in Health Science (2) (Online)	Career Preparation I/ Extended (2-3)	16 Dual Credit Hours 
 Health Science	<b>Nursing Science</b>	Principles of Health Science	Principles of Health Science OR Medical Terminology (1)	Health Science Theory (1) Prerequisite **Principles of Health Science, Medical Terminology, and Biology	Anatomy & Physiology (1) AND Practicum in Health Science 1 (2)	Practicum in Health Science I (2) OR World Health Research (1 credit) AND Pathophysiology (1 credit)	Certified Nursing Assistant
 Human Services	<b>Family &amp; Community Services</b>	Principles of Education and Training	Interpersonal Skills (.5) AND Dollars and Sense (.5)	Human Growth and Development (1)	Family and Community Services (1)	Practicum in Human Services OR Career Preparation I/ Extended (2-3)	<a href="#">Community Health Care Worker</a>

STEM ENDORSEMENT – 3 or more courses for 4 or more credits. All STEM must include Algebra 2, Chemistry and Physics. (see course guide for prerequisite requirements)							
Cluster	Pathway		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	
 Science, Technology, Engineering & Mathematics	<b>Programming and Software Development</b>	7 <sup>th</sup> Grade Fundamentals of Computer Programming  8 <sup>th</sup> Grade Principles of Information Technology	Computer Science 1 AND Digital Forensics	Computer Science II	Computer Science III (OnRamps)	Practicum in Information Technology	Microsoft Technology Associate (MTA) Introduction to Programming Using HTML and CSS  Microsoft Technology Associate (MTA) Windows Operating System Fundamentals