Iowa Park High School

Academic Planning

Course Selection Guide

2016-2017

Grade 12

Striving for Excellence
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Introduction

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

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

Contacts

Please contact the Administration, Faculty, and Staff below with any questions or concerns.

Administration
Interim Principal – Jodi Schlaud jschlaud@ipcisd.net
Assistant Principal – Tim Jetton tjetton@ipcisd.net
Academic Coordinator – Cindy Skjelstad cskjelstad@ipcisd.net

Guidance
Counselor – Tracy Catlin tcatlin@ipcisd.net

Registrar
Kayla Williams kwilliams@ipcisd.net

Other Contacts and Numbers
Iowa Park High School 592-2144
Iowa Park High School (Fax) 592-2583
IPCISD Administration Building 592-4193
IPCISD Administration (Fax) 592-2136
Agriculture Department 592-9052
Automotive Department 592-4432
Bus Barn 592-2252
Cosmetology Department 592-5241
Hawk Field House 592-5922
Iowa Park High School Library 592-2328
Yearbook and Theatre 592-1416
General Academic Information

Changing Class Schedules
Students pre-enroll in the Spring semester for the upcoming school year, and the master schedule is based on that information. Students will have a designated date to turn in their course requests to the Academic Coordinator. If a course request is not turned in for a student, the Academic Coordinator will choose the student’s courses.

Schedule changes will be made during the first two weeks of each semester. No schedule changes will occur after that time. Students must fill out a schedule change form during the two week schedule changing window, have the form signed by a parent, and have the form returned to the Academic Coordinator before a schedule change will be considered. Schedule changes are never guaranteed.

Summer School
Summer School will be offered to students who have failed a course for the year. Summer School is free to students and is offered in the IPHS computer lab. Students have three weeks to complete the computer based course. Students having two absences or four tardies will be removed from Summer School and will be denied credit. Completion of a course will result in a ‘P’ for passing on the student’s transcript for that course and will not be factored in for GPA and Class Rank. Students and parents will receive a notification in the mail if Summer School is needed. A notice of course completion and credit will also be mailed to the students and parents. Summer School is not a guaranteed offering.

Credit Recovery Guidelines
The goal of the IPHS Credit Recovery Program is to assist students deficient in credits while at the same time preserving the integrity of the IPHS diploma. IPHS will insure that every student has the opportunity to acquire the credits necessary to earn a diploma. It is the responsibility of each student to be aware of his or her progress toward a diploma and to take full advantage of the assistance available. The Credit Recovery Course is offered only to Senior students in need of recovering credits. Recovered credits will be identified on the transcript as a ‘P’ for passing and will not be factored in for GPA or Class Rank.

Early Graduation
Students interested in early graduation should see the Academic Coordinator. All high school students who apply to graduate early must complete the requirement for either the Recommended or Distinguished Achievement High School Program unless the student, the student’s parent/guardian and the school Principal agree in writing that there are extenuating circumstances or extreme hardships. If an agreement is reached then the student will be allowed to graduate under the Minimum High School Program and will adhere to the requirements outlined in the Texas Education Code 28.025(b), (b-6).

Dual Credit Courses
Qualified students may be enrolled concurrently with IPHS and Vernon College. Students in dual credit classes will earn both high school and college credit simultaneously. Admission requirements include successful completion of the Texas Success Initiative (TSI) exam at Iowa Park High School. Students are responsible for paying for tuition and fees while the school will cover the cost of the textbooks.

Students have the opportunity to earn up to 36 college credit hours through the dual credit program. IPHS in conjunction with Vernon College offers the following courses: Composition I, Composition II, British Literature I, British Literature II, U.S. History I, U.S. History II, Government I, Economics, College Algebra, College Trigonometry, Beginning Spanish I, Beginning Spanish II, Intermediate Spanish I, Intermediate Spanish II.


**Grading System**

Student academic evaluation is achieved through the use of a grading system. An average grade of a 70 is required for successful completion of a course. IPHS uses the following grading scale:

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

Ten points are added to any grade received in an advanced class for eligibility purposes only. The ten points is not added on and printed on the students’ transcripts.

Each teacher is required to effectively communicate their grading standards to students and to parents. Grade reports are distributed each six weeks. Progress reports are given to students at the three week interval of each six weeks grading period.
**Class Rank and GPA**

Class rank and GPA are calculated using the semester averages in the areas of math, science, social studies, English, and Spanish.

<table>
<thead>
<tr>
<th>Grade Point</th>
<th>Regular Courses</th>
<th>Advanced, Pre-AP, &amp; Dual Credit Courses</th>
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<tr>
<td>4.9</td>
<td>N/A</td>
<td>99</td>
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<tr>
<td>4.8</td>
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<tr>
<td>4.7</td>
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<tr>
<td>4.6</td>
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<td>96</td>
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<tr>
<td>4.5</td>
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<tr>
<td>4.0</td>
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</tr>
<tr>
<td>3.9</td>
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<td>70</td>
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<tr>
<td>1.9</td>
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<tr>
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<tr>
<td>1.7</td>
<td>77</td>
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</tr>
<tr>
<td>1.0</td>
<td>70</td>
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Advanced Course Offerings

<table>
<thead>
<tr>
<th>Honors Courses</th>
<th>Dual Credit Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Composition I</td>
</tr>
<tr>
<td>English II</td>
<td>Composition II</td>
</tr>
<tr>
<td>Algebra I</td>
<td>British Literature I</td>
</tr>
<tr>
<td>Geometry</td>
<td>British Literature II</td>
</tr>
<tr>
<td>Algebra II</td>
<td>College Algebra</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>College Trigonometry</td>
</tr>
<tr>
<td>Biology</td>
<td>U.S. History I</td>
</tr>
<tr>
<td>Chemistry</td>
<td>U.S. History II</td>
</tr>
<tr>
<td>Physics</td>
<td>Government</td>
</tr>
<tr>
<td>World History</td>
<td>Economics</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>Beginning Spanish I</td>
</tr>
<tr>
<td>World Geography</td>
<td>Beginning Spanish II</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>Spanish II</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>Spanish III</td>
<td></td>
</tr>
</tbody>
</table>

End of Course Assessments
Beginning with the 9th grade class of 2011-2012, students will take the STAAR End of Course (EOC) assessments in accordance with state law.

Students must meet Satisfactory Achievement on the following assessments in order to graduate:

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>US History</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Biology</td>
<td></td>
</tr>
</tbody>
</table>

See the Student Handbook for further board approved policy concerning EOC assessments.

ACT and SAT
Registration packets for the SAT® and ACT® are available in the Counselor’s office. Students should see the Counselor for help in determining which test to take. Students should plan to take their admissions test no later than the Spring of their junior year. See the Counselor, Mrs. Catlin, for test dates and registration deadlines.
**Important Information Regarding Graduation Plans**

Per state requirements, students are required to complete the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP). Students opting for the Minimum High School Program (MHSP) will need permission from their parent and the school Principal.

**Minimum High School Program**

To be on the MHSP, students must have the following:
- The student must be at least 16 years old.
- The student must have completed at least two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code (TEC), 28.002(a)(1).
- The student must have failed to be promoted to grade 10 on or more times as determined by the school district.

It is also important to note that students on the MHSP are not eligible to attend a four-year university. Also, the campus Principal must approve a student’s change to the MHSP. The Principal does not have to approve this move.

**Recommended High School Program**

*All Iowa Park High School students begin on the RHSP.*

Benefits of graduating under the RHSP include:

- **College Readiness**
  - Colleges and universities minimally require the Recommended High School Program (RHSP) for admission. In addition, students ranked in the top 10% of their graduating class are eligible for automatic admission to most Texas public universities if they are at least on the RHSP.

- **Recognition**
  - The RHSP seal will be affixed to the Academic Achievement Record (AAR), or transcript, of students graduating on the RHSP.

- **Test Results**
  - Research suggests that students who take additional English, math, social studies, and science course make higher scores on the SAT or ACT college entrance exams. The RHSP requires four credits in each of these core courses.

**Distinguished Achievement Program**

Students on the DAP must follow the plan on the next page along with a combination of any four of the following Advanced Measures:

1. test data where a student receives:
   - a score of three or above on the College Board advanced placement examination; or
   - a score of four or above on an International Baccalaureate examination; or
   - a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Committee; or

2. college academic courses:
   - students receive a grade of 3.0 or higher in dual credit courses for four semesters

3. EOC achievement:
   - Beginning with the 9th grade class in 2011-2012, students must meet Advanced Academic Achievement on the English III and Algebra II End of Course assessments in order to graduate on the Distinguished Achievement Program.
## Graduation Plan Checklist

<table>
<thead>
<tr>
<th></th>
<th>Minimum Plan</th>
<th>Recommended Plan</th>
<th>Distinguished Plan</th>
</tr>
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<tbody>
<tr>
<td><strong>English (4 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>English I</td>
<td>English I</td>
<td>English I</td>
</tr>
<tr>
<td>2nd</td>
<td>English II</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>3rd</td>
<td>English III or 1301/2</td>
<td>English III or 1301/2</td>
<td>English III or 1301/2</td>
</tr>
<tr>
<td>4th</td>
<td>English IV, 1301/2, 2322/2323</td>
<td>English IV, 1301/2, 2322/2323</td>
<td>English IV, 1301/2, 2322/2323</td>
</tr>
<tr>
<td><strong>Speech (1/2 credit)</strong></td>
<td>Speech (1/2 credit)</td>
<td>Speech (1/2 credit)</td>
<td>Speech (1/2 credit)</td>
</tr>
<tr>
<td>1st or 2nd</td>
<td>Communications Applications</td>
<td>Communications Applications</td>
<td>Communications Applications</td>
</tr>
<tr>
<td><strong>Mathematics (3 credits)</strong></td>
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<tr>
<td>1st</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>2nd</td>
<td>Math Models</td>
<td>Algebra II</td>
<td>Algebra II</td>
</tr>
<tr>
<td>3rd</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
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<td>4th</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>1st</td>
<td>World Geography</td>
<td>World Geography</td>
<td>World Geography</td>
</tr>
<tr>
<td>2nd</td>
<td>World History</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>3rd</td>
<td>US History</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>4th</td>
<td>Government</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td><strong>Social Studies (4 credits)</strong></td>
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</tr>
<tr>
<td>1st</td>
<td>Social Studies (4 credits)</td>
<td>Social Studies (4 credits)</td>
<td>Social Studies (4 credits)</td>
</tr>
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<td>Social Studies (4 credits)</td>
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<tr>
<td><strong>Fine Arts (1 credit)</strong></td>
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</tr>
<tr>
<td>1st</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
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<td>2nd</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
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<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
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<td>4th</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
<td>Fine Arts (1 credit)</td>
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<td><strong>Technology (1 credit)</strong></td>
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<td>1st</td>
<td>Principles of Info Technology</td>
<td>Spanish II</td>
<td>Spanish II</td>
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<td>Spanish III</td>
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<tr>
<td><strong>Electives (8 ½ credits)</strong></td>
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<td>1st</td>
<td>Electives (8 ½ credits)</td>
<td>Electives (8 ½ credits)</td>
<td>Electives (8 ½ credits)</td>
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<td>9th</td>
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Note: The table continues with additional courses and credits as per the graduation plan checklist.
## Graduation Plan Worksheet Per Year

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<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>1. English I or English I Honors*</td>
<td>English II or English II Honors*</td>
<td>English III or Composition I/II$</td>
<td>English IV or Composition I/II$ or British Literature I/II$</td>
</tr>
<tr>
<td>2. Algebra I or Algebra I Honors*</td>
<td>Algebra II or Algebra II Honors*</td>
<td>Geometry or Geometry Honors*</td>
<td>Advanced Mathematical Decision Making or Pre-Calculus or College Algebra/Trig$</td>
</tr>
<tr>
<td>3. Biology or Biology Honors*</td>
<td>Chemistry or Chemistry Honors*</td>
<td>Physics or Physics Honors*</td>
<td>Environmental Systems or Anatomy &amp; Physiology Honors*</td>
</tr>
<tr>
<td>4. World Geography or W Geography Honors*</td>
<td>World History or World History Honors*</td>
<td>U.S. History or U.S. History I/II$</td>
<td>Government/Economics or Government/Macroeconomics$</td>
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<tr>
<td>5. Technology Credit</td>
<td>Spanish I or Spanish I Honors*</td>
<td>Spanish II or Spanish II Honors* or Beginning Spanish I/II$</td>
<td>Spanish III Honors* for Distinguished Plan or Intermediate Spanish I /II$</td>
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<td>6. Fine Art Credit</td>
<td>Technology Credit or Fine Art Credit or PE Credit or Elective</td>
<td>Technology Credit or Fine Art Credit or PE Credit or Elective</td>
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<td>7. PE Credit</td>
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<td>8. Elective</td>
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</tbody>
</table>

*Denotes Honors Courses  #Denotes Advanced Courses  $Denotes Dual Credit Courses

<table>
<thead>
<tr>
<th>Fine Art Credit Courses</th>
<th>Technology Credit Courses</th>
<th>PE Credit Courses</th>
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</thead>
<tbody>
<tr>
<td>Art I</td>
<td>Principles of Information Tech.</td>
<td>PE</td>
</tr>
<tr>
<td>Art II</td>
<td>Digital Design and Media Prod.</td>
<td>Girls’ Athletics</td>
</tr>
<tr>
<td>Art III</td>
<td>Digital Art and Animation</td>
<td>Boys’ Athletics</td>
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<td>Art IV</td>
<td>3-D Modeling and Animation</td>
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<td>Band</td>
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<td>Acapella Choir</td>
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<td>Treble Makers Choir</td>
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<td>Music Theory</td>
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COURSE OFFERINGS

Courses actually offered change from year to year. Not all courses listed will be offered from year to year.

English Language Arts Courses

English I (1 Credit) 9th
Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

English I Honors (1 Credit) 9th
Course description is the same as English I with more rigorous lessons, assignments, testing, and pacing.

English II (1 Credit) 10th
Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

English II Honors (1 Credit) 10th
Course description is the same as English II with more rigorous lessons, assignments, testing, and pacing.

English III (1 Credit) 11th
Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Composition I and II (1 Credit) 11th or 12th
In addition to fulfilling the TEKS objectives for English III and English IV, this college-level course provides a study of rhetorical principles in the essay with the emphasis on the conventions of written English, the development of complex sentence structure, and the production of a variety of essays. The second semester consists of an introduction to the study of the forms and intentions of literature combined with the study of principles of composition. Seniors may take this course to fulfill their English IV requirement.

English IV (1 Credit) 12th
Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

British Literature I and II (1 Credit) 12th
Students complete the TEKS objectives for English IV and complete a more rigorous survey of English literature with an emphasis on the periods between Beowulf through the Romantic Period. This course also includes college-level study of poetry and prose.

Math Courses

Algebra I (1 Credit) 9th
Algebra I includes the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities with two variables, skills associated with polynomials and rational expressions, properties of roots, operations with radicals, and quadratic equations. This course will require an End of Course exam for any freshman student enrolled.

Algebra I Honors (1 Credit) 9th
Course description is the same as Algebra I with more rigorous lessons, assignments, testing, and pacing.

Geometry (1 Credit) 10th
Geometry will include the following skills: deductive reasoning, lines and angles, basic postulates, and theorems, triangles, inequalities, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids. This course will require an EOC exam for any student enrolled.

Geometry Honors (1Credit) 10th
Course description is the same as Geometry with more rigorous lessons, assignments, testing, and pacing.
Math Models (1 Credit) 11th
The primary purpose of this course is to use mathematics as a tool to model real world phenomena in science, finance, music and art. Finance will include growth models (investments, retirement, and insurance) and playing off models (automobile loans and house loans). Geometric transformation will also be used to model perspective drawings, patterns, tessellations, and grid drawings. This course will count as a third mathematics credit on the Recommended Graduation Program and must be taken prior to Algebra II.

Algebra II (1 Credit) 11th
This course will include skills associated with open sentences, properties of relations and functions, properties of the complex learning system, polynomials and rational expressions, matrices and determinants, quadratic functions, exponential and logarithmic functions and conic sections.

Algebra II Honors (1 Credit) 11th
Course description is the same as Algebra II with more rigorous lessons, assignments, testing, and pacing.

Robotics Programming and Design (1 Credit) 11th
Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

Pre-Calculus (1 Credit) 12th
This course is a study of functions, sequences and series, vectors, introductory parametric functions and trigonometry. Students in pre-calculus will work extensively with the graphing calculator.

College Algebra/College Trig (1 Credit) 12th
This course is a dual credit course that studies relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, proofs, and applications.

Advanced Quantitative Reasoning (1 Credit) 12th
Students continue to build upon the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations.

Science Courses

Integrated Physics and Chemistry (1 Credit) 9th
This course is a survey lab course that reinforces the foundational knowledge required for all subsequent science courses. Students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Biology (1 Credit) 10th
Biology is a course designed around the study of living things. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course, as well.

Biology Honors (1 Credit) 10th
Course description is the same as Biology with more rigorous lessons, assignments, testing, and pacing.

Chemistry (1 Credit) 11th
This course is oriented toward college preparation and is designed to provide a laboratory approach to the study of properties or elements, compounds and mixtures. Investigations of stoichiometric relationships and the periodicity of the elements are conducted. Other topics include atomic spectra, atomic structure, chemical bonding, chemical reactions, acids and bases, and solution equilibriums.

Chemistry Honors (1 Credit) 11th
Course description is the same as Chemistry with more rigorous lessons, assignments, testing, and pacing.

Physics (1 Credit) 11th
Physics is a course that is oriented toward college preparation and is designed to provide and laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. This course emphasizes the use of mathematics to solve problems.

Physics Honors (1 Credit) 11th
Course description is the same as Physics with more rigorous lessons, assignments, testing, and pacing.

Environmental Systems (1 Credit) 12th
In this course, 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; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.
Anatomy and Physiology Honors (1 Credit) 12th
Anatomy and Physiology is a college preparatory and a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, sequencing data, experiences in oral and written communication of data, and job and career explorations are skills that will be stressed in this course. This course may count as the fourth year science credit on the recommended and distinguished graduation programs.

Earth and Space Science (1 Credit) 12th
The interacting components of Earth’s system change by both natural and human-influenced processes. Natural processes include hazards such as flooding, earthquakes, volcanoes, hurricanes, meteorite impacts, and climate change. Some human-influenced processes such as pollution and non-sustainable use of Earth’s natural resources may diminish detrimental impacts to individuals and society.

Social Studies Courses
World Geography (1 Credit) 9th
Students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

World Geography Honors (1 Credit) 9th-10th
Course description is the same as World Geography with more rigorous lessons, assignments, testing, and pacing.

World History (1 Credit) 10th
Overview of mankind with emphasis on the study of significant people, events, and issues from the earliest times to the present.

World History Honors (1 Credit) 10th
Course description is the same as World History with more rigorous lessons, assignments, testing, and pacing.

U.S. History (1 Credit) 11th
Historical content since Reconstruction 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.

U.S. History 1301/1302 (1 Credit) 11th
This dual credit course is the survey of the political, social, economic, military, cultural, and intellectual history of the United States from the discovery of America to the present.

Government (1/2 Credit) 12th
Emphasizing the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Economics (1/2 Credit) 12th
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 in other countries around the world.

Government 2301 (1/2 Credit each course) 12th
This college course surveys the theory of politics and government in America at the national, state, and local levels with special attention to Texas. The completion of both of these Government courses fulfills core requirements in Government for Vernon College.

Economics 2301 (1/2 Credit) 12th
This college course addresses the history, development, and application of macroeconomics and theory, including national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, international economics, and economic systems.

Spanish Courses
Spanish I (1 Credit) 10th
Students develop knowledge of the language including grammar and culture, communication and learning strategies, technology and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get other to adopt a course of action.

Spanish I Honors (1 Credit) 10th
Course description is the same as Spanish I with more rigorous lessons, assignments, testing, and pacing.

Spanish II (1 Credit) 11th
Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

Spanish II Honors (1 Credit) 11th
Course description is the same as Spanish II with more rigorous lessons, assignments, testing, and pacing.

Spanish 1411/1412 (1 Credit) 11th
Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level then on to the intermediate level.

Spanish III Honors (1 Credit) 12th
While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

Spanish 2311/2312 (1 Credit) 12th
The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Fine Arts Courses
Band (1 Credit) 9th-12th
Students may participate with permission and approval from the teacher.
Jazz Band (1 Credit) 9th-12th
Students may participate with permission and approval from the teacher.

Art I (1 Credit) 9th-12th
Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Art II (1 Credit) 10th-12th
Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Art III (1 Credit) 11th-12th
Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Art IV (1 Credit) 12th
Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Theatre Arts (1 Credit) 9th-12th
Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

Debate (1 Credit) 9th-12th
Students study Lincoln Douglas and Cross Examination. This is a competition class that requires students’ participation at out-of-town tournaments.

Technical Theatre (1 Credit) 10th-12th
Students study the technical aspects of theatre and stage. This includes construction, sound, lights, costuming, and make-up. There is a $15.00 lab fee for this course.

Theatre Production (1 Credit) 9th-12th
The students are involved in productions at local, regional, and state level. Audition and teacher approval is required for this class.

Show Choir (1 Credit) 9th-12th
A small group of 10-12 grade students, selected from the membership of A Cappella choir, that specialize in pop, jazz, show, and madrigal literature with basic choreography. Audition and teacher approval required.

A Cappella Choir (1 Credit) 9th-12th
A Cappella is comprised of 9-12 grade male and female students with a well-developed vocal production, high level of sight reading skill, and an outstanding academic record. Audition and teacher approval required.

Treble Makers (1 Credit) 9th-12th
Treble-Makers is comprised of 9-12 grade female students who are experiencing membership in choir for the first time or whose voices and/or sight-reading skills need to be strengthened. Audition and teacher approval required.

Music Theory (1 Credit) 9th-12th
Four basic strands—foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to read, write, create, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to
music, developing criteria for making critical judgments and informed choices.

**Technology Courses**

**Digital Art and Animation (1 Credit)**

*9th-12th*

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

**3-D Modeling & Animation**

*10th-12th*

3-D Modeling and Animation consists of computer images created in a virtual three-dimensional (3-D) environment. 3-D Modeling and Animation has applications in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. Students in this course will produce various 3-D models of real-world objects.

**Computer Science I (1 Credit)**

*10th-12th*

Computer Science I will foster students’ creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. 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 the principles of computer science through the study of technology operations, systems, and concepts.

**Computer Science II (1 Credit)**

*12th*

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.

**Career and Technology Courses**

**Principles of Health Science (1 Credit)**

*10th*

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

**Certified Nurse’s Aide and LVN (2 Credits)**

*11th-12th*

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

To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

**LVN (1 Credit)**

12th

Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. **Students in this program obtain the Certified Nurse’s Aide certification and gain credits toward their LVN certification through Vernon College.**

**Introduction to Cosmetology (1 Credit)**

*10th*

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements.

**Cosmetology I (2 Credits)**

*11th*

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included.
Cosmetology II (2 Credits) 12th
Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems.

Introduction to Automotive Technology (1 Credit) 10th
The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner. The increasing demand for employees will provide growth potential.

Automotive Technology (2 Credits) 11th-12th
Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

Advanced Automotive Technology (2 Credits) 12th
Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

Principles of Hospitality & Tourism 10th-12th
The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Interpersonal Studies (1 Credit) 10th-11th
This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Lifetime Nutrition and Wellness (1 Credit) 10th-12th
This classroom and laboratory course allows students to use principles of lifetime wellness and nutrition to make informed choices that promote lifetime wellness as well as pursue careers related to hospitality and tourism, education, human services, and health sciences.

Principles of Human Services (1 Credit) 9th
This course will enable students to establish measurable short- and long-term goals for personal and professional life; describe personal management skills needed for productivity such as time and energy; practice ethical and appropriate methods of conflict resolution; explain and practice responsible decision making consistent with personal needs, wants, values, and priorities; and analyze the significance of appearance in personal and professional settings.

Human Growth & Development (1 Credit) 11th-12th
Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Principles of Agriculture (1 Credit) 9th
To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Communications Applications (1/2 Credit) 9th-12th
Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications 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.

Commercial Photography (1 Credit) 10th-12th
Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Floral Design (1 Credit) 10th-12th
To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry
To attain academic skills and knowledge, acquire knowledge and skills in a variety of settings. This course is designed to develop students’ ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

**Horticulture Science (1 Credit)**  
**11th-12th**  
To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

**Wildlife/Range Management (1 Credit)**  
**10th-12th**  
To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course is designed to develop students’ understanding of rangeland ecosystems and sustainable forage production.

**Agriculture Mechanics/Metal Technology (1 Credit)**  
**10th-12th**  
To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

**Ag. Fabrication and Design (1 Credit)**  
**11th-12th**  
To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

**Livestock Production (1 Credit)**  
**10th-12th**  
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

**Veterinary Medical Applications (1 Credit)**  
**11th-12th**  
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

**Welding I and II (2 Credits)**  
**11th-12th**  
The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students will have the opportunity to leave IPHS with a credits toward a welding certificate through Vernon College.

**Physical Education and Athletics**

**Boys’ and Girls’ Athletics (1 Credit)**  
**9th-12th**  
Students may participate with permission and approval from the teacher.

**JV and Varsity Tennis (1 Credit)**  
**9th-12th**  
Students may participate with permission and approval from the teacher.

**Physical Education (1 Credit)**  
**9th-12th**  
Fundamental physical education course required for all entering freshmen not enrolled in athletics or another physical education equivalent.

**JROTC (1 Credit)**  
**9th-12th**  
JROTC program is in conjunction with Burkburnett ISD. Students are off-campus three days a week for the last period of the day until 5:00 in the afternoon. Students perform color guard duties at school events and other times.

**Other Electives**

**Sports History (1 Credit)**  
**11th-12th**  
Students study the origin and development of sports through research and class projects.

**Yearbook (1 Credit)**  
**10th-12th**  
Through application only. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are
expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s). For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. Students must meet all deadlines, participate in all fundraisers, and take yearbook photos outside of school hours at least once per six-weeks.

**Journalism (1 Credit) 9th-12th**

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

**Creative Writing (1 Credit) 9th-12th**

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

**Personal Financial Literacy (1/2 Credit) 11th-12th**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

**Sociology (1/2 Credit) 11th-12th**

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.