



Course Description Catalogue

2014-2018

Mission Statement

To provide a nurturing community focused on leadership and educational excellence.

Vision Statement

The premier choice in education.

Core Values

Joy
Understanding
Balance
Integrity
Leadership
Empowerment
Excellence

Statement of Non-Discrimination

Jubilee Academic Center does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

The following staff members have been designated as being responsible for coordinating Athlos Leadership Academy's compliance with these requirements:

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Daniel Amador, Superintendent
- Director of Human Resource: 210-337-4994 Ext. 1056. sam.cofer@jubileeacademic.org

Noticia Publica de no Discriminar

Jubilee Academic Center no discrimina por motivos de raza, color, origen nacional, sexo, impedimento, o edad en sus programas o actividades. El distrito propociona una aduccion apropiadau gratis que consiste en la educacion regular y especial y servicios y asistencia relacionados en programas de Educacion y Carreras y Tecnologia que estan disenados para satisfacer las necesidades educativas da las personas con impedimentos tan edecudadas como aquellos servicios para personas que no tiene impedimentos.

Las siguientes personas han sido designadas para contestar preguntas acerca de las normas de no discriminacion:

- ADA/Section 504 Coordinator: Daniel Amador, Superintendent
- Director of Human Resource: 210-337-4994 Ext. 1056. sam.cofer@jubileeacademic.org

Fall 2016

Dear Parents and Students,

This publication has been designed to provide information for course selection for the 2014-18 school years. Jubilee Academies students are encouraged to consult with parents, counselors, and teachers for assistance in selecting courses that will meet personal needs for the future as well as satisfy high school graduation requirements.

Jubilee Academies offers all courses specified by the Texas Education Agency, which are required for satisfaction of the minimum graduation requirement of Texas high schools. In addition to the core curriculum in math, science, social studies, and language arts, the State Board of Education is recommending foreign language, speech, and fine art credits. In addition to courses fulfilling graduation requirements, Jubilee Academies offers a variety of electives. We expect students to take the most challenging courses for which they are capable and to exert effort to complete those courses.

The Texas Education Agency continually revises state curriculum requirements, which directly impacts graduation plans. Carefully study the graduation requirements in this handbook to assure correct choices in course selections. The administration, counselors, and faculty members will be glad to assist you at any time in designing a program that best suits your needs.

Sincerely,

Principal

Academic Dean

Otono 2016

Estimados Padres y Estudiantes,

Esta publicación contiene información acerca de la selección de cursos para los años 2014-18. Los estudiantes de Jubilee Academies deben consultar con sus padres, consejeros, y maestros para asistencia en escoger los cursos que necesitan para lograr los deseos personales para el futuro y también para satisfacer los requisitos para graduar.

Jubilee Academies ofrece todos los cursos designados por la Agencia de Educación de Tejas para satisfacer los requisitos mínimos para graduación de las escuelas secundarias de Tejas. El curso central de estudios incluye la matemática, la ciencia, los estudios sociales y los artes de lenguaje. La Mesa Directiva de Educación de Tejas también recomienda cursos en otras idiomas, discurso, y artes finas. Además de los cursos para satisfacer requisitos para graduación, Jubilee Academies ofrece varios cursos electivos. Esperamos que estudiantes escojan los cursos a su máximo nivel de dificultad y hagan todo el esfuerzo para completar estos cursos.

La Agencia de Educación de Tejas revisa frecuentemente los requisitos para graduación. Por favor, estudie con mucho cuidado los requisitos en esta publicación para asegurar que su hijo/hija escoje los cursos correctos. Los administradores, consejeros, y maestros con mucho gusto asistirán a Ud. escoger los cursos que necesita para lograr los deseos personales para el futuro y también para satisfacer los requisitos para graduar.

Atentamente,

Director

Administrador de Estudios

Using This Course Description Handbook

1. Read the General Information section of this handbook.
2. Study the graduation plans in the appropriate grade level section.
3. Read the grade level information section.
4. Select Electives – A listing of electives is also included in the handbook.
5. Keep abreast of changes in academic requirements; course offerings, NCAA requirements, college admissions requirements, etc., by listening to campus announcements and presentations made by counselors, university recruiters and by going to the NCAA or college web sites. (Some information mentioned above changes annually)

General Information

This section provides students and parents with general knowledge on high school and college requirements. Information on programs at the high school and their requirements is discussed. This information will assist parents in helping their students make wise choices as they select courses and plan for their student's future after graduation. Topics in this section are arranged alphabetically.

College Admissions Information

The student who plans to attend college after high school graduation is encouraged to begin early to plan a course of study to assure acceptance by the college or university of his/her choice. High school counselors maintain a collection of college brochures, which list entrance requirements and other vital information for prospective students, although college web pages offer the most up-to-date information. The counselors stand ready to share the information and to help interpret it, but it is the responsibility of the student to seek that help. Once the student has made a definite choice of the colleges where he/she is going to apply, it is advisable for the student to keep in contact with the college admissions office. This way the student will know well in advance of any changes in entrance requirements. Be aware that college entrance requirements change annually.

Any student graduating in the top ten percent of his/her class will be automatically accepted into the public university or junior college of their choice (this law is always subject to change). Students, however, must apply and meet application deadlines and requirements. The University of Texas at Austin has some exemptions to the "Top 10% Rule". Visit their admissions page of the UT web site for details.

Most public universities in the state of Texas require the TSI (Texas Success Initiative Assessment) or an exemption to this exam before enrolling in that college or university. For exemptions to taking the TSIA see page 9.

Course Recommendations for College-Bound Students

Courses recommended for college-bound students as a minimum include: English 1, 2, 3, 4, Algebra 1, 2, Geometry, Pre calculus, Foreign Languages through proficiency level 2, Biology 1, Chemistry 1, Physics 1, 4th Science Elective, World Geography, World History, U.S. History, U.S. Government, Economics, one credit in fine arts, and speech.

College-Bound Testing

Preliminary Scholastic Aptitude Test (PSAT) – The PSAT is offered in October each year on the East Central High School campus and can be taken by juniors, sophomores, and freshmen. The advantages to taking this test are: 1) It gives the student a "predicted" SAT score; 2) The student receives a score report that contains their results and the answers to the questions that they gave along with the correct responses; 3) The PSAT places students in competition for the National Merit Scholarship Program when they take the test their junior year.

American College Test (ACT) and Scholastic Aptitude Test (SAT) – The ACT is a three-hour plus examination similar to an achievement test in English usage, mathematics usage, reading, natural science reasoning abilities, and an optional writing test. The SAT is a three-hour plus test of critical reading, and writing and mathematical reasoning abilities. These tests are offered on Saturday mornings on designated "national test dates" throughout the fall and spring. Students should check with their counselors to obtain specific testing dates and deadlines for registration. It is suggested that students take the SAT and ACT the spring or summer before the senior year – or after having Geometry and Algebra 2. Registration for the SAT and ACT is available online at collegeboard.com or ACT.org. Students who demonstrate financial need (free/reduced lunch program) may be eligible for SAT and ACT fee waivers. See your counselor for a fee waiver form.

Texas Success Initiative Assessment (TSI) – All students entering Texas' public colleges and universities must take the TSI Assessment prior to college enrollment. Any student who plans to take a dual credit class their junior or senior year must complete the TSI Assessment or an equivalent exam before enrollment. The TSI Assessment provides information about the student's skills in reading, writing, and mathematics. If a student does not pass

all three parts, he/she must take remediation classes until he/she successfully completes that section of the test. Once a student passes a section of the test, he/she does not have to take that section of the test again.

For more detailed information about the TSI Assessment, see your counselor, or go to www.thecb.state.tx.us/DE/TSI

TSI Assessment Exemptions: A student may be exempt from taking the TSI Assessment if they meet one or more of the following criteria:

ACT: English score of 19 and Math score of 19 and Composite score of 23 (Valid for 5 years) - (subject to change)

SAT: Critical Reading score of 500 and Math score of 500 and Total score of 1070 (Valid for 5 years) - (subject to change)

Have successfully completed college-level coursework in English and Math (Ex: ENGL 1301-Dual credit)

Community Service

Community Service is an important part of the scholarship and college admission process. Jubilee Academic schools promotes opportunities for students to earn community service hours. Numerous clubs/organizations on campus such as National Honor Society and Student Council are committed to community service activities. See your counselor or organization sponsor for further information. The advantages to volunteering for community service are: helping others, meeting new people, exploring career options, learning new skills, good reference for college and job applications, and personal satisfaction.

Concurrent Enrollment

The Dual Credit Program offers an opportunity for high school 9th-12th (pending campus articulation) to take college level academic courses for both high school and college credit. Courses are offered based upon a written agreement between JAC, Palo Alto, Texas Southmost College and is in alignment with the Texas Education Code provisions relating to courses for joint high school and college credit. Students are eligible to take college courses at Palo Alto College and Texas Southmost College. The college course load for students shall not exceed two college credit classes per college semester. Students enrolled in dual credit courses will have access to the library at their college. Students may also register for certificate programs at Palo Alto College. Contact a counselor or an academic dean for additional information or refer to the Palo Alto College or Texas Southmost College web page for more information. Students are not responsible at this time for payment of books, materials, and supplies required by the Palo Alto College or Texas Southmost College.

Course Selection and Scheduling

Course Selection

It is important that course selection be given serious consideration. **Courses are scheduled and teachers are employed for the next school year based on information obtained during registration.** After school begins, changes will be made only to correct scheduling errors and to equalize class enrollments. It is the responsibility of the student to return the student course selection summary with changes. While every effort is made by the counselors to guide students in the selections of courses, a student's course selection and schedule are ultimately the responsibility of the student and parent.

All graduates will be awarded the same type of diploma. The transcript will be used to record courses completed and individual achievements. Depending on the course completed, graduates of 2008 and beyond will have one of two official seals attached to their transcript to denote the course of study followed. The two types of seals are: (1) Recommended High School Plan, (2) Distinguished Achievement Program. Credit requirements for each of the graduation plans are in each grade level section. The Minimum High School Plan seal will be used for students who graduate under this plan and who have prior approval by their ARD committee or through a meeting and agreement by the student's parents or guardians, the student, and their guidance counselor.

Starting the spring of 2015, seniors who change their graduation plan to the new House Bill 5 (HB5) Graduation Plan will graduate under either the Foundation Program, the Foundation Program with Endorsement or the Distinguished Level of Achievement. There are also Performance Acknowledgements available in dual credit,

bilingualism and bi-literacy, AP exams and PSAT, SAT and ACT exams. The class of 2018 and beyond will follow the House Bill 5 Graduation Program, while the classes of 2015-17 have the option of switching to this plan.

Credit Attainment/Credit Recovery

Students who are required to complete a credit not offered at JAC schools or need to attempt a course not successfully completed will be assigned course work via Compass Learning. Course work is created by district content specialist and is reflective of the TEKS and campus scope and sequence.

Early Graduation

Students wishing to graduate early must apply for early graduation by completing the proper forms with their counselor. Before the forms are filled out, the following conditions must be met:

1. Written parental/guardian consent
2. Conference with counselor
3. Mastery of all sections of STAAR EOC exams. The earliest time for application is spring of 10th grade
4. Have at least seventeen credits 12 months prior to planned graduation date

Students must follow the graduation plan(s) available to them upon entrance to 9th grade.

Students will not skip a grade. Early graduates will be considered seniors when they earn 18.0 credits, and have current English, Math, Science, and Social Studies credits.

Four-Year Plan

Each year a student should review courses that are included in his/her Four-Year Plan with his/her counselor. Any adjustments made in the Four-Year Plan must be done in conjunction with the guidance office. The student should carefully consider college admission requirements as he/she selects courses. Any questions regarding college admission should be directed to a counselor, or by speaking directly with a college recruiter. Current college information can best be found on-line at the college websites.

High School Courses taken in Middle School

Courses that are approved for high school credit, and offered to students in middle school, will be recorded on student Academic Achievement Records (transcripts). This includes both passing and failing grades. Students will use the credits earned towards their high school graduation program.

Pre-AP/AP (Advanced Placement)

Pre-AP courses are college preparatory, containing specific content and skill development that will prepare students for enrollment in college level Advanced Placement courses. The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive Advanced Placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs. Commitment and hard work are key factors in being a successful Pre-AP/AP student. Other factors, which are important, include having a strong foundation and interest in the subject matter being covered. Successful Pre-AP/AP students are typically task-oriented, proficient readers who are able to set priorities with regard to time and responsibilities. Pre-AP/AP courses are "open-enrollment" and JAC encourages all students to consider enrolling in these advanced courses.

The College Board suggests that students take the Pre-AP/AP class in the subject in which the student has a strong interest and foundation in the objectives being taught. They also say that you should take a Pre-AP/AP class in the subject in which you have experienced success in the past. Consider career goals and take a Pre-AP/AP class, which would be helpful with a future college major.

Students demonstrate scholarship on national and international academic levels. Taking an AP Examination enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty. The challenge of conquering these national and international standards gives students a tremendous sense of accomplishment.

Students study in greater depth. Students who take AP courses are able to study a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level.

Students improve their chances of being accepted by the college of their choice. College admissions personnel view AP experience as one indicator of future success at the college level. Successful performance in a college-level AP course is, therefore, a great advantage to a student who wishes to attend a highly selective college.

Students are often exempted from introductory courses at college. Course exemptions give students time to broaden their college experience by exploring additional subject areas, participating in internships, and studying abroad, for example.

Student Athletes

Specific information for student-athletes may be found in the counseling office. If a student wants to play at the NCAA Division I or II level, he/she should make sure they qualify academically in order to participate athletically. To play sports as a freshman in NCAA Divisions I and II, students must meet specific standards, such as graduating from high school and making at least a 2.000 grade-point average (based on a 4.000 scale) in 14 or 16 core academic courses (depending on the division and the year you enter college). For the most up-to-date information on NCAA Eligibility, go to the NCAA Eligibility Center website at www.eligibilitycenter.org.

What is the NCAA Eligibility Center? Why is it Important?

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletic scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete.

Academic Credentials + Amateurism Status = College Eligible

What are the Academic Initial-Eligibility Requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II College or University (Senior class of 2015 and prior only)

Division I:

- Graduate from high school;
- Complete a minimum of 16 core courses;
- Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I);
- Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete); and
- Complete the amateurism questionnaire and request final amateurism certification.

Division I Core-Course Breakdown (Courses Must Appear on your List of Approved Core Courses)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, nondoctrinal/comparative religion/philosophy

Division II

- Graduate from high school;

- Complete a minimum of 14 core courses (Note: increase to 16 core courses for class of 2013 and beyond);
- Present a minimum 2.000 core-course grade-point average (GPA);
- Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT score qualifying test score on either the ACT or SAT; and
- Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown: (Courses Must Appear on your List of Approved Core Courses)

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school);
- 2 additional years of English, math, or natural or physical science (**3** years required in 2013 and beyond)
- 2 years of social science
- 3 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy (**4** years required in 2013 and beyond)

NEW DIVISION I REQUIREMENTS FOR CLASS OF 2016 AND BEYOND

Students Enrolling (in College) on or After August 1, 2016

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. *Note: College-bound student athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.*

First, here are three terms you need to know:

Full Qualifier: May receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: May receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may *not* compete in the first year of enrollment. After the first term is complete, the student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: Cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Here are the new requirements: *(For college-bound student-athletes first entering a Division I college or university on or after August 1, 2016.)*

Full Qualifier must:

- Complete 16 core courses (same distribution as in the past);
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be English, math or science.
- Have a minimum core-course grade-point average of 2.300;
- Grades earned in the 10 courses required before the senior year are "locked in" for purposes of grade-point average calculation.
- A repeat of any of the "locked in" courses will not be used to improve the grade-point average if taken after the seventh semester begins.
- Meet the competition sliding scale requirement of grade-point average and ACT/SAT score (this is a new scale with increased grade-point average/test score requirements); and

- Graduate from high school.

Academic Redshirt must:

- Complete 16 core courses (same distribution as in the past);
- Have a minimum core-course grade-point average of 2.000;
- Meet the academic redshirt sliding scale requirement of grade point average and ACT/SAT score; and
- Graduate from high school.
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Non-qualifier: Fails to meet the standards for a qualifier or for an academic redshirt.

STEPS TO ATHLETIC SUCCESS

It's never too early for student-athletes to start planning for college. Call the NCAA's hotline at 1-877-262-1492 or website at www.eligibilitycenter.org to access information about how to meet academic and core-course requirements. Use the number to order free copies of the *NCAA Guide for the College-Bound Student-Athlete* or download a copy from their web site. This material covers the academic standards, Initial-Eligibility Clearinghouse, financial aid, recruiting rules, and other issues.

Students who want to participate in Division I or II sports in college must register with the NCAA's Initial-Eligibility Clearinghouse. Registration forms may be completed online. Student-athletes should start the certification process their sophomore year. A high school transcript should be mailed to NCAA from the school at the end of the junior year. They should also register to take the ACT or SAT as a junior. The Student Release Form must be submitted to the Clearinghouse by the beginning of the senior year.

Play hard and study hard. Go to college prepared to succeed academically as well as athletically. At the very least, graduate from high school with a grade-point average of 2.000 (on a 4.000 scale) in the core courses listed. The GPA requirements are for the 16 core courses completed in grades 9 through 12, not for all courses listed on a student's high school transcript. Don't settle for meeting the minimum requirements. Remember, students who want to keep playing at the NCAA Division I or II level, need to keep making the grades. So be prepared for college-level work.

Scholarships

Professional associations, businesses, clubs, churches, governmental agencies, and a variety of other groups and individuals annually award scholarships to defray the costs of post-secondary education for eligible applicants. In addition, colleges and universities provide numerous scholarships to prospective students. Scholarships are given for past achievements and academic promise. Common criteria include high school grades, admission test scores, performance in academic or athletic events, essays, intended college major, and affiliation with specific groups.

Testing

State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) (Students entering high school fall 2011 and after)

The State of Texas Assessments of Academic Readiness (STAAR) is the new state assessment program that began in spring 2012. STAAR EOC will replace the Texas Assessment of Knowledge and Skills (TAKS) that has been in place since 2003 and includes 5 end-of-course (EOC) assessments.

High School 5 End-of-Course Assessments

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

*During the first two years of EOC, English I and II was made-up of two tests each, one in reading and one in writing. The English I and II EOC exams became one exam each starting in spring 2014.

Impact on Grade Advancement

High school students may continue to take the exams until they meet the passing standards. Visit with your child's school counselor to learn more about testing.

Impact on Graduation

Beginning with the 9th grade class in 2011-2012, students will take up to 5 EOC assessments listed previously based on their participation in courses (schools determine the sequence of courses in a subject area). Currently, each student must meet a passing score requirement for all EOC assessments they take in order to graduate. Exceptions may apply to students who transfer in from outside of Texas or from private schools.

Transfers into the District

The district shall accept all credits earned toward state graduation requirements by students in state-accredited school districts. Transfer Pre-AP/AP credits will be included in our GPA only if the course is offered as a Pre-AP/AP course at JAC. Credit for courses in question will be determined by an Academic Dean and/or Campus Administrator.

Tutoring

Times may be before school and/or after school. Lunch tutorials may be arranged in advance with the teachers. Look for postings on campus or listen to announcements related after school tutorial days and locations.

Endorsements

With the new graduation requirements approved by HB5 and the Texas State Board of Education, students have more choices in course work that lead to a high school diploma. All students MUST select an Endorsement area prior to entering their 9th grade year. In Jubilee Academic Center, this will be accomplished during their course selection period taking place in January during their 8th grade year. Over the course of a student's high school career, they can elect to change Endorsements or add Endorsement areas. There are five Endorsement areas from which students may choose.

They are:

- Multidisciplinary Studies
 - Courses required: Completion of foundation requirements which would include the following courses: Algebra II, English IV Chemistry and/or Physics. (A) Four credits from each of the Four Foundation Subjects. (B) Four credits selected from English, Mathematics, Science, Social Studies, Economics, LOTE or Fine Arts in Advanced Placement, or Dual Enrollment.
- S.T.E.M. (Science, Technology, Engineering and Mathematics)
 - Courses required: Completion of foundation requirements which would include the following courses: Algebra II, Chemistry and Physics. (A) For Math STEM endorsement, a student must complete Algebra I, Geometry, Algebra II and 2 additional math courses for which Algebra II is a prerequisite. (B) For Science STEM endorsement, a student must complete biology, chemistry, physics and 2 additional science courses. (C) For Computer science STEM endorsement, a student must complete 4 credits in computer science from TAC Ch.19 74.13 (f), (1) (B).

Performance Acknowledgements

A student may earn a performance acknowledgement for outstanding performance in

1. Dual Enrollment Courses- 12 hours of college courses with 3.0 GPA or higher
2. Bilingualism and bi-literacy
 - A. Completion of 3 LOTE credits in same language with grade equivalent of 80 on a scale of 100.
 - B. Demonstrated proficiency in TEKS for level IV or in LOTE with minimum GPA of 80 on scale of 100.
 - C. Completion of 3 credits in foundation subject in LOTE with minimum GPA of 80 on a scale of 100.
 - D. Demonstrate proficiency in LOTE by: AP LOTE score= 3 or higher.
3. AP Test A score of 3 or above on an AP examination

4. PSAT, ACT-Plan, SAT or ACT
 - A. PSAT score that qualifies a student as a commended scholar or higher.
 - B. Achieving the college readiness benchmark score on at least 2 of the four subjects on the ACT PLAN exam.
 - C. A combined critical reading and mathematics score of at least 1250 on the SAT.
 - D. A composite score on the ACT exam (without writing) of 28.

INFORMATION FOR FRESHMEN

Time Management

In high school students usually spend from 8-12 hours each day on school activities. These are some suggestions about how students can get the most out of their time, both for schoolwork and extracurricular activities.

The use of a planner is encouraged to help with organization by keeping track of assignments, test dates, etc.

1. Keep a record of how time is spent.
2. Determine what needs to be done during the week.
3. Rank these objectives in order of priority.
4. Draw up a time schedule, but do not schedule all available time. This will allow for flexibility.
5. Develop a good filing system both at school and at home.
6. Finish one task before going on to the next.
7. At the end of the day, plan what is needed to do the next day and write it down. Sometimes writing a list helps to see how several tasks can be combined for efficiency.
8. Plan for the tutoring sessions teachers have posted. If grades are fine, tutoring sessions may not be needed. However, if understanding and comprehension or test grades begin to falter, pursue tutoring immediately.

Study Techniques

Study techniques provide students with the ability to learn effectively and are fundamental to the success in developing talents in communication, mathematical sciences, and reasoning. To develop the skills that are needed to be successful in high school and in the future, here are some suggestions that may help.

1. Study, review, and do class work/homework as assigned. Do not procrastinate - as work tends to accumulate.
2. Set aside a period of time to study, even on weekends, and strive to study during this time. With nothing to study or review, have a good book at hand, which will help build vocabulary and extend knowledge.
3. Pace the study time; work 20-25 minutes, then take a short break. Try to increase the concentrated work period. Strive for 50 minutes before taking a 10-minute break.
4. Reading in a quiet place with no interruptions will increase reading skills.
5. Practice active reading strategies. Ask questions, make predictions, and stop to summarize.
6. Take notes in class but keep them short and to the point. Use the textbook or reference materials to fill in the notes later.
7. Underline or highlight points emphasized in the lecture or written on the board. Retyping notes also helps to learn and memorize important information. Abbreviate when possible.
8. Do the hardest homework first. Efficiency drops sharply toward bedtime.
9. Turn off the radio, electronics and TV while studying.
10. Study in a well-light area.
11. Keep a dictionary handy and use it.
12. Keep homework up to date. Once behind, it is difficult to catch up.
13. Notice summing-up paragraphs in textbooks and thoroughly learn them.
14. REVIEW - REVIEW - REVIEW every night and see the teacher about anything that is not understood.

- If the decision is made that tutoring would be beneficial, follow these guidelines:
 - Arrive at the agreed-upon session with all materials needed
 - Focus on the task at hand (set aside other concerns ie: social issues, other activities)
 - Adapt an attitude of accepting help
15. Thank the teacher for the extra time and effort he/she invested in your learning
 16. Make and use flash cards where rote memorization is necessary
 17. Take practice-standardized tests (PSAT/PLAN). Study from the results that are returned.

Test-Taking Skills

Often students tell each other that they get "butterflies" at the thought of taking a test. Others talk about the feeling of having "knots" inside their stomachs. No matter how one describes this condition, all agree that the fear of taking tests brings on these sensations. Eliminate this anxiety by putting sharpened study skills to work.

Test Preparation

Organize a successful plan of attack for taking tests. Allow time to prepare. Thumbing quickly through notes the last fifteen minutes before a test may only be confusing. Be prepared by doing the following:

1. Find out what type of test will be given, i.e., essay, true/false, fill in the blank, etc.
2. Begin reviewing the material several days before the test. Promptly re-study and re-test if allowed.
3. Make a list of short summary notes; study them.
4. See the teacher for help in understanding certain parts of the material.
5. Get plenty of sleep and eat breakfast. Energy is needed for the test. 30

Testing Information

PSAT - The PSAT is given in October each year. Freshmen may sign up to take the test and pay a registration fee.

Freshman Student-Athletes

The following is specific information for ninth grade student-athletes who would like to compete for a scholarship in their sport:

1. Read student-athlete information in the General Section.
2. Read the current NCAA guidelines and requirements.
3. Take the PSAT in October.
4. Each semester review core courses, semester grades, test scores, and weighted/100 pt. scale grade averages with parents, counselor, and coach.
5. Select appropriate core courses for next school year.
6. Review personal high school plan in reference to the NCAA fourteen to sixteen core courses.
7. Attend summer camp.

INFORMATION FOR SOPHOMORES

PSAT (Preliminary Scholastic Aptitude Test)

The PSAT, a preparatory test for the SAT, is used at the junior level to identify National Merit Scholars. Ideally, students should take the PSAT as many times as possible to best prepare them for success on the SAT. This test is only given on a national test date in October. There is a fee and it is administered during the school day.

Sophomore Student-Athletes:

The following is specific information for tenth grade student-athletes who would like to compete for a scholarship in their sport:

1. Read student-athlete information in the General Section.
2. Take the PSAT or PLAN in October.
3. Compare current PSAT verbal and math scores with those from last year.

4. Each semester review core courses, semester grades, test scores, and weighted/100 point scale grade averages with parents, counselor, and coach.
5. Read the current NCAA guidelines and requirements.
6. Select appropriate core courses for next school year.
7. Attend summer camp in the appropriate sport.
8. Register as a student athlete with the NCAA Eligibility Center at the website www.eligibilitycenter.org.

Information for Juniors

Testing Programs

ACT: American College Test

The ACT is a college entrance exam accepted by all Texas junior and community colleges and all but a very few highly competitive 4-year colleges and universities in Texas. The test is given on six Saturdays each school year at selected schools. The ACT is normally taken by juniors in the spring semester. ACT is a three-hour exam similar to achievement tests in English usage, mathematics usage, reading, and natural science reasoning abilities. The writing test is optional, but students are encouraged to sign-up for this section of the ACT as well, as many universities now require the writing section.

PSAT: Preliminary Scholastic Aptitude Test

This test is an abbreviated version of the SAT. It has three sections: critical reading, mathematics, and writing. The PSAT is offered only in October and is primarily for juniors, although it is encouraged for freshmen and sophomores. Scores are reported on a scale of 20-80. It is considered a practice test and results are not reported to colleges unless a student specifically requests.

The National Merit Scholarship Corporation uses PSAT results as an initial screening device for those juniors who wish to be considered for National Merit recognition. A selective index score is derived by adding the PSAT critical reading score, writing, and the mathematics score. The top one-half of one percent of the students in each state are designated as "semifinalists" in the competition. Those students who fall immediately below semifinalist status, and who are in the top five percent of the students for each state, is designated as "commended" students.

SAT Reasoning Test: Scholastic Aptitude Test

The SAT is a college entrance exam, which is widely accepted by major colleges and universities. SAT is the preferred test for major Ivy League schools (Harvard, Yale, etc.) and for other very competitive schools such as Rice University. Juniors normally take the SAT in May of their junior year and by seniors the summer before their senior year or in October or November. It is given on seven Saturdays throughout the school year on selected high school campuses, including our own. The SAT is a three and a half hour test of critical reading, mathematical reasoning, and writing abilities.

SAT Subject Tests: Scholastic Aptitude Test – by subject

The SAT Subject Tests measure knowledge and skills in a particular subject and the ability to apply that knowledge. Five general subject areas are tested: English, History and Social Studies, Mathematics, Sciences, and languages. SAT Subject tests are usually only required by more selective universities. Refer to the college's web site to see if SAT Subject tests are required.

TSI Assessment:

All students entering Texas' public colleges and universities must take the TSI Assessment - it is required for college enrollment. The TSI Assessment provides information about the student's skills in reading, writing, and mathematics. To pass the TSI Assessment, a student must pass all three parts. If a student does not pass all three parts, he/she may be required to take remediation classes until he/she successfully completes that section of the test. Once a student passes a section of the test, he/she does not have to take that section of the test again. For more detailed information, see a counselor. The TSI Assessment must be taken before enrolling in a

dual or concurrent credit class. TSI Assessment Exemptions: A student may be exempt from taking the TSI Assessment test if any one of the conditions listed below applies:

ACT: English score of 19 and Math score of 19 and Composite score of 23 (Valid for 5 years) - (subject to change)

SAT: Critical Reading score of 500 and Math score of 500 and Total score of 1070 (Valid for 5 years) - (subject to change)

Have successfully completed college-level coursework in English and Math (Ex: ENGL 1301-Dual credit)

Junior Student-Athletes

The following is specific information for eleventh grade student-athletes who would like to compete for a scholarship in their sport:

1. Read student-athlete information in the General Section.
2. Take the PSAT in October.
3. Compare current PSAT verbal and math scores with those from previous years.
4. With assistance from the counselor, determine the need for an SAT/ACT test prep course for the spring semester if you have not already taken one.
5. Review core courses, semester grades, test scores, and weighted grade point grade averages with your parents, counselors, and coaches.
6. With assistance from the counselor, compare the NCAA test score and GPA chart with PSAT scores and current GPA.
7. Take the SAT and/or ACT during the spring semester and have the scores sent to the NCAA Eligibility Center.
8. Read the current NCAA guidelines and requirements.
9. Select appropriate core courses for next school year.
10. Student-athletes who are not being actively recruited in a sport should attend a summer camp and begin writing letters to collegiate coaches.
11. If not already registered, juniors need to register with the NCAA Eligibility Center at www.eligibilitycenter.org. At the end of their junior year, students should request that a high school transcript be sent to the NCAA Eligibility Center.

INFORMATION FOR SENIORS

Questions and Answers about College

What does it take to be successful in college?

A student can succeed in college if he/she possesses average ability, if he/she has the interest and determination, if he/she selects a realistic school, and if he/she chooses a major that is appropriate to their interest and ability.

Remember: The best predictor of a student's ability to succeed on the college level is his/her high school record.

What are the chances of getting into a college/technical school?

Many colleges and technical schools admit students with various backgrounds and degrees of academic achievement; consequently, a student's chances of gaining admission are quite good.

What is the basis of admission selection?

Colleges/technical schools vary in the kinds of things they list as a basis for candidate selection. Generally, they list the following (not necessarily in this order or containing all of these items):

- Academic: Secondary School Record (courses taken and grades)
- Class Rank
- National entrance exam test scores (SAT Reasoning Test, SAT Subject Test, or ACT)

- Schools Recommendations
- Interview (required by a few colleges)
- Other: Character, personality, leadership, and extracurricular activities
- Health (health record and medical examination)

It is very important that a student's grades for his/her senior year represent their *best efforts academically*. Improved grades over past performance indicate to a college greater seriousness of purpose about education. A decline of grades over past performance, on the other hand, may be seen as a decrease in effort or less ability for more advanced work. (In either case, a decline of grades may cause an admissions committee to reject what might have seemed an otherwise acceptable candidate for admission.) This statement is not intended to imply that a student should "water down" the course load or stress grades above learning! The colleges will be looking at the quality of course selection as well as grades. Students should remember in preparation for college course work that they should carry a balanced program and do the best work possible.

A student who feels he/she is scholastically too weak for a large four-year college should consider attending a junior or community college as a "proving ground" for higher education.

How does a student secure applications, catalogs, and other kinds of information?

Students may obtain applications and financial aid information from the counseling department. Students may also obtain additional information and individual catalogs by writing a letter to the director of admissions. Most college information and applications and now found on-line.

What is the difference between a college, junior or community college, and a university?

A college is an institution of higher education in which the emphasis is on a program of general undergraduate education leading to a four-year bachelor's degree (B.A.). Some colleges do offer a master's degree (M.A.), but only in a limited number of fields.

On the other hand, a university consists of several colleges: liberal arts, medicine, law, education, etc. Universities generally enroll large numbers of students from diverse backgrounds. In addition to the Bachelor's Degrees (B.A. or B.S.) and Master's Degrees (M.A. or M.S.), the university offers a doctor of philosophy degree (Ph.D.) in some graduate schools. Universities also focus on research. A junior or community college is a two-year institution of higher education, which offers, transfer and/or certificate programs. Upon the completion of a two-year prescribed program, the student is awarded an associate of arts degree (A.A.) or associate of science degree (A.S.).

What is an early decision plan?

If a student is reasonably certain that a specific school is his/her first and only choice, and if his/her chances of admission to that school are reasonably good, he/she may wish to consider an Early Decision plan. During the second semester of his/her junior year, a student should secure information and an application from the college. It should be noted, however, that all schools do not subscribe to this plan. By September or October of the senior year, he/she should mail the Early Decision application to the college. If SAT and SAT Subject tests are required, it is essential that students take them during the spring or summer preceding their senior year. Although some colleges have modified this plan, the usual stipulation provides that a student will not apply to other colleges until he/she receives an acceptance or rejection by December 1. Refer to each college's catalog to secure specific information on this early decision plan.

What should be considered in selecting a school?

- Initiate a conference with the counselor
- Type and size of college preferred
- Location
- Selection of major
- Costs
- Preferences of parents
- Admission requirements
- Objective evaluation of abilities and interests
- College catalogs /College websites

- Reference materials
- Interviews with representatives
- Visitations to campuses
- Information from alumni and presently enrolled students
- Choices computer program in library.

Narrow the choices down to three or four schools.

How important are College Visits?

Very important! Students should visit a prospective college over the summer break if at all possible. If not, college visits (2) during the school year must be pre-approved. Pick up the form from the counseling center and have the teacher and parents sign and give it to the counselor or assistant principal for approval. Bring back the documentation form signed by the college to the attendance office.

Before visiting a campus, make appointments with these four offices: admissions, financial aid, housing and the department of the intended academic major.

In visiting a campus consider the following questions:

A. What are the academic standards?

- *Do graduate students teach freshmen classes?*
- *How large is the library?*
- *What courses are required in a chosen major?*
- *Is the school on a semester, trimester, or quarter plan?*
- *What is the percentage of PhDs on the faculty?*
- *What is the completion rate?*
- *Are there opportunities for independent study and travel?*

B. What is the make-up of the student body?

- *What is the geographical distribution?*
- *What is the pupil-teacher ratio?*
- *What is the completion rate?*
- *What is the ratio of resident students to commuting students?*

C. Is there adequate housing?

D. What are the extracurricular activities and cultural programs?

E. Are fraternities and sororities an integral part of campus life?

F. What services are provided relative to career development and placement?

What about College Entrance Exams?

Seniors who plan on attending any two-year or four-year College will need to take either the ACT or SAT entrance exam as soon as possible. If undecided as to which test to take, consult The College Handbook, or college catalog/college website for specific requirements.

ACT is a three-hour exam similar to achievement tests in English usage, mathematics usage, reading, and natural science reasoning abilities. SAT is a three-hour and a half hour test of critical reading, writing, and mathematics reasoning abilities.

The SAT Subject Tests measure knowledge and skills in a particular subject and the ability to apply that knowledge. Subject Tests fall into five general subject areas: English, History and Social Studies, Mathematics,

Sciences, and languages. SAT Subject tests are usually only required of more selective universities. Refer to each college's catalog to see if SAT Subject Tests are required.

The interest inventory section of the ACT will only be useful if the student is honest with the questionnaire. Complete this alone. There are no right and wrong answers. This survey can be very helpful in making career choices.

TSI Assessment

All students entering Texas' public colleges and universities must take the TSI Assessment - it is required for college enrollment. The TSI Assessment provides information about the student's skills in reading, writing, and mathematics. To pass the TSI Assessment, a student must pass all three parts. If a student does not pass all three parts, he/she may be required to take remediation classes until he/she successfully completes that section of the test. Once a student passes a section of the test, he/she does not have to take that section of the test again. For more detailed information, see a counselor. The TSI Assessment must be taken before enrolling in a dual or concurrent credit class. TSI Assessment Exemptions: A student may be exempt from taking the TSI Assessment test if any one of the conditions listed below applies:

ACT: English score of 19 and Math score of 19 and Composite score of 23 (Valid for 5 years) - (subject to change)

SAT: Critical Reading score of 500 and Math score of 500 and Total score of 1070 (Valid for 5 years) - (subject to change)

Have successfully completed college-level coursework in English and Math (Ex: ENGL 1301-Dual credit)
Students who plan to take a dual or concurrent credit class as a senior need to complete the TSI Assessment by the spring of their junior year. All other college bound students should take TSI Assessment sometime during their senior year.

COLLEGE APPLICATION AND ADMISSION PROCEDURES

APPLY EARLY! BE ACCURATE AND COMPLETE! MEET DEADLINES!

After you have made a decision concerning which college you wish to attend, you will need to initiate your admission process. Students must accurately complete and return all necessary forms along with any other required documents and fees prior to published deadlines. Applications for admissions are requested from the office of admissions. Procedures and deadlines may vary significantly among colleges. Consult the most current catalog from the college or university.

Entrance requirements differ from college to college. Most require specific high school units and specify an admissions test. (See section on admission exams.) It is the student's responsibility to determine whether or not he/she meets admission criteria and takes the proper tests. This information is readily available in the catalog published by the college.

What are the Major Steps of the College Application Process?

1. Complete Application for Admission

- Accurately complete the application for admission and any other document required by the college. In some instances, the student will be required to write an essay or an autobiography. Students may also be required to include a photograph. Most college applications are now requested to be submitted on-line.
- Attach the application fee, if required. Since this fee is non-refundable, it is advisable for the student to narrow the choices to two or three before applying.

- Arrange with the high school registrar to send a transcript to the college. This can be done by completing a transcript request form located in the counseling center. The official transcripts must be mailed from the school and cannot be hand delivered by the student.
- Take the required admission tests and have the score report sent to the college by the testing program. (See admissions tests and test dates section.) Fill in the computer grid very carefully so that it is accurate.
- Complete required health forms.
- Provide high school recommendations. Many colleges require recommendations from high school teachers, principal, and/or counselor. Students should ask someone who knows them well.
- It is proper etiquette to ask the people who are writing recommendations at least one month before the letter is due.

Arrange to have a final transcript sent upon graduation.

1. *Early Decision Plan:* This plan is designed for the student who has determined that a particular college is his/her first choice and is willing to await the outcome of the application before applying elsewhere. Check the college catalog to determine if Early Admissions will be available. Also check the deadline date for applying for early admissions.

2. *Complete Application for Housing*

Complete the housing application and submit the required fee. The time to apply for housing varies from college to college. Some require that the student be accepted for admission before an application for housing is mailed to the student. Housing is critical in most schools, and the dorms are assigned on a first-come basis. Therefore, students should contact the individual school about housing as soon as a tentative college decision has been reached. Many colleges will also assist students in locating off-campus housing if they are unable to place them. Some colleges still require that freshmen students live in college dorms.

3. *Complete Application for Financial Aid (January of your senior year)*

Apply for financial aid early because colleges award financial aid money on a first-come basis to those who apply. This is a separate procedure. Direct your request to the financial aid office. Please note: before any prospective student can be considered for financial aid, he/she must be accepted for admission. An application for financial aid does not constitute an application for admission and vice versa.

4. *Meet Deadlines*

Check the college catalog or with the college admissions office to be sure that all requirements for admission have been completed before the deadline date for application is past! If a response to the application for admission is not received within a reasonable length of time, contact an admissions counselor either in person or by phone.

FINANCIAL AID

What kinds of financial aid are available?

- Scholarships
- Academic Based on GPA, rank, ACT/SAT scores, level of course work
- Athletic Based on athletic ability and potential and academic performance in high school
- Performance Based on ability, performance and leadership
- Need Based on financial need and academic performance in high school
- ROTC scholarships pay for tuition, textbooks, fees and other academic expenses. Students also receive a tax-free subsistence allowance of up to \$1,000 each school year. Competition is very high for the scholarships. GPA, class rank, high ACT/SAT scores and leadership abilities are key factors in scholarship selection. The application process should start at the end of the junior year. Students are not required to have a background in JROTC in high school in order to apply for these scholarships.

Key factors for academic scholarship success:

- GPA
- Rank
- ACT/SAT scores

- Rigor of high school courses taken
- How do students obtain scholarship information from sources other than the college to which they are applying?
- Browse through scholarship files in the counselors' office.
- Listen to the morning announcements.
- Check bulletin boards in the counselors' office.
- Investigate scholarships available through church groups, community organizations, and industry.

Senior Student-Athletes

The following is specific information for twelfth grade student-athletes who would like to compete for a scholarship in their sport:

- Read student-athlete information in the General Section.
- Read the current NCAA guidelines and requirements.
- Student-athletes who are being actively recruited should complete the NCAA Eligibility form no later than August of the students' senior year.
- Review the core courses, semester grades, test scores, and weighted/100 point grade averages with the counselor.
- Determine need for additional core courses, additional SAT/ACT testing and/or improved semester grades based upon NCAA guidelines at the beginning of senior year.
- Complete the form "Student Athlete Expression of Intent to Play College Sports" provided by a recruiter.
- Seniors are to request that a final transcript is mailed at the end of their senior year to the NCAA Eligibility Center.

Loans

1. Federal Perkins Loan

The Federal Perkins Loan is a federally funded program, and provides loans of up to \$5,500 per year. No interest or payment is made until nine months after student status drops to less than half time. At that time, repayment on the loan begins at an interest rate of five percent (up to ten years to repay).

**Federal loans are subject to change conditions – consult your university financial aid office for more details.*

2. Federal Stafford Loan

The Federal Stafford Loan provides up to \$2,625 for first year students enrolled in a program that is a full academic year. Repayment begins six months after student status drops to less than half time (up to ten years to repay). **Federal loans are subject to change conditions – consult your university financial aid office for more details.*

3. Federal Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan is similar to the regular Stafford Loan except that interest is not subsidized and will accrue. **Federal loans are subject to change conditions – consult your university financial aid office for more details.*

4. Federal Parent Loan for Undergraduate Students (PLUS)

This loan is dependent on the student's cost of education minus any estimated financial aid received. Repayment begins within sixty days of disbursement (up to ten years to repay). Interest rate for new borrower is variable with 9% cap. **Federal loans are subject to change conditions – consult your university financial aid office for more details.*

Federal Work Study Program

This program provides jobs for students who can demonstrate financial need. The student may work on or off campus with hourly wages paid directly to the student to help defray educational expenses. 47

Grants

Texas Grants

To receive a Texas Grant a student must be a Texas resident, enroll in a Texas public or independent institution of higher education and graduate under the Recommended High School Program or Distinguished Achievement Program. For further requirements, please talk to your high school counselor. The government will use the FAFSA to determine if a student qualifies for grants (aid not necessary to repay). The Texas Grant Program is subject to change.

Other Financial Aid

A financial aid package consists of aid from various sources - scholarships, campus jobs, grants, and/or loans. Social Security and the Veterans Administration can provide two additional sources of financial aid. If parents are retired, disabled, or deceased, students may qualify for aid from the Social Security Administration. If a student is a dependent of a veteran, he/she may qualify for aid from the Veterans Administration. If a student is an early graduate or receives Aid to Families with Dependent Children, he/she may also qualify for a one-time grant upon entry to college.

Colleges are now seeking innovative ways to cope with the spiraling costs of education. For example, some colleges have initiated a plan that permits students to defer part of their costs until after graduation. Guaranteed tuition assures an entering freshman that his tuition expense will not increase.

How is financial need determined?

The basic premise of financial aid programs is that the student and his parents are essentially responsible for meeting college expenses. In determining the family's need, income and assets as well as liabilities are considered. The process of measuring objectively what a family can provide from its income and assets is called "need analysis" and is referred to as the "Estimated Family Contribution" or EFC. Consequently, aid is awarded most frequently on the basis of demonstrated need - the difference between what the families can afford to pay and the actual cost for the student to attend the college of his choice.

What specific procedures do I follow in applying for financial aid?

1. After determining which schools to apply, to view financial information and deadlines refer the school's website. The college may have a specific form for financial aid or may use the FAF (Financial Aid Form) in addition to the FAFSA. Non-citizen Texas residents may complete the TASFA by going to www.collegeforalltexans.com.
2. Students must complete a FAFSA (Free Application for Federal Student Aid). FAFSAs are available online at www.fafsa.ed.gov. The FAFSA should be completed and submitted after January 1 of student's senior year. Deadlines will vary by college and state (they may be as early as February 1). Students should check with the college they will attend for application deadline dates.
3. Students will receive a Student Aid Report (SAR) after the FAFSA is processed. Information is also sent to the college(s) named on the FAFSA. If the student does not receive a SAR, or if he/she needs another copy, he/she should call print one from the FAFSA website.
4. The student's selected College Financial Aid Office(s) will send an award letter to the student indicating the types of aid the student is eligible to receive.
5. Students should check with the college(s) they expect to attend - additional applications/forms may be required. Note: Special circumstances (such as changes in income and other factors affecting eligibility) may be considered.

ALTERNATIVES TO COLLEGE AND RELATED INFORMATION

Career & Technology Training

Many students wish to continue their education by learning a trade skill without taking more of the English, math, science and history required in high school. For some, the answer is a trade technical school or perhaps a junior college, which offers career & technology training.

Degree or Certification

Most junior colleges and some trade schools offer the student the opportunity to earn an A.A. degree (Associate of Arts or an Associate of Applied Arts - 2 years) upon completion of his/her vocational training. With this degree, it is possible to transfer credits to some four year colleges/universities should the student decide to continue. A certificate serves as a diploma to indicate completion of particular school's prescribed training. Hours and credits are nontransferable.

Accreditation

Accreditation means that the school has established prescribed standards of excellence in training. Most trade/technical schools are accredited by either the National Association of Independent Colleges and Schools or the National Association of Trade and Technical Schools (NATTS).

Cost

Cost varies with the type and length of program and the type of school. (It pays to shop around.) Types of schools include: private, state supported and junior colleges. Most schools indicate a certain amount for tuition; however, there are often "hidden costs" for tools or equipment that must be supplied by the student in addition to the tuition. Be sure to ask.

Placement Service

Many schools offer this service to assist the student in obtaining a job in the area of training. Students should check if a fee is required for this service.

Entrance Requirements

Most trade/technical schools require the student to take an entrance or basic skills test rather than an ACT or SAT. This testing is usually done at the trade college campus. Most of these schools have enrollment dates several times during the year for your convenience.

Financial Aid

Check with the individual school. Most trade/technical programs have the same financial aid available, as does a university. Another source is scholarship money available through TAPS (Texas Association of Private Schools).

Apprentice Training

Apprenticeship is another financial alternative. Most apprenticeships are available in the building trades' area (carpenters, millwrights, electricians, sheet metal worker, ironworkers, glaziers, etc.) while others include cooks and chefs. Training is done "on the job". Training classes are required at night or on Saturdays. An apprenticeship may take from 3 to 5 years to complete. The advantages are worthwhile in pay and fringe benefits.

Military

Each branch of the military has available any number of options for career training in either active or reserve duty. Brochures are available in the counseling office along with names and addresses of recruiters. Recruiters make regular visits to the high school campus.

PLEASE NOTE: Use the following codes to identify Advanced Placement (AP) courses. These codes may only be used with the specific approval of the College Board.

ENGLISH COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
1001	English 1	1.0	9	None
1002	English 2	1.0	10	English 1
1003	English 3	1.0	11	English 2
1004	English 4	1.0	12	English 3
1013	AP English Language 3	1.0	11	English 2
1014	AP English Literature 4	1.0	12	English 3
1043	English 3 Dual Credit	0.5-1.0	11	Meet dual credit entrance requirements
1044	English 4 Dual Credit	0.5-1.0	12	Meet dual credit entrance requirements
1053	Debate 1	1.0	9-12	None
1201	Communication Apps	0.5	9-12	None
1202	Creative Writing	0.5	9-12	None
1209	Communication Apps Dual Credit	0.5	9-12	Meet dual credit entrance requirements

1001 English 1 Grade: 9 Credit: 1.0

Prerequisite: None

This course is a study of literature and language. Critical thinking skills are emphasized with literary readings providing models for analysis, discussion, and writing. Composition includes a study of the multi-paragraph essay with emphasis on exposition, narration, literary analysis, and research skills. The course provides instruction designed to equip the student with communication and thinking skills essential for success in social, academic (including SAT, ACT, and STAAR) and business situations

1002 English 2 Grade: 10 Credit: 1.0

Prerequisite: English 1

This course is a study of world literature and language. The relationship between historical events and their influence on literary movements, types and techniques are emphasized. Critical thinking skills are emphasized with literary readings providing models for analysis, discussion, and writing. Composition includes a study of the multi-paragraph essay with emphasis on exposition, narration, persuasion, literary analysis, and research skills. The course equips the student with the communication and thinking skills essential for success in social, academic (including SAT, ACT and STAAR) and business situations.

1003 English 3 Grade: 11 Credit: 1.0

Prerequisite: English 2

This course is a study of American literature from its colonial roots through modern works. The relationships between historical events and their influence on literary movements, types, and techniques are emphasized.

Composition includes a study of the multi-paragraph essay with emphasis on exposition, narration, persuasion, literary analysis, rhetorical analysis and research skills.

1004 English 4 Grade: 12 Credit: 1.0

Prerequisite: English 3

This course is a study of British literature from its Anglo-Saxon foundation through the modern period. The relationship between historical events and their influence on literary movements, types, and techniques are emphasized. Composition includes a study of the multi-paragraph essay with emphasis on exposition, narration, persuasion, literary analysis, rhetorical analysis and research skills. The course equips the student with the communication and thinking skills essential to success in social, academic (including STAAR/TAKS, SAT, ACT), and business situations.

1013 English Language 3 AP Grade: 11 Credit: 1.0

Prerequisite: English 2

This course is a college prep course that emphasizes preparation for the Advanced Placement Language Exam, while exploring the historical development of American literature and rhetoric. Extensive reading and writing, especially timed writing, are an integral part of this course. A persuasive research paper is required. Students will be expected to take the AP exam in English Language.

1014 English Literature 4 AP Grade: 12 Credit: 1.0

Prerequisite: English 3

This course is a college prep course that emphasizes preparation for the Advanced Placement Literature Exam while focusing on characteristics of works from the Anglo Saxon and to the Modern period. Extensive reading and writing, especially timed writing, are an integral part of this course. A literary research paper is required. Students will be expected to take the AP exam in English Literature.

1043 English 3 Dual Credit Grade: 11 Credit: 1.0

Prerequisite: Approved Dual Credit Application and Qualifying Exam Scores

This course is the study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

1044 English 4 Dual Credit Grade: 12 Credit: 1.0

Prerequisite: Approved Dual Credit Application and Qualifying Exam Scores

This course is the study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

1053 Debate 1: 9-12 Credit: 1.0

Prerequisite: None

This course will introduce students to the logical argumentation that takes place in policy-making and value assessment. The student will analyze a specific topic question, research to find evidence and develop affirmative and negative case positions.

1201 Communication Application Grades: 9-12 Credit: 0.5

Prerequisite: None

This course is the study of Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to

develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. The student will have various opportunities to present, receive feedback, refine and re-present so as to develop the competencies necessary to become an effective oral communicator in the classroom, on the job and/or in the community. This course will satisfy the graduation requirement for speech.

1202 Creative Writing Grades: 9-12 Credit: 0.5

Prerequisite: None

This course will assist students to develop and practice their writing skills through the writing process, including prewriting, drafting, organization, sentence structure, and use of grammar, spelling, and punctuation. Students will demonstrate their skills by writing essays, short stories, poetry, and plays. Students will evaluate and analyze their own writing as well as the writing of others. Students will have the opportunity to explore publishing a literary magazine or developing a web page as a resource for displaying their writing. Students will frequently work on a one-to-one basis with the instructor to develop individual projects. Students are encouraged to participate in writing workshops and contests.

1209 Communication Application Dual Credit Grades: 9-12 Credit: 0.5

Prerequisite: Approved Dual Credit Application and Qualifying Exam Scores

This course focuses on theories and practice of communication in interpersonal, small group and public speech. Students learn about communication theory, improve skills in communication with others, and make formal oral presentations. This course fulfills the additional Communication component area option of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

MATH COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
2000	Algebra 1	1.0	9-12	None
2010	Algebra 2	1.0	9-12	Algebra 1 & Geometry
2024	Algebra 2 Dual Credit	1.0	9-12	Meet dual credit entrance requirements
2100	Geometry	1.0	9-12	Algebra 1
2105	AP Calculus A/B	1.0	11-12	Pre-Calculus, 3 credits of math
2300	Pre-Calculus	1.0	11-12	Geometry & Algebra 2
2304	AP Statistics	1.0	11-12	3 credits of Math to include Algebra 2
2401	Pre-Calculus Dual Credit	1.0	11-12	Meet dual credit entrance requirements
2406	Calculus Dual Credit	0.5-1.0	12	Meet dual credit entrance requirements

2000 Algebra 1 Grades: 9-12 Credit: 1.0

Prerequisite: None

This course is designed to expand the basic arithmetic skills to a more abstract level required for advanced mathematics. Students learn to use a variety of representations, tools, and technology to solve meaningful problems. Topics include foundation of functions, linear, quadratic and exponential functions.

2010 Algebra 2 Grades: 9-12 Credit: 1.0

Prerequisite: Algebra 1 and Geometry

This course is designed to increase skills in algebraic operations. Studies include the complex number system, higher-degree polynomials, and exponential and logarithmic functions, and second-degree equations, systems of linear equations, sequence and series, and application of algebraic skills through stated problems. Topics include linear, quadratic, square root, rational, exponential and logarithmic functions, cubic and cube root functions.

2024 Algebra 2 Dual Credit Grades: 9-12 Credit: 1.0

Prerequisite: Meet dual credit entrance requirements

This course is in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

2100 Geometry Grades: 9-12 Credit: 1.0

Prerequisite: Algebra 1

This course provides a general study of plane and solid geometry. Techniques used in deductive reasoning will be introduced. Topics include geometric properties, postulates and theorems, triangles, polygons, circles, geometric formulas, constructions, coordinate geometry, and transformations. Geometry students solve meaningful problems using geometric ideas, relationships and properties. Topics include plane, coordinate and transformational geometry as well as reasoning, justification and proof.

2105 AP Calculus A/B Grades: 11-12 Credit: 1.0

Prerequisite: 3 credits of math to include Pre-Calculus

This course will assist Students to critically analyze a problem, make assumptions and observations, and draw conclusions will be emphasized through topics such as functions, limits, derivatives, integrals, and their applications. This course is taught at the honors level. Students in this class will take the Advanced Placement (AP) examination in Calculus. Students receiving a passing score on that examination may receive college credit and/or advanced placement at most colleges and universities.

2300 Pre-Calculus Grades: 11-12 Credit: 1.0

Prerequisite: Geometry and Algebra 2

This course includes functions and their graphs, trigonometric identities and equations, vectors, periodic functions, and trigonometric application to the sciences. Pre-calculus reviews and unifies the ideas and skills of algebra, geometry, and trigonometry for analytic applications. Topics include a study of polynomial, rational, exponential, and logarithmic and trigonometric functions, inverse and second-degree relations and their graphs, complex numbers, polar coordinates, vectors, sequences, and series.

2304 AP Statistics Grades: 11-12 Credit: 1.0

Prerequisite: 3 credits of math to include Algebra 2

This course will investigate a task, explore data, organize a study, analyze and anticipate patterns, and interpret data will be emphasized through all topics of statistics with an emphasis on the graphing calculator and computer. Students in the class will take the AP Statistics exam and may receive college credit and/or advanced placement at most colleges and universities with a qualifying score.

2401 Pre-Calculus Dual Credit Grades: 11-12 Credit: 1.0

Prerequisite: Approved Dual Credit Application and Qualifying Exam Scores

This course allows a student 3 hours college credit as well as high school credit. It is taught at a college level using college materials. This course provides the student with an understanding of a wide variety of advanced trigonometry and analytic geometry concepts and problem solving methods. Qualifying scores in math may be required by the college.

2406 Calculus AP/DC Grades: 11-12 Credit: 1.0

Prerequisite: Approved Dual Credit Application and Qualifying Exam Scores

This course fulfills the Mathematics foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, and Empirical Quantitative Skills, differentiation and

integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

SCIENCE COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
3000	Biology	0.5-1.0	9-10	None
3020	Chemistry	0.5-1.0	10-11	Biology
3024	AP Chemistry	0.5 -1.0	11-12	Biology & Chemistry
3025	AP Physics	0.5-1.0	11-12	Biology & Chemistry
3027	AP Environmental Science	0.5-1.0	10-12	Biology, Chemistry
3030	Physics	0.5-1.0	11-12	Biology & Chemistry
3040	Environmental Systems	0.5-1.0	11-12	Minimum of 2 Science credits
3050	Anatomy & Physiology	0.5-1.0	11-12	Minimum of 2 Science credits

3000 Biology Grades: 9-10 Credit: 1.0

Prerequisite: None

This course is the study of 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; plants and the environment. The student will gain experience in manipulating the conditions of a laboratory investigation and in evaluating the applications of biological principles in everyday life.

3020 Chemistry Grades: 10-11 Credit: 1.0

Prerequisite: Biology

This course is the study and influence of chemistry on society as well as its impact in their lives. Knowledge of chemical principles and laboratory skills will help students learn to think through and make informed decisions about the importance of science and technology in their personal and professional lives. Technology is incorporated as appropriate to support the study of specific topics. Chemistry is the basis for many other future courses of scientific study and is helpful in college preparation.

3024 Chemistry AP Grades: 11-12 Credit: 1.0

Prerequisite: Biology & Chemistry

This course extends the concepts taught in Chemistry 1 Pre-AP with emphasis on the AP curriculum intended to prepare the student to take the AP exam. There will be an emphasis on mathematical formulation of principles, chemical theory, laboratory investigations and problem solving activities.

3025 AP Physics 1 Grades: 11-12 Credit: 1.0

Prerequisite: Biology & Chemistry

This course is an algebra based physics course that covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electronic circuits.

3027 AP Environmental Science Grades: 10-12 Credit: 1.0**Prerequisite: Biology and Chemistry**

This course is the study of the relationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the risks associated with these problems and to examine solutions for resolving and preventing these problems. This course extends and deepens the topics covered in Environmental Systems and includes a strong emphasis on methodologies required to understand the relationships of the natural world, to identify and analyze environmental problems, to evaluate risks associated with these problems and to examine solutions for resolving and/or preventing them.

3030 Physics Grades: 11-12 Credit: 1.0**Prerequisite: Biology and Chemistry**

This course is the study of interactions and relationships of matter, energy, forces, and motion. Laboratory exercises will be used to evaluate cause-and-effect relationships and to describe physical processes. Since Physics requires extensive problem solving, a good math background is recommended.

3040 Environmental Systems Grades 11-12 Credit: 1.0**Prerequisite: Two Credits in Science**

This course is the study of 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 (living and non-living) factors in habitats, ecosystems and biomes, the relationships among resources, such as land, nutrients and water, and an environmental system, the sources and flow of energy through an environmental system, changes in populations and ecosystems, and changes in environments due to human impact. To include Lab work, multimedia, computer simulations, and laboratory and field investigations are important components of this course.

3050 Anatomy and Physiology Grades: 11-12 Credit: 1.0**Prerequisite: Biology and Chemistry**

This course is the study of scientific methods during investigations and to make informed decisions using critical thinking and scientific problem solving. This class entails a comprehensive and detailed study of the functions and structures of the human body. The laboratory section of this class requires detailed dissection of animals.

SOCIAL STUDIES COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
4000	World Geography	1.0	9	None
4010	World History	1.0	10	World Geography
4020	US History	1.0	11	World Geography & World History
4030	Government	0.5	12	US History
4031	Economics-FE	0.5	12	US History
4003	World Geography Dual Credit	0.5-1.0	11-12	Meet dual credit entrance requirements
4013	US History Dual Credit	0.5-1.0	11-12	Meet dual credit entrance requirements
4023	Social Studies Advanced Studies Dual Credit	0.5-1.0	11-12	Meet dual credit entrance requirements
4045	Government Dual Credit	0.5	11-12	Meet dual credit entrance requirements
4049	Economics-FE Dual Credit	0.5	11-12	Meet dual credit entrance requirements
4059	AP World History	1.0	10-12	World Geography
4060	AP Government	0.5	10-12	US History

4000 World Geography Grade: 9 Credits: 1.0**Prerequisite: None**

This course is designed to acquaint the student with the physical and cultural geography of the earth. Physical and cultural geography will be compared. Students will explore geographic principles and themes, the physical setting of the earth, and the world's regions and cultures. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates and ecosystems and interrelationships; the political, economic and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies.

4010 World History Grades: 10 Credit: 1.0

Prerequisite: World Geography

This course will offer students a survey approach to 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. Students will analyze important events and issues in western civilizations as well as in civilizations in other parts of the world. Students will examine geographic factors of major historical events, the historic origins of contemporary economics systems the development of major political systems, the influence and growth of religion and philosophy and the connections between major scientific and technological developments and industrial growth.

4020 U.S. History Grade: 11 Credit: 1.0

Prerequisite: World Geography and World History

This course is the study of the history of the United States from 1865 to the present is surveyed. Topics include the emergence of the U.S. as a world power, the geographical influence on historical events, the economic growth and development of the U.S., social and cultural developments within the country, and the evolution of political processes since the Reconstruction. Historical content 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. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government and analyze efforts to expand the democratic process.

4030 US Government Grade: 12 Credit: 0.5

Prerequisite: US History

This course is designed to provide an understanding of the functions of federal, state, and local governments. Major focus is placed on the Constitution and its influence on all governmental levels, and the rights and responsibilities of American citizenship. This course provides an opportunity to study in depth the foundation of the United States political system; to analyze the political institutions, processes and values of the system; to analyze the structure and functions of the government on local, state and federal levels; and to study the major documents which will include the Constitution, Bill of Rights and Federalist Papers. Students put into practice the content and concepts they have learned about responsibilities on the civic level.

4031 Economics Grade: 12 Credit: 0.5

Prerequisite: US History

This course emphasizes the free enterprise system of the United States. Topics include the theory of supply and demand, price factors of production, income distribution, the organization and function of the Federal Reserve System, and government regulation of the market system. Comparative economic systems are studied. Students examine the role of government in the American economic system, and explore selected aspects of international economic systems, which give students insights into the techniques and tools used by economists in analyzing data.

4003 World Geography Dual Credit Grades: 11-12 Credit: .05-1.0**Prerequisite: None**

This course fulfills the Social and Behavioral Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Social Responsibility. Study major world regions with emphasis on prevailing conditions and developments, including emerging conditions and trends, and the awareness of diversity of ideas and practices to be found in those regions. Course content may include one or more regions.

4013 U. S. History Dual Credit Grades: 11-12 Credit: 0.5-1.0**Prerequisite: Approved application to cooperating college, and qualifying exam scores**

This course is a general survey of United States history from the discovery of America through the Civil War era. A student must qualify for this course based on the guidelines set forth by the college.

4045 Government Dual Credit Grades: 11-12 Credit: 0.5**Prerequisite: Approved application to cooperating college, and qualifying exam scores**

This course fulfills the Government/Political Science foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility. Study origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

4049 Economics Dual Credit Grades: 11-12 Credit: 0.5**Prerequisite: Approved application to cooperating college, and qualifying exam scores**

This course fulfills the Social and Behavioral Sciences foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Empirical Quantitative Skills, and Social Responsibility. Microeconomic topics will include supply and demand, consumer behavior, price and output decisions by firms under various market structures, factor markets, market failures, international trade, and exchange rates. Macroeconomic topics will include national income, unemployment, inflation, business cycles, aggregate supply and demand, monetary and fiscal policy, and economic growth.

4059 World History AP Grade: 10-12 Credit: 1.0**Prerequisite: World Geography**

This course will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Students who enroll in this course have the opportunity to earn college credit by taking the equivalent AP exam in May.

4060 U.S. Government AP Grade: 12 Credit: 0.5**Prerequisite: US History**

This course prepares students for the US Government AP exam. Both classes are required. Topics for Advanced Social Studies Problems include constitutional law from the early 1800's along with the major functions of all three branches of the government. Students enrolled in this 18 week combination class will have the opportunity to earn college credit by taking the U.S. Government Advanced Placement Test.

PHYSICAL EDUCATION COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
5000	Health	0.5	9	None
5099	Personal Foundations of Fitness	0.5-1.0	9-12	None
5112	PE Individualize Team	0.5- 1.0	10	None

5000 Health Grade: 9-12 Credit: 0.5**Prerequisite: None**

This course is the study of the human body and the functions of the systems, drug abuse, first aid, CPR (all students will be certified by 11th or 12 grade), diseases, pollution and its effects, nutrition, exercise, health agencies and sex education.

5099 Personal Foundations of Fitness Grade: 9-12 Credit: 0.5**Prerequisite: None**

This course involves both textbook and personal fitness training experiences and is designed to motivate the student to develop a lifetime appreciation for physical activities based on any lifestyle. A review of correct biomechanical and physiological principles as well as nutritional practices is included. Students must demonstrate practical application of these principles by designing their own individual training program.

5112 PE Individualize Teams Grade: 9-12 Credit: 0.5-1.0**Prerequisite: None**

This course expects students to participate in a wide variety of individual sports that can be pursued for a lifetime. The major objectives are the continued development of health related fitness, and the selection of individual sport activities that are enjoyable

FOREIGN LANGUAGE COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
6010	Spanish 1	1.0	9-10	None
6020	Spanish 2	1.0	10-11	Spanish I
6030	Spanish 3	1.0	12	Spanish II
6050	AP Spanish Language	1.0	11-12	Spanish 3 or higher
6051	AP Spanish Language	1.0	11-12	Spanish Language AP
	World Languages	3-12	11-12	Eligibility: Native speakers from 9-12
	Spanish 1, 2, 3, & 4	College		grade and or recommendation of
	CLEP Exams	Credit Hrs.		Spanish language teacher.

6010 Spanish 1 Grades: 9-10 Credit: 1.0**Prerequisite: None**

This course is an introductory course in the language with emphasis on the four basic skills of listening, speaking, reading, and writing. Pronunciation, vocabulary (both oral and written), and listening comprehension skills are the focus of this course. Cultural information provides enrichment to the study of the Spanish language.

6020 Spanish 2 Grades: 10-11 Credit: 1.0**Prerequisite: Spanish 1**

This course will extend the language with emphasis on the four basic skills of listening, speaking, reading, and writing. Pronunciation, vocabulary (both oral and written), and listening comprehension skills are the focus of this course. Cultural information provides enrichment to the study of the Spanish language.

6313 Spanish 3 Grades: 12 Credit: 1.0**Prerequisite: Spanish 2**

This course focuses on advanced vocabulary and grammar concepts through composition and conversation. The emphasis of Spanish III is the strengthening of the fundamental language skills with a concentration on oral communication. The student will read and discuss a variety of short authentic selections in Spanish that include literature and culture. The native speaker course is for students who demonstrate proficiency on a placement exam.

6050 AP Spanish Language Grades: 11-12 Credit: 1.0**Prerequisite: Spanish III or higher**

This course is an advanced placement Spanish Language that is equivalent of a third-year college course in advanced Spanish composition and conversation. It encompasses aural/oral skills, reading comprehension, grammar and composition. The course will emphasize the use of Spanish for active communication and has the following objectives: (1) the ability to comprehend formal and informal spoken Spanish; (2) the acquisition of vocabulary and a grasp of structure to allow the easy accurate reading of newspaper and magazine articles as well as modern literature in Spanish; (3) the ability to compose expository passages; (4) the ability to express ideas orally with accuracy and fluency. This course prepares students to take the College Board Spanish

6051 AP SPANISH LITERATURE Grades 11-12 Credit: 1.0

Prerequisites: Spanish Language AP

This course will prepare students to take the Advanced Placement Spanish Literature Exam. The students read and analyze the works of specified authors orally and in writing. A high degree of fluency in Spanish is necessary for success in this course. Language Advanced Placement Exam as well as other college/university placement exams.

World Languages Spanish 1, 2, 3 & 4 (CLEP Courses) Grades 9-12 Credit 1.0

Jubilee Academic Center is in partnership with Our Lady of the Lake University (OLLU), we offer the College-Level Examination Program (CLEP) which provides students the opportunity to earn college credits by exam. The exam currently offered is World Languages Spanish.

The Spanish Language examination is designed to measure the knowledge and skills learned in the first and second year of college study. The exam contains approximately 120 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored. There are three separately timed sections. The three sections are weighted so that each question contributes equally to the total score.

FINE ART COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
7010	Art I	1.0	9-12	None
7020	Art II Draw	1.0	10-12	Art I
7030	Art III Graph	1.0	10-12	Art II
7050	AP History of Art	1.0	10-12	Art I
7103	Music I Applied	1.0	9-12	None
7210	Theatre Art I	1.0	9-12	None
7220	Theatre Art II	1.0	10-12	Theatre Art I

7010 Art 1 Grades: 9-12 Credit: 1.0

Prerequisite: none

This course will explore all types of visual artistic expression through written and studio art projects. *No prior art experience is necessary.* Topics include basic design, painting, printmaking, sculpture, ceramics, and art history and art appreciation. Art also provides a study of the art elements and principles through experience with a variety of art media and tools in design, drawing, painting, printmaking and sculpture; an exploration of art history and culture; and an evaluation of artwork through discussion and critique.

7020 Drawing 2 Grades: 10-12 Credit: 1.0

Prerequisite: Art 1

This course will strengthen students drawing skills. Students will be working with a variety of media such as: pencil, colored pencil, charcoal, pastels, relief printmaking, mixed media, and pen and ink. Emphasis will be

placed on portraits, still life drawing, figure drawing, photo-realism, some graphic design, and subject matter from imagination.

7050 AP Art History Grades: 10-12 Credit: 1.0

Prerequisite: Art 1

This course includes basic information about artists, schools and movements, chronological periods and specific dates and the subjects, styles, and techniques of particular works of art. Students will prepare for the Advanced Placement Exam through intensive work with essay writing, slide recognition, and group projects. When the course is completed, students will be able to recognize artists' art styles, and art eras in preparation for the AP Art History test.

7103 Music I Applied Grades: 9-12 Credit: 1.0

Prerequisite: None

This course will provide beginning students the opportunity to study music via a chosen instrument or voice in a one-to-one setting. Students can study and memorize solo selections from more than one musical style and historical period. Participants are provided with an opportunity to perform the skills acquired by the end of each term to a group of musicians. A beginner, intermediate, or advanced student can take this class.

7210 Theatre Arts 1 Grades: 9-12 Credit: 1.0

Prerequisite: None

This course will introduce multiple aspects of theatre production and develop as performers. The subject matter will range from stage terminology, structure of plays and early theatrical history to vocal and movement training for the actor. Also included will be acting (improvisation, character analysis and duet/group acting) as well as stage design and construction, lighting, costuming and makeup.

6222 Theatre Arts 2 Grades: 10-12 Credit: 1.0

Prerequisite: Theatre Arts 1

This course will develop student's skills in specific areas of theater performance and/or production. Students will build on their experiences in Theater Arts 1. The course will also include the study of advanced acting techniques and application of the design elements for the stage through group and individual projects.

TECHNOLOGY APPLICATION COURSES

COURSE #	COURSE	CREDIT	GRADE	Prerequisite
8000	Computer Science 1	1.0	10-12	Algebra 1, Geometry
8006	Digital Design & Media Production (TADGDMP)	1.0	9-12	None
8008	Fundamentals of Computer Science	0.5-1.0	9-12	None
8010	AP Computer Science	1.0	11-12	Computer Science 1
8014	Concepts of Engineer & Technology	0.5-1.0	9-12	None

8000 Computer Science 1 Grades: 10-12 Credit: 1.0

Prerequisite: Algebra 1, Geometry

This course introduces concepts of programming methodology and languages. Students will learn basic programming techniques such as IF statements, loops, methods, strings, one dimension and two dimension arrays. Hardware components will also be discussed.

8006 Digital Design Mobile Presentation Grades: 9-12 Credit 1.0

This course will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

8008 FUNDAMENTALS OF COMPUTER SCIENCE Grade: 9-12 Credit: 0.5-1.0

Prerequisite: None

This course will provide opportunities to design implement and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems.

8010 AP Computer Science Grades 11-12 Credit: 1.0

Prerequisite: Satisfactory completion of Computer Science 1

This course builds on the skills and knowledge acquired in Computer Science 1 and 2. The students develop longer more complex programs using more advanced concepts such as classes, objects, inheritance, polymorphism, queues, stacks, trees and lists. The students will use a variety of media in programming and in communicating using networks.

8114 Concepts of Engineering and Technology Grades: 9-12 Credit: 0.5-1.0

Prerequisite: None

This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.