Rio Hondo High School

Course Description Guide

2017 - 2018

22547 State HWY 345
Rio Hondo, Texas 78583
(956) 748-1200

www.riohondoisd.net
Rio Hondo High School

Administrative Staff

Mrs. Liz Valdez                    Principal
Mr. Blue Trevino                   Assistant Principal
Mr. Santiago Salazar               Dean of Instruction

Guidance and Counseling Department

Mrs. Claudia Cantu                 9-12th Grades (A-L)
Mrs. Rebecca Mesa                  9-12th Grades (M-Z)
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Mrs. Sulema Manriquez              Secretary
Mrs. Leticia Carrasco              Registrar
Mr. Pete Zuniga                    College Readiness Coordinator

Department Chairs

English Language Arts              Ida Serna
Mathematics                        Imelda Zuniga
Science                            Statira Wilmoth
Social Studies                     Karla Rodriguez
AFJROTC                            Lt Col (Ret) Cliff Moriarty
Spanish                            Rolando Ramirez
Career & Technology                Danette Atkinson
Athletics                          Rocky James
Fine Arts                          Pablo Mariscal
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Purpose of this Guide

This guide is designed to assist students and their parents in preparing for graduation from high school and post high school education. The guidelines and information provided in this guide are subject to the policies adopted by the Rio Hondo ISD School Board and the laws enacted by the state of Texas. For more information, please contact a campus counselor or administrator.
Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the Foundation High School Program (FHSP). Within the FHSP are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The FHSP also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the FHSP without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the FHSP without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the FHSP will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

The FHSP requires completion of the following credits:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of credits</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation High School Program</td>
<td>with an Endorsement</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English ***</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technology Applications</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech/Professional Communications</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives + Locally required course</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available Endorsements****</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Technology, Engineering, and Math (STEM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business and Industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multidisciplinary</td>
</tr>
</tbody>
</table>

TOTAL 22 credits  26 credits
*In order to obtain the distinguished level of achievement under the FHSP, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

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

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

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

### Personal Graduation Plans for Students under the Foundation High School Program

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student’s parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student’s parent or guardian must confirm and sign a PGP for the student that identifies a course of study that promotes college and workforce readiness and career placement and advancement; and facilitates the student’s transition from secondary to postsecondary education.

A district may not prevent a student and the student’s parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student’s PGP after the initial confirmation of the plan. If a student amends the student’s PGP, the school must send written notice to the student’s parents regarding the change.

Education Code 28.02121

### DISTINGUISHED LEVEL OF ACHIEVEMENT

The Distinguished Level of Achievement will allow students to compete for Top 10% automatic admissions eligibility at any Texas public university; position students first in line for a TEXAS Grant to help pay for university tuition and fees; and ensure students are competitive applicant at the most selective colleges and universities.

The Distinguished Level of Achievement requires:

- The Foundation Program requirements;
- Four credits in mathematics, including Algebra II;
- Four credits in science; and
- The successful completion of an endorsement.
PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgment for outstanding performance:

- In a dual credit course
- In Bilingualism and Biliteracy
- On an AP test or IB exam
- On PSAT, ACT’s Plan, SAT or ACT
- For earning a nationally or internationally recognized business or industry certification or license.

PERFORMANCE ACKNOWLEDGEMENTS CRITERIA

A. Dual Credit
- 12 hours of college academic courses with a grade equivalent to 3.0 or higher on a scale of 4.0; or
- Associates Degree in high school

B. Bilingualism and Biliteracy (Additional requirements: ELL students must exit program and reach advanced high)
- Complete ELA Requirements maintaining a grade equivalent of 80 or higher on a scale of 100 and
  - Completion of 3 LOTE credits in the same language with grade equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in the TEKS for level IV or in LOTE with minimum GPA of the equivalent of 80 on a scale of 100; or
  - Completion of 3 credits in Foundation Subject in LOTE with minimum GPA of 80 on a scale of 100; or
  - Demonstrated Proficiency in LOTE through:
    - AP LOTE Score= 3 or higher; or IB LOTE score =4 or higher; or performance on national assessment of language proficiency in LOTE of at least Intermediate High or its equivalent.

C. Advanced Placement or International Baccalaureate Exam
- A score of 3 or above on an AP examination; or
- A score of 4 or above on an IB examination.

D. PSAT, ACT Plan Now called (ACT Aspire), SAT or ACT
- PSAT/NMSQT score that qualifies a student as commended scholar or higher.
- Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN exam.
- Earning a composite score of at least 1310 on the SAT or
- A composite score on the ACT exam (without writing) of 28.

E. National or Internationally Recognized Business or Industry Certification or License
• Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
• Performance on an examination sufficient to obtain a government-required credential to practice a profession.

**College and University Admissions**

A district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the Foundation High School Program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.
Grade Classification

All Students will be classified for grade placement only once each year. Classification will take place at the time of registration prior to opening of the school year.

Entering Freshman and Beyond

<table>
<thead>
<tr>
<th>Grade</th>
<th>State Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>0 – 5.5</td>
</tr>
<tr>
<td>Grade 10</td>
<td>6 – 11.5</td>
</tr>
<tr>
<td>Grade 11</td>
<td>12 – 18.5</td>
</tr>
<tr>
<td>Grade 12</td>
<td>19 – 26</td>
</tr>
</tbody>
</table>

Grade Conversion Table

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-96</td>
</tr>
<tr>
<td>A</td>
<td>95-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-86</td>
</tr>
<tr>
<td>B</td>
<td>85-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-76</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>D</td>
<td>74-70</td>
</tr>
<tr>
<td>F</td>
<td>69</td>
</tr>
</tbody>
</table>
**Course Levels and Grade Point Average**

For the Purpose of this policy, the District shall define core academic subjects as English, Mathematics, Science, Social Studies and Languages other than English. The District shall categorize and weight eligible courses as Advanced Placement (AP)/Dual Credit, Pre-AP, and Regular in accordance of policy EIC (Local).

All courses that are included in grade point average are assigned a weight according to the table in the next section. Courses are assigned a weight based on the Level of the courses.

*Level III*  Any Advanced Placement or Dual Enrollment Core courses  
Level II  Any Pre-Advanced Placement Core courses  
Level I  All other TEKS-Based core courses not designated AP or Pre-AP that are listed on the table below. Beginning with the Freshman Class of 2017-2018, any CTE course if used as a substitute course for the fourth math or science credit required for graduation will be included in the Grade Point Average calculations.

*Changes will apply beginning with the graduation class of 2017*

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Algebra I</td>
<td>Physics</td>
<td>World Geography</td>
<td>Spanish I</td>
</tr>
<tr>
<td>English II</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History</td>
<td>Spanish II</td>
</tr>
<tr>
<td>English III</td>
<td>Algebra II</td>
<td>Chemistry</td>
<td>U.S. History</td>
<td>Spanish III</td>
</tr>
<tr>
<td>English IV</td>
<td>Pre-Calculus</td>
<td>Environmental Systems</td>
<td>U.S. Government</td>
<td></td>
</tr>
<tr>
<td>ESOL I</td>
<td>Math Models</td>
<td>IPC</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>ESOL II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Professional Communications</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Beginning with the Freshman Class of 2017-2018, the Professional Communications and Honors Aviation courses will not be included in the Grade Point Average calculations.*
Courses NOT Included in the Calculation of the GPA

The following courses are not included in the calculation of the GPA:
- Credit Recovery Courses
- Credit by examination
- Traditional non-electronic correspondence course
- Local credits
- Course repeated after credit is earned
- CTE Math or Science courses after 4th Science credit is fulfilled beginning with Freshman Class of 2017-2018
- Speech/CTE Professional Communications and Honors Aviation courses beginning with Freshman Class of 2017-2018

Grade-Weighting Table

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL III*</th>
<th>LEVEL II</th>
<th>LEVEL I</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>6.0</td>
<td>5.0</td>
<td>4.0</td>
</tr>
<tr>
<td>90-99</td>
<td>5.0-5.9</td>
<td>4.0-4.9</td>
<td>3.0-3.9</td>
</tr>
<tr>
<td>80-89</td>
<td>4.0-4.9</td>
<td>3.0-3.9</td>
<td>2.0-2.9</td>
</tr>
<tr>
<td>70-79</td>
<td>3.0-3.9</td>
<td>2.0-2.9</td>
<td>1.0-1.9</td>
</tr>
<tr>
<td>Below 70</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Class Rank Calculation

Class rank for seniors shall be based on a weighted grade point average using semester grades earned in grades 9-12 and in any high school course taken in junior high school for state graduation credit. For graduation ceremonial purposes, the District shall calculate class rank in accordance with policy EIC (Local) and using grades available at the time of calculation at the end of the fifth six weeks grading period of the senior year.
Valedictorian and Salutatorian Honors

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
- Beginning with the graduating class of 2018, have completed the Foundation High School Program with an Endorsement with the distinguished level of achievement; and
- Have completed, or be enrolled in and passing at the time honors are determined, no fewer than six AP courses and no fewer than four Pre-AP courses. The District shall waive this criterion if fewer than two students have met this criterion.

Breaking Ties EIC (Local)

In case of a tie in weighted GPAs after calculation to the thousandths place, the District shall apply the following methods in this order to determine recognition as valedictorian or salutatorian:

1. Count the number of AP and Dual courses taken the first time credit is awarded by each student involved in the tie.
2. Calculate a cumulative grade average using only eligible grades in AP and Dual courses taken the first time the credit is awarded by each student involved in the tie.
3. If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title. Co-valedictorians shall be declared, and no salutatorian shall be recognized. Salutatorian and all other Top Ten ranking spots that remain in a tie shall recognize all students involved in the tie as sharing the honor and ranks.

Behavior for Valedictorian, Salutatorian and Top 10%

The District has a reasonable expectation of behavior for Valedictorian, Salutatorian, and Top Ten students. Any major violation of the student Code of Conduct by an honor student that results in suspension, DAEP placement, or expulsion during the student’s final year will be considered by an administrative committee that has the discretion to deny the student the privilege of giving a speech or presenting in any manner at the graduation ceremony.

Non-Seniors with Top 10% Status

High School G.P.A. and ranking are first determined at the end of the students’ freshman year. Students must have gained credit for a minimum of two Pre-AP or AP courses by that time to be considered part of the top ten percent. By the end of the sophomore year, the student must have gained credit for at least four Pre-AP to be part of the top ten percent. By the end of the junior year, the student must have gained credit for at least two AP courses and at least four Pre-AP courses to be part of the top ten percent. Students who are part of the Top Ten must be on the Foundation High School Program with an Endorsement and Distinguished Level of Achievement beginning with the graduating class of 2018.
Seniors Graduating with Top 10% Status

Students are required to have taken at least four Pre-AP and at least four AP courses. At the end of the fifth six weeks of the senior year, the student must already have credit for (or be enrolled in and passing) the eight courses mentioned. Should fewer than ten of the graduating seniors meet these requirements for top 10% status, the next students in the ranking will be considered for this designation. Students who are part of the Top Ten must be on the Foundation High School Program with an Endorsement and Distinguished Level of Achievement beginning with the graduating class of 2018. Only the Top Ten students will be recognized and honored for ceremonial purposes.

Retaking Courses Already Passed

A student may retake an AP, Pre-AP, or regular course for content/academic enhancement for knowledge only. The first time a student takes a course listed above at level I, II, or III, the final grades will be averaged into the GPA ranking, and the student will receive state credit for the course. The second time the student takes the same course at any level; the final grade will not be averaged into the GPA ranking.

Gifted and Talented/Honors/Pre-AP Placement/Advanced Placement/Dual/STEM/STAMP/Programs – Academic Contract and Waivers

Students may enter Pre-AP and AP classes through self-nomination or parent request. Students are required to remain in Pre-AP or AP classes for a minimum of three weeks. If the student chooses to exit the program, they are required to follow the procedures outlined in the student handbook.

The advanced academic programs are considered a part of the Gifted and Talented program; therefore, the following guidelines will be followed for withdrawing students from these classes and allowing waivers for UIL eligibility.

1. A student must maintain a passing grade for each six weeks. If a student fails two consecutive six weeks, or fails the first semester, the student will be automatically transferred to a regular classroom.
2. Students who fail a Pre-AP or AP/Dual class may request a waiver for UIL participation. An eligibility waiver will be granted to the student for the advanced classes who make a written request to the campus principal no later than Friday following the end of the six weeks marking period. The waiver forms may be picked up at the campus front office or from the counseling department office.
3. A student performing at 59 or lower in one of these advanced courses will not be granted a waiver for UIL eligibility.
**Description of the Advanced Placement Program**

The Advanced Placement (AP) Program is an opportunity for high school students to pursue and receive credit for college-level course work at the secondary level. The AP program sponsored and governed by the College Board is based on the premise that college-level materials can be taught successfully to well-prepared secondary students. Like other College Board programs, the AP program is national in scope and is based on set standards and course descriptions.

Exams are administered in May and then graded at the national level. College credit is based on the student’s exam score and is awarded by member institutions (colleges/universities).

**Description of the Pre-Advanced Placement Program**

The Pre-AP courses are part of a sequence of courses within each department culminating in the AP course during the student’s junior and senior year. The courses are advanced and rigorous in order to provide the students with necessary knowledge and experience so that they may be successful when they enter AP courses.

**STAMP Academy**

A clear, concrete vision of the STAMP Academy is high academic expectations for every student. STAMP students are expected to work at and above their potential. STAMP students must be disciplined in their studies of work, their daily attendance at school, and their behavior at all times. STAMP students are expected to have the high standards of behavior and adhere to their responsibilities as citizens of the school community.

**STAMP Academy Benefits**

Students will participate in a program that enhances opportunities for a challenging and structured learning environment for all students. Students will be involved in a rigorous program that addresses the academic preparations for a future in science, technology, engineering, medical professions, and architecture through a challenging curriculum that exposes them to critical thinking, field studies, hands-on projects, and research.

**STAMP Academic Requirements**

- Core area courses are required at each grade level.
- Core area courses are not taken in the summer.
- Students must achieve and maintain acceptable academic status each marking period.
- At the end of each six weeks, any student failing a core area class will be placed on academic probation.
- At the end of the year, any student failing a core area class will be removed from the program.

**STAMP Curriculum**

- Students are placed in the STAMP Cohort.
- The curriculum is an advanced curriculum; therefore, all courses must be taken at the pre-AP/AP or Dual Enrollment level.
- The sequence of the required core area courses are to be followed accordingly.
Rio Hondo High School currently has partnerships with Texas State Technical College in Harlingen, the University of Texas - RGV, and Texas A&M – Kingsville. There are several options students can earn college credit while in high school.

1. **COLLEGE CREDIT ONLY** allows students to enroll at a post-secondary institution and earn college credit. Interested students must be fill out an application and must have the approval of their parent/guardian and principal. Students must meet all admission requirements at the post-secondary institution, including the TSI. College courses will transfer to other colleges and universities if the course is listed in The Texas Common Course Numbering System (https://www.tccns.org).

2. **DUAL CREDIT** allows students to enroll in courses that have been approved for both high school and college credit. An application must be filled out, and students must obtain approval from their high school principal and parent/guardian. Students must have passed all parts of the STAAR EOC and have met all admission requirements at the post-secondary institution, including the TSI. Upon successful completion of these courses, the students will earn 1 high school credit and 3 college hours.

3. **TECHNICAL COURSES** allow students to enroll at TSTC for the courses listed below and receive both college and high school credit. Students interested in taking any TSTC dual enrollment course will be required to fill out an application and have it approved by parents/guardian, principal, and counselor. Mandatory bus transportation will be provided at 7:30 a.m. from the RHHS campus and return at 10:10 a.m. Students who take the TSTC courses will earn the college credit at TSTC, which will be granted upon enrolling at TSTC. (See Description of TSTC Dual Enrollment Courses at www.tstc.edu for more information).

TSTC Technical Courses require two class periods in the morning. Please note all courses are subject to change and availability.

<table>
<thead>
<tr>
<th>Architectural Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Technology</td>
</tr>
<tr>
<td>Automotive Technician</td>
</tr>
<tr>
<td>Aviation Maintenance Tech</td>
</tr>
<tr>
<td>Digital Media Design Tech</td>
</tr>
<tr>
<td>Industrial Technology Sys</td>
</tr>
</tbody>
</table>
4. **RGV Lead Scholars** program allows students to accumulate college credits while in high school. This program is aligned with the Foundation High School Graduation and the Achieve Texas programs. Students must complete the FHSP and one endorsement, a six or eight year program of study that includes a coherent sequence of two or more career and technical education courses for 3 or more credits, complete at least two college-level courses as part of the high school graduation plan, and complete a declaration of intent to be an RGV Lead Scholars.

Seniors who graduate as RGV LEAD Scholars qualify for the following rewards:

- **Graduation Honors**
  - RGV Lead Scholars will receive an RGV Lead honor cord and RGV LEAD Scholar Certificate to signify their accomplishments

- **Scholarship Competition**
  - RGV Lead Scholars are eligible to compete for one of the RGV Lead Scholarships.

- **Distinguished Level of Achievement**
  - A student must earn distinguished level of achievement to be eligible for top 10% automatic admission. A student may earn a distinguished level of achievement by successfully completing four credits in mathematics, which must include Algebra II; four credits in science; the remaining curriculum requirements; and at least one endorsement.

- **Performance Acknowledgments**
  - Students may earn Performance Acknowledgments in several ways. RGV Lead Scholars have the opportunity to qualify through “outstanding performance in dual credit” course or for earning a nationally or internationally recognized business or industry certification or license.

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0.

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**Texas Virtual School Network (TXVSN)**

The Texas Virtual School Network (TXVSN) catalog provides Texas students and schools with equitable access to rigorous online high school, Advanced Placement, and dual credit courses. TXVSN courses are approved by appropriately credentialed teachers trained in best practices in online instruction. Students may take courses selected from the catalog along with traditional courses at their school. They may complete TXVSN courses at school, off-campus, or at any location where internet access is available. See your counselor for more information.
Advanced Technical Credit

Some Career & Technology Education teachers at Rio Hondo High School have taken special training to teach high school courses covering the same material as certain technical college courses. This allows students to receive college courses at junior, community and technical colleges in Texas.

To qualify for college credit through the ATC Program while still in high school:

- Select ATC courses that align with your college degree goals as part of your high school graduation plan.
- Complete ATC courses as a junior or senior to receive college credit. A college may elect to award credit for a course taken in grades 9 and 10, but the final course in the sequence must be taken in grades 11 or 12.
- Earn an 80% or better in each course in an ATC-designated course sequence, including the ATC course and its prerequisite courses, to earn college credit.
- ATC courses will be designated with the letter “A” to denote “articulated credit” on your high school transcript.
- Ask your CTE director or counselor about earning a performance acknowledgement for all ATC courses completed with a minimum grade of 80%. A performance acknowledgement on your diploma and transcript recognizes outstanding performance in a dual-credit course; on a college advanced placement test or IB exam; on the PSAT, ACT-Plan, SAT, ACT; for earning a nationally or internationally recognized business or industry certification or license; or for bilingualism and biliteracy.

For additional information, see your high school counselor.

https://www.atctexas.org
Rio Hondo I.S.D. offers career and technology programs in Agriculture, Food & Natural Resources, Architecture and Construction, Business & Administration, Health Science, Human Services, Hospitality and Tourism, Law, Public Safety, Correction & Security, and Science, Technology, Engineering and Mathematics (STEM). Admission to these programs is based on interest and aptitude, age appropriateness, and class space available. CTE courses are being reviewed by the state, and they are subject to change in accordance of state policy. It is the policy of the Rio Hondo I.S.D. not to discriminate on the basis of race, color, national origin, sex, sexual orientation, or handicap in its career, technology or AFJROTC programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX Of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Virginia G. Miller, Assistant Superintendent for Special Programs, Rio Hondo I.S.D., at 215 West Colorado, Rio Hondo, Texas 78583, 956-748-1000.

AVAILABILITY OF COURSES IS SUBJECT TO CHANGE BASED ON STUDENT REQUESTS AND STAFF UTILIZATION.

### Agriculture, Food, and Natural Resources

**(AG Mechanics)**
- Principles of Agriculture, Food, and Natural Resources 1 credit 9-12
- Agricultural Mechanics and Metal Technologies 1 credit 10-12
- Agricultural Structures Design and Fabrication 1 credit 11-12
- Agricultural Equipment Design and Fabrication 1 credit 11-12

**'(Animal Systems)'**
- Principles of Agriculture, Food, and Natural Resources 1 credit 9-12
- Livestock Production 1 credit 10-12
- Small Animal Management 0.5 credit 10-12
- Equine Science 0.5 credit 10-12
- Veterinary Medical Applications 1 credit 11-12
- Advance Animal Science 1 credit 11-12

### Architecture and Construction

- Principles of Construction 1 credit 9-12
- Construction Management I 2 credits 10-12
- Construction Technology I 2 credits 10-12
- Mill and Cabinetmaking Technology 2 credits 10-12

### Business Management and Administration

- Principles of Business, Marketing, and Finance 1 credit 9-11
- Business Information Management I 1 credit 9-12
- Business Information Management II 1 credit 10-12
- Digital Media 1 credit 9-12

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### Health Science
- **Principles of Health Science** 1 credit 9-10
- **Medical Terminology** 1 credit 9-12
- **Medical Microbiology** 1 credit 10-12
- **Pathophysiology** 1 credit 11-12
- **Health Science Theory** 1 credit 10-12
- **Anatomy and Physiology** 1 credit 10-12
- **Practicum in Health Science** 2 credits 11-12

### Biomedical Science--PLTW
**Approved Innovative Courses**
- **Principles of Biomedical Science** 1 credit 9
- **Human Body Systems** 1 credit 10
- **Medical Interventions** 1 credit 11
- **Biomedical Innovation** 1 credit 12
- **Anatomy and Physiology** 1 credit 10-12

### Hospitality and Tourism
- **Principles of Hospitality** 1 credit 9-12
- **Lifetime Nutrition and Wellness** ½ credit 9-12
- **Introduction to Culinary Arts** 1 credit 9-10
- **Culinary Arts** 2 credits 10-12

### Human Services
- **Cosmetology I (San Benito CISD)** 3 credits 11
- **Cosmetology II (San Benito CISD)** 3 credits 12

### Law, Public Safety, Corrections, and Security
- **Principles of Law, Public Safety, Corrections and Security** 1 credit 9-12
- **Law Enforcement I** 1 credit 10-12
- **Law Enforcement II** 1 credit 10-12
- **Criminal Investigations** 1 credit 10-12
- **Correctional Services** 1 credit 10-12
- **Forensic Science** 1 credit 11-12

### Science, Technology, Engineering, and Mathematics (STEM)
**PLTW/Innovative Courses**
- **Introduction to Engineering Design** 1 credit 9
- **Principles of Engineering** 1 credit 10
- **Digital Electronics** 1 credit 11
- **Engineering Design and Development** 1 credit 12
### BUSINESS AND INDUSTRY ENDORSEMENT

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Career Specialization</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS &amp; INDUSTRY</strong></td>
<td><strong>AG Mechanics</strong></td>
<td>Principles of Ag Food and Natural Resources (1)</td>
<td><strong>Ag Mechanics and Metal Technologies (1)</strong></td>
<td><strong>Agricultural Structures Design and Fabrication (1)</strong></td>
<td><strong>Agricultural Equipment Design and Fabrication (1)</strong> OSHA</td>
</tr>
<tr>
<td></td>
<td><strong>Animal Systems</strong></td>
<td>Principles of Ag Food and Natural Resources (1)</td>
<td>Livestock Production (1)</td>
<td>Small Animal Mgmt. (.5) AND Equine Science (.5)</td>
<td><strong>Adv. Animal Science (Not for Science Credit) (1)</strong> or <strong>Veterinary Medical Applications</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Architecture &amp; Construction</strong></td>
<td>Principles of Construction (1)</td>
<td><strong>Construction Management I (2)</strong></td>
<td><strong>Construction Technology I (2)</strong></td>
<td><strong>Mill and Cabinetmaking Technology (2)</strong> OSHA</td>
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<td></td>
<td><strong>Hospitality &amp; Tourism</strong></td>
<td>BIM I (1)</td>
<td>Principles of Hospitality (1) and <strong>Lifetime Nutrition and Wellness (.5)</strong></td>
<td><strong>Introduction to Culinary Arts (1)</strong></td>
<td><strong>Culinary Arts (1)</strong></td>
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<td></td>
<td><strong>Business Management &amp; Administration</strong></td>
<td>Principles of Business, Marketing and Finance (1)</td>
<td>Business Information Management I (BIM I) (1)</td>
<td><em>Business Information Management II (BIM II) (1)</em>*</td>
<td>Digital Media (1)</td>
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### PUBLIC SERVICES ENDORSEMENT

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<thead>
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<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td><strong>PUBLIC SERVICES</strong></td>
<td><strong>Law Enforcement</strong></td>
<td>Principles of Law (1)</td>
<td><strong>Law Enforcement I (1)</strong></td>
<td><strong>Law Enforcement II (1)</strong></td>
<td><em>Forensic Science (1)</em>* or **Criminal Investigations (1) **Correctional Service (1) <strong>Jailer Certification</strong></td>
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<td></td>
<td><strong>JROTC</strong></td>
<td>JROTC I (1)</td>
<td>JROTC II (1)</td>
<td>JROTC III (1) or Honors Aviation (1)</td>
<td>JROTC IV (1) or Honors Aviation (1)</td>
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<td><strong>Health Science</strong></td>
<td>Principles of Biomedical Science (1)</td>
<td>Human Body Systems (1)</td>
<td>Medical Interventions (1)</td>
<td>Biomedical Innovation (1) AND Anatomy &amp; Physiology (1)</td>
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<td></td>
<td><strong>PLTW</strong> (Approved Innovative Courses)</td>
<td>Principles of Biomedical Science (1)</td>
<td>Human Body Systems (1)</td>
<td>Medical Interventions (1)</td>
<td>Biomedical Innovation (1) AND Anatomy &amp; Physiology (1)</td>
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<td></td>
<td><strong>Health Science</strong> HIV/AIDS (1)</td>
<td>Principles of Health Science (1)</td>
<td>Medical Terminology (1)</td>
<td><em>Health Science Theory (1)</em>*</td>
<td><strong>Practicum in Health Science (2)</strong> AND <strong>Anatomy &amp; Physiology (1)</strong></td>
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### ARTS AND HUMANITIES ENDORSEMENT

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<th>9th Grade</th>
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<td>Fine Arts - Music</td>
<td>Band I</td>
<td>Band II</td>
<td>Band III</td>
<td>Band IV</td>
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<td>Fine Arts - Art</td>
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### STAMP PROGRAM

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<tr>
<td>Multidisciplinary</td>
<td>Foundation Subjects</td>
<td>Eng. I PAP</td>
<td>Alg. I PAP</td>
<td>Eng. II PAP</td>
<td>Eng. III AP or Dual</td>
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<td>Eng. II PAP</td>
<td>Geometry PAP</td>
<td>Alg. II PAP</td>
<td>Adv. Math</td>
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<td>Biology I PAP</td>
<td>Chemistry PAP</td>
<td>Physics PAP</td>
<td>Adv. Science</td>
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<td>Wd. Geography PAP</td>
<td>Wd. History PAP</td>
<td>US History AP</td>
<td>AP Gov’t/Eco</td>
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<tr>
<td>Engineering</td>
<td>PLTW</td>
<td>Introduction to Design</td>
<td>Engineering Science</td>
<td>Digital Electronics</td>
<td>Engineering Design</td>
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<td>STEM</td>
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<td>(1)</td>
<td>&amp; Development (1)</td>
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<td>Human Body Systems</td>
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<td>Biomedical Innovation</td>
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<tr>
<td>Public Service</td>
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<td>(1)</td>
<td>(1)</td>
<td>And Anatomy &amp; Physiology</td>
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<td>Medical Microbiology</td>
<td>**Practicum in Health Science</td>
<td>**Anatomy &amp; Physiology</td>
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<td>(1)</td>
<td>AND (2)</td>
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## MULTIDISCIPLINARY ENDORSEMENT

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<td>Eng. II / PAP</td>
<td>Eng. III / AP or Dual</td>
<td>Eng. IV / AP or Dual</td>
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<td>Alg. I / PAP</td>
<td>Geometry / PAP</td>
<td>Algebra II</td>
<td>Adv. Math</td>
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<td>Biology I / PAP</td>
<td>Chemistry / PAP</td>
<td>Physics / AP</td>
<td>Adv. Science</td>
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<td>Wd. History / PAP</td>
<td>US History / AP</td>
<td>Gov’t/Eco / AP</td>
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<tr>
<td><strong>Foundation Subjects</strong></td>
<td>4 credits from each of the 4 Foundation subject areas to include English IV and Chemistry and/or Physics</td>
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<tr>
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<td></td>
<td>Eng. I / PAP</td>
<td>Eng. II / PAP</td>
<td>Eng. III / AP or Dual</td>
<td>Eng. IV / AP or Dual</td>
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<td>Alg. I / PAP</td>
<td>Geometry / PAP</td>
<td>Algebra II</td>
<td>Adv. Math</td>
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<td>Biology I / PAP</td>
<td>Chemistry / PAP</td>
<td>Physics / AP</td>
<td>Adv. Science</td>
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<td>Wd. History / PAP</td>
<td>US History / AP</td>
<td>Gov’t/Eco / AP</td>
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<td><strong>Advanced Placement or Dual Enrollment</strong></td>
<td>Selected from English, Mathematics, Science, Social Studies, Economics, LOTE, or Fine Arts</td>
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<td>AP US History</td>
<td>AP English III</td>
<td>AP US History</td>
<td>AP Gov’t</td>
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<td>AP English 1301</td>
<td>AP Spanish III</td>
<td>AP English IV</td>
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<td>AP Chemistry</td>
<td>AP Spanish III</td>
<td>BE English IV</td>
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<td>AP Chemistry</td>
<td>AP Spanish III</td>
<td>AP Spanish III</td>
<td>College Algebra</td>
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<td>AP Spanish III</td>
<td>AP Spanish III</td>
<td>AP Spanish III</td>
<td>TSTC Pre-Calculus</td>
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<tr>
<td><strong>Advanced Coursework</strong></td>
<td>4 Advanced courses from within 1 endorsement area or among endorsement areas that are not in a coherent sequence.</td>
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<td></td>
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<td>Ag Structures Design &amp; Fab</td>
<td>Arg Structures Design &amp; Fab</td>
<td>Adv. Animal Science</td>
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<td>HM II</td>
<td>HM II</td>
<td>Anatomy and Physiology</td>
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<td>Construction Tech</td>
<td>Construction Tech</td>
<td>Biomedical Innovation</td>
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<td>Engineering Design &amp; Development</td>
<td>Engineering Design &amp; Development</td>
<td>Correctional Services</td>
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<td>Health Science Theory</td>
<td>Health Science Theory</td>
<td>Criminal Investigations</td>
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<td>Intro to Culinary Arts</td>
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<td>Digital Media</td>
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<td>Law Enforcement II</td>
<td>Law Enforcement II</td>
<td>Engineering Science</td>
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<td>Medical Interventions</td>
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<td>Forensic Science</td>
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<td>Robotics I</td>
<td>Robotics I</td>
<td>Mill &amp; Cabinetmaking Tech</td>
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<td>Practicum to Health Science</td>
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<td>Vet Medical App</td>
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</tbody>
</table>
Migrant Students

The term “migratory child” means a child who is, or whose parent, or spouse, or guardian is a migratory agricultural worker, including dairy worker, or migratory fisher, and who in the preceding 36 months, in order to obtain, or accompany such a parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

Supplemental Support Services for Migrant Students
Counseling/conferences for migrant students at Region I
Secondary Migrant Counselor
After school tutoring sessions
Correspondent Courses (UT - Austin, Texas Tech)
Project SMART Program (summer lessons, PK - 12th)
Computer on Campuses
School Supplies/Laptop Computers
Medical Services/Homebound Services

CAMP (College Assistance Migrant Program)

El Paso Community College
Laredo State University
Our Lady of the Lake University
St. Edward’s University
Texas A&M International University
Texas A&M University - Kingsville
Texas State Technical College - Harlingen
University of Texas Rio Grande Valley (Brownsville and Edinburg)
Texas State University San Marcos
University of Texas at El Paso
West Texas A&M University

Michigan State University
Computer-Based Instruction

Computer-based instruction is delivered through Acellus Program. Eligible students accepted into the program will have the opportunity to accrue credit in order to complete graduation requirements.

Eligibility Criteria:
Students who are interested in taking computer-based instruction courses must be interviewed by a counselor and approved by the principal. The eligibility criteria are as follows:
1. Needs to repeat a course in which he/she was previously unsuccessful.
2. Needs the course to graduate within four years of the time he/she entered the ninth grade.
3. Is over-age for the current grade classification
4. Is in need of remediation for specific class.
5. Extenuating circumstances as approved by the principal.

Guidelines
Students will be expected to follow the guidelines below:
1. May enroll in more than one CBI class with permission from his/her counselor.
2. Be on task at all times.
3. Come prepared to work with all necessary materials (paper, pencils, books, folder, etc.)
4. Follow the Rio Hondo school policies.
5. Attend regularly and maintain acceptable progress.

Failure to follow any of the guidelines listed above will result in removal from the program.

Acellus Courses

<table>
<thead>
<tr>
<th>English I, II, III, IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Geography, World History, US History, US Gov’t, Economics</td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II</td>
</tr>
<tr>
<td>Biology, Chemistry, Physics, IPC</td>
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</table>

Elective Courses for Seniors

<table>
<thead>
<tr>
<th>Business Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Career Readiness</td>
</tr>
<tr>
<td>Electrical Technology I</td>
</tr>
<tr>
<td>HVAC-R I</td>
</tr>
<tr>
<td>Investigating Careers</td>
</tr>
<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Personal Finance</td>
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<tr>
<td>Principles of Business, Marketing, and Finance</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
</tbody>
</table>

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LANGUAGE ARTS

Four credits of Language Arts in grades 9-12 are required for graduation.

ENGLISH I
Grade Level: 9
Prerequisite: None
Students in English I continue to increase and refine their communication skill. This course focuses on the writing process including the creative and proper use of grammatical elements to revise, edit and bring a piece of written work to publication. High school students are expected to plan, draft and complete written compositions on a regular basis. In English I, students practice various forms of writing. An emphasis is placed on organizing exposition with clearly expressed theses and support. English I students read extensively in multiple genres from world literature such as stories, dramas, novels, poetry and non-fiction. Students learn literary forms and terms associated with selections. Students interpret influences of historical context on literary work. One goal of this course is for students to pass the STAAR English I the first time.

ENGLISH I SOL (ESOL I)
Grade Level: 9
Prerequisite: By Placement
This course is designed to provide instructional opportunities for students who are at the beginning level in their English proficiency and who enroll in the English as a Second Language program.

PRE-AP ENGLISH I
Grade Level: 9
Prerequisite: Proficiency in ability to communicate in written English (Studies in poetry and the novella)
This is a course designed for the highly motivated student who has demonstrated outstanding ability in language arts and reading. This student also has a good command of the English language and is able to express himself well in essay writing. Emphasis is placed on the on-going development of grammatical skills, vocabulary usage, and the analysis of works in various literary genres. In addition, this course is intended to prepare the student with an extensive reading background for success in later Advanced Placement courses.

ENGLISH II
Grade Level: 10
Prerequisite: None
Students enrolled in English II read various genres of literature including fiction, non-fiction, poetry, and drama and continue to increase and refine their communication skills. Students edit their papers for clarity, engaging language, and the correct use of the convention and mechanics of written English and produce final, error free drafts. In English II students practice various forms of writing with an emphasis on persuasion and logical argument with clearly expressed theses and evidence. The goal of this course is the pass the STAAR English II the first time.

ENGLISH II SOL (ESOL II)
Grade Level: 10
Prerequisite: By Placement
This course is designed to provide opportunities for students who have oral language skills in English, but who have minimal English reading and composition skills. This course may be offered to students who are categorized as intermediate level students as per the state approved oral language proficiency tests, or who have had prior ESL instruction at the junior high level and are now considered intermediate, or for students who have completed the ESL I course at the high school.
PRE-AP ENGLISH II
Grade Level: 10
Prerequisite: English I

This course is for the tenth grade students who have demonstrated outstanding ability in reading and language arts skills who are highly motivated to achieve in the areas of analytical writing and critical reading. Emphasis is placed on persuasive, expository, and analytical essay writing as applied to literature. Novels will be studied although some poetry, short stories, and non-fiction will be introduced to expound upon an era. This course will prepare students for the Advanced Placement classes, exam, and academic studies beyond high school.

ENGLISH III
Grade Level: 11
Prerequisite: None

Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

AP ENGLISH III
Grade Level: 11
Prerequisite: English II

Advanced Placement English 3 is designed to meet the challenges present in the Advanced Placement English Language and Composition exam. This course entails a close analysis of the rhetorical strategies and stylistic choices of both fiction and non-fiction writers of the World’s literature. Close reading and careful writing are necessary for student success in this class. Upon successful completion of this course and a score of 3 or above on the AP Exam will meet the requirements for an advanced measure for The Distinguished Achievement Program.

ENGLISH III DUAL ENROLLMENT
Grade Level: 11
Prerequisite: Must meet College/University Requirements

Rhetoric and Composition (ENGL 1301) 3 Credits
The study of English grammar, usage and the principles of effective expository and argumentative writing; development of reading skills; analysis of short essays as models for writing.

Rhetoric and Composition (ENGL 1302) 3 Credits
Prerequisite: ENGL 1301
The continuation of ENGL 1301 with more exacting standards for writing skills and reading comprehension; analysis of short essays with an emphasis on argument, language and ideas includes research skills component.
Students, who maintain a C or higher, gain 3 college credits for each semester from TAMUK.

ENGLISH IV
Grade Level: 12
Prerequisite: None

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.
AP ENGLISH IV
Grade Level: 12
Prerequisite: English 4
Advanced Placement English IV is designed to meet the requirements for success on the Advanced Placement English Literature and composition exam, and is the rough equivalent of college sophomore English. The emphasis of this course is on teacher-driven and independent study of works considered the greatest and most significant in the history of English literature from 449 A.D. to the present. A significant amount of research into literally devises, genes, and milieus will be covered and a talent and interest in essay writing, argumentation, reading, and elaboration should exist on the part of the student. An AP English course in Literature and composition should engage students in the careful reading and critical analysis of imaginative literature.

ENGLISH IV DUAL ENROLLMENT
Grade Level: 12
Prerequisite: ENGL 1301, ENGL 1302 and must meet college/university requirements
Readings in Poetry and Novel (ENGL 2342) 3 Credits
The study of poems and novels by American, British and world authors emphasizing the characteristics of each genre and further refining writing skills.

Readings in Short Story and Drama (ENGL 2362) 3 Credits
Prerequisites: ENGL 1301, ENGL 1302
The study of short stories and plays by American, British and world authors emphasizing the characteristics of each genre and further refining writing skills.

Students, who maintain a C or higher, gain 3 college credits for each semester from TAMUK.

One Semester of Speech is required for graduation.

Introduction to Oral Communication (SPCH 1311) 3 Credits
Grade Level: 9-12
The theory and practice of speech communication in interpersonal, small group and public speaking.
Students, who maintain a C or higher, gain 3 college credits for each semester from TAMUK.
## MATHEMATICS

### Option 1 Math Sequence: Algebra I, Pre-AP Algebra I, Geometry, Pre-AP Geometry, Algebra II, Pre-AP Algebra II, College Algebra and Trigonometry
### Option 2 Math Sequence: Algebra I, Pre-AP Algebra I, Geometry, Pre-AP Geometry, Math Models with Applications, Algebra II, Pre-AP Algebra II

### ALGEBRA I

| Grade Level: | 9 |
| Credits: | 1 |
| Prerequisite: | Mathematics, Grade 8 or its equivalent. |

Students continue to build on the essential foundations in Grades PK-8 as they expand their understanding through other mathematical experiences. In Algebra I students will be using mathematical processes to acquire and demonstrate mathematical understanding. The student applies the mathematical process standards when using properties of linear functions to describe, graph, write, solve and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. Topics include Quadratic Functions and Equations, Polynomial, Exponential Functions and Equations. End of Course (EOC) tested.

### PRE-AP ALGEBRA I

| Grade Level: | 9 |
| Credits: | 1 |
| Prerequisite: | Mathematics, Grade 8 or its equivalent. |

In addition to the materials usually covered in Algebra I operations with rational expressions and operations with radical expressions will be introduced. Emphasis will be placed on the application of concepts and skills introduced in Algebra I. The level of instruction/curriculum will focus on preparing the student for advanced courses. End of Course (EOC) tested.

### GEOMETRY

| Grade Level: | None |
| Credits: | 1 |
| Prerequisite: | Algebra I |

Students continue to build on the essential foundations in Grades PK-8 as they expand their understanding through other mathematical experiences. The student applies the mathematical process standards to make connections between algebra and geometry, logical argument and constructions, coordinate and transformational geometry, proof and congruence, similarity, trigonometry, and apply the properties of two and three dimensional figures.

### PRE-AP GEOMETRY

| Grade Level: | None |
| Credits: | 1 |
| Prerequisite: | Algebra I |

In Pre-AP Geometry students will expand on the topics covered in Geometry and perform more rigorous proofs. The level of instruction/curriculum will focus on preparing the student for advanced courses. Projects are required.

### ALGEBRA II

| Grade Level: | None |
| Credits: | 1 |
| Prerequisite: | Algebra I |

Students continue to build on the essential foundations in Grades PK-8 as they expand their understanding through other mathematical experiences. In Algebra II students will be using mathematical processes to acquire and demonstrate mathematical understanding. The student will apply the mathematical processes to describe and graph functions and their inverses and write and solve systems of linear and quadratic equations and inequalities. Key concepts for this course include polynomial, square root, exponential, logarithmic, rational and absolute value functions.

### PRE-AP ALGEBRA II

| Grade Level: | None |
| Credits: | 1 |
| Prerequisite: | Algebra I |

In addition to the materials usually covered in Algebra II sequences and series and trigonometric functions will be introduced. Emphasis will be placed on the application of concepts and skills introduced in Algebra II. The level of instruction/curriculum will focus on preparing the student for advanced courses.
**PRE-CALCULUS**
Grade Level: None
Prerequisite: Algebra I, Geometry, and Algebra II

Students continue to build on the essential foundations in Grades PK-8 as they expand their understanding through other mathematical experiences. In Pre-Calculus students will be using mathematical processes to acquire and demonstrate mathematical understanding. The student will apply the mathematical processes to explore, describe and analyze the attributes of functions and make connections between the multiple representations of functions algebraically. The student will also evaluate expressions, describe patterns, formulate models, and solve equations and inequalities using properties, procedures, or algorithms. Key concepts for this course are trigonometric and polynomial functions.

**COLLEGE ALGEBRA DUAL ENROLLMENT (MATH 1314)**
Grade Level: None

Prerequisites: Two years of high school algebra and/or appropriate scores on mathematics placement tests; must meet College/University Requirements

College-level topics in algebra including functions, graphs, variation, piecewise defined functions, equations of lines, elementary curve fitting, quadratic equations and functions, systems of linear and nonlinear equations, composition of functions, inverse functions, exponential and logarithmic functions, and applications related to these topics.

**TRIGONOMETRY DUAL ENROLLMENT (MATH 1316)**
Grade Level: None

Prerequisite: Two years of high school algebra or MATH 1314 (MATH 1314 and MATH 1316 may be taken parallel.) Must meet College/University Requirements

In depth combined study of algebra, trigonometry, and other topics for calculus readiness.

**MATH MODELS WITH APPLICATIONS**
Grade Level: 11

Prerequisite: Algebra I

Students continue to build on the essential foundations in Grades PK-8 as they expand their understanding through other mathematical experiences. The student applies the mathematical process standards in personal finance, science and engineering, fine arts, and social sciences. Topics include linear, quadratic, exponential, logarithmic, rational, polynomial, power, trigonometric, and piecewise defined functions.
## Science

### Science Description Guide

<table>
<thead>
<tr>
<th>Option 1 Science Sequence</th>
<th>Biology, Pre-AP Biology, Chemistry, Pre-AP Chemistry, Physics, Pre-AP Physics, Environmental Systems or AP Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 2 Science Sequence</td>
<td>Environmental Systems, Biology, Pre-AP Biology, Chemistry, Pre-AP Chemistry, Physics, Pre-AP Physics</td>
</tr>
<tr>
<td>Option 3 Science Sequence</td>
<td>Biology, Integrated Physics and Chemistry, Chemistry, Physics</td>
</tr>
<tr>
<td>Option 4 Science Sequence</td>
<td>Environmental Systems, Biology, Integrated Physics and Chemistry, Chemistry</td>
</tr>
</tbody>
</table>

### INTEGRATED PHYSICS AND CHEMISTRY

**Grade Level:** 9-10  
**Prerequisite:** None  
This is a laboratory-oriented course providing for manipulative skills, rational thinking skills in science, acquisition of science knowledge, application of that knowledge and a study of interactions of science, technology and society from historical and contemporary perspectives.

### BIOLOGY I

**Grade Level:** 9-11  
**Prerequisite:** Must have a passing score on 8th grade Science STAAR exam  
This is a survey course designed to acquaint the student with the concepts of biology that will aide him/her in adult life and will encourage the use of scientific method in daily life. This course meets the minimum requirements for graduation.

### PRE-AP BIOLOGY I

**Grade Level:** 9-11  
**Prerequisites:** Must have a passing score on 8th grade Science STAAR exam  
This Biology I course is characterized by extensive laboratory experiences, scientific reading and research, and independent projects each six weeks.

### CHEMISTRY

**Grade Level:** 10-12  
**Required Prerequisites:** One unit of high school science and Algebra I. Recommended Prerequisite: Completion of or concurrent enrollment in a second year of math.  
This course is designed for science and non-science majoring college-bound students. The students shall be provided opportunities to learn laboratory skills and basic chemical principles. The course shall cover topics in basic measurements, atomic theory, chemical formulas and reactions, acid-base behavior, stoichiometry and basic organic chemistry, and nuclear chemistry. This course includes numerous math applications.

### PRE-AP CHEMISTRY

**Grade Level:** 10-12  
**Required Prerequisites:** One unit of high school science and Algebra I. Recommended Prerequisite: Completion of or concurrent enrollment in a second year of math.  
This course covers the same basic topics covered in chemistry but offer a more challenging and in-depth study of the material. More independent research is required. Math is more rigorous.

### AP CHEMISTRY

**Grade Level:** 10-12  
**Recommended Prerequisites:** Chemistry, Algebra II  
This course is for students who have the ability and desire to pursue college-level chemistry studies. All major chemistry topics will be covered in depth. Student will take the AP Chemistry test at the end of the course.

### PHYSICS

**Grade Level:** 9-12  
**Recommended Prerequisite:** Algebra I  
This is an introductory physics course designed to provide the student with a basic knowledge of physics, which will prepare him/her for college physics. Topics of study will include measurement and problem-solving, motion, force, energy, matter, heat waves, light and basic electricity. The students will perform selected laboratory experiments. This course requires a strong background in math.
**PRE-AP PHYSICS**  
Grade Level: 9-12  
Recommended Prerequisite: Algebra I  
This is an introductory physics course designed to provide the student with a basic knowledge of physics, which will prepare him/her for college physics. Topics of study will include measurement and problem-solving, motion, force, energy, matter, heart waves, light and basic electricity. The students will perform selected laboratory experiments. This course requires a strong background in math.

**ENVIRONMENTAL SYSTEMS**  
Grade Level: 11-12  
Recommended Prerequisite: One unit high school life science and one unit of high school physical science.  
In the Environmental Systems course students study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy though an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

**CAREER & TECHNICAL EDUCATION (CTE) COURSES AVAILABLE FOR SCIENCE CREDIT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANATOMY AND PHYSIOLOGY</strong></td>
<td>10-12</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Biology and Second science credit. Recommended Prerequisite: A course from the Health Science Career Cluster.</td>
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</tr>
<tr>
<td>In the Anatomy and Physiology of Human Systems course students conduct in-depth investigations of anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. They learn environmental factors that affect the body and how the body maintains homeostasis.</td>
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</tr>
<tr>
<td><strong>FORENSIC SCIENCE</strong></td>
<td>11-12</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisite: Biology and Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Prerequisites: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I</td>
<td></td>
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</tr>
<tr>
<td>The Forensics Science curriculum is designated to build upon science concepts and to apply science to the investigation of crime scenes. It serves as a fourth science for graduation and may serve in selected Career Technology programs. Students learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the crime use of tools, including impressions from firearms, arson, and explosive evidence.</td>
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<td></td>
</tr>
<tr>
<td><strong>MEDICAL MICROBIOLOGY</strong></td>
<td>10-12</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisites: Biology and Chemistry Recommended Prerequisite: A course from Health Science Cluster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.</td>
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</tr>
<tr>
<td><strong>PATHOPHYSIOLOGY</strong></td>
<td>11-12</td>
<td>1</td>
</tr>
<tr>
<td>Prerequisites: Principles of Health Science and Biology</td>
<td></td>
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</tr>
<tr>
<td>This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.</td>
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</tr>
</tbody>
</table>
**Social Studies**

**History Course Sequence:** World Geography, Pre-AP World Geography, World History, Pre-AP World History, U.S. History, AP U.S. History, Government/Economics, AP Government Economics

### WORLD GEOGRAPHY

**Grade Level:** 9  
**Prerequisite:** None  
This course provides an opportunity to study the interaction of man and his environment. The study includes current developments around the world that affect physical and cultural settings. Cultural settings include people, their political structure, and way of life, customs, mores and past events that affect the environment. Emphasis is on the geographical processes that affect decisions made concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, and political and economic conditions. Urban analysis and population problems are important aspects of the course.

### PRE-AP WORLD GEOGRAPHY

**Grade Level:** 9  
**Prerequisite:** None  
The curriculum will provide an in-depth focus on the world’s people, places, and environments. Students will develop a mastery of the world’s population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. The course will emphasize how people in various cultures interact with each other and their environments. Extensive use of maps, globes, graphs, pictures, stories, diagrams, charts, and technology will be a highlight of this course. In this rigorous course students will begin to develop the reading, writing and thinking skills necessary to succeed in high school AP courses.

### WORLD HISTORY

**Grade Level:** 10  
**Prerequisite:** None  
This is a general survey of the political and cultural development of the Middle East, Asia, Africa, Western Europe, Russia, and North and South America. Some countries will receive special emphasis.

### PRE-AP WORLD HISTORY

**Grade Level:** 10  
**Prerequisite:** None  
This is a general survey of the political and cultural development of the Middle East, Asia, Africa, Western Europe, Russia, and North and South America. It will investigate multiple historical elements through the integration of technology, project base learning and in depth discussion. This course will also analyze historical events through multiple perspectives, and primary and secondary sources. In depth research will be conducted through the analysis of historical sources and historical knowledge. Some countries, events, historical elements will receive special emphasis.

### U. S. HISTORY (Reconstruction to Modern Era)

**Grade Level:** 11  
**Prerequisite:** None  
This general survey course of United States History from Reconstruction to the present, with emphasis on the following: Industrial Revolution, U.S. expansionism, World War I, the 1920’s, the Depression, World War II, the Cold War, Vietnam and current issues. The course will also include the study of U.S. Geography.

### AP U.S. HISTORY

**Grade Level:** 11  
**Prerequisite:** None  
AP U.S. History is a college level survey of U.S. History from the Exploration to the present. The course content is presented in depth and at an accelerated pace. It includes a study of the methods of historical analysis, college level readings, document analysis, and interdisciplinary research and writing projects. AP students prepare to take the Advanced Placement exam in May for possible college credit.
US HISTORY DUAL ENROLLMENT (HIST 1301) (HIST 1302)  
Grade Level: 11  
Prerequisite: Must meet College/University Requirements  
A survey of the United States from the era of exploration to the present time. HIST 1301 extends through the period of Reconstruction (1877), and HIST 1302 includes the period following Reconstruction to the present.

U. S. GOVERNMENT  
Grade Level: 12  
Prerequisite: None  
U.S. Government focuses on structures of power and authority in American society. Students study the U.S. Constitution; the roles and responsibilities of the state and national governments; the influence of political parties and other participants in the political system and the rights and responsibilities of citizens. Through discussions of current issues, students examine the impact of government policies on the lives of U.S. citizens.

AP U. S. GOVERNMENT  
Grade Level: 12  
Prerequisite: None  
AP U.S. Government is a college level introduction to American government. The course content is presented in-depth and at an accelerated pace. Students use the tools and methods of political science to analyze issues in U.S. politics. They read college level texts, analyze documents, and conduct formal research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

ECONOMICS  
Grade Level: 12  
Prerequisite: None  
Economics/Free Enterprise focuses on the production, distribution, and consumption of goods and services in the U.S. The course emphasizes fundamental principles of market economics, and students learn how markets and prices allocate scarce resources. Students study consumer behavior, the roles of business and government in the economy, the banking system, international trade, and other topics. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.

U. S. GOVERNMENT DUAL ENROLLMENT (POLS 2301)  
Grade Level: 12  
Prerequisite: Must meet College/University Requirements  
A survey of the structures, and processes of Texas political system. Fulfills 3 semester hours of the legislative degree requirements of 6 hours.

U. S. GOVERNMENT II DUAL ENROLLMENT (POLS 2302)  
Grade Level: 12  
Prerequisite: Must meet College/University Requirements  
A survey of the structures, functions, and processes of the national, state, and local government. Fulfills 3 semester hours of the legislative degree requirements of 6 hours.
**Athletics**

One credit of physical education is required for graduation.

**BOYS’ ATHLETICS**

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
<th>One Year Course</th>
<th>Credits: ½-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Approval of Athletic Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The primary objective of this course is to prepare students/athletes for competition in all sports. Team levels include freshmen, Junior Varsity and Varsity. Competition, good sportsmanship and teamwork are emphasized. This course requires that students be cooperative, have a good attitude, on time, and able to come to practice before and after school hours and on Saturdays. Students must meet all UIL requirements.</td>
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</table>

**GIRLS’ ATHLETICS**

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
<th>Semester or One Year Course</th>
<th>Credits: ½-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Approval of Athletic Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The primary objective of this course is to prepare students/athletes for competition in all sports. Team levels include freshmen, Junior Varsity and Varsity. Competition, good sportsmanship and teamwork are emphasized. This course requires that students be cooperative, have a good attitude, on time, and able to come to practice before and after school hours and on Saturdays. Students must meet all UIL requirements.</td>
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</tbody>
</table>

**PHYSICAL EDUCATION (CO-ED)**

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
<th>Semester or One Year Course</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation of Personal Fitness, Adventure/Outdoor Education, Aerobic Activities, Individual Sports and Team Sports</td>
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<tr>
<td>Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.</td>
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</tbody>
</table>

**Health**

One half credit of health is required for graduation.

**HEALTH**

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
<th>Semester Course</th>
<th>Credits: ½</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed to develop essential health habits, health knowledge, and healthful attitudes as a result of specific instruction in elementary psychology and mental health, basic first aid, family life and abstinence education, the use and abuse of tobacco, alcohol and drugs, communicable diseases and chronic and degenerative diseases.</td>
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</tr>
<tr>
<td>“Choosing the Best Life” is the Abstinence Curriculum adopted by RHISD. The core information included in the program includes: emotional, physical and health risks of teen sexual activity; rewards of abstinence; refusal skills in dealing with sexual pressures; relationship education; the effect of alcohol and sex; building self-esteem; character education; and parental involvement and discussion.</td>
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</tr>
<tr>
<td>A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR). The instruction may be provided as a part of any course; and must be provided to each student at least once before graduation from high school. CPR instruction must include training that has been developed by the American Heart Association or the American Red Cross; or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.</td>
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<tr>
<td>The American Heart Association Heartsaver/First Aid class course is taught and students can become certified through the Valley Baptist Medical Center training program.</td>
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<tr>
<td>The state mandated Parenting and Paternity Awareness Program (P.A.P.A.) curriculum is also presented and covered in Health class.</td>
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</tr>
</tbody>
</table>
OTHER LANGUAGES

Two credits of Languages other than English (LOTE) are required for graduation.

SPANISH I
Grade Level: 9-11
Prerequisite: None
This is a two semester course designed so that monolingual English-speaking students can acquire fluency in the Spanish language. The four language skills of listening, speaking, reading and writing are developed through the study of grammatical structures and basic vocabulary. Also studied are the culture and history of the Hispanic world.

SPANISH II
Grade Level: 9-12
Prerequisite: Spanish I
This course is designed to facilitate listening, speaking, reading comprehension, reading and writing. There is a rearrangement of previously learned materials at a more advanced and independent level.

PRE-AP SPANISH II (PRE-AP SPAN 2)
Grade Level: 9-12
Prerequisite: Spanish I
This is a fast-paced course designed to develop fluency. Students are expected to refine their writing skills and review previously acquired grammatical concepts. They are introduced to new, more complex structures. Readings include excerpts from Spanish literature as well as current magazine and newspaper articles. Classes are taught in the target language.

SPANISH III
Grade Level: 10-12
Prerequisite: Spanish II or Spanish II Pre-AP
This is a fast-paced course designed to develop fluency. Students are expected to refine their writing skills and review previously acquired grammatical concepts. They are introduced to new, more complex structures. Readings include excerpts from Spanish literature as well as current magazine and newspaper articles. Classes are taught in the target language.

AP SPANISH III
Grade Level: 10-12
Prerequisite: Spanish, Level III or equivalent proficiency
The content of this course is largely determined by the AP Spanish Language course description as per the College Board. The class is conducted entirely in the target language, and students gain greater competence in Spanish by doing the following work: writing compositions, telling original stories, reading literary prose and poetry, studying grammar and syntax, discussing literary and cultural topics, researching current events, and describing personal experiences. This course prepares students for the AP Spanish Examination and is expected to take the AP Spanish Exam. This is considered a fourth level course by the State of Texas and can thus be taken after Spanish III. Upon successful completion of this course and a score of 3 or above on the AP Exam will meet the requirements for an advanced measure.
One Credit of Fine Arts is required for graduation.

**ART, LEVEL I**
Grade Level: None
Prerequisite: None

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**ART, LEVEL II**
Grade Level: None
Prerequisite: Art I

Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing II, Painting II.

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**ART, LEVEL III**
Grade Level: None
Prerequisite: One credit of any Art II course.

Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing III, Painting III.

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

**ART, LEVEL IV**
Grade Level: 12
Prerequisite: One credit of any Art III course.

Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing IV, Painting IV.

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
**BAND**

*BAND I*
Grade Level: 9
Prerequisite: Junior High Band; Director’s approval and Audition
Credits: 1
Students will be placed in a performing ensemble based on developed skills, ability and instrumental needs of the various groups. Participation in performances and practices both during school hours and after school hours is required as part of the grade for this class. Students enrolling in any band class are hereby advised that failure to participate in one or more band performances/practices is grounds for removal from band class.

*BAND II*
Grade Level: 10
Prerequisite: Director’s approval and Audition
Credits: 1
Students will be placed in a performing ensemble based on developed skills, ability and instrumental needs of the various groups. Participation in performances and practices both during school hours and after school hours is required as part of the grade for this class. Students enrolling in any band class are hereby advised that failure to participate in one or more band performances/practices is grounds for removal from band class.

*BAND III*
Grade Level: 11
Prerequisite: Director’s approval and Audition
Credits: 1
Students will be placed in a performing ensemble based on developed skills, ability and instrumental needs of the various groups. Participation in performances and practices both during school hours and after school hours is required as part of the grade for this class. Students enrolling in any band class are hereby advised that failure to participate in one or more band performances/practices is grounds for removal from band class.

*BAND IV*
Grade Level: 12
Prerequisite: Director’s approval and Audition
Credits: 1
Students will be placed in a performing ensemble based on developed skills, ability and instrumental needs of the various groups. Participation in performances and practices both during school hours and after school hours is required as part of the grade for this class. Students enrolling in any band class are hereby advised that failure to participate in one or more band performances/practices is grounds for removal from band class.

*Credit for Physical Education is granted only for the fall semester and ONLY if member actively participates in marching activities.*

**INSTRUMENTAL ENSEMBLE I**
Grade Level: 9-12
Prerequisite: Director’s approval
Credits: ½-1
This class will be offered for brass, woodwind, percussion and strings and will provide the students with the opportunity for study and performance in small instrumental groups and solo work with emphasis on study and development of musical and technical skills of the individual. Solo and group performance activities will be offered depending on instrumentation available within the class period and requests from the public in addition to activities provided within the school. Class size may be limited.

**INSTRUMENTAL ENSEMBLE II**
Grade Level: 10-12
Prerequisite: Director’s approval
Credits: ½-1
This class will be offered for brass, woodwind, percussion and strings and will provide the students with the opportunity for study and performance in small instrumental groups and solo work with emphasis on study and development of musical and technical skills of the individual. Solo and group performance activities will be offered depending on instrumentation available within the class period and requests from the public in addition to activities provided within the school. Class size may be limited.
INSTRUMENTAL ENSEMBLE III
Grade Level: 11-12
Prerequisite: Director’s approval
This class will be offered for brass, woodwind, percussion and strings and will provide the students with the opportunity for study and performance in small instrumental groups and solo work with emphasis on study and development of musical and technical skills of the individual. Solo and group performance activities will be offered depending on instrumentation available.

INSTRUMENTAL ENSEMBLE IV
Grade Level: 12
Prerequisite: Director’s approval
This class will be offered for brass, woodwind, percussion and strings and will provide the students with the opportunity for study and performance in small instrumental groups and solo work with emphasis on study and development of musical and technical skills of the individual. Solo and group performance activities will be offered depending on instrumentation available within the class period and requests from the public in addition to activities provided within the school. Class size may be limited.
Air Force Junior Reserve Training Course (AF JROTC) Program

Four credits of Air Force JROTC in grades 9-12 to qualify for a Public Services endorsement. This includes the state-approved graduation credits in ROTC can be earned towards high school graduation requirements. Aviation Honors Ground School can count as either ROTC III or ROTC IV. AFJROTC Honors Senior Project and AS-400 (Management of Cadet Corps) can count as ROTC IV. Cadet Leadership Course in the summer can count as 1/2 elective credit of Citizen & Leadership Education.

AFJROTC program at Rio Hondo High School is a four year program and is offered to all Rio Hondo HS students. The curriculum includes Aerospace Science (AS), Leadership Education (LE) and Health &Wellness. ROTC I cadets receive P.E. credit, all other ROTC cadets receive elective credit while taking ROTC II, ROTC III and ROTC IV, upon successful completion of each course. Each academic course consists of an AS component, an LE component and a Health & Wellness component (includes physical education). There is NO military obligation associated with this AFJROTC program. In 2017-2018 school year, AFJROTC cadets can earn a Public Services endorsement upon successfully completion of either two, three or four years of AFJROTC course work. All cadets in good standing who have completed at least four years and in some cases three years of AFJROTC will be awarded Certificate of Completion (AFJROTC Form310) and are eligible for two stripes upon successfully completion of military basic training or if a cadet is in good standing after completing three years and in some cases two years of training will be awarded Certificate of Training (AF Form 1256) and awarded one stripe after successful completion of basic military training. College bound cadets can compete for appointments to the U.S. military academies or college ROTC scholarships. Cadets are NOT allowed to take the same academic course twice.

AFJROTC I, II, III, IV, Cadet Leadership Course and Honors Aviation

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credits:</th>
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<tbody>
<tr>
<td>ROTC I</td>
<td>9-12</td>
<td>1 per course</td>
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<tr>
<td>ROTC II</td>
<td>9-12</td>
<td>1 per course</td>
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<tr>
<td>ROTC III</td>
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<tr>
<td>ROTC IV</td>
<td>9-12</td>
<td>1 per course</td>
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<tr>
<td>Honors Aviation</td>
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<tr>
<td>Cadet Leadership Course</td>
<td>Summer course/One Week</td>
<td>1/2 for CLC</td>
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<td>Cadet Leadership Course (CLC)</td>
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Aerospace Science (AS) acquaints cadets with the elements of aerospace and its environment. It introduces cadets to the principles of manned/unmanned flight, principles of aircraft flight and navigation, the history of aviation, developments of air power, contemporary aviation, human factors of flight, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, the science of flight, astronomy, geography, survival and the study of global, world cultures found across the world. Specific Aerospace Science (AS) courses to be taught this academic year are AS-100 – A Journey Into Aviation History; AS 200 – The Science of Flight; AS-220- Cultural Studies: Introduction to Global Awareness and AS-300 – Exploring Space – The High Frontier. Additional AS courses to be taught are AS-400 - Management of the Cadet Corps and AS-410 – Survival for selected junior and senior cadets. AS-500 Aviation Honors Ground School is available as an honors course for advanced cadets and for selected senior cadets AS-510 – AFJROTC Honors Senior Project.

Leadership Education (LE) develops leadership skills and acquaints cadets with the practical application of life skills. This curriculum emphasizes discipline, responsibility, proper wear of the AFJROTC uniform weekly, leadership, followership, citizenship, military customs and courtliness, cadet corps activities – such as field trips and parades, study habits, time management, financial management, communication skills, and drill and ceremonies to include “Pass & Review” parade. Specific Leadership Education (LE) courses to be taught this year are LE-100 – Citizenship, Character, and Service to our Nation and Communities; LE-200 – Communication, Awareness and Leadership; LE-300 – Life Skills, and Career Opportunities, Second edition; and LE-400 – Principles of Management.

Health and Wellness (to include physical education) provides a standardized curriculum to improve the health of each individual cadet. The objective is to motivate cadets to lead healthy, active lifestyles by providing physical education workout activities, team sports and writing wellness reports as well as build spirit de corps, and increase cadet confidence.
**ROTC I**

**Grade Level:** 9  
**Prerequisites:** None  
**Course Description:** First year course which includes AS-100 – *Journey Into Aviation History* and LE-100 – *Citizenship, Character and Air Force Tradition* and on Friday’s – Health & Wellness (to include physical education). This AFJROTC course is recommended for all first year or new AFJROTC cadets. Throughout the course, there are readings, videos, hands-on activities, textbook and student workbook exercises as well as reading and writing assignments and projects as well as other supplemental teaching-learning material. The course provides communication skills, note-taking opportunities, critical thinking skills and the acquisition and application of knowledge and skills as well as the study of interactions of science, technology, social studies and society has influenced by the U.S. military. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force. The Wellness component is provided as a weekly tool to help our cadets develop individualized physical training programs for our cadets. This course awards PE credit to meet the minimum requirements for graduation. TPC/CPS is utilized.

**Credits:** 1 (Elective)

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**ROTC II**

**Grade Level:** 10-12  
**Prerequisites:** ROTC I  
**Course Description:** Second year course which includes AS-200 – *Science of Flight: A Gateway to New Horizon* and LE-200 – *Communication, Awareness and Leadership* and on Friday’s – Health & Wellness (to include physical education). AS-200 is an introductory course and customized on how airplanes fly, weather conditions affecting flight, flight and the human body as well as flight navigation. This course is designed to complement materials taught in math, physics and other related science courses. **AS-200 is a prerequisite for our AS-500 Honors Aviation Course.** LE-200 stresses communications skills and cadet corps activities such as drill and marching. PowerPoint or other written reports and speeches compliment other academic materials/classes. This course meets the minimum elective requirements for graduation as well as on Friday’s – weekly individualized physical fitness training is offered. TPC/CPS is utilized.

**Credits:** 1 (Elective)

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**ROTC III**

**Grade Level:** 11-12  
**Prerequisites:** ROTC I & ROTC II  
**Course Description:** Third year course which includes AS-300 – *Exploring Space: The High Frontier* and LE-300: *Life Skills and Career Opportunities* and on Friday’s – Health & Wellness (to include physical education). AS-300 is a science course that includes material on space science and space exploration. This course begins in the earliest days of interest in astronomy and on into modern day astronomy. This course provides an in-depth study of the Earth, Sun, stars, Moon, and our solar systems as well as deep space. LE-300, second edition, provides an essential component of leadership training for today’s high school cadets. This course is designed to prepare our cadets for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. This course meets the minimum elective requirements for graduation as well as on Friday’s – weekly individualized physical fitness training is offered. TPC/CPS is utilized.

**Credits:** 1 (Elective)

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**ROTC IV**

**Grade Level:** 12  
**Prerequisites:** ROTC I, ROTC II, & ROTC III or Honors Aviation  
**Course Description:** Fourth year course which includes AS-220: *Cultural Studies: An Introduction to Global Awareness*, AS-400: *Management of the Cadet Corps* and LE-400: *Principles of Management*. AS-220 is a customized social studies course about the world’s cultures. It introduces cadets to the world cultures through the study of world affairs, regional studies and cultural awareness. AS-400 helps our senior CADRE cadets to manage the entire corps of cadets. It involves planning, organizing, coordinating, directing, controlling and decision making will be done by the cadets – involving verbal and written communication, decision making, personal interaction, managerial and organization skills in running a Group or Corps of Cadets. LE-400 provides exposure to the fundamentals of management. This course contains many leadership topics that will benefit cadets as well as providing our cadets with the necessary skills needed to put into practice what they have learned in their time in AFJROTC. This course meets the minimum elective requirements for graduation as well as on Friday’s – weekly individualized physical fitness training is offered. TPC/CPS is utilized.

**Credits:** 1 (Elective)
ROTC IV – AFJROTC HONORS SENIOR PROJECT (AS 510)
Grade Level: 12
Prerequisites: By Placement
This honors project allows honor senior CADRE cadets the opportunity to take a more demanding AS-400 – Management of the Cadet Corps allowing these chosen cadets the opportunity to improve their leadership, management and organizational skills. Their essential skills through reading, writing, speaking, production of a school or community service project. Cadet skills in analysis, logic, and creativity will also be showcased through successful completion of their assigned project. Selected senior cadets with demonstrated academic capabilities may enroll in this class with unit SASI and school Principal approval. This course is normally taught concurrently with the regular ROTC IV class (i.e., AS-220, AS-400 & LE-400 and Health & Wellness components).

AVIATION HONORS GROUND SCHOOL (GS-500)
Grade Level: 11-12
Prerequisites: By Placement
Prerequisites: ROTC II (AS-200); can be taken concurrently with other advance math (Algebra II, Pre-Calculus or College Algebra) and advance science (Chemistry or Physics) courses and passed the EOC math and science graduation exams.

Aviation Honors Ground School (AVHGS) (AS-500) course provides AFJROTC cadets an academically challenging course for the unit's top achievers. Honors Aviation curriculum includes Aerospace Science (AS), and Leadership Education (LE). Our AS-500 course has a special HQ AFJROTC waiver. The course is taught by an FAA certified flight instructor and is open to advanced cadets in either their junior or senior year. Enrollment requires approval of both the unit SASI and the school Principal. Honors Aviation course studies aerodynamics, aircraft systems, airports, airspace, communications, Federal Aeronautical Regulations, air navigation, airplane performance, flight safety, and flight planning as well as flight physiology, military leadership education and physical education/training. This course prepares cadets to take the Federal Aviation Administration (FAA) Private Pilot knowledge examination. This end-of-course (EOC) examination is conducting at the nearest FAA testing center (i.e., TSTC in Harlingen) upon successful completion of this course. Honor Aviation cadets will also actively participate in both the unit's Cadet Incentive Program (i.e., with Gulf Aviation) as well as the AFJROTC /CAP Flight Orientation Program with several south central Texas CAP flying squadrons at no expense to the applicable cadet. Upon completion of the course, the cadet will be awarded his/her Ground School Badge and be sign-off to take his/her end-of-course test with the FAA at TSTC – Harlingen.

CADET LEADERSHIP COURSE (CLC)
Grade Level: 10-11
Prerequisites: By Placement
Prerequisites: ROTC I or ROTC II or ROTC III; must have finished in the top trier of his/her applicable ROTC I/II/III class - the outstanding cadet(s) of their ROTC class for that academic year.

Cadet Leadership Course (CLC) is a 6 day/5 night leadership lab held in June at Schreiner University in Kerrville, Texas. The host unit is John Jay High School of San Antonio. This approved AFJROTC course consists of the Falcon Challenge (first time cadets) and Eagle Horizon (advanced cadets). Also there is an intermediate training group known as CTO (Cadet Training Officer) training. This group acts as "the trainers" for the first year cadets involved in Falcon Challenge. CLC itself is known as the Lone Star Cadet Leadership Course. All cadets undergo 120 hours of academic, drill and physical fitness training in cooperation with San Antonio Northside School District. CLC is conducted on campus at Schreiner University. CLC prepares cadets for increased responsibilities within their applicable Corps of Cadets. Upon graduation from training, the cadet is awarded a "Certificate of Completion" from the CLC Commandant (John Jay High School AFJROTC SASI). CLC graduates are also awarded the Leadership School Ribbon as well as earn ½ credit of Citizen and Leadership Education.
What is Achieve Texas?

Achieve Texas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

A career cluster choice is not a permanent commitment. As you have new experiences, you will learn new things about yourself and may change career pathways. If you decide on a new career cluster, you should discuss it with your counselor and adjust your future course selections in accordance with your new career direction.

The following career clusters have been designed to help students reach their academic goals. Parents and other knowledgeable adults are urged to assist students in making an initial career decision and then select appropriate school courses to prepare them for that career path.
AG MECHANICS

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

One Year Course

Grade Level: 9-12

Credits: 1

Recommended Prerequisite: None

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

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

One Year Course

Grade Level: 10-12

Credits: 1

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

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

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION

One Year Course

Grade Level: 11-12

Credits: 1

Recommended Prerequisite: Agricultural Mechanics and Metal Technologies

Students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION

One Year Course

Grade Level: 11-12

Credits: 1

Recommended Prerequisite: Agricultural Mechanics and Metal Technologies

Students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

ANIMAL SYSTEMS

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

One Year Course

Grade Level: 9-12

Credits: 1

Prerequisite: None

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

**LIVESTOCK PRODUCTION**

Grade Level 10-12

Prerequisite: None

Students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**SMALL ANIMAL MANAGEMENT**

Grade Level 10-12

Prerequisite: None

Students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

**EQUINE SCIENCE**

Grade Level 10-12

Prerequisite: None

Students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**VETERINARY MEDICAL APPLICATIONS**

Grade Level 11-12

Prerequisite: Equine Science, Small Animal Management, or Livestock Production

This course covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**ADVANCED ANIMAL SCIENCE**

Grade Level: 11-12

Prerequisite: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications.

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards.
PRINCIPLES OF CONSTRUCTION  
One Year Course  
Grade Level: 9-12  
Credits: 1  
Prerequisite: None  
This course is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

CONSTRUCTION MANAGEMENT I  
One Year Course  
Grade Level: 10-12  
Recommended Prerequisite: Principles of Construction  
Students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management I include the knowledge of design techniques and tools related to the management of architectural and engineering projects.

CONSTRUCTION TECHNOLOGY I  
One Year Course  
Grade Level: 10-12  
Recommended Prerequisite: Principles of Construction  
Students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

MILL AND CABINETMAKING TECHNOLOGY  
One Year Course  
Grade Level: 10-12  
Recommended Prerequisite: Principles of Construction  
Students will gain knowledge and skills needed to enter the workforce in the area of mill work and cabinet manufacturing and installation. Students may also apply these skills to professions in carpentry or building maintenance supervision or use the skills as a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and industry-level practices such as numerical and computer-control production methods.
Arts, Audio/Video Technology, and Communications

One Semester of Speech is required for graduation.

PROFESSIONAL COMMUNICATIONS
Grade Level: 9-12
Prerequisite: None
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.

Business Management and Administration

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE
Grade Level: 9-12
Prerequisite: None
Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

BUSINESS INFORMATION MANAGEMENT I (BIM 1)
Grade Level: 9-12
Prerequisite: None
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BUSINESS INFORMATION MANAGEMENT II (BIM 2)
Grade Level: 11-12
Prerequisite: BIM 1
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.
HEALTH SCIENCE – STAMP PROGRAM

PRINCIPLES OF HEALTH SCIENCE
Grade Level: 9-10
Prerequisites: None
This course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

MEDICAL TERMINOLOGY
Grade Level: 9-12
Prerequisites: None
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

MEDICAL MICROBIOLOGY
Grade Level: 10-12
Prerequisites: Biology and Chemistry Recommended Prerequisite: A course from Health Science Cluster
This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

PATHOPHYSIOLOGY
Grade Level: 11-12
Prerequisites: Principles of Health Science and Biology
This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

HEALTH SCIENCE THEORY
Grade Level: 10-12
Prerequisites: Biology and Chemistry Recommended Prerequisite: A course from Health Science Cluster
This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

ANATOMY AND PHYSIOLOGY
Grade Level: 10-12
Prerequisites: Biology and a second science credit. Recommended prerequisite: a course from the Health Science Cluster
This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
PRACTICUM IN HEALTH SCIENCE
Grade Level: 11-12
Prerequisites: Principles of Health Science, Health Science Theory, and Biology
This course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

HEALTH SCIENCE TECHNOLOGY III—TSTC PROGRAM
Grade Level: 11-12
Prerequisites: None
This is an occupationally specific course designed to provide knowledge and skills for certification or licensure in an allied health career. Students develop advanced clinical skills necessary for employment in the health care industry. The courses may be taught by different methodologies such as a pre-employment laboratory, cooperative education, or clinical internship. This course will be taught in three periods. Students are required to participate in clinicals at different health sites. Bus transportation is mandatory.

BIOMEDICAL SCIENCE—STAMP PROGRAM

PRINCIPLES OF BIOMEDICAL SCIENCE
Grade Level: 9
Prerequisites: None
Students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

HUMAN BODY SYSTEMS
Grade Level: 10
Prerequisites: Principles of Biomedical Science
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MEDICAL INTERVENTIONS
Grade Level: 11
Prerequisites: Human Body Systems
Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

BIOMEDICAL INNOVATION
Grade Level: 12
Prerequisites: Medical Interventions
In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.
PRINCIPLES OF HOSPITALITY AND TOURISM
Grade Level: 9-12
Prerequisite: None
This course introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

INTRODUCTION TO CULINARY ARTS
Grade Level: 10-12
Prerequisite: Principles of Hospitality and Tourism
In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

CULINARY ARTS
Grade Level: 10-12
Recommended Prerequisite: Principles of Hospitality and Tourism and Introduction to Culinary Arts
This course begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.
**LIFETIME NUTRITION AND WELLNESS**
Grade Level: 10-12  
Spring Semester Course  
Recommended Prerequisite: Principles of Hospitality and Tourism  
Credits: ½  
This course focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

**COSMETOLOGY I (COSME 1)**
San Benito High School  
Grade Level: 11  
Prerequisite: Pass all core classes and have passed state exams  
Credits: 3  
Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. For this course, students from Rio Hondo are bused to San Benito High School for their 3 hour classes and must be passing their core classes and have passed state exams to be enrolled in this class.  
(Only 5 juniors are accepted into this program).

**COSMETOLOGY II (COSME 2)**
San Benito High School  
Grade Level: 12  
Prerequisite: Cosmetology I & Pass all core classes and have passed state exams  
Credits: 3  
Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. For this course, students from Rio Hondo are bused to San Benito High School for their 3 hour classes and must be passing their core classes and have passed state exams to be enrolled in this class.  
(Only 5 seniors are accepted into this program).
Information Technology

DIGITAL MEDIA
Grade Level: 10-12
Prerequisite: None
Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

Law, Public Safety, Corrections, and Security

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
Grade Level: 9-12
Prerequisite: None
This course introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

LAW ENFORCEMENT I
Grade Level: 10-12
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
This course is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

LAW ENFORCEMENT II
Grade Level: 10-12
Prerequisite: Law Enforcement I
This course provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

CRIMINAL INVESTIGATIONS
Grade Level: 10-12
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
This course introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.
CORRECTIONAL SERVICES
One Year Course
Grade Level: 10-12
Credits: 1

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security
In this course, students will prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

FORENSIC SCIENCE
One Year Course
Grade Level: 11-12
Credits: 1

Prerequisite: Biology and Chemistry. Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.
Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.
Science, Technology, Engineering, and Mathematics (STEM)

INTRODUCTION TO ENGINEERING DESIGN
One Year Course
Grade Level: 9
Credits: 1
Prerequisite: None
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

PRINCIPLES OF ENGINEERING
One Year Course
Grade Level: 10
Credits: 1
Prerequisite: None
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

DIGITAL ELECTRONICS
One Year Course
Grade Level: 11
Credits: 1
Prerequisite: None
From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

ENGINEERING DESIGN AND DEVELOPMENT
One Year Course
Grade Level: 11
Credits: 1
Prerequisite: Computer Science Principles
The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.
### CAREER PREPARATION I (CO-OP)

**Grade Level:** 12  
**One Year Course**  
**Credits:** ½-1  
**Prerequisite:** 85% GPA or higher, passed State Exams and Principal’s Approval  
These courses provide opportunities for students to explore career options through cooperative, work-based learning while receiving related classroom instruction in workplace readiness skills and occupationally-specific, technical-related study. The goals and objectives of each student are the primary focus of the flexible course.

### COLLEGE READINESS

**Grade Level:** 12  
**Semester or One Year Course**  
**Credits:** ½-1  
**Prerequisite:** 85% GPA or higher, passed State Exams and Principal’s Approval  
The goal of this class will include writing essays and accumulating necessary information in preparation for college and scholarship applications. It will include preparation for the TSI, ACT, and SAT testing. Students will apply for both 4-year and 2-year college programs utilizing the “Apply Texas” website. Students will also start their FAFSA application process. Students will actively seek scholarships and grants to be applied to the college of their choice.

### House Bill 5 College Preparatory Course English Language Arts

**Grade Level:** 12  
**One Year Course**  
**Local Credits:** 1  
A student who successfully completes an English language arts course developed under this section may use the credit earned in the course toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Section 28.025(b-1)(1).

### House Bill 5 College Preparatory Course Mathematics

**Grade Level:** 12  
**One Year Course**  
**Local Credits:** 1  
A student who successfully completes a mathematics course developed under this section may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Section 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Section 28.025(b-1)(2).

### INTERSHIPS

**Grade Level:** 12  
**Semester or One Year Course**  
**Local Credits:** ½-1  
**Prerequisite:** 85% GPA or higher, passed State Exams, Application Process and Principal’s Approval  
The student may be assigned any job in the administrative offices that may be performed by a student under the supervision of a member of the staff housed in that complex.
The Rio Hondo ISD does not discriminate on the basis of sex, handicap, race, color, and/or national origins in its educational programs. Admission into career programs is based on age, grade, interest, aptitude and ability. Lack of English language will not be a barrier to admission and participation in any educational program.