

2017-2018

**S & S Consolidated Independent School District
S & S High School Rams
Academic Handbook**



SSCISD Mission Statement

All students will have a positive learning environment that is favorable to developing skills for today and tomorrow.

SSCISD High School ACADEMIC HANDBOOK

The Academic Handbook contains the graduation requirements and the graduation plans that are available to SSCISD high school students. In addition, the handbook highlights SSCISD policies and procedures that apply to secondary school students and provide detailed information about the courses offered. Most importantly, the handbook offers the information students will need to create a four-year personal graduation plan (PGP) designed to prepare the student for the future: college, business or technical school, military service, the arts, immediate employment and many others. The programs allow each student to choose a course of study that is best suited to individual needs, talents and goals.

NON-DISCRIMINATION STATEMENT

The S&S Consolidated Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

STATEMENT OF CONFIDENTIALITY

SSCISD, in accordance with FERPA (the Family Educational Rights and Privacy Act) restricts access to protected student records as required by law. Student Directory Information will be released upon request without a parent's consent, unless the parent elects to restrict directory information during online registration at the beginning of each school year.

SSCISD Disclaimer: The contents of the Academic Handbook are relevant to SSCISD Policy (Legal and Local), Regulation and Practice as of December, 2016. For current information regarding district policy, please refer to the S&S Consolidated School District website at www.sscisd.org.

The contents of the Academic Handbook include only SSCISD academic and elective courses. Additional state academic and elective courses may satisfy graduation requirements. Course offerings may vary each year.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

TABLE OF CONTENTS

SUCCESS IN HIGH SCHOOL

TAKING RESPONSIBILITY FOR PERSONAL CONDUCT
HOW PARENTS CAN HELP
LEVELS OF INSTRUCTION
EARNING COLLEGE CREDIT IN HIGH SCHOOL
STANDARDIZED TESTING
COLLEGE READINESS STANDARD
EXTRACURRICULAR ACTIVITIES AND UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)
COLLEGE BOUND STUDENT ATHLETES

ACHIEVING SUCCESS

CREDIT
COHORT GROUP
ENDORSEMENTS
GRADING SYSTEM
TRANSFER GRADES
CLASS LOAD
RETENTION AND PROMOTION
GRADE CLASSIFICATION
EARLY GRADUATES
ACADEMIC POLICY FOR STUDENTS ENTERING GRADE 9-2014-2015 (COHORT 2018)
ACADEMIC POLICY FOR STUDENTS ENTERING GRADE 9-2015-2016 (COHORT 2019)
ACADEMIC POLICY FOR STUDENTS ENTERING GRADE 9-2016-2017 (COHORT 2020 & Beyond)

ACADEMIC AND CAREER PLANNING

COURSE SELECTION REMINDERS
HIGH SCHOOL TRANSCRIPTS
DISTANCE LEARNING AND CORRESPONDENCE COURSES
CREDIT BY EXAM
DUAL CREDIT ENROLLMENT
CAREER AND TECHNICAL EDUCATION (CTE) ARTICULATED COURSES
ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION

MAKING CHANGES

SCHEDULE CHANGE PROCEDURES

SPECIAL SERVICES

ENGLISH LANGUAGE LEARNERS
STUDENTS WITH DISABILITIES

COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS
MATHEMATICS
SCIENCE
SOCIAL STUDIES
LANGUAGES OTHER THAN ENGLISH (LOTE)
FINE ARTS
PHYSICAL EDUCATION
CAREER AND TECHNICAL EDUCATION (CTE)
ADDITIONAL ELECTIVES
LOCAL CREDITS

APPENDIX A: COLLEGE AND CAREER PLANNING

CAREER CRUISING or NAVIANCE

APPENDIX B: HIGH SCHOOL GRADUATION REQUIREMENTS

FOUNDATION HIGH SCHOOL PROGRAM & ENDORSEMENTS-COHORT 2018 and Beyond
DISTINGUISHED LEVEL OF ACHIEVEMENT
PERFORMANCE ACKNOWLEDGEMENTS

APPENDIX C: SSCISD ENDORSEMENT AND PATHWAY OPTIONS

APPENDIX D: HONORS ACADEMICS

HIGH SCHOOL COURSES RECEIVING WEIGHTED GRADE POINT
PRE-ADVANCED PLACEMENT/ADVANCED PLACEMENT PROGRAM
SSCISD DUAL CREDIT PROGRAM

APPENDIX E: SSCISD STUDENT/PARENT FORMS

Form 1: SSHS Honors Academic Contract
Form 2: Credit Monitor for FHSP with Endorsement
Form 3: Personal Graduation Plan (4-year plan) – FHSP with Endorsement

SUCCESS IN SECONDARY SCHOOLS

Success in high school requires planning and hard work. This section of the High School Academic Handbook is intended to answer many of the questions students and their parents have about planning for graduation and the policies and procedures followed by SSHS. Use this guide to help select high school courses. Many courses are required and there are also many enjoyable and enriching electives. Choose your courses carefully, plan to work hard, and get involved in extracurricular and community activities.

TAKING RESPONSIBILITY FOR PERSONAL CONDUCT

SSCISD expects students to exhibit a high degree of self-discipline and contribute to an educational climate that allows each student to enjoy a healthy, safe, and positive learning experience. When necessary, discipline is used to maintain order and promote appropriate behavior. The campus may establish additional rules and regulations under SSCISD guidelines. Please refer to the Student Code of Conduct, Student Handbook, and online policy for information on attendance and discipline. All are available online at www.sscisd.net.

HOW PARENTS CAN HELP

Parents play an influential role in helping their student plan, prepare and develop a college and career plan. Parents should encourage the development of the following skills/habits in their student:

- Good attendance
- A structured study routine
- Good time management and organizational skills

In addition, parents should:

- Become familiar with Career Cruising. Information available in Career Cruising can serve as a great resource for course planning, as well as college/career information.
- Visit the TEKS Resource System website (www.teksresourcesystem.net) to become familiar with the most current versions of the state adopted TEKS.
- Encourage students to take Advanced Placement and Dual Credit courses to earn college credit while still in high school.

Reference:

Appendix A -College and Career Planning

Appendix B - SSCISD High School Graduation Requirements

Appendix C- SSCISD Endorsement and Pathway Options

Appendix D - SSCISD Honors Academic Programs

Appendix E - SSCISD Parent/Student Forms

Students who are involved in after school (extracurricular) activities are often more successful in school. SSCISD offers a variety of opportunities for learning academic and social skills, making friends and developing leadership skills. Parents should encourage their student to be involved in at least one extracurricular activity.

LEVELS OF INSTRUCTION

On level – These core and elective courses use a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content. Courses are taught on grade level.

Pre-AP – Pre-AP is designed for students capable of performing at a level above their current grade placement. Pre-AP classes offer a combination of acceleration, enrichment, and differentiation as students participate in advanced level reading and more in-depth study. Due to the rigor and challenge of Pre-AP coursework, students earn weighted grade points for Pre-AP courses. Students who enroll in Pre-AP courses and their parent(s) must sign and abide by the guidelines outlined in the *Honors Academics Contract*. The *Honors Academic Contract* is available in Appendix E.

Advanced Placement – AP is designed for students capable of performing at the highest level. These courses offer students a rigorous academic experience and the opportunity to earn college credit through AP exams administered each May. Due to the rigor and challenge of Advanced Placement coursework, students earn weighted grade points for AP courses. Students who enroll in AP courses and their parents must sign and abide by the guidelines outlined in the *Honors Academic Contract*. The *Honors Academic Contract* is available in Appendix E.

Dual Credit – Dual Credit courses are rigorous college level courses for students who meet district and state eligibility requirements. Courses offered for dual credit stem from agreements between the school district and community college, whereby a high school student enrolls in a college course taught by a college professor and simultaneously earns college credit and high school credit for the course. SSCISD offers dual credit courses through Grayson County College. Students must meet all academic eligibility requirements in order to enroll in Dual Credit. Academic dual credit courses are transferable to all Texas public colleges/universities. Credit is awarded at the discretion of the receiving university, so it is important for students to check with the university of their choice. Due to the rigor and challenge of Dual Credit coursework, students earn weighted grade points for Dual Credit courses. Students in dual credit courses should be aware of all college/university deadline dates and the consequences for dropping a course. For additional information, see the Dual Credit Resource Guide located in Appendix D. Students who enroll in Dual Credit courses and their parents must sign and abide by the guidelines outlined in the *Honors Academic Contract*. The *Honors Academic Contract* is available in Appendix E.

EARNING COLLEGE CREDIT IN HIGH SCHOOL

Advanced Placement (AP)

Earning college credit for an AP Exam score is dependent upon the AP policies of the college in which you will enroll after high school. A “passing score” on an AP Exam is considered to be a score of 3, 4 or 5. Again, the passing score for college credit depends on the college you will attend and their AP policy. AP courses are denoted with a “P” on the transcript.

Dual Credit (DC)

Meeting the requirements for admissions and earning a passing grade in the dual credit courses, while in high school, is an economical and great way to get an early start on college credits. All transfer of dual credit courses is dependent upon the policies of the college in which you will enroll after high school. Dual Credit courses are denoted with a “D” on the transcript.

Concurrent Enrollment

Students who meet the requirements for admissions can choose to take courses outside the high school day for college credit ONLY! These courses are not for high school credit and are not approved for GPA or the GPA reimbursement program.

Advanced Technical Credit (ATC) for Career and Technology Education Courses that meet the ATC requirements

ATC provides a pathway for high school students to earn credit toward a college technical certificate or degree. ATC courses are offered at public high schools in Texas and articulate to courses at Texas community and technical colleges. They address relevant career and technical education content and instruction and offer enhanced curricula to meet rigorous college-level requirements. ATC courses are denoted with an “A” on the transcript. Courses that qualify for Advanced Technical Credit may vary from year to year.

STANDARDIZED TESTING

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period of time and to assess the effectiveness of the curriculum.

State of Texas Assessments of Academic Readiness (STAAR) The Texas Education Agency has established the following state-mandated tests for all students:

Students entering 9th grade during the 2011-2012 school year and beyond will take STAAR End-of-Course (EOC) assessments in the following subjects:

- English I
- English II
- Algebra I

- Biology
- U.S. History

**In addition, students taking the Dual Credit US History class must take the US History STAAR End of Course exam.

Is an EOC REQUIRED for graduation?

I. REQUIRED

- A. Foreign exchange students enrolled in an EOC-tested course.**
- B. Credit earned via distance learning programs or correspondence courses.**
- C. Credit earned via Dual Credit/AP courses.**
- D. Credit earned via Credit by Exam.**
- E. Credit earned out of state, out of country, private school and the TX district does NOT accept the credit.**

II. NOT REQUIRED

- A. Credit earned out of state, out of country, private school and the credit IS accepted by the TX district.**

The **Texas English Proficiency Assessment System (TELPAS)** is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

PSAT National Merit Scholarship Qualifying Test

The PSAT/NMSQT is scheduled every October and is administered to students during the school day. This practice test for the SAT is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Achievement Award for African-American Students for participating juniors. It covers critical reading, writing, and math skills, and can be a valuable predictor for success in higher-level courses, for future SAT scores, and for success in college. Participating in the PSAT gives students an important opportunity to develop early college-readiness behaviors and skills. Along with their score reports, participating students receive College Board and Khan Academy® accounts that provide access to free, personalized study recommendations online. For more information, visit the College Board website: www.collegeboard.com.

SSCISD students will have the opportunity to register and pay the fee at the beginning of the school year, in order to participate in the October PSAT administration.

SAT Reasoning Test (College Entrance Exam)

The newly revised SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. Participating in the SAT gives our students an important opportunity to demonstrate college-readiness skills. The new SAT tests reading, writing and language, and math reasoning skills and includes an optional essay section. The overall score scale ranges from 400 to 1600 with scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay. (Essay results are reported

separately.) Along with their score reports, participating students receive College Board and Khan Academy® accounts that provide access to free, personalized study recommendations online. Students can register to take the SAT on a Saturday (approximately 7 times throughout the year). Registration with the College Board is required about six weeks in advance. For more information on the new SAT, visit: <https://sat.collegeboard.org>. Fee waivers are available for students who qualify. See your counselor for more information.

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, Math, Science, and Reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Scores are combined into a composite score that also ranges from 1 to 36. The ACT is administered on Saturdays approximately 6 times per year. Registration with ACT is required approximately six weeks in advance. Registration: Online at www.actstudent.org. Fee waivers are available for students who qualify. See your counselor for more information

AP – Advanced Placement Exams

The College Board AP Exams are given each year during the first two weeks of May and are administered during the school day. Each exam is approximately three hours and covers college-level content in a specific course. Individual tests may vary in format, but generally consist of both multiple choice and essay questions. For more information visit the AP Central website: <https://apstudent.collegeboard.org>. Registration takes place in February through the Counselor's office. SSCISD currently pays the AP Exam registration fee for all students enrolled in an AP course.

COLLEGE READINESS STANDARD

Students have several opportunities to prove they are college ready. The chart below outlines the state mandated college readiness scores. (Scores below are based on testing standard at the time of production of this document. For more current information visit www.theccb.state.tx.us.)

SAT Combined Critical Reading and Math of 1070 or higher with at least 500 on each verbal and math section

ACT Composite 23 with a minimum of 19 on each English and Math section

TSI minimum passing score requirements are:

Students entering higher education fall 2017

- Math: 356
- Reading: 355
- Writing*: Essay score of 5 and multiple choice of 350

Students entering higher education fall 2019

- Math: 369
- Reading: 359
- Writing*: Essay score of 5 and multiple choice of 350

BE SURE TO CHECK WITH YOUR COLLEGE OF CHOICE FOR SPECIFIC ADMISSION REQUIREMENTS!

EXTRACURRICULAR ACTIVITIES AND UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

To be eligible under no-pass, no-play, students must be passing with a minimum grade of 70 in ALL courses (except honors classes that can be exempted). A list of courses that can be exempted is available in Appendix D.

A student must be enrolled for at least four hours per day in state approved or local credit classes to be considered in membership for one full day (19 TAC §129.21[h]). Students who are in classes more than four hours some days and less than four hours on other days are considered to be “full-time” if they spend an average of four hours per day in class for a five -day school week (i.e. Dual Credit, etc.) Refer to www.uil texas.org for complete information

COLLEGE-BOUND STUDENT ATHLETES

Students interested in continuing as student athletes in college should become familiar with eligibility standards at the college level. Information is available through the various organizations that monitor post-secondary sports. Some of the most common organizations include:

National Collegiate Athletic Association (NCAA)

NCAA Eligibility Center-<http://www.ncaa.org/student-athletes>

National Association of Intercollegiate Athletics (NAIA)

<http://www.naia.org>

National Junior College Athletic Association (NJCAA)

NJCAA Student-Athlete Eligibility-<http://www.njcaa.org>

Do NOT enroll in any type of CREDIT RECOVERY, with the exception of actually sitting through the class again, if you are concerned about NCAA Eligibility!

ACHIEVING SUCCESS

CREDIT

A course credit is a unit of measure awarded for successful completion of a course. Completion of a one semester course typically earns one-half (0.5) credit for a student. SSCISD policy supports the average of the two semester grades equal to a 70 or above earns the students a 1.0 credit.

COHORT GROUP

A Cohort group is based upon the year that the student entered Grade 9. Graduation requirements are based upon when that student entered Grade 9, whether they complete all graduation requirements in 4 years or not. **Example:** A student who enters Grade 9 in 2018 and whose graduation requirements are based upon 2018, falls behind on credits earned and actually graduates with the Class of 2019.

ENDORSEMENT

An Endorsement consists of a related series of courses that are grouped together by an interest or skill set. These courses provide students with in-depth knowledge of a subject area. Students are required to select an endorsement(s) in Grade 8 to be prepared for Grade 9. Districts are not required to offer all endorsements and do not have to guarantee courses available. If only one endorsement is offered in a district, it must be Multidisciplinary Studies.

GRADING SYSTEM

Student grades will be based on a numerical scale of 0-100. A grade of 70 or above is considered passing. In instances where a student takes a course on a pass/fail basis, a minimum grade of 70 is required for a passing grade, which is denoted with a 'P'.

Grading and reporting student progress is intended to help increase student achievement. The parents and the school share responsibility for helping students succeed. Parents may and are encouraged to request conferences with teachers, counselors, and/or administrators concerning their child's academic progress. A student will not be permitted to retake a course for a higher grade once the student has met the minimum passing standard of the course. Grades are reported on a numerical basis unless otherwise noted. To demonstrate mastery of the TEKS and receive high school credit for a course, a student must maintain an average of 70 or above.

The grading scale is as follows: A = 90 - 100 B = 80 - 89 C = 70 - 79 F = Below 70

According to district grading policies any grade below a C is considered failing. Therefore, if a student earns a D in a dual credit course he/she may receive college credit, but will not receive high school credit. This would result in the student having to recover credit for the high school equivalent course.

TRANSFER GRADES

When students transfer to SSCISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools. This system also applies to credits completed through the Dual Credit program. When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

A+=98	C+= 78
A= 95	C = 75
A-=90	C- =70
B+=88	D= 69
B=85	F = 69
B-=80	

Failing/No credit earned for “D” or “F”, unless “D” was a passing grade from the previous district.

CLASS LOAD

All students in Grades 9, 10 and 11 are required to enroll in eight class periods each semester. Grade 12 students must be enrolled in a minimum of 5 class periods each semester to be considered a full-time student, IF they are on track for graduation and have met the standard on all End of Course Exams. Students are not allowed to remain on campus if they are not enrolled in a course.

Reminder: Some courses listed in this handbook may not actually be offered due to low enrollment. Because of scheduling conflicts and classes closing, a student may not be able to register for every course he/she planned to take during a semester. For this reason, the student must select alternate courses in case the first choice is not available. Please note that all courses will not be offered every semester of every year. In cases of limited class enrollment, priority may be given to Grade 12 students. The master schedule is not prepared with student free periods as a priority.

RETENTION AND PROMOTION

High School Grade Level Classification Promotion, grade-level advancement, and course credit shall be based on mastery of the TEKS. Grade-level advancement for students in grades 9-12 shall be determined by course credits.

GRADE CLASSIFICATION

Students are classified at the beginning of the school year according to the number of credits they have earned. Classifications will remain the same through the school year, regardless of the number of credits earned unless corrections are necessary due to errors. The only exception will be classifying students as Grade 12 for final graduation. All changes in grade classification must be approved by the principal.

- 9th grade requires a minimum of 0-5.5 credits
- 10th grade requires a minimum of 6 credits
- 11th grade requires a minimum of 13 credits
- 12th grade requires a minimum of 20 credits

EARLY GRADUATES

A student must declare intent to graduate early and meet with the high school counselor before the end of the Grade 9 school year. All graduation requirements apply to early graduates. Any exceptions to this procedure must be approved by the principal.

Academic Policy for Students Entering Grade 9 in 2014-2015 **(COHORT 2018)**

Academic Achievement Class Ranking

Calculation: The district shall include in the calculation of class rank grades earned in all high school credit courses taken in grades **9-12**, unless excluded below.

Exclusions: No more than one aide class per student for GPA purposes.

Weighted Grade: The district shall categorize and weight eligible courses as Advanced and Regular in accordance with provisions of this policy.

Honors Courses: Eligible AP, Pre-AP and Dual Credit courses designated in the student handbook shall be categorized and weighted as Honors courses.

Added Weight for Grade: On honors courses, the student will receive 5 points on each 9 weeks grade of an 80 or above average. Example: Student's average for the 9 weeks is a 90 there will be an additional 5 points added to bring the average up to a 95 for the 9 weeks. This will be included in class ranking.

Transferred Grades: When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Local Graduation Honors: For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of the calculation at the end of the 3rd-9-week grading period of the senior year.

Class Ranking: For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law.

Valedictorian/Salutatorian: The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been enrolled and attending classes by the first ten days of his/her junior year.
2. Have been continuously enrolled in the District high school for his or her entire junior and senior year.
3. Must be graduating on the Distinguished Level of Achievement Program.
4. Be graduating after exactly 8 semesters of enrollment in high school.

Breaking Ties: In case of a tie in weighted GPA's, the District shall apply the following method, in this order, to determine recognition as valedictorian or salutatorian.

1. Compute the weighted GPA to a sufficient number of decimal places until the tie is broken.
2. Compare the number of weighted courses taken by each student involved in the tie.
3. Compare scores on college entrance tests, if the same tests were taken by all students involved in the tie.

**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. A committee consisting of the campus principal, campus counselor, dean of students and superintendent or designee shall determine who shall receive the scholarship based on alternative academic performance.

Honor Graduates: The District shall recognize as honor graduates each student who has:

1. Finished in the top ten percent of the graduating class

Academic Policy for Students Entering Grade 9 in 2015-2016 **(COHORT 2019)**

Academic Achievement Class Ranking

Calculation: The District shall include in the calculation of class rank grades earned in all high school credit courses taken in grades **9-12**, unless excluded below.

Exclusions: The calculation of class rank shall exclude grades earned in or by physical education, athletics, band, aide, review courses, and a course for which pass/fail grade is assigned. In addition, the calculation of class rank shall exclude grades earned through distance learning, independent study, credit recovery classes and career preparation.

Weighted Grade: The District shall categorize and weight eligible courses as Advanced and Regular in accordance with provisions of this policy.

Honors Courses: Eligible AP, Pre-AP, and Dual Credit courses designated in the student handbook shall be categorized and weighted as Honors courses.

Added Weight for Grade: On honors courses the student will receive an additional 5 points on each 9-weeks grade of an 80 or above average. Example: Student's average for the 9-weeks is a 90, there will be an additional 5 points added to bring the average up to a 95 for the 9-weeks. This will be included in class ranking.

Transferred Grades: When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Local Graduation Honors: For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class ranks using grades available at the time of calculation at the end of the 3rd 9-weeks grading period of the senior year.

Class Ranking: For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law.

Valedictorian/Salutatorian: The valedictorian/salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been enrolled and attending classes by the first ten days of his/her junior year.
2. Have been continuously enrolled in the District high school for his or her entire junior or senior year.
3. Have completed the Distinguished Level of Achievement Program.
4. Be graduating after exactly 8 semesters of enrollment in high school.

Breaking Ties: In case of a tie in weighted GPA's, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian.

1. Compute the weighted GPA to a sufficient number of decimal places until the tie is broken.
2. Compare the number of weighted courses taken by each student involved in the tie.
3. Compare scores on standardized college entrance tests, if the same tests were taken by all students involved in the tie.

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. A committee consisting of the campus principal, campus counselor, dean of students, and superintendent or designee shall determine who shall receive the scholarship based on alternative academic performance.

Honor Graduates: The District shall recognize as honor graduates each student who has:

1. Finished in the top ten percent of the graduating class.

Academic Policy for Students Entering Grade 9 in 2016-2017
(COHORT 2020 and BEYOND)

Academic Achievement Class Ranking

Calculation: The District shall include in the calculation of class rank, grades earned in all high school credit courses taken in grades **8-12**, unless excluded below.

Exclusions: The calculation of class rank shall exclude grades earned in or by local credits, pass/fail courses, correspondence courses, credit by exam-with or without prior instruction, credit recovery, summer school, courses taken online or off- campus of the district high school, including online or off-campus Dual Credit courses and weighted courses from another school district that are not offered at S & S High School.

Honors Courses: Eligible AP, Pre-AP and Dual Credit courses designated in the student handbook shall be categorized as weighted courses.

Added Weight for Grade:

Grade	Pre-AP, AP, Dual Credit	Regular
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2

71	2.1	1.1
70	2.0	1.0
69	0	0

A grade of 70 shall be the lowest grade for awarding of high school credit, including Dual Credit.

Transferred Grades: When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.

Local Graduation Honors: For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the 3rd nine-weeks.

Academic Achievement Class Ranking: For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law.

Valedictorian/Salutatorian: The valedictorian and salutatorian shall be eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been enrolled and attending classes by the first ten days of his/her junior year.
2. Have been continuously enrolled in the District high school for his or her entire junior and senior year.
3. Must be graduating on the Distinguished Level of Achievement Program.
4. Be graduating after exactly 8 semesters of enrollment in high school.

Breaking Ties: In case of a tie in weighted GPA's, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian.

1. Compute the weighted GPA to a sufficient number of decimal places until the tie is broken.
2. Compare the number of weighted courses taken by each student involved in the tie.
3. Compare scores on standardized college entrance tests, if the same tests were taken by all students involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor or title. A committee consisting of the campus principal, campus counselor dean of students and superintendent or designee shall determine who shall receive the scholarship based on alternative academic performance.

Honor Graduates: The District shall recognize as honor graduates each student who has:

1. Finish in the top ten percent of the graduating class.

ACADEMIC AND CAREER PLANNING

Academic and career planning is an ongoing process for students in SSCISD. Counselors present guidance and career planning information to students in grades 9-12. Resources available in Appendix A - College and Career Planning and Appendix B- High School Graduation Requirements.

COURSE SELECTION REMINDERS

When in doubt whether a class is suitable for you, talk with a teacher about the content and pace of that course.

You are selecting courses, not specific teachers or periods. Personnel and the computer determine these choices. Not all courses are offered each year!

If there is a conflict in scheduling, alternate choices will be selected. If you do not select alternate choices, they will be chosen for you without the opportunity for changes.

Remember that the English Pre-AP and AP classes require summer reading and assignments. Your schedule will NOT be changed because you did not complete your summer reading. Not completing the summer reading requirements will greatly affect your grade throughout the year and possibly lead to failure. PLEASE receive a summer reading list FROM YOUR CURRENT ENGLISH TEACHER before you leave school for the summer!

Be sure to read each course description to see if approval is required! ALL teachers/sponsors and coaches of extracurricular programs that require you to be enrolled in a course will receive a list of who has requested the course. If you are not approved for the course/ program, the parent will be contacted by the teacher and/or coach.

Be sure you review graduation requirements. Being aware of and keeping up with meeting graduation requirements is the responsibility of the student and the parent/guardian. Please contact the SSHA Counselor, if you have questions.

If you sign up for a course that is tied to a program, you are responsible to meet all of the requirements making an “outside of the school day” commitment...practices, events, contests, performances, games, etc. Please know that some of these commitments could occur on a weekend.

HIGH SCHOOL TRANSCRIPTS

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(e)). Transcript entries may not be altered or removed except to correct errors. Current and former students may request a copy of their high school transcript by submitting a request to the registrar's office at their current high school or their last school of attendance. Please contact the campus registrar for more information.

DISTANCE LEARNING AND CORRESPONDENCE COURSES

Distance Learning Courses are generally electronic courses in which:

- Instruction and content are delivered primarily over the Internet
- A student and teacher are in different locations for a majority of the student's instructional period
- Most instructional activities take place in an online environment
- The online instructional activities are integral to the academic program
- Extensive communication between a student and a teacher and among students is emphasized

Correspondence courses may be courses in which:

- Instructional materials are delivered by mail or electronic transmission
- Communication between the instructor and the student is limited
- Courses are typically self-paced
- A student's high school counselor must supervise the final exam

Credit toward state graduation requirements may be granted for distance learning and correspondence courses. Credits may be earned only as follows:

The institution offering the correspondence course is Texas Tech University

Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TxVSN) per our school board policy and instructional television.

The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course and be provided by an TEA accredited institution.

Prior to enrollment in distance learning or correspondence courses, students shall make a written request to the principal or designee for approval to enroll in the course. Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment.

All resident high school students shall be eligible to take distance learning or correspondence courses.

Please refer to policy by Cohort as to whether grades earned through distance learning courses will be used in computing class rank.

Students may be enrolled in only one correspondence course at a time and may earn a **maximum of two credits** through correspondence courses toward graduation. Seniors who are enrolled correspondence courses to earn units required for graduation shall complete the course and submit the grade for recording at least thirty days prior to graduation date in order to

be eligible for graduation at the end of the term. Please refer to policy by Cohort as to whether grades earned through correspondence courses will be used in computing class rank.

CREDIT BY EXAM

Students may use credit by examination to demonstrate mastery in any subject and to earn credit in any academic course at the secondary level, with the prior approval of the appropriate administrator. Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the principal or designee.

The university (Texas Tech University) supplying the test determines the cost of each exam.

A student in Grades 9-12 must be given credit for an academic **subject in which he/she has not received prior instruction** if the student scores:

- 80% on a criterion-referenced test approved by SSCISD

A student may not attempt a CBE for the same course more than two (2) times. A student may earn a **maximum of two credits** through credit by exam without prior instruction.

In accordance with local district policy, a student in grades 9-12 may be given credit for an academic subject in which he/she **had some prior instruction if the student scores 70%** on a criterion-referenced test.

On approval of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination. Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

Please refer to policy by Cohort as to whether grades earned through correspondence courses will be used in computing class rank.

DUAL CREDIT ENROLLMENT

Dual credit courses are offered to high school students by colleges and universities for both high school and college credit. A student may take pre-approved college and university classes for credit toward high school graduation. The student must be enrolled as a full-time student in SSCISD and must obtain written permission from principal or designee prior to college enrollment. Students are responsible for arranging to take the appropriate placement tests as required by college. Appropriate placement tests may include SAT, ACT, TSI or STAAR EOC.

All expenses for college enrollment, textbooks, and course work are the responsibility of the student. Credit for successfully completed college course(s) shall be earned in one-half unit increments. Students receive weighted grade points for completing approved dual credit courses. The student is responsible for verifying transferability of course credit to a college/university of his/her choice as some universities may not accept course credit from community colleges or other universities. List of core dual credit courses and more information is available in

Appendix D.

CAREER AND TECHNICAL EDUCATION (CTE) ARTICULATED COURSES

ADVANCED TECHNICAL CREDIT

Certain content-enhanced career and technical high school courses have been found to be substantially equal to certain introductory level college courses. A student completing these courses must achieve a grade of "80" or above to receive articulated credit. All courses eligible for college credit are identified on the high school transcript with the special explanation course

code “A”. This code helps participating colleges identify courses taught for award of articulated college credit. Completion of these college-level courses provides a way to start a college technical major in high school and continue in a community or technical college. The result is a certificate or associate degree in a career field. The student is responsible for verifying course credit with the appropriate technical or junior college program. The high school courses offered for Advanced Technical Credit may change from year to year.

ELIGIBILITY FOR AUTOMATIC COLLEGE ADMISSION

Top students are eligible for automatic admission to any public university in Texas under admissions policies. Under TEC 14 §51.803, students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas
- Graduate on the Foundation High School Program (FHSP) with an Endorsement
- Earn a Distinguished Level of Achievement (DLA) graduating on the FHSP
- Satisfy the College Readiness Benchmarks on SAT or ACT assessments:
 - o SAT – 1500 out of 2400 (critical reading, math and writing)
 - o ACT – 18 English, 21 Reading, 22 Math, 24 Science
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline with all required documentation (check with the university regarding specific deadlines).

Students admitted through this route are still required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Check with the college admissions office regarding testing requirements. After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work.

A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college. Admission to a university does not guarantee acceptance into a particular college of study or department.

Remember that you may not be admitted even if you are eligible if you do not meet the admission deadline.

Modifications to the Texas Automatic Admissions Law

The University of Texas

Texas law offers eligible freshman applicants automatic admission to public colleges and universities. The initial legislation, passed into law in 1997, offered automatic admission to eligible students in the top 10 percent of their high school class. In 2009, the law was modified for The University of Texas at Austin. Under the new law, the university must automatically admit enough students to fill 75 percent of available Texas resident spaces. Each fall, the university notifies Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted.

- **Summer/Fall 2016 and Spring 2017 applicants:** Top 8%
- **Summer/Fall 2017 and Spring 2018 applicants:** Top 7%
- **Summer/Fall 2018 and Spring 2019 applicants:** Top 7%

The Texas Higher Education Coordinating Board establishes the rules that govern which students are eligible for automatic admission.

Even applications from students who are automatically admissible are subject to holistic review to determine the major to which the applicant will be admitted.

MAKING CHANGES

SCHEDULE CHANGE PROCEDURES

One of the most critical functions performed by a school is the course selection by students. Based upon course selection information, courses are scheduled in a master schedule and teachers employed for the next school year. This process begins in the spring semester for the next school year. We encourage all students and parents to spend time learning about graduation requirements, endorsements and personal graduation plans. We encourage you to ask questions, attend scheduled group meetings, as well as attending scheduled individual meetings.

Changes pertaining to human error will be addressed, as well as students changing levels (example: move from AP or Pre-AP to a regular class) within a content area at the end of the 1st 9-weeks or semester. All schedule changes must be approved by the campus principal.

SPECIAL SERVICES

ENGLISH LANGUAGE LEARNERS (ELL) / LIMITED ENGLISH PROFICIENT (LEP) SERVICES

The High School curriculum provides linguistic accommodations for students who are speakers of other languages.

Participation of LEP/ELL Students in STAAR/EOC

ELL students are required to participate in the STAAR/EOC state assessments. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills. STAAR administrations tests with linguistic accommodations are available for:

- EOC Algebra I
- EOC Biology
- EOC U.S. History

ELL students are required to take the EOC English I and EOC English II exams.

See TEA's English Language Learners Assessment webpage for additional information and resources.

Participation of LEP/ELL Students in TELPAS

NCLB requires that all eligible LEP students in grades K-12 be assessed annually on the progress they make in learning the English language. The Texas English Language Proficiency Assessment System (TELPAS) was developed to fulfill this requirement and consists of multiple-choice reading tests, holistically rated assessments based on classroom work and teacher observation. Secondary students are assessed with TELPAS holistically rated assessments in the following language domains: listening, speaking, and writing. In addition, students are assessed in the language domain of reading through the TELPAS.

English Language Learners Served by Special Education

ELLs who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs.

STUDENTS WITH DISABILITIES

Section 504

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.

Students with Dyslexia and Related Disorders

Students with dyslexia have difficulty with reading, writing and/or spelling. SSCID has a teacher who is trained to evaluate, instruct, and monitor identified students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology.

Special Education

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with nondisabled peers in the public school system. SSCISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student. The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP).

Course Descriptions

English Language Arts

Mathematics

Science

Social Studies

Languages Other Than English (LOTE)

Fine Arts

Physical Education

Career and Technical Education (CTE)

Additional Electives

Local Credit Courses



English Language Arts

1101-English I **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: None

English I offers an integrated approach to a variety of literature (poetry, drama, novels, short stories, and non-fiction) through which students apply language skills, both oral and written. In written composition, emphasis is placed on paragraph development and types of paragraph organization.

1102-English I Pre-AP **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Teacher Approval

Program Requirements: Completion of summer reading/summer assignments AND signed *Honors Academic Contract*

English 1 Pre-AP is for highly motivated students. This course offers an in-depth study of a variety of literature (poetry, drama, novels, short stories and non-fiction) through which students apply oral and written language skills. In written composition, emphasis is placed on paragraph development and types of paragraph organization, as well as more in-depth writing beyond high school.

1201-English II **Credit: 1.0** **Length: 36 Week**

Prerequisite: English I

English 2 is a comprehensive course focusing on analyzing selected works of world literature in fiction, non-fiction, poetry and drama. This course integrates grammar, composition, and vocabulary skills with rich reading experiences. English 2 provides opportunities in both oral and written discourse. In composition, the emphasis is placed on developing extended elaborated compositions with grammar skills reinforced.

1202-English II Pre-AP **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: English I; Teacher Approval

Program Requirements: Completion of summer reading/summer assignments AND signed *Honors Academic Contract*

English 2 Pre-AP is for highly motivated students. This course consists of an in-depth study of world literature emphasizing critical and creative responses to works of fiction, nonfiction, poetry and drama as it concurrently provides occasions and audiences for all types of expository discourse. This class will stretch students' reading, writing, listening, speaking and thinking skills. In composition, the emphasis is placed on developing extended elaborated compositions with grammar skills reinforced.

1300-English III **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: English II

English 3 emphasizes American literature. Classical, traditional, and modern selections are reviewed to understand the historical, social, and philosophical impact on American life. Vocabulary, spelling, grammar, maps, memory work, book reports, and film reports are utilized to assist the student in the learning process. Writing for a variety of purposes will be covered. An in depth study of novels will be included, as well as a great deal of non-fiction.

1310-AP English Language/Composition Credit: 1.0 Length: 36 Weeks

Prerequisite: English II; Teacher Approval

Program Requirement: Completion of summer reading/summer assignments AND signed *Honors Academic Contract*

This course is taught at the level of a college freshman course for English majors and is to prepare the students for successful completion of the College Board AP Language examination. Content requirements for AP Language are prescribed in the College Board publication *Advanced Placement Course Description: English* published by the College Board. You may also locate this information at www.collegeboard.com. Students are required to take the AP Exam in May. **AP English Language and Composition will be offered alternating years with AP English Literature and Composition.**

1400-English IV

Credit: 1.0

Length: 36 Weeks

Prerequisite: English III

This integrated study of English literature, composition, grammar and vocabulary reinforces the critical reading and writing skills essential for college entrance. An in depth study of researching techniques will be introduced. Senior students will have the opportunity to connect America's British roots to their contemporary world through various reading, writing, listening, speaking and thinking activities.

7600-Business English

Credit 1.0

Length: 36 Weeks

Prerequisite: English III and Touch Systems Data Entry

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. 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 for business reproduction. **This course may count as the 4th or advanced English course.**

11311-AP English Literature and Composition

Credit:1.0

Length: 36 Weeks

Prerequisite: English II; Teacher Approval

Program Requirement: Completion of summer reading/summer assignments AND signed *Honors Academic Contract*

This course is taught at the level of a college sophomore course for English majors and is to prepare the students for successful completion of the College Board AP Literature examination. Content requirements for AP Literature are prescribed in the College Board publication *Advanced Placement Course Description: English* published by the College Board. You may also locate this information at www.collegeboard.com. Students are required to take the AP exam in May. **AP English Literature and Composition will be offered alternating years with AP English Language and Composition.**

1403-Dual Credit ENGL 1301-Composition I (English 4-Semester 1)
Credit: 0.5 High School/ 3 college hours **Length: 18 Weeks**
Prerequisite: English III; Student must have met all requirements to enroll in a Dual Credit English course through Grayson College AND Signed Honors Academic Contract.

1404-Dual Credit ENGL 1302-Composition II (English 4-Semester 2)
Credit: 0.5 High School/3 college hours **Length: 18 Weeks**
Prerequisite: English III; Student must have met all requirements to enroll in a Dual Credit English course through Grayson College AND Signed Honors Academic Contract.

Through a dual-credit agreement with Grayson College, students who meet all college and high school requirements may enroll in these courses. Tuition and materials are the responsibility of the student/parent. See the Dual Credit Handbook section for more information.

ENGL1301- Composition I

Principles and techniques of expository and persuasive writing; critical thinking and textual analysis; essays and research methods.

ENGL1302- Composition II

Continuation of ENGL 1301. Advanced techniques of expository and persuasive writing; critical thinking and textual analysis; essays and research methods.

Please be reminded that when you enroll in a Dual Credit Course, any issues are strictly between you and the instructor/college! **If you make below a “C” in a Dual Credit course, you will not be allowed to enroll in any Dual Credit courses the following semester.**

1500- College Preparatory English

Credit: 0.5

Length: 18 Weeks

Prerequisite: Teacher Approval

Based upon specific assessments, such as EOC scores, this course is designed to prepare students who have not yet met college readiness standards for college-level coursework.

Mathematics

2101-Algebra I (single block/takes one class period)

Credit: 1.0 state math credit

Length: 36 Weeks

Prerequisite: 8th grade Math or equivalent

2102-Algebra I (double-block/ takes two class periods)

Credit: 2.0 (1.0 state math credit and 1.0 local credit)

Length: 36 Weeks

Prerequisite: 8th grade Math or equivalent

Algebra I provides a strong foundation of the concepts for high school mathematics. It includes the study of linear, quadratic and exponential functions and their related transformations, equations and associated solutions. Students will make connections between functions and real-world situations. Students will use technology to collect and explore data and analyze mathematical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear equations with two equations and two variables and will create new functions through transformations. **The decision to enroll in 2101 or 2102 is made based on multiple criteria developed in a rubric developed by the teachers of Algebra I and 8th Grade Mathematics.**

2200-Geometry

Credit: 1.0

Length: 36 Weeks

Prerequisite: Algebra I

Geometry includes the study of spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics and other disciplines; tools for geometric thinking and underlying mathematical processes such as problem solving, reasoning, multiple representations, applications and modeling, as well as justifications and proofs.

2208-Geometry Pre-AP

Credit: 1.0

Length: 36 Weeks

Prerequisite: Algebra I

Program requirement: Signed *Honors Academic Contract* and an 80+ average in previous course. If the student was not previously enrolled in an honors course or did not maintain an 80+ average, the student will need to take a teacher approved entrance exams to ensure the student possesses the required skills needed to be successful in an honors math course.

Geometry Pre-AP is an intense study of spatial reasoning; geometric figures and their properties; the relationship between geometry, other mathematics and other disciplines; tools for geometric thinking and underlying mathematical processes such as problem solving, reasoning, multiple representations, applications and modeling, as well as justifications and proofs. This course is designed to enhance math skills and offer a more challenging curriculum.

2300-Math Models

Credit: 1.0

Length: 36 Weeks

Prerequisite: Algebra I, Geometry

This course is designed to build on the Algebra I foundation as students expand their understanding through other mathematical experiences. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design and science.

2400-Algebra II**Credit: 1.0****Length: 36 Weeks****Prerequisite: Algebra I**

Algebra II will continue the study of algebra and students will build on their knowledge from Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will also study logarithmic, square root, cubic, cube root, absolute value, and rational functions. Students will make connections between mathematical and real-world situations. Students will extend their knowledge of data analysis and numeric and algebraic methods.

2402-Algebra II Pre-AP**Credit: 1.0****Length: 36 Weeks****Prerequisite: Algebra I**

Program Requirement: Signed *Honors Academic Contract* and an 80+ average in previous course. If the student was not previously enrolled in an honors course or did not maintain an 80+ average, the student will need to take a teacher approved entrance exams to ensure the student possesses the required skills needed to be successful in an honors math course.

Algebra II Pre-AP will continue the study of algebra and students will build on their knowledge from Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will also study logarithmic, square root, cubic, cube root, absolute value, and rational functions. Students will make connections between different types of functions and their inverses. Students will also make connections between mathematical and real-world situations. Students will extend their knowledge of data analysis and numeric and algebraic methods. This course is intended to prepare students for Pre-Calculus Pre-AP and eventually AP Calculus, and/or Dual-Credit College Algebra.

2500-Statistics**Credit: 1.0****Length: 36 Weeks****Prerequisite: Algebra I; Geometry; Algebra II**

Statistics is a study in the gathering of material to model a given theory. It includes analysis of given statistics, as well as application of given formulas to be applied to the material gathered. In this course you will also compare sets of statistical information to other sets, as well as an implied study of material used to prove or disprove a given statement.

2600-Pre-Calculus**Credit: 1.0****Length: 36 Weeks****Prerequisite: Algebra I; Geometry; Algebra II**

Pre-Calculus includes the study of polynomial, rational, exponential, and logarithmic functions; trigonometry, analytic geometry, sequences and series, as well as conic sections, vectors, and introduction to limits.

2601-Pre-Calculus Pre-AP**Credit: 1.0****Length: 36 Weeks**

Prerequisite: Algebra I; Geometry; Algebra II

Program Requirement: Signed *Honors Academic Contract* and an 80+ average in previous course. If the student was not previously enrolled in an honors course or did not maintain an 80+ average, the student will need to take a teacher approved entrance exams to ensure the student possesses the required skills needed to be successful in an honors math course.

Pre-Calculus includes the study of polynomial, rational, exponential, and logarithmic functions; trigonometry, analytic geometry, sequences and series, as well as conic sections, vectors, and introduction to limits. Also included is an introduction to calculus.

2606-AP Calculus AB Credit: 1.0 Length: 36 Week

Prerequisite: Pre-Calculus

Program Requirement: Signed *Honors Academic Contract* and an 80+ average in previous course. If the student was not previously enrolled in an honors course or did not maintain an 80+ average, the student will need to take a teacher approved entrance exams to ensure the student possesses the required skills needed to be successful in an honors math course.

AP Calculus AB is a college level mathematics course for students who plan to pursue a four- year degree in fields such as engineering, science, architecture, computer science, business, or mathematics. Special permission is required to take this course. Calculus is the study of analytic geometry; antiderivatives; definite integrals; differential equations; formal integration; applications of integration; improper integrals; infinite series; and parametric functions. This course is to prepare the students for successful completion of the College Board AP Calculus examination. Students are required to take the AP Exam.

2705-Dual Credit Mathematics/MATH 1314-College Algebra

(Math 4 –Semester 1)

Credit: 0.5 High School/3 college hours (weighted GPA points)

Length: 18 Weeks

Prerequisite: Student must have met all requirements to enroll in a Dual Credit Mathematics course through Grayson College; Signed *Honors Academic Contract*.

2706-Dual Credit Mathematics/MATH 1342- Elementary Statistics (Math 4-Semester 2)

Credit: 0.5 High School/3 college hours (weighted GPA points)

Length: 18 Weeks

Prerequisite: Student must have met all requirements to enroll in a Dual Credit Mathematics course through Grayson College; Signed *Honors Academic Contract*.

These courses are taught through a dual credit agreement with Grayson College. Students must meet requirements to enroll at Grayson College and have counselor approval. Tuition and materials are the responsibility of the student/parent.

Please be reminded that when you enroll in a Dual Credit Course, any issues are strictly between you and the instructor/college! **If you make below a “C” in a Dual Credit course, you will not be allowed to enroll in any Dual Credit courses the following semester.**

MATH1314 College Algebra

Equations and inequalities; functions and graphs; polynomial functions; exponential and logarithmic functions; systems of equations; sequences and series; applications

MATH1342-Elementary Statistics

Presentation and interpretation of data; sampling; analysis of variance; probability; binomial and normal distributions; estimation and testing hypotheses; correlation and regression; the use of statistical software.

7517-Math Applications in Agriculture, Food and Natural Resources

Credit: 1.0

Length: 36 Weeks

Prerequisite: Algebra I

In this course, students will demonstrate mathematics knowledge and skills required to solve problems related to the agriculture, food, and natural resources industries. Students will apply statistical and data analysis; will construct and analyze charts, tables and graphs; will demonstrate knowledge of algebraic applications; and use geometric principles. The course will meet the state graduation requirements for a fourth year of advanced mathematics.

2704-College Preparatory Mathematics

Credit: 0.5

Length: 18 Weeks

Prerequisite: Teacher Approval

Based upon specific assessments, such as EOC scores, this course is designed to prepare students who have not yet met college readiness standards for college-level coursework.

Suggested Course Sequence:

Algebra I/ Geometry/ Algebra 2/ 4th Math

Algebra I/ Geometry/Math Models/ Algebra 2

Algebra I (MS)/ Geometry/Algebra 2/4th Math/5th Math (not required, but encouraged for success in college)

Math Models is recommended to be taken BEFORE Algebra 2 in the SSHS course sequence.

Algebra 2 credit must be earned for the FHSP Distinguished Level of Achievement, as well as qualifying for Top Ten %.

Science

3100-Biology

Credit: 1.0

Length: 36 Weeks

Prerequisite: None

Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

3101-Biology Pre-AP Credit: 1.0 Length: 36 Weeks

Prerequisite: Teacher approval AND signed *Honors Academic Contract*

Covers the above topics in great depth, includes advanced laboratory activities, additional advanced projects and outside reading.

3200-IPC Credit: 1.0 Length: 36 Weeks

Prerequisite: Approval from the Biology Teacher

Students in Integrated Physics and Chemistry study both physics and chemistry, including the topics of force, motion, energy, and matter. They develop a foundational knowledge through laboratory investigations, use of the scientific method, and critical problem solving

3300-Chemistry Credit: 1.0 Length: 36 Weeks

Prerequisite: Biology or IPC

Students in Chemistry study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear properties of solutions; acids and bases; and chemical reactions.

3301-Chemistry Pre-AP Credit: 1.0 Length: 36 Weeks

Prerequisite: Biology; Teacher approval AND signed *Honors Academic Contract*

Covers the same topics as chemistry but in greater depth and includes advanced laboratory activities, additional advanced projects and outside reading.

3400-Physics Credit: 1.0 Length: 36 Weeks

Prerequisite: Biology, Chemistry or IPC; Concurrent enrollment in 2nd year of Mathematics

Students in Physics study a variety of topics that include: laws of motion; changes within physical systems; conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics.

3401-Physics Pre-AP Credit: 1.0 Length: 36 Weeks

Prerequisite: Biology, Chemistry; Teacher Approval AND signed *Honors Academic Contract*

Covers the same topics as in Physics but in greater depth and includes advanced laboratory activities, additional advanced projects and outside reading.

3500-Environmental Systems Credit: 1.0 Length: 36 Weeks

Prerequisite: Biology; Chemistry or IPC

Students in Environmental Science study a variety of topics that include: biotic and abiotic factors in habitats; ecosystems and biomes; interrelations among resources and an environmental system; sources and flow of energy through an ecosystem; relationships

Social Studies

4100-World Geography

Credit: 1.0

Length: 36 Weeks

Prerequisite: None

This course is designed to provide an opportunity for students to study the interaction of man and his environment in space and time. The study includes current developments around the world that affect physical structure, way of life, customs, mores, and past events that affect the environment. Urban analyses and population problems are important aspects of the course.

4101-World Geography Pre-AP

Credit: 1.0

Length: 36 Weeks

Prerequisite: Teacher approval AND signed *Honors Academic Contract*

Pre-AP World Geography presents a conceptual framework of people and their adaptation to their environment using case studies and class discussions as a springboard to acquiring a deeper understanding of our world. Various projects related to World Geography studies will be required of students throughout the course. Pre-AP World Geography covers the same content as World Geography. The pace of the course is accelerated with differentiated student projects and assessments.

4300-U.S. History

Credit: 1.0

Length: 36 Weeks

Prerequisite: None

Content for United States History includes significant individuals, issues and events after the period of Reconstruction to the present. It is an inquiry into the social, political, cultural and economic development of the United States during this period.

4304 -Dual Credit U.S. History-HIST 1301/U.S. History I (U.S. History-Semester 1)

Credit: 0.5 High School/3 college hours

Length: 18 Weeks

Prerequisite: Student must have met all requirements to enroll in a Dual Credit English course through Grayson College; signed *Honors Academic Contract*.

4305 -Dual Credit U.S. History-HIST 1302/U.S. History 2 (U.S. History-Semester 2)

Credit: 0.5 High School/3 college hours

Length: 18 Weeks

Prerequisite: Student must have met all requirements to enroll in a Dual Credit English course through Grayson College; signed *Honors Academic Contract*.

These courses are taught through a dual credit agreement with Grayson College. Components are the same as the regular United States History, but with more in depth study. Students must meet requirements to enroll at Grayson and have counselor approval.

HIST1301 -U. S. History I

A general survey of American history from the earliest discovery period through the Civil War and Reconstruction.

HIST 1302- U.S. History II

A continuation of HIST 1301. A general survey of American history from Reconstruction to the present.

Please be reminded that when you enroll in a Dual Credit Course, any issues are strictly between you and the instructor/college! If you make below a “C” in a Dual Credit course, you will not be allowed to enroll in any Dual Credit courses the following semester.

4200-World History Credit: 1.0 Length: 36 Weeks
Prerequisite: None

The World History course provides the student with an understanding of the changing world in which he/she lives through an examination of world cultures, their problems and achievements from earliest recorded times. The course covers periods of ancient and medieval history to the development of American civilization and the world today.

4207-AP World History Credit: 1.0 Length: 36 Weeks
Prerequisite: Teacher approval AND signed *Honors Academic Contract*

AP World History is an advanced level course designed for students identified as gifted and for college-bound students who demonstrate high levels of proficiency in historical concepts. This course highlights the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

4500- American Government Credit: 0.5 Length: 18 Weeks
Prerequisite: None

American Government is the study of the American Constitution and the levels of our governmental system- federal, state, and local. Special emphasis is placed on current events in an effort to relate them to the legislative, executive, and judicial structure and functions of the United States system of government

4503-Dual Credit Government-GOVT 2305/United States Government
Credit: 0.5 High School/3 college hours
Length: 18 Weeks

Prerequisite: Student must have met all requirements to enroll in a Dual Credit Mathematics course through Grayson College; Signed *Honors Academic Contract*.

This course is taught through a dual credit agreement with Grayson College. Components are the same as the regular American Government, but with more in depth study. Students must meet requirements to enroll at Grayson and have counselor approval. Tuition and materials are the responsibility of the student/parent.

GOVT 2305- American National Government

A survey of the political system of the United States including: the United States Constitution, the three branches of the government, political theory, political parties, interest groups and the media.

Please be reminded that when you enroll in a Dual Credit Course, any issues are strictly between you and the instructor/college! **If you make below a “C” in a Dual Credit course, you will not be allowed to enroll in any Dual Credit courses the following semester.**

4400-Economics**Credit: 0.5****Length: 18 Weeks****Prerequisite: None**

This course is designed to provide opportunities for students to study economics with emphasis on the American Free Enterprise System, the government involvement, international economic relations and consumer economics. Subject material includes inflation, recession, advertising, supply and demand, banking and foreign trade.

4403-Dual Credit Economics-ECON 2301/Macroeconomics**Credit: 0.5 High School/3 college hours****Length: 18 Weeks****Prerequisite: Student must have met all requirements to enroll in a Dual Credit Mathematics course through Grayson College; Signed *Honors Academic Contract*.**

This course is taught through a dual credit agreement with Grayson College. Components are the same as the regular economics but with more in depth study. Students must meet requirements to enroll at Grayson and have counselor approval. Tuition and materials are the responsibility of the student/parent.

ECON 2301- Principles of Economics (Macro)**Credit: 0.5****Length: 18 Weeks****Prerequisite:**

An introduction to the principles of macroeconomics. This course explores Classical, Keynesian and other models in economics. Emphasis is given to national income, money and banking, monetary and fiscal policy, economic fluctuations and growth. Other topics include, but are not limited to introductory international trade and finance, employment, comparative economic systems and economics decision-making. Please be reminded that when you enroll in a Dual Credit Course, any issues are strictly between you and the instructor/college! If you make below a "C" in a Dual Credit course, you will not be allowed to enroll in any Dual Credit courses the following semester.

4600-Psychology**Credit: 0.5****Length: 18 Weeks****Prerequisite: None**

Psychology is an elective one-semester course which helps the student acquire a better understanding of oneself and acquire the skills necessary for successful interactions with others through the understanding of human behavior.

4603-Sociology**Credit: 0.5****Length: 18 Weeks****Prerequisite: None**

Sociology is a one-semester elective course focusing on group organization. Sociology is intended to aid the student in developing a better understanding of family relationships, society, and social problems.

Suggested Course Sequence

World Geography/ U.S. History/ World History/ Economics & Government

Languages Other Than English
(LOTE)

5300-Spanish I Credit: 1.0 Length: 36 Weeks

Prerequisite: None

The student uses the four fundamental communicative skills of listening, speaking, reading and writing with emphasis on listening and speaking. One reads and writes material containing vocabulary and grammar that is comprehended orally and reproduced orally. With a focus on oral proficiency, extended time is devoted to listening and responding.

5305-Spanish II Credit: 1.0 Length: 36 Weeks

Prerequisite: Spanish I

The student continues the development of the four fundamental communicative skills to improve proficiency. Reading comprehension ability as well as cultural understanding is emphasized; however, the focus on oral proficiency is maintained.

5310-Spanish III Credit: 1.0 Length: 36 Weeks

Prerequisite: Spanish II

Students in Spanish III become more orally proficient; their study focuses on vocabulary expansion, more complex grammatical construction and creative expressions. Spanish literature is introduced to provide more perception and understanding of the culture and literary values and enable one to grow in both written and oral skills.

5313-Spanish IV Credit: 1.0 Length: 36 Weeks

Prerequisite: Spanish III

Spanish 4 continues the study of complex grammar concepts, presents new vocabulary, provides opportunities for conversation on topics of a varied nature, includes the reading of classical and modern authors as well as news media materials, and requires student expression in oral and written form.

5100-ASL I Credit: 1.0 Length: 36 Weeks

Prerequisite: None

American Sign Language 1 is the introductory course in ASL. During this course the students will begin to develop their expressive and receptive signing skills as well as begin to build extensive sign vocabulary. The course will focus on ASL grammatical structures and basic information about deaf culture.

5103-ASL II Credit: 1.0 Length: 36 Weeks

Prerequisite: ASL I

This course will expand the ASL sign vocabulary acquired in ASL 1. The course will focus on the improvement of expressive and receptive signing skills. During ASL 2, the student's knowledge will be expanded in the areas of the history of the deaf, deaf culture, and grammatical aspects of ASL.

5106-ASL III Credit: 1.0 Length: 36 Weeks

Prerequisite: ASL II

ASL 3 offers advanced ASL sign vocabulary and syntax. An introduction is given to job opportunities as interpreters as well as other careers related to deafness. A greater emphasis is given to expanding skills in expressive and receptive signing. This course includes the use of signing between student and teacher and among students whenever possible.

SPECIAL NOTE:

While ASL is accepted as a Language Other than English for college admissions purposes in Texas public colleges and universities and in many private and public institutions of higher learning across the United States, it is not accepted everywhere. Students interested in admission to private colleges and out of state universities and colleges should check the specific requirements for admission BEFORE determining the LOTE portion of their four-year high school graduation plan

Fine Arts

100-Art I **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: None

Introduction to the elements of art and principles of design through the study of two and three-dimensional art, history, and culture. Students learn to communicate ideas through the creation of original artworks using a variety of media including drawing, painting, printmaking, ceramics, and sculpture. Art 1 is a pre-requisite for all other art courses.

6103-Art II **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Art I

The second level art course is designed to incorporate prior learning from Art I and involve the student in more specialized visual art processes. These processes will emphasize student learning within the following visual arts concepts; individual artistic perception, creative visual expression, artistic production, media selection and techniques, aesthetics, appreciation of historical and multi-cultural contributions to visual arts, artistic criticism and the principles and elements of design. Portfolio developments, correct oral and written communication, as they relate to visual arts, will be integral to all aspects of this course. Vocational opportunities and requirements will be analyzed.

6104-Art III **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Art II

This course will allow students a higher degree of artistic specialization within specific art media and art processes. Student centered learning activities will emphasize creative visual art media processes that will encourage creative problem solving techniques and contribute to the individual student's understanding and development of artistic style as it relates to their environment and self-expression. Students will have the opportunity to analyze career opportunities within the field of visual arts. Portfolio development, correct oral and written communication as they relate to the visual arts will be integral to all aspects of this course. Vocational opportunities and requirements will be analyzed.

6105-Art IV **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Art III

Art IV is structured for the student who is contemplating post-secondary schooling in the visual arts or the student who is interested in a more detailed media specialization for his own artistic development. The student will develop an original body of artwork that will demonstrate the incorporation of a broad range of visual observations, experiences, historical art interpretations, and complex visual analysis of visual relationships. Portfolio development, correct oral and written communication, as they relate to the visual arts, will be integral in all aspects of this course. Vocational opportunities and requirements will be analyzed.

6200-Band IA/6201-Band 1B **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: None

(Semester 1 counts as 0.5 PE and Semester 2 counts as 0.5 Fine Art)

6202-Band IIA/6203-Band IIB **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Band I

(Semester 1 counts as 0.5 PE and Semester 2 counts as 0.5 Fine Art)

6204-Band III **Credit: 1.0** **Length: 36 Weeks**

Prerequisite: Band II

6205-Band IV**Credit: 1.0****Length: 36 Weeks****Prerequisite: Band III**

Program Requirements: Band is primarily a performance organization. Students enrolled in Band are required to march at the halftime of all football games, compete in contests and perform in concert. Much of the Band class consists of marching practice in the fall semester and contest preparation in the spring. Students are expected to attend rehearsals and participate in all performances. This is a course that is tied directly to a program. If you have questions about the obligations of band, please see the Band Director **PRIOR** to signing up for the course. Band is a full year course...you are required to be enrolled in and participate in both the Fall and Spring Semesters of the course and the program.

6206-Color Guard IA/6207-Color Guard IB**Credit: 1.0****Length: 36 Weeks****Prerequisite: Tryouts/Approval of Band Director****6208-Color Guard IIA/6209-Color Guard IIB****Credit: 1.0****Length: 36 Weeks****Prerequisite: Color Guard I; Tryouts/Approval of Band Director****6210- Color Guard III****Credit: 1.0****Length: 36 Weeks****Prerequisite: Color Guard II; Tryouts/Approval of Band Director****6211- Color Guard IV****Credit: 1.0****Length: 36 Weeks****Prerequisite: Color Guard III; Tryouts/Approval of Band Director****6404-Theatre Arts I****Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

This is a basic theatre course and incorporates basic acting techniques, the role of the actor in interpreting dramatic literature and the historical evolution of performance styles.

6405-Theatre Arts II**Credit: 1.0****Length: 36 Weeks****Prerequisite: Theatre Arts I and Teacher Recommendation****6406-Theatre Arts III****Credit: 1.0****Length: 36 Weeks****Prerequisite: Theatre Arts II and Teacher Recommendation****6407-Theatre Arts IV****Credit: 1.0****Length: 36 Week****Prerequisite: Theatre Arts III and Teacher Recommendation**

These advanced theatre course continues to incorporate acting techniques, the role of the actor in interpreting dramatic literature and the historical evolution of performance styles.

6400-Technical Theatre Arts I**Credit: 1.0****Length: 36 Weeks****Prerequisite: None****6401-Technical Theatre Arts II****Credit: 1.0****Length: 36 Weeks****Prerequisite: Technical Theatre Arts I and Teacher Recommendation****6402-Technical Theatre Arts III****Credit: 1.0****Length: 36 Weeks****Prerequisite: Technical Theatre Arts II and Teacher Recommendation****6403-Technical Theatre Arts IV****Credit: 1.0****Length: 36 Weeks****Prerequisite: Technical Theatre Arts III and Teacher Recommendation**

Technical Theater is a course designed to provide students with an understanding of the aesthetics and practical application of all phases of technical production. This would include the study of all visual aesthetics, the physical theater, scenic design, scenery construction and painting, property construction and design, costuming, lighting, sound engineering and back stage organization.

6300-Music Appreciation I**Credit: 1.0****Length: 36 Weeks****6301-Music Appreciation II****Credit: 1.0****Length: 36 Weeks**

This course introduces students to the history, theory and genres of music. The course explores the history of music from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the internet are making musical forms more accessible worldwide.

6302-Applied Music I**Credit: 1.0****Length: 36 Weeks****Prerequisite: None****6303-Applied Music II****Credit: 1.0****Length: 36 Weeks****Prerequisite: Applied Music I and Teacher Recommendation****6304-Applied Music III****Credit: 1.0****Length: 36 Weeks****Prerequisite: Applied Music II and Teacher Recommendation**

Applied Music courses offer high school students in grades 10, 11, and 12 to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in learning, performing, creating, and responding to music.

Physical Education

8600-Foundations of PE 1

Credit: 1.0

Length: 36 Weeks

Prerequisite: None

All students not enrolled in athletics at some time during high school must take this course. Foundations of Personal Fitness provides students the opportunity to develop and maintain an acceptable level of physical fitness and to acquire knowledge and experiences that reinforces the significance of lifestyle on one's health and fitness.

8603-PE 2

Credit: 1.0

Length: 36 Weeks

Prerequisite: PE 1

8604-PE 3

Credit: 1.0

Length: 36 Weeks

Prerequisite: PE 2

8605-PE 4

Credit: 1.0

Length: 36 Weeks

Prerequisite: PE 3

8100-Boy's Athletics I

8101-Girl's Athletics I

8200-Boy's Athletics II

8201-Girl's Athletics II

8300-Boy's Athletics III

8301-Girl's Athletics III

8400-Boy's Athletics IV

8401-Girls' Athletics IV

8500-Cheer 1 (can count as a PE credit)

8501-Cheer 2 (Local credit only)

8502-Cheer 3 (Local credit only)

8503-Cheer 4 (Local credit only)

S & S High School is a member of the University Interscholastic League's Athletic program and subscribes to its rules and regulations along with its purposes, goals, and objectives. Students are urged to participate in the appropriate activities that are offered. Completion of medical history/physical examination and parent permission forms is required to participate in extra-curricular activities. Students enrolled in interscholastic activities may substitute these activities for the required units of physical education. Program requirements include a tryout and selection process. The following sports constitute the program: Cheerleading, Football, Cross Country, Volleyball, Basketball, Power lifting, Tennis, Golf, Track and Field, Softball, Baseball

STATEMENT OF NON-DISCRIMINATION

S & S Consolidated ISD offers career and technical programs in Agriculture, Food & Natural Resources; Arts, A/V Technology and Communications; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; and Science, Technology, Engineering and Mathematics (STEM); Admission to these programs is based on grade placement, aptitude, interest, and the availability of class space.

It is the policy of S & S Consolidated ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational and vocational programs, services, activities or employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.

S & S Consolidated ISD provides a free, appropriate education consisting of regular or special education and related aids and services in Career and Technical Education Programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons.

S & S Consolidated ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Lee Yeager; S & S Consolidated ISD; P O BOX 837 SADLER, TX, 76264-0837;(903) 564-6051; lee.yeager@sscisd.net.

**7100-Professional Communication
Length: 18 weeks**

**Credit: 0.5
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 technical applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. This course will satisfy the Speech requirement for graduation.

**7101-Touch Systems Data Entry
Length: 18 weeks**

**Credit: 0.5
Prerequisite: None**

Students will increase their speed and accuracy while learning to type by touch. Students will learn the alphabetic, numeric, and symbol keys, as well as the ten-key pad. Students

will learn to format business documents such as letters, outlines, and reports. This course will satisfy the Technology requirement for graduation.

7600-Business English

Length: 36 Weeks

Credit 1.0

Prerequisite: English III

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. 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 for business reproduction. This course may count as the 4th or advanced English course.

7500-Principles of Agriculture, Food and Natural Resources

Credit: 1.0

Length: 36 weeks

Prerequisite: None

Where would we be without Agriculture? Cold and hungry! This is a comprehensive course for freshmen and/or first year agriculture students that introduces them to the international scope of agriculture, food, and natural resources and its effect upon society. It includes topics related to career development, building leadership skills through communication practices, developing technical knowledge and skills related to animal production.

7510-Agricultural Mechanics and Metal Technologies

Credit 1.0

Length: 36 Weeks

Prerequisite: Principles of Ag

This course develops proficiency in many welding skills. Students will be expected to use the cutting torch and MIG Welders. Welding in several positions, which include flat, horizontal, and vertical, will be taught. The course develops an understanding of tool operation, electrical wiring, plumbing, carpentry, and metal working techniques.

7511-Welding I

Length: 36 Weeks

Credit: 2.0 (two class periods)

Mechanics

Prerequisite: Principles of Ag, Agricultural

7512-Welding 2

Length: 36 Weeks

Credit: 2.0 (two class periods)

Mechanics, Welding I

Prerequisite: Principles of Ag, Agricultural

These courses build proficiency in many welding skills that were introduced in the Agricultural Mechanics and Metal Technologies course. Students will improve their use of the cutting torch and MIG Welders. Welding in several positions, which include flat, horizontal, and vertical, will be taught.

7509-Horticulture Science**Credit: 1.0****Length: 36 Weeks****Prerequisite: Principles of Ag**

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

7508- Floral Design**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

Want to earn extra income making homecoming mums and floral arrangements? Principles and Elements of Floral Design is a lab based technical course designed to develop knowledge and skills associated with identifying and demonstrating the principles and techniques related to floral design as well as developing an understanding of the management of floral enterprises. Students are required to purchase supplies for personal projects. **This course counts as a Fine Arts credit for graduation.**

7505-Wildlife, Fisheries and Ecologies**Credit: 1.0****Length: 36 Weeks****Prerequisite: Principles of Ag**

This course is designed to prepare students in the wildlife, ecology, and natural resources industries. This course explores the importance of wildlife and recreation management to the environment and the agriculture industry. Students will learn the identification and management of game and non-game wildlife species, fish, and their habitats as well as their ecological needs.

7501-Livestock Production**Credit: 1.0****Length: 36 Weeks****Prerequisite: Principles of Ag**

This course gives students the opportunity to be prepared for careers in the field of animal science. Students need to acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

7504-Advanced Animal Science**Credit: 1.0****Length: 36 Weeks****Prerequisite: Principles of Ag**

Want to be a vet? Let us get you started. Advanced Animal Science is a lab based technical course that allows students to explore the various areas of livestock production through a hands-on approach to learning. At least 40% of the instructional time will be used to conduct field and laboratory investigations. Nutrition, genetics, breeding systems, anatomy and physiology, health, and selection are some of the areas that will be covered. **This course counts as a 4th SCIENCE credit for graduation.**

7518-Career Preparation I (2.0)**7519-Extended Career Preparation I (3.0)****7520-Career Preparation II (2.0)****7521-Extended Career Preparation II (3.0)****Length: 36 Weeks each****Prerequisite: Student must have a job and stay employed**

Students may choose to earn credits by enrolling in Career Preparation class and working 15 hours per week in a related career field. Students may receive teacher assistance in finding job openings but students are responsible for securing employment on their own. Students may enter this program only at the beginning of each school year. Students must have an approved paid employment location by the end of the first week of the semester in order to earn credit.

Students are eligible for a work release from school in order to report to their employment location. Students will receive instruction concerning work ethics, attitude, employers' expectations, and goal setting. Students will be monitored at the employment location and receive on-the-job experience and training. The majority of these students tend to graduate with work experience on their resume. Students must be 16 years old to be considered and their attendance and grades will be evaluated. Enrollment and employment location is approved by the instructor. Students must provide their own transportation to their work based learning sites.

7515-Practicum in Agriculture, Food, and Natural Resources**Credit: 2.0 (two class periods)****Length: 36 Weeks****Prerequisite:** Teacher approval

The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. Students must complete the appropriate application and gain approval before being scheduled in this course.

7517-Math Application in Agriculture, Food and Natural Resources**Credit: 1.0****Length: 36 Weeks****Prerequisite: Algebra I**

In this course, students will demonstrate mathematics knowledge and skills required to solve problems related to the agriculture, food, and natural resources industries. Students will apply statistical and data analysis; will construct and analyze charts, tables, and graphs; will demonstrate knowledge of algebraic applications; and use geometric principles. The course will meet the state graduation requirements for a fourth year of advanced mathematics.

7200-Principles of Arts, Audio Video Technology, and Communications**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

This course will explore a wide variety of topics. Through projects and group work students will develop a creative aptitude, a strong background in computer and technology applications, a strong academic foundation and a proficiency in oral and written communication. Topics will

include • History of Communications, Arts & Audio/Video Technology • Ethics • Safety • Basics of Audio • Audio Techniques • Introduction to Video • Camera Basics • Filming techniques • Editing • Storytelling • Script Writing • Lighting • News • Theme • Types of Communication, communication processes, listening, group dynamics.

7201-Animation 1

Length: 36 Weeks

Credit: 1.0

Prerequisite: PAAVTC

7202-Animation 2

Length: 36 Weeks

Credit: 1.0

Prerequisite: Animation 1

Animation is an introduction to traditional animation. The student will use Adobe Flash to create animations suitable for placing onto a website. Skills learned in Animation will prepare students for a possible future in the television/movie industry in the areas of animation, character and story development, special effects, and motion graphics. In addition, this course is designed for students that want to pursue careers in video gaming (character and level design), print advertising, scientific visualization, medical animation, interactive applications, and architectural rendering. Students will digitally create both 2D animations and 3D computer-generated animations. The basic principles of design and animation will be covered that have been used by professionals from the days of Bugs Bunny and Mickey Mouse up to the modern age of Pixar and DreamWorks. All students will have drawing assignments to help them in character design, layout, and story development. With the approval of the instructor, students may have the choice to complete major projects in either 2D (digitally or hand drawn) or 3D (polygon models). It is helpful to have skills in drawing and geometry prior to taking this course. Material and supply fees may be required.

7203-Audio/Video Production 1 (BROADCAST)

Length: 36 Weeks

Credit: 1.0

Prerequisite: PAAVTC

7204- Audio/Video Production 2

Length: 36 Weeks

Credit: 1.0

Prerequisite: AVP 1

Audio/Video Production is a course designed to provide training for entry level employment in the Radio, Television & Film industries. The students will learn the pre-production, production and postproduction phases as well as nonlinear editing using Sony Vegas and Cyberlink Power Director software. Assignments include taping of district and community activities and projects for the school broadcast. Students will also prepare and create a project to be entered into the UIL film competition.

7205-Video Game Design 1

Length: 36 Weeks

Credit: 1.0

Prerequisite: PAAVTC

7206- Video Game Design 2

Length: 36 Weeks

Credit: 1.0

Prerequisite: Video Game Design 1

Video Game Design combines art math, language, and science. It is an introduction to programming – but with one GIANT exception – the students actually program their own 3D Video Game. Through this uniquely designed curriculum our students experience the thrill that comes from creating their own video game. In addition to basic art design, students learn the basics of programming like program structure, If/Then statements, Do Loops, Collisions, Textures, Sounds, Arrays and more.

7207- Graphic Design 1 (YEARBOOK)**Length: 36 Weeks****Credit: 1.0****Prerequisite: PAAVTC****7208-Graphic Design 2****Length: 36 Weeks****Credit: 1.0****Prerequisite: Graphic Design 1**

This entry level course is for training in the visual communication portion of all media businesses. Here you can learn about a career in the many kinds of media and graphic design and illustration jobs. Digital photography and the expert level use of the program Adobe Photoshop and/or the open source Gimp are strongly focused upon in this class. This is helpful for any future photographer, videographer, animator or advertiser. Beginning a high quality portfolio for college or design school is also a target goal. If you have ever wanted to design CD covers, or create promo posters for your favorite band's latest concert, this may be the class you have wanted. The class is responsible for producing the various school campus yearbooks.

7300-Principles of Human Services**Length: 36 Weeks****Credit: 1.0****Prerequisite: None**

This hands-on course will allow the student to sample and gain knowledge about careers in the human services career cluster, including counseling and mental health, early childhood, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high demand human service careers.

7302-Interpersonal Studies**Length: 18 Weeks****Credit: 0.5****Prerequisite: None**

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

7303-Lifetime Nutrition & Wellness**Length: 18 Weeks****Credit: 0.5****Prerequisite: None**

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

7304-Family & Community Service**Length: 36 Weeks****Credit: 1.0****Prerequisite: None**

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

7401- Introduction to Culinary Arts**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

This is an introductory course into the professional world of food production. The student will have the opportunity to explore many facets of the food service industry. Once completed, the learner will focus on basic food preparation skills. There will be practical experiences to accompany the course work through the various catering opportunities that are offered to our students.

7403-Food Science**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

In Food Science students conduct laboratory and field investigations, using scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving with foods as the experimental focus. 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.

7402- Culinary Arts**Credit: 2.0****Length: 36 Weeks****Prerequisite: Teacher Approval**

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by infusing high-level, industry-driven content to prepare students for success in higher education, certifications and/or immediate employment.

7700-Principles of Health Science**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.

7701-Medical Terminology**Credit: 1.0****Length: 36 Weeks****Prerequisite: None**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology

7702-Health Science Theory**Credit: 1.0****Length: 36 Weeks****Prerequisite: Principles of Health Science**

This course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. Students also should identify the employment opportunities, technology, and safety requirements of the health care industry. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

7703-Anatomy and Physiology

Credit: 1.0

Length: 36 Weeks

Prerequisite: Biology, Chemistry or IPC

Students in Anatomy and Physiology study the human body including: the anatomical structures and physiological relationship among the systems of the human body.

7704-Medical Microbiology

Credit: 1.0

Length: 36 Weeks

Prerequisite: Biology, Chemistry

Students in Medical Microbiology study a variety of topics that include: microbiology as a health career; the relationship between microbes and health maintenance; and the role of microbes in infectious disease.

Career/Technical Educational Opportunities at Grayson College

Cosmetology

EMT

Precision Metal Manufacturing

Manufacturing Program

Please see your high school counselor for more information! You must be on track for graduation so that you can attend Grayson College in the afternoons! The student is responsible for all fees and tuition, as well as transportation to Grayson College.

Additional Electives

NOTE: Local credit courses do not count toward state graduation!

9201-College Transition

Credit: 1.0

Length: 36 Weeks

Prerequisite: None

This course provides an overview of key aspects, knowledge, and skills needed for the transition to college life. Students identify their educational goals, personal strengths and areas for development; become familiar with college resources and services; and briefly explore strategies for academic success such as time and financial management and study skills. The course will be aligned with the Texas Essential Knowledge and Skills (TEKS).

1501-UIL English Prep 1

Credit: 1.0

Length: 36 Weeks

1502- UIL English Prep 2

Credit: 1.0

Length: 36 Weeks

1503- UIL English Prep 3

Credit: 1.0

Length: 36 Weeks

1504- UIL English Prep 4 (Local credit only)

Credit: 1.0

Prerequisite: Teacher approval

UIL Academic Program participation is required to be enrolled in each of these course. Enrollment in this course includes a commitment to after school and/or weekend participation. UIL English Competition areas: Literary Criticism, Spelling, Ready Writing, News Writing, Feature Writing, Editorial Writing, Headline Writing, Copy Editing, Prose/Poetry Interpretation, Informative/Persuasive Speaking

1510-Oral Interpretation I

Credit: 1.0

Length: 36 Weeks

1511-Oral Interpretation II

Credit: 1.0

Length: 36 Weeks

1512-Oral Interpretation III

Credit: 1.0

Length: 36 Weeks

1513-Oral Interpretation IV (Local credit only)

Credit: 1.0

Prerequisite: Teacher Approval for Levels II, III

Program requirements: Participation in UIL meets is required for success in this course which involves extra hours and possible weekends. Do not sign up for this course unless you are willing to make the outside of school time commitment. This class is a competition preparation class for all UIL speaking events. You will learn aspects of all events and then prepare to compete in selected events. Enrollment in this course requires a minimum of one weekend a month attendance in tournaments. Teacher approval is required for enrollment.

Oral interpretation is the study of the oral reading or performance of a literary text as a communication of art. Students focus on intellectual, emotional, sensory and aesthetic levels of text to attempt to capture the entirety of the author's work.

2700-UIL Math Prep 1 **Credit: 1.0**
Length: 36 Weeks

2701-UIL Math Prep 2 **Credit: 1.0**
Length: 36 Weeks

2702-UIL Math Prep 3 **Credit: 1.0**
Length: 36 Weeks

2703-UIL Math Prep 4 (Local Credit only) **Credit: 1.0**
Prerequisite: Teacher approval for Levels II, III

UIL Academic Program participation is required to be enrolled in these courses. Enrollment in this course includes a commitment to after school and/or weekend participation. UIL Math Competition areas: Calculator Applications, Mathematics, Number Sense.

3601-UIL Science Prep 1 (Local Credit only) **Credit: 1.0**
Length: 36 Weeks **Prerequisite: None**

UIL Academic Program participation is required to be enrolled in these courses. Enrollment in this course includes a commitment to after school and/or weekend participation. UIL Science Competition areas: Science.

4606-UIL Social Studies- Special Topics 1/4607-UIL Social Studies- Research 1
Credit: 0.5 each **Length: 18 Weeks each**

Prerequisite: None
4608-UIL Social Studies-Special Topics 2/4609-UIL Social Studies-Research 2
Credit: 0.5 each **Length: 18 Weeks each**

Prerequisite: Level 1
4610-UIL Social Studies-Special Topics 3/4611-UIL Social Studies-Research 3
Credit: 0.5 each **Length: 18 Weeks each**

Prerequisite: Level 2
4612-UIL Social Studies-Special Topics 4/4613-UIL Social Studies-Research 4
Credit: 0.5 each **Length: 18 Weeks each**

Prerequisite: Level 3
4614-Social Studies Advanced Studies 1
Credit: 1.0 **Length: 36 Weeks**

Prerequisite: Teacher approval
4615-Social Studies Advanced Studies 2
Credit: 1.0 **Length: 36 Weeks**

Prerequisite: Teacher approval; Level 1
4616-Social Studies Advanced Studies 3
Credit: 1.0 **Length: 36 Weeks**

Prerequisite: Teacher approval; Level 2
4617-Social Studies Advanced Studies 4
Credit: 1.0 **Length: 36 Weeks**

Prerequisite: Teacher approval; Level 3
UIL Academic Program participation is required to be enrolled in these courses. Enrollment in this course includes a commitment to after school and/or weekend participation. UIL Social Studies Competition areas: Social Studies, Current Events.

9106-EOC Review Course (Semester 1)
9107-EOC Review Course (Semester 2)
Credit: 0.5 each Length: 18 Weeks
Prerequisite: Administrator approval
LOCAL CREDIT ONLY!

9103-Aide 11/12 Credit: 1.0 Length: 36 Weeks
Prerequisite: Teacher/Administrator approval
LOCAL CREDIT ONLY!

9100-Study Skills 9-10 Credit: 1.0 Length: 36 Weeks
Prerequisite: Teacher/Administrator approval
LOCAL CREDIT ONLY

9101-Study Skills 11-12 Credit: 1.0 Length: 36 Weeks
Prerequisite: Teacher/Administrator approval
LOCAL CREDIT ONLY

9104-Late Arrival- no credit

9105-Early Release-no credit

APPENDIX A: College and Career Planning

CAREER CRUISING

Career Cruising is a self-exploration and planning tool available to all SSHS students to help them achieve their potential in school, career and life. The program is designed to guide students as they explore possibilities for future education, training and careers.

Students can access Career Cruising using this link: [01](#)

If this is the first time you have accessed your account:

Username: SSHS

Password: PLEASE CONTACT THE COUNSELING OFFICE FOR THIS PASSWORD!

Once you have logged in for the first time, you will need to select “**Log in to My Plan**” from the top of the page, followed by “**Create My Plan**”. This will allow you to create a personal profile with your own username and password to save all of your work and access the program on future logins.

Key features of Career Cruising include:

MY PLAN

The My Plan tool allows students to keep track of all career exploration and planning activities.

Users can:

- Create a personalized four-year high school graduation plan and develop a post-secondary plan.
- Find careers that match their interests using Career Matchmaker.
- Bookmark careers, schools, and college programs of interest, and maintain a diary of goals.
- Create a personalized high school education plan and develop a post-secondary plan.
- Save information about scholarships and other financial aid programs.
- Document work and volunteer experiences, skills, abilities, extracurricular activities, career planning activities, and hobbies that are used to automatically build a resume.
- Share their Plan with parents, college admissions offices, organizations offering scholarships, and others.

CAREER PROFILES

- Thorough and up-to-date information about hundreds of different occupations are available on Career Cruising.

SCHOOL PROFILES

- Career Cruising provides detailed school profiles for thousands of 2 and 4-year colleges and career and technical schools across the country.
 - Users can search for particular schools or programs, or use the School Selector to find schools that meet a variety of criteria.
 - The Compare Schools tool allows a side-by-side comparison of school profiles.

FINANCIAL AID

- Career Cruising's financial aid database includes details on thousands of scholarships, grants, awards, fellowships, and other assistance programs.
- Using the Financial Aid Selector, students can find appropriate financial aid programs based on factors such as gender, background, academic record, educational plans, and more.

PORTFOLIOS AND RESUMES

- In the Activities & Experiences section, students can detail the organizations and activities in i) which they participate as well as other key personal information such as awards, volunteer and employment experiences. 3
- Storing this information online can make completing college and scholarship applications easier.
- Career Cruising also includes a Resume Builder, which takes information students have already entered and helps them create a customized resume.

MY COURSE PLAN

- Career Cruising's My Course Plan allows students to view and change course plans by recording the courses previously taken, currently taking, and plan to take in the future. With help from school counselors, teachers, and/or parents, CC Pathfinder helps students organize their course plans to meet post-secondary education and career goals.
- The Graduation Tracking tab ensures that each student meets graduation requirements.

Additional Sources of Information College and Career

www.bigfuture.com
www.collegeboard.org
www.aie.org
www.gentx.org
<http://www.bls.gov/ooh>
www.actstudent.org
<http://todayismilitary.com/>
www.mymajors.com
<http://www.rileyguide.com>
<http://nces.ed.gov/collegenavigator/>
<https://www.cappex.com/>
<http://knowhow2go.acenet.edu/>
<https://www.applytexas.org>
www.gentx.org/financialaid
www.fafsa.gov
www.fastweb.com
www.scholarships.com
www.finaid.org
<http://www.collegeforalltexas.com>
www.collegeboard.org
www.actstudent.org
www.texasrealitycheck.com
<http://www.smartaboutmoney.org>
<http://www.job-applications.com/>

APPENDIX B: SSCISD HIGH SCHOOL GRADUATION REQUIREMENTS

FOUNDATION HIGH SCHOOL PROGRAM + ENDORSEMENT **COHORT 2018 and Beyond (Entered Grade 9 in 2014-2015 and Beyond)**

English=4 credits (English I, English II, English III, Advanced English course)

Mathematics=4 credits (Algebra I, Geometry, Advanced Math Course, 4th Advanced Math Course)

Science=4 credits (Biology, IPC or Advanced Science Course, another Advanced Course, a 4th Advanced Science Course)

Social Studies=4 credits (World Geography, World History (required elective), U.S. History, Economics & Governments)

LOTE- 2 credits of the same LOTE

PE- 1 credit

Fine Arts= 1 credit

Electives= 6 credits (1 to include 0.5 ProfComm/0.5 TSDATAE)

TOTAL= 26 credits

***See Appendix C for SSCISD Endorsement and Pathway Options**

DISTINGUISHED LEVEL OF ACHIEVEMENT

26 credits required (FHSP + Endorsement)

Algebra II is required as one of the 4 Math credits

A student must earn the Distinguished Level of Achievement to be eligible for Top Ten % AND Automatic Admission to Texas Public Universities.

PERFORMANCE ACKNOWLEDGEMENTS

Dual Credit Courses

Bilingualism and Biliteracy

PSAT, SAT, ACT

Advanced Placement (AP)

Earning a nationally or internationally recognized business or industry certification or license

***See Appendix E: Credit Monitor for more information on Performance Acknowledgements**

Bilingualism is being fluent in or the ability to use two languages.

Biliteracy is the ability to read and write proficiently in two languages.

APPENDIX C: SSCISD Endorsement and Pathway Options

Endorsement: Arts & Humanities

Pathway 1: 5 Social Studies Credits (Example)	World Geography (1.0)	U.S. History (1.0)	World History (1.0)	Econ/Govt (1.0) AND Psych/Soc (1.0)
Pathway 2: 4 credits of the same LOTE (Example)	Spanish 1 (1.0)	Spanish 2 (1.0)	Spanish 3 (1.0)	Spanish 4 (1.0)
Pathway 3: 2 credits from one LOTE and 2 credits from a different LOTE (Example)	ASL I (1.0)	ASL 2 (1.0)	Spanish 1 (1.0)	Spanish 2 (1.0)
Pathway 4: 4 credits of the same Fine Art (Example)	Band 1 (1.0)	Band 2 (1.0)	Band 3 (1.0)	Band 4 (1.0)
Pathway 5: A coherent sequence of 4 credits of Fine Arts; 2 selected from one Fine Arts area and 2 selected from another Fine Arts area (Example)	Art 1 (1.0)	Art 2 (1.0)	Theatre Arts 1 (1.0)	Theatre Arts 2 (1.0)

Endorsement: Business & Industry

A coherent sequence of courses for 4 or more CTE credits that includes at least 2 courses in the same career cluster AND at least 1 advanced CTE courses AND the final course in the sequence must be from the Business & Industry CTE cluster.

Pathway 1: Arts, Audio/Video, Technology & Communication ANIMATION	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of AAVTC (1.0)	Animation 1 (1.0)	Animation 2 (1.0)*
Pathway 2: Arts, Audio/Video, Technology &	Professional Communication (0.5)/Touch System Data	Principles of AAVTC (1.0)	Graphic Design 1 (1.0)	Graphic Design 2 (1.0)*

Communication YEARBOOK	Entry (0.5)			
Pathway 3: Arts, Audio/Video, Technology & Communication BROADCAST	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of AAVTC (1.0)	AV Production 1 (1.0)	AV Production 2 (1.0)*
Pathway 4: Arts, Audio/Video, Technology & Communication VIDEO GAME DESIGN	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of AAVTC (1.0)	Video Game Design 1 (1.0)	Video Game Design 2 (1.0)*
Pathway 5: Agriculture ANIMALS (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Ag (1.0)	Wildlife, Fisheries, Ecology (1.0) and/or Livestock Production (1.)	Advanced Animal Science (1.0)*
Pathway 6: Manufacturing WELDING (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Ag (1.0)	Welding 1 (1.0)	Welding 2 (1.0)*
Pathway 7: Agriculture PLANTS (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Ag (1.0)	Floral Design (1.0) and/or Horticulture (1.0)	Career Preparation (2.0)*
Pathway 8: Hospitality & Tourism (Example) CULINARY	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Hospitality & Tourism (1.0)	Introduction to Culinary Arts (1.0)	Food Science (1.0)*
Pathway 9: Hospitality & Tourism (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Introduction to Culinary Arts (1.0)	Food Science (1.0)	Advanced Culinary Arts (2.0)*

Endorsement: Multidisciplinary

Pathway 1: 4 advanced courses that prepare a student to enter the workforce successfully or postsecondary education	English 4 (1.0)	Algebra 2 (1.0)	Environmental Systems (1.0)	Economics/Government (1.0)
--	-----------------	-----------------	-----------------------------	----------------------------

without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence (Example)				
Pathway 2: 4 credits in each of the 4 foundation subject areas to include English IV AND Chemistry and/or Physics (Example)	English 1 (1.0) English 2 (1.0) English 3 (1.0) English 4 (1.0)	Algebra I (1.0) Geometry (1.0) Algebra 2 (1.0) Pre-Calculus (1.0)	Biology (1.0) Chemistry (1.0) Physics (1.0) Environmental Systems (1.0)	World Geography (1.0) U.S. History (1.0) World History (1.0) Economics/Government (1.0)
Pathway 3: 4 credits of Advanced Placement and/or Dual Credit from English, Mathematics, Science, Social Studies, Economics, LOTE or Fine Arts (Example)	AP English Language & Composition (1.0)	Dual Credit Mathematics (1.0)	AP World History (1.0)	Dual Credit Economics/Government (1.0)

Endorsement: Public Service

A coherent sequence of courses for 4 or more CTE credits that includes at least 2 courses in the same career cluster AND at least 1 advanced CTE courses AND the final course in the sequence must be from the Public Service CTE cluster.

Pathway 1: Health Science (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Health Science (1.0)	Medical Terminology (1.0) and/or Health Science Theory (1.0)	Anatomy & Physiology (1.0)* and/or Medical Microbiology (1.0)*
--	--	------------------------------------	--	--

Pathway 2: Human Services (Example)	Professional Communication (0.5)/Touch System Data Entry (0.5)	Principles of Human Services (1.0)	Interpersonal Studies (0.5) and/or Lifetime Nutrition & Wellness (0.5)	Family/Community Service (1.0)*
---	--	------------------------------------	--	---------------------------------

Endorsement: STEM (Science, Technology, Engineering & Mathematics)

Students must complete Algebra 2, Chemistry, Physics and ONE of the following pathways for the STEM Endorsement.

Pathway 1: 3 credits in Mathematics by successfully completing Algebra 2 and two additional Mathematics courses for which Algebra 2 is a prerequisite MATHEMATICS (Example)	Algebra 1 (1.0) AND Geometry (1.0)	Algebra 2 (1.0)	Pre-Calculus (1.0)	AP Calculus (1.0)
Pathway 2: 4 credits in Science by successfully completing Chemistry, Physics and 2 additional Science Courses SCIENCE (Example)	Biology (1.0)	Chemistry (1.0)	Physics (1.0) AND Anatomy & Physiology (1.0)	Medical Microbiology (1.0)

APPENDIX D:

HIGH SCHOOL COURSES RECEIVING WEIGHTED GRADE POINT

English I Pre-AP

English II Pre-AP

AP Language and Composition

AP Literature and Composition

Dual Credit ENGL1301 (English 4A)

Dual Credit ENGL1302 (English 4B)

Geometry Pre-AP

Algebra 2 Pre-AP

Pre-Calculus Pre-AP

AP Calculus AB

Dual Credit MATH1314- College Algebra (Math 4A)

Dual Credit MATH 1342--Elementary Statistics (Math 4B)

Biology Pre-AP

Chemistry Pre-AP

Physics Pre-AP

World Geography Pre-AP

AP World History

Dual Credit HIST1301-U.S. History 1

Dual Credit HIST1302-U.S. History 2

Dual Credit ECON2301-Macroeconomics

Dual Credit GOVT2305-U.S. Government

PRE-ADVANCED PLACEMENT/ADVANCED PLACEMENT PROGRAM

AP courses currently offered at SSHA:

AP Language and Composition

AP Literature and Composition

AP Calculus AB

AP World History

SSCISD DUAL CREDIT

SSCISD partners with Grayson College to provide the opportunity for our students to enroll in college classes for both high school and college credit. These courses are referred to as Dual Credit. Students must meet all entrance requirements to be enrolled in a dual credit. All tuition, fees and books/materials are the responsibility of the student. These are the only courses approved for Dual Credit through SSCISD and must be taken on the high school campus. These courses must be taken either with an instructor or via distance learning with an instructor and will calculate in GPA. Online Dual Credit courses are not approved by SSCISD. The courses that are approved for Dual Credit through SSCISD are:

ENGL1301- Composition I

ENGL1302- Composition II

MATH1314- Algebra I

MATH1342-Elementary Statistics

HIST1301-U.S. History I

HIST1302-U.S. History II

ECON2301- Macroeconomics

GOVT2305- U.S. Government

Any other courses taken through Grayson College will be considered Concurrent Enrollment and will count only for college credit, not high school credit. These courses will not calculate in a SSHS students' GPA and will not be included in the reimbursement program through SSCISD.

SSCISD Dual Credit Reimbursement Program

SSCISD will reimburse student tuition for the following grades earned for the district approved Dual Credit, 3-hour courses only!

A= \$183.00

B= 137.25

C=91.50

Dual Credit/Concurrent Enrollment Process

Step 1: Apply to Grayson College through www.applytexas.org.

Step 2: Submit a completed 2017-2018 Dual-Enrollment/Concurrent Permission Form to your high school counselor by the last day of classes at SSHS.

Step 3: Take Placement/Assessment test and attach scores to the permission form.

Step 4: Log into your Grayson College students account (MyViking) to PAY tuition/fees!

If the student qualifies for free/reduced lunch at the high school, tuition may be waived at Grayson College! Please talk with your high school counselor, if you have questions.

ALL forms and information about the SSCISD Dual Credit program can be found in the SSHS Counselor office.

Approval to enroll in a Dual Credit program at SSHS will not occur after the deadline of the last day of classes at SSHS. Taking care of program requirements and documentation required to be turned in to the high school counselor is the responsibility of the student. This includes applying for admission to Grayson College, completing the Grayson College permission form AND providing Placement/Assessment scores either by taking and achieving the required scores through the SAT, ACT, PSAT or TSI.

High school students will not be enrolled in more than two dual credit courses per semester. Exceptions to this requirement for students with demonstrated outstanding academic performance and capability (as evidenced by grade-point average, ACT or SAT scores, or other assessment indicators) may be approved by the principal of the high school and the chief academic officer of the college.

Important Dual Credit Reminders:

- 1. Registration and payment deadlines are before the beginning of each semester.**
- 2. You will need to purchase or rent textbooks each semester. It is up to you to contact the bookstore or your instructor for which books you will need.**
- 3. FREE tutoring is available and you have FULL access to all of Grayson Colleges' resources, including the library and computer labs.**
- 4. The class syllabus is the "contract" for the course outlining all course policies, requirements, expectation, assignments, books needed, grading policies and instructor contact information.**
- 5. Keep in contact with your professor.**
- 6. Once you begin taking classes at Grayson College, you are a college student and all Grayson College policies apply to you.**
- 7. Your grades will not be mailed. Grades will be posted on Campus Connect (MyVIKING). Individual course grading policies will be on the course syllabus. Contact your professor for any questions regarding grading.**
- 8. DROPPING a class: You must contact your instructor if you decide to drop a class. Contact your high school counselor FIRST!**
- 9. Parent do not have access to their child's academic records at the college level.**
- 10. Student academic records are protected under FERPA-Family Education Rights and Privacy Act.**

**APPENDIX E:
SSCISD PARENT/STUDENT FORMS**

Form 1: SSHA Honors Academic Contract

Form 2: Credit Monitor for FHSP with Endorsement

Form 3: Personal Graduation Plan – FHSP with Endorsement

STUDENT NAME: _____ **ID#** _____

PLEASE PRINT!

S & S High School Honors Academic Contract Standards and Expectations for Pre-AP, AP and Dual Credit Courses

We are excited about providing an opportunity for our students to take preparatory/college level academic courses and we commend you and for choosing this opportunity. We expect the Pre-AP/AP/Dual Credit experience will be rewarding for students and help to prepare students for their post-secondary education.

Students who choose a Pre-AP, AP or Dual Credit course must be highly motivated, willing to do outside reading, research and writing and able to undertake supplemental work on their own initiative. AP English and Pre-AP English courses require summer reading and/or writing assignments. Instructors will need to move very intensively through a tremendous amount of material to prepare students appropriately. Therefore, it is imperative that students attend class every day. If a student must be absent, it is the responsibility of the student to find out what work was missed and to complete the assignments in the designated time frame. Parents/guardians should be aware that the rigor of Pre-AP, AP and Dual Credit course(s) will impact the time and preparation a student must undertake at home.

Pre-AP/AP teachers agree to teach the courses at the pace and rigor that the College Board and SSCISD recommend. Teachers agree to monitor and assist students in a way that will enable students to be successful. Students and parents will be notified if work and/or assessments are unsatisfactory on a timely basis. Examples of unsatisfactory work include but are not limited to: low performance on daily work or assessments, failure to turn in major assignments, failure to do required homework on time, and/or failure to participate.

Students and Parents/Guardians who wish to be in a Pre-AP, AP or Dual Credit course must agree to the following contract and sign in the indicated areas.

All Students

I agree to:

- meet the standard on the grade-level STAAR EOC in the content area.
- complete the appropriate applications on time and be committed to academic excellence and integrity.
- expect outside reading assignments, work at a more accelerated pace, attend class regularly and typically study an additional 45-60 minutes nightly.
- organize time and study habits to complete successfully the Pre-AP, AP and/or Dual Credit course(s) in which I have enrolled
- confer with the teacher and take immediate action such as seek tutoring if I begin to fall behind in the course.

I understand:

I will receive a weighted grade point average based on successfully completing the class.

My signature below acknowledges my agreement with the terms above:

Student Signature: _____

Pre-AP/AP Students

I agree to:

- **complete summer assignments** as required by grade level and content area.
- I will not be allowed to drop the course or change to an on-level course **except during the first nine weeks of the first semester of the course or during the change request window at the end of the semester.** Failing a grading period is not grounds for dropping or changing out of a course.
- It is an expectation that I will take the AP exam in the Spring in which I may be able to earn college credit based on my score and chosen college's admissions requirements. Texas Public Colleges now are required to accept AP scores of 3,4, or 5 for college credit.
- Should I elect to take the AP exam, **all fees for any exams are incurred by SSCISD.**

My signature below acknowledges my agreement with the terms above:

Student Signature: _____

Dual Credit Students

I agree to:

- keep up with and abide by the dates set forth by the dual credit institution including Spring Break, adds, drops and withdrawals
- abide by all policies and procedures set forth by the dual credit institution and SSCISD
- attend daily the appointed class location/time set forth by the high school as well as the dual credit institution.

My signature below acknowledges my agreement with the terms above:

Student Signature: _____

Parent/Guardian

I agree:

- to be familiar with the above course requirements and exit procedures listed above.
- to help my son/daughter organize study time in support of class assignments.
- to encourage him/her to communicate with the teacher when discipline or curricular questions/concerns arise. If the situation remains unresolved, I will request an appointment with the teacher.
- that I understand that the coursework for Pre-AP, AP and Dual Credit classes is stringent and that outside study for each class can amount to one to two times actual school class time.
- that due to FERPA laws, I cannot communicate with the college or college instructors if my student is enrolled in Dual Credit courses(s). All communication must take place between the student and the college.

My signature below acknowledges my agreement with the terms above:

Parent Signature: _____

Date: _____

S & S High School Credit Monitor
(For students entering Grade 9 in 2014-2015 and beyond)
Foundation High School Program with Endorsement

Student: _____ **COHORT:** _____

Endorsement(s):

____ **Arts & Humanities** ____ **Business & Industry** ____ **Multidisciplinary** ____ **Public Service** ____ **STEM**

____ English 1
____ English 2
____ English 3
____ English 4

____ Algebra I
____ Geometry
____ Math Models or Advanced Math 3 _____
____ Advanced Math 4 _____

(*Algebra 2 required for Distinguished Level of Achievement)

____ Biology
____ Science 2 _____
____ Advanced Science 3 _____
____ Advanced Science 4 _____

____ World Geography
____ World History(required elective)
____ U.S. History
____ Economics/Government

____ Language Other Than English (LOTE 1)
____ Language Other Than English (LOTE 2)

____ PE or Equivalent
____ Fine Art
____ Speech/Technology (0.5 required each)
____ Elective _____
____ Elective _____
____ Elective _____
____ Elective _____
____ Elective _____

TOTAL= 26 credits

End of Course Tests:

____ **English I** ____ **Algebra I** ____ **Biology** ____ **English II** ____ **US History**

Performance Acknowledgements

Outstanding performance in one or more of the following areas:

OPTION 1: Dual Credit

- ___ a. at least 12 hours of dual credit; core curriculum or advanced technical credit with a grade of 3.0 or higher on a scale of 4.0
- ___ b. an associate degree while in high school

OPTION 2: Bilingualism/Biliteracy

- ___ Part I: Complete all ELA requirements and maintain minimum GPA of 80 on a scale of 100
- ___ Part 2: **AND** satisfy one of the following:
 - ___ Complete a minimum of 3 credits same LOTE; GPA of 80 on scale of 100; or
 - ___ Proficient in Level IV or higher LOTE with GPA of 80 on a scale of 100; or
 - ___ Complete a minimum of 3 credits in foundation subject area courses in LOTE with minimum GPA of 80 on scale of 100; or
 - ___ Proficient in 1 or more LOTE by:
 - *Score of 3 or higher on AP exam for LOTE; or
 - *Score of 4 or higher on IB exam for higher-level LOTE; or
 - *Perform at least intermediate high or its equivalent on a National Assessment of Language Proficiency in a LOTE
- ___ Part 3: **AND** in addition to meeting these requirements above, an ELL must also have:
 - ___ a. participated in and met the exit criteria for a bilingual or ESL program; and
 - ___ b. scored at the advanced high level on TELPAS

OPTION 3: AP/IB Exams

- ___ a. a score of 3 or above on an AP Exam
- ___ b. a score of 4 or above on an IB Exam

OPTION 4: PSAT/PLAN/SAT/ACT

- ___ a. PSAT-earn a score that qualifies student for recognition as a commended scholar or higher by College Board and National Merit Scholarship, part of National Hispanic Recognition Program or part of the National Achievement Scholarship program
- ___ b. Achieve the college readiness benchmark score on a least two of the four subject-tests on PLAN
- ___ c. Earn a combined critical reading and math score of at least 1250 on the SAT; or
- ___ d. Earn a composite score on the ACT of 28 (excluding the writing sub score)

OPTION 5: Certification/Licensures (age appropriate/represent course of study & skills for career)

- ___ a. performance on an exam or series of exams sufficient to obtain a nationally or internationally recognized business or industry certification or;
- ___ b. performance on an exam sufficient to obtain a government-required credential to practice a profession.

Personal Graduation Plan- FHSP with Endorsement

Student: _____ Student Email: _____ Parent/Guardian: _____

Parent Email: _____ Date of Original Plan: _____ Endorsement: _____

Year: _____

1. English I _____
2. Math I _____
3. Science I _____
4. SS I – World Geography _____
5. _____
6. _____
7. _____
8. _____

Year: _____

1. English II _____
2. Math II _____
3. Science II _____
4. SS II – U.S. History _____
5. _____
6. _____
7. _____
8. _____

Year: _____

1. English III _____
2. Math III _____
3. Science III _____
4. SS Required Elective – World History _____
5. _____
6. _____
7. _____
8. _____

Year: _____

1. English IV _____
2. Math IV _____
3. Science IV _____
4. SS 3 – Economics/Government _____
5. _____
6. _____
7. _____
8. _____

Signature of Student

Date

Signature of Parent/Guardian

Date