



Sabinal High School
2017-2018
Course Selection
Handbook



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Services for Students with Disabilities

Sabinal ISD seeks to provide students with disabilities valuable educational experiences that prepare them for the future. Each student with a disability has the opportunity to participate in an appropriate educational setting designed to meet his/her individual needs. Services are provided in the least restrictive environment that allows access to the general education curriculum and instruction with non-disabled peers to the extent that is appropriate for the student. The educational setting and services for secondary students with disabilities are provided upon the recommendation of the Admission Review Dismissal (ARD) Committee.

How To Use This Planning Guide

Planning Your High School Program

You have a unique opportunity to make course planning decisions that will influence your future. The planning of your High School program is an important transition in your life. This process does not need to be overwhelming, but it should be taken seriously. Keep in mind that decisions you make with regard to your High School program will affect your future educational plans.

College students change their majors an average of three times, and you will probably change your mind about your career several times. You need to be aware that each decision you make now will affect the options you will have later. It is better to develop a plan that keeps all of your options open rather than to create one that may limit you later. FOR THAT REASON, IT IS IMPORTANT FOR YOU TO PLAN AS CHALLENGING A PROGRAM AS YOU CAN. IF YOUR CAREER PLANS CHANGE, IT WILL THEN BE EASIER TO MOVE TO ANOTHER PROGRAM.

- Review the graduation requirements for the year in which you enter High School as a freshman. Review the 4 Year Plan that you have completed and/or review records of the High School courses you have already taken.
- Think about your post-secondary education plans and career goals. Decide which college and/or career opportunities you might want to pursue in High School.
- Update your Personal Graduation Plan as needed.

Choose courses for next year's schedule that support your Personal Graduation Plan and career goals. Be sure you have completed the prerequisite requirements for the courses you select.

COURSE DESIGNATIONS

Courses are designed in various ways to meet the skills and interests of students. Many courses are offered such as: Advanced Placement (AP), PreAP, Dual Credit, Regular and Basic courses.

The AP Courses offered at Sabinal are college-level instruction courses which are geared to the academically successful student. An AP examination is available for students in AP for possible qualification for college credit. **A student must take the AP exam and score a level "3" or higher in order to receive advanced weight for the course, as is recommended by the College Board.**

PreAP courses are designed to challenge students using more rigorous curriculum. These courses will also receive advanced weight.

Dual credit courses allow students to concurrently earn High School credit and college credit from Southwest Texas Junior College, the Texas Virtual School Network Dual Credit program, or another accredited institution of higher learning.

Eligible Advanced Placement, PreAP, and Dual Credit courses are categorized and weighted as advanced courses. In addition, a full-time High School student who successfully completes a core content course in mathematics, science, English, or social studies at a Texas accredited two or four-year institution of higher education shall have his or her course weighted as an Advanced course if the grade is recorded on the High School transcript, including advanced courses taken for credit in summer.

Further information regarding class rank and GPA calculation may be found in Board policy EIC(Local).

DUAL CREDIT COURSES

Expectations of students enrolled in Dual Credit courses:

Each student enrolled in a dual credit class will receive a syllabus which contains an outline of the material to be covered, assignments, due dates, grades, grading legend, absence policy, conduct expectations and other pertinent information.

Students must be mature enough to follow the syllabus, work independently and behave appropriately. It is the responsibility of college students to complete assignments without reminders. It is also the responsibility of the student, not the parents, to communicate directly with the college instructor if he or she is experiencing difficulty in the class.

~~Traditional Dual Credit courses offerings may be found online in the most current college course catalogs. Sabinal ISD cannot guarantee the transferability of any dual credit course between institutions of higher education.~~
Traditional Dual Credit course offerings may be found online in the most current college course catalogs of partner institutions, such as Southwest Texas Junior College or the University of Texas-Permian Basin. Sabinal ISD cannot guarantee the transferability of any dual credit course between institutions of higher education.

The Texas Virtual School Network also offers dual credit courses. Because the Texas Education Agency approves all TxVSN courses, students can be assured that dual credit courses meet the state's high standards for teaching and learning. All TxVSN courses have a tuition fee. The fee is waived for full-time Sabinal High School students who enroll in a course currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). Dual credit courses offered through TxVSN will be weighted for grade point calculation in the same manner as traditional dual credit courses offered at the High School.

The course catalog for TxVSN is available at <https://txvsn.org/Benefits> . The TXVSN dual credit courses require you to meet the TSI college readiness standards. See your counselor if you are interested in these programs.

Characteristics of a Successful Dual Credit Student

Students who register to participate in a Dual Credit program will be expected to:

- Work independently.
- Deal with sophisticated concepts maturely.
- Manage their study time and complete assignments.
- Work personally and directly with the instructor to discuss problems and questions.
- Behave appropriately.
- Follow directions and a syllabus without reminders.
- Students must have the recommendation of the High School counselor to enroll in any dual credit courses and must meet the college or TxVSN admissions requirements for dual credit students. These guidelines can be found in the counselor's office.

Earning Credits that Meet Graduation Requirements

General Information About Course Credits

Credits for students in grades 9 -12 are awarded on a semester by semester basis – 0.5 credit per semester. However, if a student fails the first semester of a full-year course and passes the second semester in the same academic year, the two semester grades will be averaged to determine whether the student has earned a passing grade for the year. For example, if a student makes a 68 the first semester and a 72 the second semester, the student has earned the full credit because he passed the second semester with a grade high enough to give him/her at least a 70 average. Likewise, if a student passes the first semester but fails the second semester, the two grades are averaged; if the averaged grade is a 70 or above, the student will receive the full (1.0) credit.

Awarding of Credit:

This information is for the incoming freshman class of 2014-2015, and starting with the graduating class of 2018, and beyond. It should be understood that credits will only be counted for purposes of local GPA honors in the following High School credit courses: English, mathematics, science and social studies as outlined in Board Policy EIC(Local). Credits necessary to meet State and Local graduation requirements are outlined in the most current edition of the Sabinal ISD Student Handbook and/or High School Course Selection Handbook.

Types of credits:

1. **High School credit courses offered in the junior high school (for original credit only):** By taking a High School courses in Junior High, students will have more flexibility in planning their future High School courses. High School courses offered in Junior High will be weighted for grade point calculation in the same manner as courses offered at the High School.
2. **High School credit courses offered in the Fall and Spring Semesters in Grades 9 – 12 (for original credit only):** Students that enroll into a traditional High School credit-bearing course will earn credit for a course only if the final grade is 70 or above. For a two-semester (1.0 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. The District shall categorize and weight English, mathematics, science and social studies courses for GPA calculation as Advanced, Regular, and Basic as identified in this course selection guide. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed. If the student retakes the course through a credit recovery program, only the credit will be awarded and the grade will not be included in the grade point calculation.
3. **Online High School courses through the Texas Virtual School Network (TxVSN):** The TxVSN courses provide Texas public school students with expanded access to High School courses. Students may take online High School courses, as well as Advanced Placement and Dual Credit courses selected from the TxVSN catalog along with traditional courses offered at Sabinal High School in order to meet their graduation plan. Students have the option to complete TxVSN courses at school, off-campus, or any location where Internet access is available. Courses are taught by appropriately credentialed teachers who have been trained in best practices for online instructional delivery. Because the Texas Education Agency approves all TxVSN courses, students can be assured that courses meet the state's high standards for teaching and learning. All TxVSN courses have a tuition fee. The fee is waived for full-time Sabinal High School students who enroll in a course currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). These courses will be weighted for grade point calculation in the same manner as traditional courses offered at the High School. See the counselor if you are interested TxVSN course offerings.

4. **Credit by Examination for acceleration in academic subjects, also known as "Credit by Examination Without Prior Instruction" for secondary students (grades 9 – 12):** A student will be permitted to take Credit by Examination Without Prior Instruction to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district, which are approved by board policy, and state law, requires the use of the College Board Advanced Placement (AP) or College Level Examination Program (CLEP) tests, where applicable. Exams are also available through Texas Tech University ISD, and the University of Texas. There are fees associated with these exams, and the fee will be waived for full-time Sabinal High School students who enroll in a course, or take an approved examination, that is currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). A student must earn a grade of 80 or greater for each semester, or a score of "3" or higher on an AP exam, as applicable, for the credit and grade to be counted. A student may take Credit by Examination Without Prior Instruction to earn High School course credit no more than twice for any particular course. If a student plans to take Credit by Examination Without Prior Instruction, the student (or parent) must register with the High School counselor no later than 30 business days prior to the time they wish to complete the course; and the exam must be completed one six weeks prior to the end of the current semester in which the examination is taken. Credit by Examination Without Prior Instruction for acceleration in academic subjects will be weighted for grade point calculation in the same manner as traditional courses offered at the High School.
5. **Credit by Examination, also known as "Credit by Examination With Prior Instruction," for secondary students (grades 9 – 12):** Credit by Examination With Prior Instruction is available for a student who has previously taken a course or subject, but did not earn credit due to one of the following: the final grade was lower than 70, incomplete coursework, excessive absences, or transferring from a nonaccredited school/homeschool. In these circumstances, as determined by the principal and/or attendance committee, the student may be permitted to earn credit by passing an exam as determined by the high school principal. The exam is offered to students who have had instruction in a course. In order to receive credit, the student must score a 70 or above. The opportunity to take Credit by Examination With Prior Instruction for a course shall be referred to as "credit recovery." Grade points will not be awarded for completion of any credit recovery courses regardless of instructional setting.
6. **Distance Learning Courses for secondary students (grades 9 – 12):** Currently, Sabinal High School only offers Distance Learning courses through the Texas Virtual School Network (TxVSN). Courses are taught by appropriately credentialed teachers who have been trained in best practices for online instructional delivery. Because the Texas Education Agency approves all TxVSN courses, students can be assured that courses meet the state's high standards for teaching and learning. All TxVSN courses have a tuition fee. The fee is waived for full-time Sabinal High School students who enroll in a course currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). These courses will be weighted for grade point calculation in the same manner as traditional courses offered at the High School. See the counselor if you are interested TxVSN course offerings.
7. **Correspondence Courses for secondary students (grades 9 – 12):** Correspondence exams are available from The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Texas Commissioner of Education. The correspondence exam will be assessed under the supervision of the Counselor. There are fees associated with these exams, and the fee will be waived for full-time Sabinal High School students who take an approved examination, that is currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). If a student plans to take a correspondence exam the student (or parent) must register with the High School counselor no later than 30 business days prior to the time they wish to complete the course; and the exam must be completed one six weeks prior to

the end of the current semester in which the examination is taken. A student must earn an 80 or greater for each semester, regardless of the combined average, for the credit to be counted. Please contact the counselor for more details. These exams will be weighted for grade point calculation in the same manner as traditional courses offered at the High School. See the counselor for more details.

8. **Credit recovery** courses are available for some secondary courses (grades 9 – 12). Sabinal High School students currently use **Plato**, a computer based online instruction program, for credit recovery. A student must earn a 70 or greater for every semester failed, regardless of the combined average, to be awarded credit. Grade points will not be awarded for completion of any credit recovery courses regardless of instructional setting.
9. **Summer School**, After School and Night School (original or credit recovery): A student must earn a 70 or greater for every semester failed, regardless of the combined average, to be awarded credit. Grade points will not be awarded for completion of summer school, after school, night school and/or credit recovery courses.

Local Credit Warning

Local credit courses DO NOT count towards required graduation credits and will not be calculated into GPA.

Ways to Recover Credit

Some students do not meet course requirements the first time they attempt a course and earn a failing average for the semester/year. Some students do not meet state attendance requirements necessary to earn course credit. In these cases, no credit is awarded for taking the course. If the course is a state graduation requirement, then that specific course must be taken again in some way in order to earn the required credit. Credit recovery is possible using a number of the options described below:

- Plato credit recovery program
- Summer school
- Correspondence courses
- Credit by exam with prior Instruction
- Online High School courses through the Texas Virtual School Network

Calculation of class rank (Beginning with Class of 2018)

The District shall only include in the calculation of class rank semester grades earned in High School credit courses, as outlined in Board Policy EIC(Local), in the following subject areas only: English, mathematics, science, and social studies. The calculation shall not include failing grades.

The District shall categorize and weight eligible courses as Advanced, Regular, or Basic in accordance with policy EIC (Local) and as designated in the secondary campus course selection handbook.

Foundation High School Program (FHSP) Graduation Requirements	Credits Required
English/Language Arts	
• English I	1.0
• English II	1.0
• English III	1.0
• Advanced English course (English IV, Yearbook, Journalism, or Writing course)	1.0
Mathematics	
• Algebra I	1.0
• Geometry	1.0
• Advanced Mathematics Course (Algebra II, or a math equivalent elective)	1.0
Science	
• Biology	1.0
• IPC or Advanced Science Course	1.0
• Advanced Science Course	1.0
Social Studies	
• World Geography <u>or</u> World History	1.0
• U.S. History	1.0
• U.S. Government	0.5
• Economics	0.5
Physical Education	1.0
Foreign Language	
2 years of same language	2.0
Fine Arts	
Art, Band, 3D Animation, Photography	1.0
Electives	5.0
Total Required	22.0
Sabinal Minimum	
+ 4 additional elective credits including Personal Finance	26.0
Endorsement	
• At least 4 credits in Math	
• At least 4 credits in Science	
• Complete the courses required for the endorsement.	26.0
Distinguished Level of Achievement	
Complete endorsement requirements and have taken Algebra II	
Performance Acknowledgements	
For outstanding performance:	
• in a dual credit course	
• in bilingualism and biliteracy	
• on an AP test or IB exam	
• on the PSAT, the ACT-Plan, the SAT, or the ACT	
• For earning a nationally or internationally recognized business or industry certification or license	

FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

Graduation Plan and Endorsement Selection

Students and parents should view all FHSP materials online to have a full understanding of the FHSP. Forms not submitted by the due date will not be considered for the 2017-18 school year, and students will be required to stay in courses requested to meet their current, or default, graduation plan. Students must adhere to campus guidelines and timelines for course request changes for the 2017-2018 school year.

Name: _____ ID # _____ Grade: _____

GRAD PLAN OPTIONS:

- FHSP ENDORSEMENT WITH DISTINGUISHED LEVEL OF ACHIEVEMENT – DEFAULT GRAD PLAN

Required for top 10% ranking and automatic admission to Texas public universities.

SELECT AN ENDORSEMENT:

- Multi-disciplinary
- Science, Technology, Engineering, and Math
- Business and Industry
- Arts and Humanities

- FHSP WITH ENDORSEMENT - Only available after completion of sophomore year, to juniors and seniors returning for the 2017-2018 school year. Student and Parent/Guardian must initial 1-4 below.

1. ___ Student ___ Parent I UNDERSTAND THAT THIS PLAN WILL NOT ALLOW ME TO GRADUATE IN THE TOP 10% OF MY CLASS.
2. ___ Student ___ Parent I UNDERSTAND THAT THIS PLAN MAY NOT MEET ALL THE ACADEMIC REQUIREMENTS OF THE FOUR YEAR UNIVERSITY I PLAN TO ATTEND.
3. ___ Student ___ Parent I UNDERSTAND THE ENTRANCE REQUIREMENTS OF THE COLLEGE OF MY CHOICE.
4. ___ Student ___ Parent I HAVE READ THE GRADUATION TOOLKIT BROCHURE AVAILABLE AT: <http://tea.texas.gov/communications/brochures.aspx>

- FHSP NO ENDORSEMENT – Only available after sophomore year, to juniors and seniors returning for the 2017-2018 school year. Student and Parent/Guardian must initial 1-5.

5. ___ Student ___ Parent I UNDERSTAND THE BENEFITS OF AN ENDORSEMENT AND STILL CHOOSE THIS PLAN.

Student Signature

Date

Parent Signature

Date

Selecting Courses For 2017-2018

Schedule Changes

Currently enrolled students receive information regarding course offerings and advisement about appropriate course selection from the counseling office in the spring semester. During the spring semester, students have the opportunity to discuss their course options with parents, teachers, and the counselor. Students may request a change in course selections for the upcoming year until the conclusion of the current spring semester.

After the course change deadline, requests for schedule changes will be honored for a limited number of reasons such as:

1. Error in scheduling on part of school such as a data entry error
2. Student failure in a prerequisite course
3. Change in program (athletics, band, etc.)
4. Level changes as recommended by teachers and counselor with parental knowledge and principal approval
5. Failure to meet standard on STAAR or EOC test or Local benchmark tests.

Special Notes

- A student must be enrolled in nine periods to meet requirements of a full-time student, unless they otherwise receive written permission from the principal.
- Athletics or Marching Band (fall semester only) may substitute for the Physical Education requirements. Students entering their 9th grade year may count Band as a PE credit for one year only. Athletics may be taken as a PE credit and as an elective credit for four years.
- A full-year is defined as a one-period course consisting of two semesters would be equal to one (1.0) credit. One semester equals one-half (0.5) credit.
- Listing of a course description in this publication does not guarantee that the course will be taught during the 2017-2018 school year. Decisions as to whether a particular course will be taught are based upon the number of students requesting the course during designated course selection opportunities and the availability of personnel.
- Failure to meet passing standards on any STAAR tests may necessitate the placement of a student in academic intervention courses. Academic Intervention courses, which are counted as a local credit course, earn local credit only, and will not be applied to graduation requirements. Grade points will not be awarded for completion of intervention classes.
- Sabinal ISD is constantly working to improve course offerings to meet the needs of our students, our community, and the workforce. Courses not listed in this course selection guide may be available, and if available, they must be approved in writing by the counselor and/or principal prior to admission and for consideration of credit and/or GPA calculation.

ENGLISH

Under the FHSP, a student must earn 4 credits of English.

Sequence:

Grade 9:
Grade 10:
Grade 11:
Grade 12:

Regular:

English I
English II
English III or English III AP or Dual Credit English 1301/1302
English IV or English IV AP or Dual Credit English 1301/1302 or Dual Credit sophomore level courses.

Sequence:

Grade 9:
Grade 10:
Grade 11:
Grade 12:

Remedial:

Basic English I
Basic English II
Basic English III
Basic English IV

English I

By surveying various types of world literature, students learn to analyze selected writings through both oral and written methods. The course also focuses on the basics of grammar, on attaining grammar and vocabulary skills, and on improving analytical thinking skills. Writing instructions focuses on short answer responses.

Grade Placement: 9 Prerequisite: None Credit: 1.0 Weight: Regular

Basic English I

Basic English I is a modified, general education curriculum designed to address the individual learning of special needs students. It focuses on integrated language arts study in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language, as well as interpret and respond to relevant literature. English I includes the development of study skills and strategies, and the use of productive thinking.

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

PreAP English I

Through oral and written discourse, this course analyzes world literary selections from fiction, nonfiction, poetry, and drama. Composition/integrated with literature stresses grammar and vocabulary. Extensive practice is given in writing and research skills.

Grade Placement: 9 Prerequisite: English I Credit: 1.0 Weight: Advanced

English II

Through oral and written discourse, this course analyzes world literary selections from fiction, nonfiction, poetry, and drama. Composition/integrated with literature stresses grammar and vocabulary. Extensive practice is given in writing and research skills.

Grade Placement: 10 Prerequisite: English I Credit: 1.0 Weight: Regular

Basic English II

Basic English II is a modified curriculum that reflects the general education English II course based on the needs of the individual student. It focuses on integrated language arts study in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written language, the study of the structure and uses of written language, as well as interpret and respond to relevant literature. English II also includes the development of study skills and strategies, and the use of productive thinking. Continued reinforcement or English knowledge and skills will be made.

Grade Placement: 10 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

PreAP English II

Through oral and written discourse, this course analyzes world literary selections from fiction, nonfiction, poetry, and drama. Composition/integrated with literature stresses grammar and vocabulary. Extensive practice is given in writing and research skills.

Grade Placement: 10 Prerequisite: English I Credit: 1.0 Weight: Advanced

English III

This course, a chronological survey of American literature, coordinates literature, composition, grammar, and vocabulary through representative readings from historical documents, essays, drama, short stories, and novels of significant American writers. Research skills and writing are stressed.

Grade Placement: 11 Prerequisite: English II Credit: 1.0 Weight: Regular

Basic English III

Basic English III, based on the curriculum of the general education English III course, is modified to meet the individual learning requirements of the students. It focuses on integrated language arts study in language/writing, literature/reading, and speaking/listening. This course also includes the study of American dialects, language history and literature. Students will practice the application of both oral and written use of the language, as well as interpret and respond to relevant literature. English III includes the continued development of study skills and strategies, and the use of productive thinking. Continued reinforcement of English knowledge and skills will be made.

Grade Placement: 11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

English III/ AP English Language and Composition

Through richer diversity of goals, methods, and subject matter, this course challenges honor students to complete college preparatory work by intermixing units in American literature according to chronology, genre, and theme, by reviewing necessary components of grammar, and by utilizing those writing skills necessary to respond to literary works. Research skills are stressed. This course follows the advanced placement curriculum and provides students with the opportunity to take an advanced placement test in May for college credit.

Grade Placement: 11 Prerequisite: English II Credit: 1.0 Weight: Advanced

English IV

This course, a survey of British literature, integrates writing and language concepts and skills with literature and reading concepts and skills. Intensive writing instruction focuses on informative and persuasive writing. The course provides the critical thinking, reading, and writing skills necessary for college entrance. Research skills are reinforced.

Grade Placement: 12 Prerequisite: English I, II, III Credit: 1.0 Weight: Regular

Basic English IV

Basic English IV, based on the knowledge and skills of the general education English IV course is modified in order to meet the needs of each student. Previous knowledge and skills are reinforced. An integrated language arts study focuses on language/writing, literature/reading, and speaking/listening. The course also includes the study of the development of the English language. Students will practice the application of both oral and written language, as well as interpret and respond to literature, both American and British. English IV includes the reinforcement of study skills and strategies, and productive thinking.

Grade Placement: 11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

English IV AP English Literature and Composition

This course is a chronological study of world and British literature with an emphasis on poetry. Through analytical, oral, and written examinations of poetry, essays, short stories, drama, and the novel, the student explores the nature of man and society. This course follows the advanced placement curriculum and encourages students to take the advanced placement test for college credit.

Grade Placement: 12

Prerequisite: English III Credit: 1.0 Weight: Advanced

College Readiness and Study Skills

As students prepare for the demands of college, they may enroll in the one semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through the use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling. For High School students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. The essential knowledge and skills as well as the student expectations for College Readiness and Study Skills, an elective course, are described in subsection (b) of this section.

Grade Placement: 9-12

Prerequisite: none

Credit: 0.5 Weight: Regular

Technical Writing

The study of technical writing allows High School students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks High School students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. For High School students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Grade Placements: 9 – 12 Prerequisite: none Credit: 0.5 to 1.0 credits Weight: Regular

Practical Writing Skills

The study of writing allows High School students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. For High School students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Grade Placement: 9– 12

Prerequisite: none

Credit: 0.5 to 1.0 credits Weight: Regular

Dual Credit English course descriptions may be found in the [course catalogs of partner institutions, such as SWTJC college course catalog.](#)

Other offerings may be available through the TXVSN. See the counselor for these offerings.

MATH

Students must earn 4 credits of math, including completion of Algebra II to earn an endorsement with Distinguished Level of Achievement under the FHSP.

Those students who perform at the “Advanced” level on the STAAR Mathematics 7th Grade test may be recommended by the principal to enroll in Algebra I during their 8th grade year, earning High School credit for that course.

Those students who perform at the “Advanced” level on the STAAR Algebra I End of Course exam may be allowed to take Geometry and Algebra II concurrently during the following school year.

Example Sequences of High School Math:

	ADVANCED		REMEDIAL		REGULAR
Grade Nine	Geometry	OR	Basic Algebra 1	OR	Algebra I
Grade Ten	Algebra II	OR	Basic Geom.	OR	Geometry
Grade Eleven	Pre-Cal	OR	Basic Math Models	OR	Algebra II
Grade Twelve	College Algebra/Calculus	OR	Basic Algebra II	OR	Pre-Cal

Algebra I

Using the study of the subsets of the real numbers that the student has encountered in previous mathematics courses, Algebra I continues with a systematic development of the real numbers. Application of mathematical concepts, techniques in problem solving, concepts of relations and functions, and skills essential to the study of mathematics are emphasized. Graphing calculators are used to solve problems and increase the understanding of mathematical concepts.

Grade Placement: 9 Prerequisite: Successful completion of 8th grade math Credit: 1.0 Weight: Regular

PreAP Algebra I

This advanced course is the foundation for High School mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function’s approach is emphasized.

Grade Placement: 8-9 Prerequisite: Level III score on 7th grade STAAR Math or Level III score on 8th grade STAAR Math Credit: 1.0 Weight: Advanced

Basic Algebra

This course provides a concrete foundation in basic Algebra concepts reinforcing operations in the real number system. The student will use functions to model problem situations and to analyze and interpret relationships. Concepts will include simplified equations, abstract reasoning, and substituting numbers within problem solving situations. The language of mathematics is translated into basic equations and operations. Technology is emphasized through the understanding and use of fraction, scientific and graphing calculators.

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Math I

This course is a substitution course for Basic Algebra I

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Geometry

This course includes a study of measurements, constructions, and terminology essential to geometry. Designed to develop deductive thinking, it emphasizes problem solving by means of logical proofs and definitions while

integrating algebraic concepts. Relationships and properties are used to investigate measurement of surfaces and to explore concepts of lines and angles in one, two, three-dimensional figures.

Grade Placement: 9 – 10 Prerequisite: Algebra I Credit: 1.0 Weight: Regular

PreAP Geometry

Pre-AP Geometry includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts, as well as real-world problem solving situations. Students will become familiar with inductive and deductive reasoning through a rigorous construction of proofs. Students in Pre-AP Geometry are continually expected to explain their thinking, analyze problems from multiple perspectives, and participate in classroom discussions.

Grade Placement: 9 – 10 Prerequisite: Level III on Algebra I STAAR EOC Credit: 1.0 Weight: Advanced

Basic Geometry

Basic Informal Geometry is a non-college preparatory course with an emphasis on real-world applications rather than on proof. The student will explore the properties and relationships having to do with size, shape, direction, and orientation of 0, 1-, 2-, 3-dimensional geometric figures. Activity based instruction will focus on the development of geometric concepts and skills using manipulatives, cooperative group projects and technology assisted instruction.

Grade Placement: 10 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Math II

This course is a substitution course for Basic Geometry I

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Algebra II

As a continuation of the study of topics in Algebra I, this course will extend the development of the real number system and will include a study of the complex numbers as a mathematical system. Students will study the ideas of relations and functions and expand the concept of functions to include quadratic, exponential, and logarithmic functions. Emphasis will also be placed on the analysis of conic concepts and the development of additional problem solving skills and applications. Graphing calculators are used to solve problems and to increase the understanding of mathematical concepts.

Grade placement: 10-12 Prerequisite: Algebra I Credit: 1.0 Weight: Regular

Applied Math III

This course is a substitution course for Basic Algebra II

Grade Placement: 11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Pre-calculus

Pre-calculus is a two-semester course, which includes topics in trigonometry, analytic geometry, and elementary analysis. Students will be taught background necessary to continue in high mathematics; therefore, it is highly recommended for all students planning to attend college.

Grade Placement: 10-12 Prerequisite: Algebra I, Algebra II and Geometry Credit: 1.0 Weight: Regular

Calculus – Advanced Placement

This course emphasizes limits of functions, derivatives, integration techniques, and definite series.

Grade Placement: 11-12 Prerequisite: Pre-calculus Credit: 1.0 Weight: Advanced

Math Models with Applications

The student will continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students will also use mathematical methods to model and solve real-life applied problems involving money, data, change, patterns, music, design, and science.

Grade Placement: 9-12 Credit: 1.0 Weight: Regular

Basic Math Models w/ Applications

The student will continue to build on the K-8 and Algebra 1 foundations but using more concrete work. This is a non-college preparatory class.

Grade Placement: 9-12 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Dual Credit Math course descriptions may be found in the [course catalogs of partner institutions, such as SWTJC college course catalog](#).

Other offerings may be available through the TXVSN. See the counselor for these offerings.

SCIENCE

Students entering ninth grade in the year 2013-2014 and after will graduate under the Foundations Program with an endorsement, requiring 4 credits of science.

Sequence:

Grade Nine

Grade Ten

Grade Eleven

Grade Twelve

Regular

Biology

Chemistry

Physics

Environmental Systems

Sequence:

Grade Nine:

Grade Ten:

Remedial

Basic IPC

Basic Biology

Biology

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

Grade Placement: 9 Prerequisites: 7 & 8 grade Science Credit: 1.0 Weight: Regular

AP Biology

AP Biology is a yearlong course which is designed to be taken by students after the successful completion of both High School biology and chemistry. AP Biology includes those topics regularly covered in a college introductory biology course and differs significantly from the standards-based, High School biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work performed by students, and the time and effort required of the students. AP Biology is a course that aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to prepare students for the Biology College Board Advanced Placement Exam.

Grade Placement: 11 - 12 Prerequisite: Biology & Chemistry Credit: 1.0 Weight: Advanced

Basic Biology

This lab-oriented course covers cell structure and function, elements of biochemistry, introduction of genetics, microbiology, botany, physiology, and zoology. Emphasis is on the understanding of biology as seen in current science events and real world application.

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Science I

This is a substitute course for Biology.

Grade Placement: 9 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Chemistry

Fundamental modern chemistry concepts are presented which provide a college preparatory course as well as useful information for daily life. Theories cover mathematical concepts, balanced chemical equations, stoichiometry, atomic structure, periodic arrangement of the elements, molecular bonding, oxidations-reduction, states of matter, and solutions. Emphasis is placed on laboratory work.

Grade Placement: 10 Prerequisite: Biology Credit: 1.0 Weight: Regular

Basic Chemistry I

Grade Placement: 10 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Science II

This course substitutes for Chemistry.

Grade Placement: 10 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Physics

This course consists of two sections. In the Physics of Mechanics, students study the relations between matter and energy. Mathematics is used to explore topics of linear motion, forces, vectors, momentum, and energy. In the Physics of Electromagnetic Phenomena, students study the topics of static, DC and AC electricity, electronics, magnetism, electromagnetism, light, and color. The student conducts appropriate lab exercises.

Grade Placement: 11 Credit: 1.0 Weight: Regular

Basic Physics

Grade Placement: 11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Science III

This course substitutes for a Basic Science credit.

Grade Placement: 11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Environmental Systems

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Grade Placement: 12 Prerequisite: Biology, Chemistry and Physics Credit: 1.0 Weight: Regular

Basic Environmental Systems

Grade Placement: 12 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Applied Science IV

This course substitutes for a Basic Science credit.

Grade Placement: 12 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Anatomy and Physiology of Human Systems

In this course, students investigate the structures and functions of the components of the human body. Students investigate the cells, how cells function cooperatively as tissue and organs, the interrelationships of systems that result in a living organism, anatomical structures, and regulating mechanisms that influence how systems function. This course is designed to build a knowledge base for students who wish to pursue a medically related career.

Grade Placement: 12 Prerequisite: Biology, Chemistry Credit: 1.0 Weight: Advanced

Earth and Space Science

Earth and Space Science (ESS) is a capstone course designed to build on students’ prior scientific and academic knowledge and skills to develop understanding of the Earth System in space and time.

Grade Placement: 12 Prerequisite: Biology, Chemistry and Physics Credit: 1.0 Weight: Regular

Aquatic Science

In the Aquatic Science course students will investigate a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed.

Grade Placement: 12 Prerequisites: Biology, Chemistry and Physics Credit: 1.0 Weight: Regular

Astronomy

The Astronomy course includes an in-depth study of the role of the Sun in our solar system; planets, and the orientation and placement of the Earth as well as a thorough exploration of the universe, scientific theories of the evolution of the universe; and characteristics and the life cycle of stars.

Grade Placement: 11 – 12 Prerequisites: Biology, Chemistry and Physics Credit: 1.0 Weight: Regular

Dual Credit Science course descriptions may be found in the [course catalogs of partner institutions, such as SWTJC.](#)

[college course catalog.](#)

Other offerings may be available through the TXVSN. See the counselor for these offerings.

SOCIAL STUDIES

Under the FHSP, Students are required to take World Geography or World History, US History, Government, and Economics. Many four year universities require 4 credits of social studies. It is therefore encouraged to take both World Geography and World History.

Sequence:

Grade Nine

Grade Ten

Grade Eleven

Grade Twelve

Sequence:

Grade Nine

Grade Ten

Grade Eleven

Grade Twelve

Regular/Advanced

U S History

World Geography

World History or Dual Credit U.S. History

Government/Economics, Dual Credit Government or Macro Economics

Remedial

Basic U S History

Basic World History

Basic World Geography

Basic Government/Economics

United States History

This course is a history of the United States from the Civil War through the present with emphasis on America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws.

Grade Placement: 9-11 Credit: 1.0 Weight: Regular

Basic United States History

The Basic United states History course emphasizes the social, cultural, economic and political developments of the United States of America from 1870 to the present time. This course of study includes the major individuals, events and achievements of this period within the context of a chronological timeline. Particular attention is given to the interdependence of these elements in the formulation of our country’s history. Current events will be examined through these developments in our history.

Grade Placement: 9-11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Personal Social Skills I-III

This course substitutes for High School social studies courses.

Grade Placement: 9-11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

World Geography

Geography provides the means of understanding the variety of physical and cultural patterns found on earth. Historical, industrial and political geography, human and environmental interactions, as well as map skills are integrated into this course.

Grade Placement: 9-11 Prerequisite: None Credit: 1.0 Weight: Regular

Basic World Geography

Grade Placement: 9-11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

World History

This is the story of man, his civilization and culture, his ideas and institutions from the primitive beginnings to the present time. It traces the political, economic, and social, experiences of mankind and applies them to the present. Students gain an awareness of American-Western Civilization and the relationship of Western culture to other great world cultures. With the background, a study of contemporary world affairs becomes an essential element of the course, as do the achievements of man in this total cultural setting.

Grade Placement: 11 Prerequisite: World Geography Credit: 1.0 Weight: Regular

Basic World History

Grade Placement: 9-11 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Government

This course provides an opportunity to explore in detail the political and governing processes, elements of political theories, and governmental structures and functions. Content includes such topics as the political processes at national, state, and local government levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on concepts of the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship.

Grade Placement: 12 Credit: 0.5 Weight: Regular

Basic Government

Grade Placement: 12 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Economics

This course is designed to provide opportunities for students to identify characteristics, benefits, and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, the role of government, international economic relations, consumer economics, and monetary system of money and banking.

Grade Placement: 12 Prerequisite: US History Credit: 0.5 Weight: Regular

Basic Economics

Grade Placement: 12 Prerequisite: ARD placement Credit: 1.0 Weight: Basic

Dual Credit Social Studies course descriptions may be found in the [course catalogs of partner institutions, such as SWTJC.](#)

[college course catalog](#)

Other offerings may be available through the TXVSN. See the counselor for these offerings.

FOREIGN LANGUAGE

Two credits of the same language other than English are required to meet the requirements for graduation under the FHSP.

Spanish I

This introductory course enables the student to learn Spanish pronunciation, to acquire a vocabulary sufficient for simple conversations, to learn and practice basic grammatical structure patterns, and to become aware of Spanish culture.

Grade Placement: 8- 11 Prerequisite: None Credit: 1.0 Weight: None

Spanish II

As an extension of Spanish I, this course continues the emphasis in oral comprehension, improvement of reading skills, acquisition and identification of basic grammar patterns in written and spoken materials, and an examination of culture.

Grade Placement: 9 – 12 Prerequisite: Spanish I Credit: 1.0 Weight: None

Spanish III

An extension of Spanish I & II, this course continues emphasis in oral comprehension, improvement of reading and writing skills, acquisition and identification of basic grammar patterns in written and spoken materials, and an examination of culture.

Grade Placement: 10 – 12 Prerequisite: Spanish I & II Credit: 1.0 Weight: None

Spanish IV

An extension of Spanish I-IV, this course continues emphasis in oral comprehension, improvement of reading and writing skills, acquisition and identification of basic grammar patterns in written and spoken materials, and an examination of culture.

Grade Placement: 10 – 12 Prerequisite: Spanish I & II Credit: 1.0 Weight: None

Credit by Exam Without Prior Instruction

The Sabinal School District will offer credit by examination in Spanish I, II, and III courses for students in grades 9 – 12. Students in grades 9-12 may use examinations for credit to be advanced one grade level or given credit for a subject, in which he or she has not received prior instruction. **THESE EXAMINATIONS ARE FOR CREDIT ONLY IN GRADES 9 – 12; NOT TO BE USED AS EXAMINATIONS FOR COLLEGE CREDIT.** Students should not confuse these examinations with advanced courses or exams offered for the Distinguished Level of Achievement or any college level academic course. Students must score a grade of 90 or above on the exam to receive credit for the course. Eligibility conditions and restrictions apply to students interested in taking credit by examination without prior instruction. Please see the counselor for more information.

Other offerings may be available through the TXVSN. See the counselor for these offerings.

FINE ARTS

One credit of fine arts is required to meet the requirements for graduation under the FHSP.

Art I

This sequential course is a prerequisite for all other upper level art courses. Art I provides a study of the art elements and principles through experience with a variety of art media and tools in design, drawing, painting, printmaking, sculpture, and an introduction to ceramics; and exploration of art history and culture; and an evaluation of artwork through discussion and critique. Students will have a supply list to purchase.

Grade Placement: 9-12 Prerequisite: None Credit: 1.0 Weight: None

Art II

This course continues the study begun in Art I. Students develop and express original ideas and experiences through a variety of two dimensional media and evaluate artwork through discussion and critique. Students will also be provided opportunities to experience various clay-forming processes through hand-building techniques with consideration for both functional and sculptural forms. Students will explore various glazing and firing techniques.

Grade Placement: 10-12 Prerequisite: Art I Credit: 1.0 Weight: None

Art III

This course continues the study begun in Art II, but provides more in depth experiences through self-guided art projects.

Grade Placement: 11-12 Prerequisite: Art I & II Credit: 1.0 Weight: None

Art IV

This course continues the study begun in Art III with students specializing in media or ceramics.

Grade Placement: 12 Prerequisite: Art I, Art II & Art III Credit: 1.0 Weight: None

Photography

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

Grade Placement: 10-12 Prerequisite: Art I/Yearbook Credit: 1.0 Weight: None

High School Marching Band I – IV (Fall semester only)

Performance-based courses open to qualifying 9 – 12 grade students. This course gives students the opportunity to perform music and marching design in a public setting. This course requires extra meeting time outside of normal school hours on a regular basis, and performances for out of town and home football games.

Grade Placement: 9-12 Requirements: 1) Ability to fulfill all course commitments; 2) One full year enrollment in Band Course; 3) Teacher approval Credit: 0 .5 Weight: None

Only one credit of marching band may substitute for PE for students in High School.

High School Concert Band I – IV (Spring Semester Only)

A performance-based course designed to give students the opportunity to perform challenging music for the concert band genre. This course may require extra meeting time outside of normal school hours, and to be arranged as needed.

Grade Placement: 9-12 Requirements: 1) Ability to fulfill all course commitments; 2) Ability to maintain UIL academic requirements; 3) Student audition and/or teacher approval Credit: 0.5 Weight: None

Principles and Elements of Floral Design

This course is designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. Students will create floral arrangements.

Grade Placement: 10 – 12 Prerequisite: None Credit: 1.0 Weight: None

JOURNALISM

Journalism

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. Students are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. These students will learn to and plan, organize, and produce the newspaper.

Grade Placement: 9 Prerequisite: None Credit: 1.0 Weight: None

Newspaper I

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the newspaper.

Grade Placement: 10 – 12 Prerequisite: Journalism and/or teacher approval Credit: 1.0 Weight: None

Newspaper II

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the newspaper.

Grade Placement: 10-12 Prerequisite: Teacher approval Credit: 1.0 Weight: None

Newspaper III

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the newspaper.

Grade Placement: 11-12 Prerequisites: Teacher approval Credit: 1.0 Weight: None

Yearbook 1

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or usual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the yearbook.

Grade Placement: 9 Prerequisite: Teacher approval Credit: 1.0 Weight: None

Yearbook II

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are

expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the yearbook.

Grade Placement: 10 – 12 Prerequisite: Teacher approval Credit: 1.0 Weight: None

Yearbook III

Students communicate in a variety of forms for a variety of audiences and purposes. They are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. They will refine and enhance their journalistic skills, by planning, organizing, and producing the yearbook.

Grade Placement: 11 – 12 Prerequisite: Teacher approval Credit: 1.0 Weight: None

INFORMATION TECHNOLOGY

Principles of Information Technology

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Grade Placement: 9 – 10 Credit: 1.0 Weight: None

Multimedia Applications

This course provides students the ability to create leading-edge interactive presentations using Microsoft Office software. This curriculum is used to create exciting applications incorporating a variety of media, including high-resolution graphics, animation, narration, music and digital movies.

Grade Placement: 11-12 Prerequisite: none Credit: 0.5 Weight: None

3D Modeling and Animation

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

Grade Placement: 9-12 Prerequisite: none Credit: 0.5 – 1.0 Weight: None

Digital Video and Audio Design

In this technology course, the student: demonstrates knowledge and appropriate use of hardware components, software programs, and their connections; complies with the laws and examines the issues regarding the use of technology in society and uses data input skills appropriate to the task; acquires electronic information in a variety of formats, with appropriate supervision, resources, with appropriate supervision and evaluates the acquired electronic information; uses appropriate computer-based productivity tools to create and modify solutions to problems; uses research skills and electronic communication, with appropriate supervision; and formats and delivers digital information in a variety of media for appropriate and effective communication

Grade Placement: 11-12 Prerequisites: Teacher Approval Credit: 1.0 Weight: None

Independent Study in Technology Applications

Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies; students learn to make informed decisions about technologies and their applications. The efficient

acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the tasks, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

Grade Placement: 11-12 Prerequisites: Teacher Approval Credit: 1.0 Weight: None

Career Preparation I

This course is an instructional arrangement which develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology-specific training area. Students will receive general employability skills as a group; however each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job specific training assignments in the classroom or participate in job shadowing or internship.

Grade Placement: 11-12 Prerequisite: 2 credits of technical training Credit: 2.0 to 3.0 Weight: None

Career Preparation II

This course is an instructional arrangement which develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology-specific training area. Students will receive general employability skills as a group; however each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job specific training assignments in the classroom or participate in job shadowing or internship.

Grade Placement: 11-12 Prerequisite: 2 credits of Technical Training Credit: 2.0 to 3.0 Weight: None

PHYSICAL EDUCATION

Under the FHSP, students must have 1 credit of PE. Only one credit of marching band may be substituted for PE credit. A student may earn up to 4 credits in Athletics.

Personal Fitness

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Grade Placement: 9-12 Credit: 1.0 Weight: None

EXTRACURRICULAR ATHLETICS

In order to participate in any level of UIL athletic competition, Students must have been in the athletic program during the previous school year and be enrolled in High School Athletics. There may be a tryout and selection process for each individual sport requiring a coach's approval. Please see the Sabinal ISD Extra-curricular Handbook for more information about extra-curricular requirements.

High School Athletics I-IV

High School Athletics includes participation in any one or more of the following team or individual sports: Volleyball, Football, Cross Country, Basketball, Tennis, Baseball and/or Softball.

Grade Placement: 9-12 Requirements: Teacher Approval Credit: 1.0 Weight: None

Recreation/Leisure I – IV

The Recreation/Leisure course will outline the benefits of planned home, school, and community activities that develop the entire person by recognizing a variety of individual interests, hobbies, and abilities. Students will explore activities that foster physical and interpersonal development (the ability to share with others). They will develop strategies for managing and budgeting time, and the overall appropriate scheduling of time within independent living. Students will develop leisure activities that foster continued personal growth and utilize community resources, like libraries, community learning centers, employment opportunities, commercial facilities, etc.

Recreation/Leisure I-II: Personal recreation and leisure;
Recreation/Leisure III-IV: Community based recreation and leisure;
Recreation/Leisure V-VI: Employment and independent living recreation and leisure;
Recreation/Leisure VII-VIII: Employment and independent living recreation and leisure.
Grade Placement: 9-12 Prerequisites: ARD placement Credit: 1.0 Weight: None

HEALTH EDUCATION

Health

This study of the physical, mental, and emotional functions of the body emphasizes teenage decisions concerning the use of tobacco, alcohol, and drugs. Units on fitness, safety, nutrition, and first aid will be included.

Grade Placement: 9-12 Prerequisite: None Credit: 0.5 Weight: None

Basic Health

This course study is a study of health awareness. Particular attention is given to growth, reproduction and development, exercise, diet and nutrition, leisure activities, personal development and strategies to use in addressing personal health and hygiene issues, and social skill development. The study of disease and life choices related to prevention of disease will be addressed within the course. Students learn to make healthy lifestyle decisions. Application related to current events access to health and social services within the community, wellness strategies, mental health awareness and substance abuse would be identified and examined.

Grade Placement: 9-12 Prerequisite: ARD placement Credit 0.5 Weight: None

CAREER AND TECHNOLOGY EDUCATION

CAREER PATHWAYS

Agricultural Mechanics Pathway

Principles of Agriculture, Food and Natural Resources

This comprehensive course is an introduction to all Agriculture courses offered. This course is designed to teach students knowledge of animals, plant science, mechanics, leadership skills, personal skills and fundamentals of the agricultural industry. Students will also spend some time working on small shop projects. Emphasis is also placed on leadership skills and career awareness.

Grade Placement: 9-12 Prerequisite: None Credit: 1.0 Weight: None

Agriculture Mechanics and Metal Technology

A hands-on learning course that allows students to develop skills in metal working, welding, tool use, and carpentry. Students will also be exposed to electricity, plumbing, and masonry. Once student skills are sharpened they will have

the opportunity to plan and construct metal and wood projects. Students may gain certifications in carpentry, painting, and welding.

Grade Placement: 10 – 12 Prerequisite: Principles of AFNR Credit: 1.0 Weight: None

Agriculture Facilities Design and Fabrication

A more advanced hands on learning course that allows students further welding and construction skills learned in previous shop courses. Students will learn skills related to facility design and fabrication. More specific skills in site location, material installation, and construction methods are learned. Students will have the opportunity to develop plans and construct projects using metal working, welding and woodworking. Students may gain certifications in electrical, pipefitting, plumbing, masonry and sheet metal.

Grade Placement: 11 - 12 Prerequisite: Ag. Mechanics and Metal Technologies Credit: 1.0-2.0 Weight: None

Agricultural Power Systems

An advanced, hands-on learning course that allows students to further welding and construction skills learned in previous shop courses. Students will learn skills and knowledge regarding forms of power and energy directly related to tools, machinery and industry construction methods. Students will have the opportunity to develop plans and construct projects using metal working, welding, and woodworking. Students may gain certifications in tractor and machinery operation, outdoor power equipment and heating, ventilation and AC.

Grade Placement 11 - 12 Prerequisite: Ag Mechanics and Metal Credit: 1.0-2.0 Weight: None

Animal Science Pathway

Principles of Agriculture, Food and Natural Resources –see listing above

Livestock Production

This course will prepare students 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, and agricultural industry expectations. Animal species to be addressed in this course may include, but are not limited to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Grade Placement: 10-12 Prerequisite: None Credit: 1.0 Weight: None

Small Animal Management

This course will prepare students 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, and industry expectations. Suggested small animals which may be included in the course of study include, but are not limited to small mammals, amphibians, reptiles, avian, dogs and cats.

Grade Placement: 9 – 12 Prerequisite: None Credit: 1.0 Weight: None

Wildlife, Fisheries and Ecology Management

This technical course is designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Hunter safety certification is also taught in this class as well as wildlife identification for judging.

Grade Placement: 10-12 Prerequisite: None Credit: 1.0 Weight: None

Veterinary Medical Applications

Students attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students have opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

Grade Placement: 10-12 Prerequisite: none Credit: 1.0 Weight: None

Advanced Animal Science

Students attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. [This course can be used to fulfill science requirements under the FHSP.](#)

Grade Placement: 11-12 Prerequisite: One course from the AFNR cluster Credit: 1.0 Weight: ~~Advanced~~None

Food Processing Pathway

Principles of Agriculture, Food and Natural Resources– see listing above

Food Processing I

A laboratory-oriented course designed to develop skills in the processing of meat. The course emphasizes equipment care and sanitation, meat quality, identification, grading, fabrication, preparation and preservation, and merchandising and consumer trends. Instruction will include information on career opportunities, leadership activities, and record-keeping practices related to the industry.

Grade Placement: 11-12 Prerequisite: None Credit: 1.0-3.0 Weight: None

Plant and Soil Pathway

Principles of Agriculture, Food and Natural Resources – see listing above

Advanced Plant and Soil Sciences

This course is designed to develop skills in the production of greenhouse/nursery plants and the maintenance of plant growth and propagation structures, with certifications.

Grade Placement: 11 - 12 Prerequisite: Principles of AFNR Credit: 1.0 Weight: None

Horticultural Science

This exploratory course is designed as an introduction to horticultural sciences with emphasis on technical skills and career opportunities, and certifications. Students will gain hands on experience working with plants.

Grade Placement: 10 – 12 Prerequisite: None Credit: 1.0 Weight: None

Principles and Elements of Floral Design

This course is designed to develop skills in the design and arrangement of flowers, foliage, and related plant materials for interior locations. Students will create floral arrangements.

Grade Placement: 10 – 12 Prerequisite: None Credit: 1.0 Weight: None

Hospitality and Tourism Pathway

Principles of Hospitality and Tourism

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

Grade Placement: 9-12 Prerequisite: none Credit: 1.0 Weight: None

Culinary Arts

This course begins with the student studying safety and sanitation by pursuing the national ServSafe certificate. Instruction includes operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation and service techniques. The fundamentals and principles of the art of cooking and the science of baking are also covered

Grade Placement: 10-12 Prerequisite: Principles of Hospitality and Tourism Credit: 1.0-2.0 Weight: None

Culinary Arts II

This course teaches employability skills, which include job-specific skills, job interview techniques, communication skills, resume writing skills, financial and budget activities, and human relations. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success

Grades: 12

Prerequisite: Culinary Arts I

Credit: 1.0-2.0 Weight: None

Human Services Pathway

Principles of Human Services

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Grade Placement: 9-11

Prerequisite: none

Credit: 1.0

Weight: None

Dollars and Sense

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, the impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

Grade Placement: 10-12

Prerequisite: Principles of Human Services

Credit: 0.5-1.0 Weight: None

Lifetime Nutrition and Wellness

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.

Grade Placement: 10-12

Prerequisite: Principles of Human Services or Principles of Hospitality

Credit: 0.5-1.0

Weight: None

Child Development

This course offers knowledge and skills in the prenatal and postnatal care an in-depth study in the role of genetics, the stages of prenatal development, and complications in pregnancy, health risks, and special problems among teen parents. The causes of birth defect children are addressed along with prevention and treatments. Students receive a thorough knowledge of the birthing process and the impact of technological advancements, in prenatal care and development. Students analyze the growth, development, and care of the newborn. They describe family adjustments occurring in response to the addition of a child to the family. Students study all stages of a child's physical, emotional, mental, and intellectual development from birth through preschool age.

Grade Placement: 9-12

Prerequisite: None

Credit: 1.0

Weight: None

Law, Public Safety, Corrections, and Security Pathway

Principles of Law, Public Safety, Corrections, and Security (Principles of LPSCS)

This course introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

Grade Placement: 9-12

Prerequisite: None

Credit: 0.5-1.0

Weight: None

Law Enforcement I

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Grade Placement: 10-12

Prerequisite: Principles of LPSCS

Credit: 1.0-2.0

Weight: None

Law Enforcement II

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

Grade Placement: 11-12 Prerequisite: Law Enforcement I Credit: 1.0-2.0 Weight: None

The following courses are available for all CTE career clusters:

Problems and Solutions

Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings.

Grade Placement: 11 and 12 Prerequisite: Teacher Approval Credit: 1.0 Weight: None

Career Preparation I

This course is an instructional arrangement which develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology-specific training area. Students will receive general employability skills as a group; however each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job specific training assignments in the classroom or participate in job shadowing or internship.

Grade Placement: 11-12 Prerequisite: 2 credits of technical training Credit: 2.0-3.0 Weight: None

Career Preparation II

This course is an instructional arrangement which develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology-specific training area. Students will receive general employability skills as a group; however each student will have an individual training plan that will address their job specific knowledge and skills. Approved training sponsors will employ each student. The training sponsor will assist the teacher in providing the necessary skills and knowledge for the student's specific work training. Students will be given job specific training assignments in the classroom or participate in job shadowing or internship.

Grade Placement: 11-12 Prerequisite: 2 credits of technical training Credit: 2.0-3.0 Weight: None

Academic Intervention Classes

Intervention courses may be recommended for students needing remediation in order to meet standard on the STAAR End of Course Exam in the following areas:

English Language Arts Intervention

Math Intervention

Science Intervention

Social Studies Intervention

These classes earn local credit, only, and will not be applied to graduation requirements. Grade points will not be awarded for completion of intervention classes.

Accelerated Instruction

A student will be permitted to take Credit by Examination Without Prior Instruction to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district, which are approved by board policy, and state law, requires the use of the College Board Advanced Placement (AP) or College Level Examination Program (CLEP) tests, where applicable. Exams are also available through Texas Tech University ISD, and the University of Texas. There are fees associated with these exams, and the fee will be waived for full-time Sabinal High School students who enroll in a course, or take an approved examination, that is currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). A student must earn a grade of 80 or greater for each semester, or a score of "3" or higher on an AP exam, as applicable, for the credit and grade to be counted. A student may take Credit by Examination Without Prior Instruction to earn High School course credit no more than twice for any particular course. If a student plans to take Credit by Examination Without Prior Instruction, the student (or parent) must register with the High School counselor no later than 30 business days prior to the time they wish to complete the course; and the exam must be completed one six weeks prior to the end of the current semester in which the examination is taken. Credit by Examination Without Prior Instruction for acceleration in academic subjects will be weighted for grade point calculation in the same manner as traditional courses offered at the High School.

Grade Placement: 9 – 12 Prerequisite: Dependent on course Credit: 0.5 to 1.0 Weight: Dependent on course

Distance Learning and Correspondence Courses

Sabinal High School currently only offers Distance Learning courses through the Texas Virtual School Network (TxVSN). Courses are taught by appropriately credentialed teachers who have been trained in best practices for online instructional delivery. Because the Texas Education Agency approves all TxVSN courses, students can be assured that courses meet the state's high standards for teaching and learning. All TxVSN courses have a tuition fee. The fee is waived for full-time Sabinal High School students who enroll in a course currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). These courses will be weighted for grade point calculation in the same manner as traditional courses offered at the High School. See the counselor if you are interested TxVSN course offerings.

Grade Placement: 9 - 12 Prerequisite: Dependent on course Credit: 0.5 to 1.0 Weight: Dependent on course

Correspondence exams are available from The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the Texas Commissioner of Education. The correspondence exam will be assessed under the supervision of the Counselor. There are fees associated with these exams, and the fee will be waived for full-time Sabinal High School students who take an approved examination, that is currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). If a student plans to take a correspondence exam the student (or parent) must register with the High School counselor no later than 30 business days prior to the time they wish to complete the course; and the exam must be completed one six weeks prior to the end of the current semester in which the examination is taken. A student must earn an 80 or greater for each semester, regardless of the combined average, for the credit to be counted. Please contact the counselor for more details. These exams will be weighted for grade point calculation in the same manner as traditional courses offered at the High School. See the counselor for more details.

Grade Placement: 9 - 12 Prerequisite: Dependent on course Credit: Dependent on course Weight: Dependent on course

Credit by Examination Without Instruction

(The student has not taken the course)

A student will be permitted to take Credit by Examination Without Prior Instruction to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district, which are approved by board policy, and state law, requires the use of the College Board Advanced Placement (AP) or College Level Examination Program (CLEP) tests, where applicable. Exams are also available through Texas Tech University ISD, and the University of Texas. There are fees associated with these exams, and the fee will be waived for full-time Sabinal High School students who enroll in a course, or take an approved examination, that is currently offered as a traditional class at Sabinal High School. The fee is also waived for substitute courses required under the Foundations High School Program (FHSP), such as foreign language courses. Courses not offered at Sabinal High School will require the fee to be paid by the parent(s). A student must earn a grade of 80 or greater for each semester, or a score of "3" or higher on an AP exam, as applicable, for the credit and grade to be counted. A student may take Credit by Examination Without Prior Instruction to earn High School course credit no more than twice for any particular course. If a student plans to take Credit by Examination Without Prior Instruction, the student (or parent) must register with the High School counselor no later than 30 business days prior to the time they wish to complete the course; and the exam must be completed one six weeks prior to the end of the current semester in which the examination is taken. Credit by Examination Without Prior Instruction for acceleration in academic subjects will be weighted for grade point calculation in the same manner as traditional courses offered at the High School.

Grade Placement: 9 - 12 Prerequisite: Dependent on course Credit: 0.5 to 1.0 Weight: Dependent on course

Credit Recovery

Currently, Sabinal High School uses the *Plato* computer program for credit recovery, allowing students to take classes via the Internet at school, summer school or at home. These classes are self-paced and will be monitored by a staff member, if completed at school. Students, who desire to regain credit for a class that they have taken previously, but not passed, may sign up for credit recovery classes. Certain courses may not be available through the Plato program. A student must earn a grade of 70 or greater for each semester for credit to be applied for graduation purposes. Grade points will not be awarded for successful completion of credit recovery courses.

Grade Placement: 9 - 12 Prerequisite: None Credit: 0.5 to 1.0 Weight: None

Non-Credit Courses

Internship

This course places students in jobs around the school where they can learn work behaviors. This is a no credit class and should only be taken if the student is current with his/her credits.

Grade Placement: 12 Prerequisite: principal approval Local Credit: 0.0 Weight: None

Summer School

Summer courses, as described below, are offered for the following situations: credit recovery for a course or subject previously failed; credit recovery for attendance make-up; remediation for struggling learners and for students who are required to re-test in STAAR or EOC exams during the summer.

Courses offered for summer school: English Language Arts, Math, Science, and/or Social Studies only.

Grade points will not be awarded for completion of summer school classes.

Grade Placement: 9 - 12 Prerequisite: None Credit: 0.5 to 1.0 Weight: None