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# WEST OSO INDEPENDENT SCHOOL DISTRICT

## Board of Trustees

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Dr. Mary Jane Garza, Curriculum and Instruction Assistant Superintendent  
Mr. David Palacios, Business Manager  
Mr. Ben Franco, High School Principal

## High School Guidance Counselors

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**WEST OSO INDEPENDENT SCHOOL DISTRICT**  
**Goals, 2007-2008**

**GOALS 1: High expectations will be expressed for all students.**

- A. Students will be prepared to be successful in taking state mandated tests, achievements tests, and college entrance examination.
- B. Students will have opportunity and are expected to be well rounded in the areas of academics, fine arts, co-curricular activities.
- C. A good atmosphere will exist where children will love going to school and all are treated with dignity and respect.
- D. The schools will have a safe and orderly learning and working environment.

**GOAL 2: The District will have well balanced programs.**

- A. The District will have an effectively aligned curriculum and instructional program.
- B. Innovative technology and training will be provided that maximizes learning and fully prepares students and staff to meet the challenges and employment opportunities of a technological and rapidly changing world.
- C. The District will have curriculum and program driven budget.

**GOAL 3: The District will have well qualified employees who are positive role models.**

- A. The District will have a dynamic student oriented staff made up of the best qualified and best trained personnel, and provide effective staff development that focuses on the needs of our diverse student population.
- B. The District will have an instructional staff that is enthusiastic in their instruction, and current in methodology that uses a variety of instructional strategies so that all children can learn.

**GOAL 4: The District will have strong partnerships with parents, the community, and businesses.**

- A. The District will continually recognize that the Public Schools are the heart of learning for the community.
- B. Parents will be afforded opportunities to participate in parent involvement programs that exist or may be developed to meet program needs.
- C. Parents and community members will feel welcomed and well received as members of the learning environment.
- D. The District will promote parent and community awareness and develop support for the schools by using appropriate and collaborative decision making model.

**GOAL 5: Facilities will be conducive to program needs.**

- A. The District will have state of the art facilities.
- B. Facilities and grounds will be maintained for safety and attractive appearance conducive to a good learning environment.

**West Oso High School**  
**5202 Bear Lane**  
**Corpus Christi, Texas 78405**

March 5, 2007

Dear Students:

It is important that you take the time to read and understand the information in this catalog so that you are able to plan for graduation. If at any time you need help, a guidance counselor will be available to assist you.

In this catalog, we have listed all of the courses available at the high school and have provided a written description of each class. Please be sure you take the time to plan your schedule carefully, as there will be few schedule changes once everyone has registered for classes and schedules are printed. Just as in college, if there are not enough students to make a class, it will be cancelled for that semester or year. When a class is full, it will be closed. It is important that you make a well-thought-out plan to follow the first time.

There are several special programs in which a student can participate while in high school. To be considered for these programs, students must complete an application and meet the deadlines for submission of the application. Please take the time to read about these programs, and contact your counselor if further information is needed.

Congratulations for taking this important step in planning your future. We look forward to having you as a student in 2007-2008

Best wishes,

Mr. Ben Franco  
Principal

**West Oso High School  
5202 Bear Lane  
Corpus Christi, Texas 78405**

5 de Marzo,

Estudiantes:

Es importante que tomen el tiempo para leer y entender la información en este catalogo para que puedan planear para su graduación. Si en cualquier tiempo necesitan ayuda, las consejeras están disponibles para asistirlos.

En este catalogo, hemos enumerado todos los cursos disponibles en la escuela secundaria y hemos proporcionado una descripción escrita de cada clase. Por favor tomen el tiempo para planear su horario cuidadosamente, como habrá pocos cambios del horario una vez que todos los estudiantes se registren. Como en la universidad, si no hay bastantes estudiantes para hacer una clase, será cancelada por el semestre o el año. Cuando una clase este llena, será cerrada. Es importante que hagan un buen plan para seguir la primera vez.

Hay varios programas especiales en los cuales un estudiante puede participar mientras que esta en la escuela secundaria. Para ser considerado para estos programas, los estudiantes deben llenar una aplicación y entregar a su debido tiempo. Por favor tomen el tiempo para leer sobre estos programas, y pónganse en contacto con la consejera si necesitan información adicional.

Felicidades por tomar el tiempo para planear el futuro. Les deseo lo mejor y espero verlos en 2007-2008.

Con mis mejores deseos,

Ben Franco, Director

## **PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNOLOGY EDUCATION PROGRAMS**

It is the policy of West Oso ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title West Oso ISD offers career and technology education programs in Microcomputer applications, Homemaking, Keyboarding, and Criminal Justice. Admission to these programs is based on student interest, age appropriateness, and fulfillment of prerequisites.

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

It is the policy of West Oso ISD not to discriminate on the basis of race, color, national origin, sex, or handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; as amended and Section 504 of the Rehabilitation Act of 1973, as amended.

West Oso ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievances, contact the Title IX Coordinator, Dr. Mary Jane Garza, at 5050 Rockford, Corpus Christi, Texas 78416, (361) 806-5900, and/or the Section 504 Coordinator, Mrs. Amy Matthews-Perez, 5050 Rockford, Corpus Christi, Texas 78416.

## **NOTIFICACION PUBLICA DE NOT DISCRIMINAR EN CARRERA Y PROGRAMA DE EDUCACION DE TECHNOLOGIA**

West Oso ISD ofrece programas vocacionales en aplicaciones de microcomputadoras, economía domestica, mecanografía, y justicia criminal. La admisión a estos programas se basa en interés, edad apropiada, y cumplir con los requisitos del estudiante.

Es póliza de West Oso ISD no discriminar por motivos de raza, color, origen nacional, sexo, o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Titulo VI de la Ley de Derechos Civiles de 1964, según enmienda; el Titulo IX de las Enmiendas en la Educación, de 1972, y la sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es póliza de West Oso ISD no discriminar por motivos de raza, color, origen nacional, sexo impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Titulo VI de la Ley de Derechos Civiles de 1964, según enmienda; el Titulo IX de las Enmiendas de la Educación, de 1972, la Ley de Discriminación por Edad, de 1975, según enmienda, y la sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

West Oso ISD tomara las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua ingles no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Titulo IX, Dr. Mary Jane Garza, en 5050 Rockford, Corpus Christi, Texas 78416, (361) 806-5900, y/o el Coordinador de la Sección 504, Mrs. Amy Matthews-Perez, 5050 Rockford, Corpus Christi, Texas 78416.

# GRADUATION REQUIREMENTS

## *FRESHMEN CLASS ENTERING HIGH SCHOOL IN 2007-2008 and thereafter*

Students and parents are urged to work closely with the counselors throughout high school to ensure that requirements are met for graduation. Students are required to complete the graduation requirements in effect upon entry in the freshman year. Students may opt for more stringent, newer plans as they become available. West Oso High School operates on an eight (8) period schedule. Ninth and tenth grade students are required to take eight (8) credits, only seniors are permitted to have excused periods. With approval from the principal, seniors may take a minimum of five (5) credits (with a minimum of four class periods). Eligible junior and senior students may also take Dual Credit (up to two per semester) courses for high school and college credit. Seniors who have not mastered all 4 sections of the TAKS test for graduation will be required to take additional content-area courses instead of excused periods.

|                                | <b>◆MINIMUM<br/>PLAN</b> | <b>RECOMMENDED<br/>PLAN</b> | <b>DISTINGUISHED<br/>PLAN</b> |
|--------------------------------|--------------------------|-----------------------------|-------------------------------|
| English I, II, III, IV         | 4                        | 4                           | 4                             |
| Math*                          | 3                        | 4                           | 4                             |
| Science**                      | 2                        | 4                           | 4                             |
| World Geography                | 1                        | 1                           | 1                             |
| World History                  | 1                        | 1                           | 1                             |
| U.S. History                   | 1                        | 1                           | 1                             |
| U.S. Government                | .5                       | .5                          | .5                            |
| Economics                      | .5                       | .5                          | .5                            |
| Health +                       | .5                       | .5                          | .5                            |
| Physical Education ***         | 1.5                      | 1.5                         | 1.5                           |
| Technology Application ++      | 1                        | 1                           | 1                             |
| Speech +++                     | .5                       | .5                          | .5                            |
| Foreign Language ++++          | --                       | 2                           | 3                             |
| Fine Arts                      | --                       | 1                           | 1                             |
| <b>Total Core Requirements</b> | <b>16.5</b>              | <b>22.5</b>                 | <b>23.5</b>                   |
| Electives                      | 5.5                      | 3.5                         | 2.5                           |
| <b>Total Credits</b>           | <b>22</b>                | <b>26</b>                   | <b>26</b>                     |

◆ Students may only opt for the minimum plan (beginning with 9<sup>th</sup> grades in 2001-2002 and beyond) by agreement from the school principal or designee, counselor, parent and student. A completed signature form is required—see your counselor.

# GRADUATION REQUIREMENTS

## *FRESHMEN CLASS OF 2004-2005, 2005-2006, 2006-2007*

Students and parents are urged to work closely with the counselors throughout high school to ensure that requirements are met for graduation. Students are required to complete the graduation requirements in effect upon entry in the freshman year. Students may opt for more stringent, newer plans as they become available. West Oso High School operates on an eight (8) period schedule. Ninth and tenth grade students are required to take eight (8) credits, only seniors are permitted to have excused periods. With approval from the principal, seniors may take a minimum of five (5) credits (with a minimum of four class periods). Eligible junior and senior students may also take Dual Credit (up to two per semester) courses for high school and college credit. Seniors who have not mastered all 4 sections of the TAKS test for graduation will be required to take additional content-area courses instead of excused periods.

|                                    | <b>◆MINIMUM<br/>PLAN</b> | <b>RECOMMENDED<br/>PLAN</b> | <b>DISTINGUISHED<br/>PLAN</b> |
|------------------------------------|--------------------------|-----------------------------|-------------------------------|
| English I, II, III, IV             | 4                        | 4                           | 4                             |
| Math*                              | 3                        | 3                           | 3                             |
| Science**                          | 2                        | 3                           | 3                             |
| World Geography                    | 1                        | 1                           | 1                             |
| World History                      | 1                        | 1                           | 1                             |
| U.S. History                       | 1                        | 1                           | 1                             |
| U.S. Government                    | .5                       | .5                          | .5                            |
| Economics                          | .5                       | .5                          | .5                            |
| Health +                           | .5                       | .5                          | .5                            |
| Physical Education ***             | 1.5                      | 1.5                         | 1.5                           |
| Technology Application ++          | 1                        | 1                           | 1                             |
| Speech +++                         | .5                       | .5                          | .5                            |
| Foreign Language ++++              | --                       | 2                           | 3                             |
| Fine Arts                          | --                       | 1                           | 1                             |
| <b>Total Core<br/>Requirements</b> | <b>16.5</b>              | <b>20.5</b>                 | <b>21.5</b>                   |
| Electives                          | 5.5                      | 3.5                         | 2.5                           |
| <b>Total Credits</b>               | <b>22</b>                | <b>24</b>                   | <b>24</b>                     |

- ◆ Students may only opt for the minimum plan (beginning with 9<sup>th</sup> grades in 2001-2002 and beyond) by agreement from the school principal or designee, counselor, parent and student. A completed signature form is required—see your counselor.

## COMPARISON OF THE THREE TEXAS STATE GRADUATION REQUIREMENTS

- I. MINIMUM HIGH SCHOOL PROGRAM (MHSP)
- II. RECOMMENDED HIGH SCHOOL PROGRAM (RHSP)
- III. DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)

### COMPARISON OF CREDITS REQUIRED FOR GRADUATION

All students who graduate in Texas receive the same diploma. The academic achievement record (transcript) describes in detail the graduation program that was completed by the student. The State Board of Education (SBOE) has modified the three graduation programs according to the year in which the students entered high school and has deleted courses. From time to time, the SBOE and/or District may make additional modifications. Generally, students are permitted to complete the graduation program that was in place when they entered high school. Parents and students should contact the campus counselors to make certain that the students' graduation plan includes all of the required courses. The following chart is presented only as an overview that is to be used in conjunction with the detailed information in the following sections.

*Comparison of Texas State Graduation Requirements:*

| SUBJECT AREAS AND COMPONENTS  | Students who entered Grade 9 in 2007-2008 and thereafter |   |   |
|---|--|---|---|
|   | II. MHSP   | II. RHSP                                      | III. DAP ★                                    |
| English/Language Arts   | 4  | 4   | 4   |
| Mathematics:  | 3  | 4   | 4   |
|   | Algebra 1<br>Geometry<br>1 Additional<br>Credit          | Algebra 1<br>Algebra 2<br>Geometry<br>Pre-Cal | Algebra 1<br>Algebra 2<br>Geometry<br>Pre-Cal |
| Science   | 2  | 4   | 4   |
|   | Biology<br>IPC   | IPC<br>Biology<br>Chemistry<br>Physics        | IPC<br>Biology<br>Chemistry<br>Physics        |
| Social Studies:<br>United States History  | 2 ½  | 3 ½   | 3 ½   |
| World History   | 1  | 1   | 1   |
| World Geography   | Either<br>World History<br>Or<br>World Geography         | World History<br><br>World Geography          | World History<br><br>World Geography          |
| U. S. Government  | ½  | ½   | ½   |
| Economics: Free Enterprise System   | ½  | ½   | ½   |
| Physical Education/<br>Waiver/Equivalency   | 1 ½  | 1 ½   | 1 ½   |
| Health Education  | ½  | ½   | ½   |
| Fine Arts   | none   | 1   | 1   |
| Speech  | ½<br>Communication<br>Applications                       | ½<br>Communication<br>Applications            | ½<br>Communication<br>Applications            |
| Additional Components/<br>Electives/Options   | 5 ½  | 3 ½   | 2 ½   |
| Other Languages   | none   | 2   | 3   |
| Technology Applications<br>(Computer Science)   | 1  | 1   | 1   |
| Academic Electives<br>Select from World Geography,<br>World History or any SBOE<br>Science course   | 1  | none  | none  |
| <b>Total</b>  | <b>22</b>  | <b>26</b>                                     | <b>26</b>                                     |
| <b>★ ADVANCES MEASURES</b><br>Four advanced measures are required for the Distinguished Achievement Program. Advanced measures are not additional credits. Refer to the end of the following section in this catalog. |  |   |   |

## COMPARISON OF THE THREE TEXAS STATE GRADUATION REQUIREMENTS

- IV. MINIMUM HIGH SCHOOL PROGRAM (MHSP)
- V. RECOMMENDED HIGH SCHOOL PROGRAM (RHSP)
- VI. DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)

### COMPARISON OF CREDITS REQUIRED FOR GRADUATION

All students who graduate in Texas receive the same diploma. The academic achievement record (transcript) describes in detail the graduation program that was completed by the student. The State Board of Education (SBOE) has modified the three graduation programs according to the year in which the students entered high school and has deleted courses. From time to time, the SBOE and/or District may make additional modifications. Generally, students are permitted to complete the graduation program that was in place when they entered high school. Parents and students should contact the campus counselors to make certain that the students' graduation plan includes all of the required courses. The following chart is presented only as an overview that is to be used in conjunction with the detailed information in the following sections.

*Comparison of Texas State Graduation Requirements:*

| SUBJECT AREAS AND COMPONENTS  | Students who entered Grade 9 in 2001-2002 through 2006-2007 |  |  |
|---|---|--|--|
|   | II. MHSP  | II. RHSP                               | III. DAP ★                             |
| English/Language Arts   | 4   | 4                                      | 4                                      |
| Mathematics:  | 3   | 3                                      | 3                                      |
|   | Algebra 1<br>Geometry<br>1 Additional<br>Credit             | Algebra 1<br>Algebra 2<br>Geometry     | Algebra 1<br>Algebra 2<br>Geometry     |
| Science   | 2   | 3                                      | 3                                      |
|   | Biology<br>IPC  | Biology<br>IPC<br>Chemistry            | Biology<br>IPC<br>Chemistry            |
| Social Studies:<br>United States History  | 2 ½   | 3 ½                                    | 3 ½                                    |
| World History   | 1   | 1                                      | 1                                      |
| World Geography   | Either<br>World History<br>Or<br>World Geography            | World History<br><br>World Geography   | World History<br><br>World Geography   |
| U. S. Government  | ½   | ½                                      | ½                                      |
| Economics: Free Enterprise<br>System  | ½   | ½                                      | ½                                      |
| Physical Education/<br>Waiver/Equivalency   | 1 ½   | 1 ½                                    | 1 ½                                    |
| Health Education  | ½   | ½                                      | ½                                      |
| Fine Arts   | none  | 1                                      | 1                                      |
| Speech  | ½<br><br>Communication<br>Applications                      | ½<br><br>Communication<br>Applications | ½<br><br>Communication<br>Applications |
| Additional Components/<br>Electives/Options   | 5 ½   | 3 ½                                    | 2 ½                                    |
| Other Languages   | none  | 2                                      | 3                                      |
| Technology Applications<br>(Computer Science)   | 1   | 1                                      | 1                                      |
| Academic Electives<br>Select from World Geography,<br>World History or any SBOE<br>Science course   | 1   | none                                   | none                                   |
| <b>Total</b>  | <b>22</b>   | <b>24</b>                              | <b>24</b>                              |
| <b>★ ADVANCES MEASURES</b><br>Four advanced measures are required for the Distinguished Achievement Program. Advanced measures are not additional credits. Refer to the end of the following section in this catalog. |   |  |  |

**INFORMATION REGARDING GRADUATION REQUIREMENTS AND PROGRAMS**

The State Board of Education (SBOE) has approved three graduation programs that are currently in place in the Corpus Christi Independent School District with modifications according to the year of entry into high school (Grade 9). The District may impose additional requirements.

All high school graduates in Texas receive the same diploma. The academic achievement recorded (transcript) describes in detail the program and achievement of the student. The seal affixed to the student’s academic achievement record (transcript) indicates the program plan that has been completed. The specific requirements for graduation programs are based on the year of entry into Grade 9. Specific information is provided in the following charts.

**Minimum High School Program**

| <b>Discipline</b>  | <b>Freshmen Class of 2004-2005 and thereafter<br/>Minimum Graduation Plan<br/>(22) credits</b>   |
|--|--|
| English Language Arts and Reading  | <p><b>Four credits:</b></p> <ul style="list-style-type: none"> <li>• English I, II, and III</li> <li>• Options for Speakers of Other Languages</li> <li>• A fourth credit of English may be satisfied by either:</li> <li>• English IV,</li> <li>• Research/Technical Writing,</li> <li>• Creative/Imaginative Writing,</li> <li>• Practical Writing Skills,</li> <li>• Literary Genres,</li> <li>• Business Communication,</li> <li>• Journalism, or</li> <li>• Successful completion of a dual credit English course.</li> </ul> |
| Mathematics  | <p><b>Three credits to include:</b></p> <ul style="list-style-type: none"> <li>• Algebra I,</li> <li>• Geometry, and</li> <li>• One additional Math course.</li> </ul>   |
| Science  | <p><b>Two credits to include:</b></p> <ul style="list-style-type: none"> <li>• Biology, and</li> <li>• Integrated Physics and Chemistry (IPC)**</li> </ul>   |
| Social Studies   | <p><b>Two and one-half credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• World History Studies (one credit) or World Geography Studies (one credit),</li> <li>• U.S. History Studies Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>   |
| Economics with Emphasis On The Free Enterprise System and its Benefits   | <p><b>One –half credit.</b></p>  |
| Science/Social Studies Elective (1997-98)*<br>Or Academic Elective (1998-99+)<br>Academic Elective (for students entering Grade 8 (2000-2001)) | <p><b>One –half credit.</b></p> <ul style="list-style-type: none"> <li>• World History Studies,</li> <li>• World Geography Studies,</li> <li>• World Geography Studies, or</li> <li>• Any science course approved by SBOE</li> </ul> <p>** (If a student replaces IPC with either Chemistry or Physics in the Science requirements, the academic elective <i>must</i> be the other of these two Science courses.)</p>  |

### Minimum High School Program (Cont.)

| Discipline                          | Freshmen Class of 2004-2005 and thereafter<br>Minimum Graduation Plan<br>(22) credits   |
|-------------------------------------|---|
| Physical Education                  | <p><b>One and one-half credits to include</b><br/>           Foundations of Personal Fitness (one-half credit). (Limit of two credits.)<br/>           Can substitute:</p> <ul style="list-style-type: none"> <li>• Drill team,</li> <li>• Marching band,</li> <li>• Cheerleading,</li> <li>• NROTC,</li> <li>• Athletics,</li> <li>• Dance I-IV,</li> <li>• Approved private programs, or</li> </ul> Certain career and technology education courses.  |
| Health Education                    | <p><b>One –half credit</b><br/>           Or Health Science Technology (one credit).</p>  |
| Languages Other Than English        | none  |
| Fine Arts                           | none  |
| Speech                              | <p><b>One-half credit must consist of:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications (No substitutions)</li> </ul>  |
| Technology Applications             | <p><b>One credit selected from either:</b></p> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering,</li> <li>• Independent Study in Technology Applications,</li> <li>• Business Computer Management, and Multimedia,</li> <li>• Telecommunications and Networking,</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer lab-based),</li> <li>• Communications Graphics (computer lab-based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul> |
| Electives/<br>Additional Components | <ul style="list-style-type: none"> <li>• Five and one-half elective credits selected from any course approved by SBOE for Grades 9-12.</li> </ul>   |
| <b>Total Credits</b>                | <b>22</b>   |

## Recommended High School Programs

| Discipline   | Freshmen Class of 2007-2008 and thereafter<br>Recommended Graduation Plan<br>(26) credits   |
|--|---|
| English Language Arts and Reading                                      | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV.</li> <li>• English I and II for speakers of other languages may be substituted for English I and II; only for immigrant students with Limited English Proficiency.</li> </ul> <p>The fourth credit of English may be satisfied by either;</p> <ul style="list-style-type: none"> <li>• English IV, or</li> <li>• Successful completion of a dual-credit English course.</li> </ul>   |
| Mathematics<br>*Additional credit required as of 2007-2008             | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I,</li> <li>• Algebra II, and</li> <li>• Geometry</li> <li>• Math Models, Pre-Calculus or Calculus</li> </ul>  |
| Science<br>*Additional credit required as of 2007-2008                 | <p><b>Four credits selected from four specified areas as indicated below.</b></p> <p>A. One credit must be a Biology credit. (Biology, AP Biology).</p> <p>B. The remaining two credits must be chosen from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement:</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry (IPC);</li> <li>• AP Biology;</li> <li>• Chemistry, AP Chemistry;</li> <li>• Physics, Principles of Technology I, AP Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry and Physics.</p> |
| Social Studies   | <p><b>Three and one-half credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• World History (one credit),</li> <li>• World Geography (one credit),</li> <li>• U.S. History Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>   |
| Economics with Emphasis on the Free Enterprise System and its Benefits | <b>One-Half Credit.</b>   |
| Physical Education   | <p><b>One and one-half credits to include</b><br/>Foundations of Personal Fitness (one-half credit). (Limit of two credits for graduation purposes.) Can substitute:</p> <ul style="list-style-type: none"> <li>• Drill Team</li> <li>• Marching band,</li> <li>• Cheerleading,</li> <li>• NROTC,</li> <li>• Athletics,</li> <li>• Dance I-IV,</li> </ul> <p>Approved private programs, or certain Career And Technology Education courses.</p>   |
| Health Education   | <p><b>One-half credit</b><br/>Or Health Science Technology (one credit).</p>  |
| Languages Other Than English   | <p><b>Two credits</b> must consist of Level I and Level II in the same language.</p>  |
| Fine Arts  | <p><b>One credit.</b><br/>(<i>Speech may not substitute.</i>)</p>   |

### Recommended High School Programs (Cont.)

| Discipline                      | Freshmen Class of 2007-2008 and thereafter<br>Recommended Graduation Plan<br>(26) credits   |
|---------------------------------|---|
| Speech                          | <b>One-half credit</b> must consist of Communication Applications<br>(No substitutions)   |
| Technology Applications         | <b>One Credit selected from either:</b> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering</li> <li>• Independent Study in Technology Applications,</li> <li>• Telecommunications and Networking,</li> <li>• Business Computer Programming,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer lab-based),</li> <li>• Communications Graphics (computer lab-based), or</li> <li>• Computer Multimedia and Animation Technology</li> </ul> |
| Elective/Additional Components  | <b>Three and one-half credits from the SBOE- approved courses for Grades 9-12.</b><br><br>Also: All students who wish to complete the Recommended Plan are encouraged to study each of the four foundation areas (English Language Arts, Math, Science and Social Studies) every year in high school.   |
| Electives/Additional Components | Three and one-half elective credits selected from any course approved by SBOE for Grades 9-12.  |
| <b>Total Credits</b>            | <b>26</b>   |

## Distinguished Achievement Program

| Discipline   | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Distinguished Graduation Plan<br>(26 Credits)  |
|--|---|
| English Language Arts and Reading                                      | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV.</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with Limited English Proficiency.</li> </ul> <p>The fourth credit of English may be satisfied by either:</p> <ul style="list-style-type: none"> <li>• English IV, or</li> <li>• Successful completion of a dual-credit English course</li> </ul> |
| Mathematics<br>*Additional credit required as of 2007-2008             | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I,</li> <li>• Algebra II, and</li> <li>• Geometry</li> <li>• Pre-Calculus or Calculus</li> </ul>   |
| Science<br>*Additional credit required as of 2007-2008                 | <p><b>Four credits selected from four specified areas as indicated below.</b> (No more than one credit may be chosen from each of the four areas.)</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry (IPC);</li> <li>• AP Biology;</li> <li>• Chemistry, AP Chemistry;</li> <li>• Physics, Principles of Technology I, AP Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry, and Physics.</p>   |
| Social Studies   | <p><b>Three and one-half credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• World History (one credit),</li> <li>• World Geography (one credit),</li> <li>• U.S. History Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>   |
| Economics With Emphasis On the Free Enterprise System and its Benefits | <b>One-half credit.</b>   |
| Physical Education   | <p><b>One and one-half credits to include</b><br/>Foundations of Personal Fitness (one-half credit).<br/>(Limit of two credits for graduation purposes).<br/>Can substitute:</p> <ul style="list-style-type: none"> <li>• Drill team,</li> <li>• Marching band,</li> <li>• Cheerleading,</li> <li>• NROTC,</li> <li>• Athletics,</li> <li>• Dance I-IV,</li> <li>• Approved private programs, or certain career and technology education courses.</li> </ul>                                      |
| Health Education   | <p><b>One-half credit</b><br/>Or Health Science Technology (one credit).</p>  |
| Languages Other Than English   | <b>Three credits</b> must consist of Level I, Level II, and Level III in the same language.   |
| Fine Arts  | <b>One credit</b><br>( <i>Speech may not substitute</i> ).  |

**Distinguished Achievement Program (Cont.)**

| Discipline                     | Freshmen Class of 2007-2008 and thereafter<br>Distinguished Graduation Plan<br>(26 Credits)  |
|--------------------------------|--|
| Speech                         | <p><b>One –half credit must consist of:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications.</li> </ul> <p><i>(No substitutions)</i></p>   |
| Technology Applications        | <p><b>One-half selected from either:</b></p> <ul style="list-style-type: none"> <li>• Technology Applications TEKS courses</li> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology</li> <li>• Web Mastering,</li> <li>• Independent Study in Technology Applications,</li> </ul> <p><b>Business Education courses</b></p> <ul style="list-style-type: none"> <li>• Business Image Management, and Multimedia.</li> <li>• Telecommunications and Networking,</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> </ul> <p><b>Technology Education/Industrial Technology Education TEKS courses</b></p> <ul style="list-style-type: none"> <li>• Computer Applications,</li> <li>• Technology Systems (computer lab-based),</li> <li>• Communications Graphics (computer lab-based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul> |
| Elective/Additional Components | <p><b>Two and one-half credits from the SBOE-approved courses for Grades 9-12</b></p> <p>Also: All students who wish to complete the Distinguished plan are encouraged to study each of the four foundation areas of English Language Arts, Math, Science and Social Studies every year in high school.</p>  |

### Distinguished Achievement Program (Cont.)

| Discipline           | Freshmen Class of 2007-2008 and thereafter<br>Distinguished Graduation Plan<br>(26 Credits)   |
|----------------------|---|
| Advanced Measures    | <p><u>Standards for approval of Requirements:</u></p> <p>A. The measures must focus on demonstrated student performance at the college or professional level.</p> <p>B. Student performance on advanced measures must be assessed through an external review process.</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• A student must achieve any combination of four of the following:</li> </ul> <p><u>Original research/project:</u></p> <ul style="list-style-type: none"> <li>• Judged by a panel of professionals in the field that is the focus of the project; or</li> <li>• Conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).</li> </ul> <p>May not be used for more than two of the four advanced measures.</p> <p><u>Test data:</u></p> <ul style="list-style-type: none"> <li>• a score of three or above on The College Board Advanced Placement (AP) Examination;</li> <li>• a score of four or above on an international Baccalaureate Examination;</li> <li>• a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li> </ul> <p><u>College courses:</u><br/>a grade of 3.0 or higher on courses that count for college credit, including tech prep programs.</p> |
| <b>Total Credits</b> | <b>26</b>   |

## Recommended High School Programs

| Discipline   | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Recommended Graduation Plan<br>(24) credits   |
|--|--|
| English Language Arts and Reading                                      | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV.</li> <li>• English I and II for speakers of other languages may be substituted for English I and II; only for immigrant students with Limited English Proficiency.</li> </ul> <p>The fourth credit of English may be satisfied by either;</p> <ul style="list-style-type: none"> <li>• English IV, or</li> <li>• Successful completion of a dual-credit English course.</li> </ul>  |
| Mathematics  | <p><b>Three credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I,</li> <li>• Algebra II, and</li> <li>• Geometry</li> </ul>   |
| Science  | <p><b>Three credits selected from four specified areas as indicated below.</b></p> <p>C. One credit must be a Biology credit. (Biology, AP Biology).</p> <p>D. The remaining two credits must be chosen from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement:</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry (IPC);</li> <li>• AP Biology;</li> <li>• Chemistry, AP Chemistry;</li> <li>• Physics, Principles of Technology I, AP Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry and Physics.</p> |
| Social Studies   | <p><b>Three and one-half credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• World History (one credit),</li> <li>• World Geography (one credit),</li> <li>• U.S. History Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>  |
| Economics with Emphasis on the Free Enterprise System and its Benefits | <b>One-Half Credit.</b>  |
| Physical Education   | <p><b>One and one-half credits to include</b> Foundations of Personal Fitness (one-half credit). (Limit of two credits for graduation purposes.) Can substitute:</p> <ul style="list-style-type: none"> <li>• Drill Team</li> <li>• Marching band,</li> <li>• Cheerleading,</li> <li>• NROTC,</li> <li>• Athletics,</li> <li>• Dance I-IV,</li> </ul> <p>Approved private programs, or certain Career And Technology Education courses.</p>  |
| Health Education   | <p><b>One-half credit</b><br/>Or Health Science Technology (one credit).</p>   |
| Languages Other Than English   | <p><b>Two credits</b> must consist of Level I and Level II in the same language.</p>   |
| Fine Arts  | <p><b>One credit.</b><br/>(<i>Speech may not substitute.</i>)</p>  |

### Recommended High School Programs (Cont.)

| Discipline                      | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Recommended Graduation Plan<br>(24) credits   |
|---------------------------------|--|
| Speech                          | <b>One-half credit</b> must consist of Communication Applications (No substitutions)   |
| Technology Applications         | <p><b>One Credit selected from either:</b></p> <ul style="list-style-type: none"> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology,</li> <li>• Web Mastering</li> <li>• Independent Study in Technology Applications,</li> <li>• Telecommunications and Networking,</li> <li>• Business Computer Programming,</li> <li>• Computer Applications,</li> <li>• Technology Systems (computer lab-based),</li> <li>• Communications Graphics (computer lab-based), or</li> <li>• Computer Multimedia and Animation Technology</li> </ul> |
| Elective/Additional Components  | <p><b>Three and one-half credits from the SBOE- approved courses for Grades 9-12.</b></p> <p>Also: All students who wish to complete the Recommended Plan are encouraged to study each of the four foundation areas (English Language Arts, Math, Science and Social Studies) every year in high school.</p>   |
| Electives/Additional Components | Three and one-half elective credits selected from any course approved by SBOE for Grades 9-12.   |
| <b>Total Credits</b>            | <b>24</b>  |

### Distinguished Achievement Program

| Discipline   | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Distinguished Graduation Plan<br>(24 Credits)  |
|--|---|
| English Language Arts and Reading                                      | <p><b>Four credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• English I, II, III, and IV.</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with Limited English Proficiency.</li> </ul> <p>The fourth credit of English may be satisfied by either:</p> <ul style="list-style-type: none"> <li>• English IV, or</li> <li>• Successful completion of a dual-credit English course</li> </ul> |
| Mathematics  | <p><b>Three credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• Algebra I,</li> <li>• Algebra II, and</li> <li>• Geometry.</li> </ul>   |
| Science  | <p><b>Three credits selected from four specified areas as indicated below.</b> (No more than one credit may be chosen from each of the four areas.)</p> <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry (IPC);</li> <li>• AP Biology;</li> <li>• Chemistry, AP Chemistry;</li> <li>• Physics, Principles of Technology I, AP Physics.</li> </ul> <p>Students are encouraged to take Biology, Chemistry, and Physics.</p>  |
| Social Studies   | <p><b>Three and one-half credits must consist of:</b></p> <ul style="list-style-type: none"> <li>• World History (one credit),</li> <li>• World Geography (one credit),</li> <li>• U.S. History Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>   |
| Economics With Emphasis On the Free Enterprise System and its Benefits | <p><b>One-half credit.</b></p>  |
| Physical Education   | <p><b>One and one-half credits to include</b> Foundations of Personal Fitness (one-half credit). (Limit of two credits for graduation purposes).<br/>Can substitute:</p> <ul style="list-style-type: none"> <li>• Drill team,</li> <li>• Marching band,</li> <li>• Cheerleading,</li> <li>• NROTC,</li> <li>• Athletics,</li> <li>• Dance I-IV,</li> <li>• Approved private programs, or certain career and technology education courses.</li> </ul>  |
| Health Education   | <p><b>One-half credit</b><br/>Or Health Science Technology (one credit).</p>  |
| Languages Other Than English   | <p><b>Three credits</b> must consist of Level I, Level II, and Level III in the same language.</p>  |
| Fine Arts  | <p><b>One credit</b><br/>(<i>Speech may not substitute</i>).</p>  |

**Distinguished Achievement Program (Cont.)**

| Discipline                     | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Distinguished Graduation Plan<br>(24 Credits)  |
|--------------------------------|---|
| Speech                         | <p><b>One-half credit must consist of:</b></p> <ul style="list-style-type: none"> <li>• Communication Applications.</li> </ul> <p><i>(No substitutions)</i></p>   |
| Technology Applications        | <p><b>One-half selected from either:</b></p> <ul style="list-style-type: none"> <li>• Technology Applications TEKS courses</li> <li>• Computer Science I or II,</li> <li>• Desktop Publishing,</li> <li>• Digital Graphics/Animation,</li> <li>• Multimedia,</li> <li>• Video Technology</li> <li>• Web Mastering,</li> <li>• Independent Study in Technology Applications,</li> </ul> <p><b>Business Education courses</b></p> <ul style="list-style-type: none"> <li>• Business Image Management and Multimedia.</li> <li>• Telecommunications and Networking,</li> <li>• Business Computer Information Systems I or II,</li> <li>• Business Computer Programming,</li> </ul> <p><b>Technology Education/Industrial Technology Education TEKS courses</b></p> <ul style="list-style-type: none"> <li>• Computer Applications,</li> <li>• Technology Systems (computer lab-based),</li> <li>• Communications Graphics (computer lab-based), or</li> <li>• Computer Multimedia and Animation Technology.</li> </ul> |
| Elective/Additional Components | <p><b>Two and one-half credits from the SBOE-approved courses for Grades 9-12</b></p> <p>Also: All students who wish to complete the Distinguished plan are encouraged to study each of the four foundation areas of English Language Arts, Math, Science and Social Studies every year in high school.</p>   |

### Distinguished Achievement Program (Cont.)

| Discipline           | Freshmen Class of 2004-2005, 2005-2006, 2006-2007<br>Distinguished Graduation Plan<br>(24 Credits)  |
|----------------------|---|
| Advanced Measures    | <p><u>Standards for approval of Requirements:</u></p> <p>A. The measures must focus on demonstrated student performance at the college or professional level.</p> <p>B. Student performance on advanced measures must be assessed through an external review process.</p> <p><u>Requirements:</u></p> <ul style="list-style-type: none"> <li>• A student must achieve any combination of four of the following:</li> </ul> <p><u>Original research/project:</u></p> <ul style="list-style-type: none"> <li>• Judged by a panel of professionals in the field that is the focus of the project; or</li> <li>• Conducted under the direction of mentor(s) and reported to an appropriate audience; and related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).</li> </ul> <p>May not be used for more than two of the four advanced measures.</p> <p><u>Test data:</u></p> <ul style="list-style-type: none"> <li>• a score of three or above on The College Board Advanced Placement (AP) Examination;</li> <li>• a score of four or above on an international Baccalaureate Examination;</li> <li>• a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li> </ul> <p><u>College courses:</u><br/>a grade of 3.0 or higher on courses that count for college credit, including tech prep programs.</p> |
| <b>Total Credits</b> | <b>24</b>   |

## Recommended High School Program 2007-2008 and thereafter

| Subject Areas/Credits Required         | Other Credits | Grade 9                  | Other Credits | Grade 10              | Other Credits | Grade 11                | Other Credits | Grade 12              | Total |
|--|---------------|--------------------------|---------------|-----------------------|---------------|-------------------------|---------------|-----------------------|-------|
| English (4)                            |               | English I                |               | English II            |               | English III             |               | English IV            |       |
| Mathematics (4)                        |               | Math Models or Algebra I |               | Algebra I Geometry    |               | Geometry or Algebra II  |               | Algebra II or Pre-Cal |       |
| Science (4)                            |               | IPC                      |               | Bio                   |               | Chem.                   |               | Physics               |       |
| Social Studies (3 ½)                   |               | World Geography          |               | World History         |               | U. S. History           |               | Government            |       |
| Economics (½)                          |               |                          |               |                       |               |                         |               | Economics             |       |
| Foreign Language (2)                   |               | Spanish I / French I     |               | Spanish II/ French II |               | Spanish III/ French III |               |                       |       |
| Fine Arts (1)                          |               |                          |               | Fine Art              |               |                         |               |                       |       |
| Physical Education Or Equivalent (1 ½) |               | PE or Equivalent         |               | PE or Equivalent      |               |                         |               |                       |       |
| Technology Applications (1)            |               |                          |               |                       |               | BCIS OR TECH SYS        |               |                       |       |
| Communications Applications (1/2)      |               | Comm. Applications       |               |                       |               |                         |               |                       |       |
| Health (1/2)                           |               | Health                   |               |                       |               |                         |               |                       |       |
| Electives (3 ½)                        |               |                          |               | Elective              |               | Elective                |               |                       |       |
| <b>TOTAL CREDITS (26)</b>              |               |                          |               |                       |               |                         |               |                       |       |

## Recommended High School Program 2004-2005, 2005-2006, & 2006-2007

| Subject Areas/Credits Required         | Other Credits | Grade 9              | Other Credits | Grade 10              | Other Credits | Grade 11                | Other Credits | Grade 12   | Total |
|--|---------------|----------------------|---------------|-----------------------|---------------|-------------------------|---------------|------------|-------|
| English (4)                            |               | English I            |               | English II            |               | English III             |               | English IV |       |
| Mathematics (4)                        |               | Algebra I            |               | Geometry              |               | Algebra II              |               | Pre-Cal    |       |
| Science (4)                            |               | IPC                  |               | Bio                   |               | Chem.                   |               | Physics    |       |
| Social Studies (3 ½)                   |               | World Geography      |               | World History         |               | U. S. History           |               | Government |       |
| Economics (½)                          |               |                      |               |                       |               |                         |               | Economics  |       |
| Foreign Language (2)                   |               | Spanish I / French I |               | Spanish II/ French II |               | Spanish III/ French III |               |            |       |
| Fine Arts (1)                          |               |                      |               | Fine Art              |               |                         |               |            |       |
| Physical Education Or Equivalent (1 ½) |               | PE or Equivalent     |               | PE or Equivalent      |               |                         |               |            |       |
| Technology Applications (1)            |               |                      |               |                       |               | BCIS OR TECH SYS        |               |            |       |
| Communications Applications (1/2)      |               | Comm. Applications   |               |                       |               |                         |               |            |       |
| Health (1/2)                           |               | Health               |               |                       |               |                         |               |            |       |
| Electives (3 ½)                        |               |                      |               | Elective              |               | Elective                |               |            |       |
| <b>TOTAL CREDITS (24)</b>              |               |                      |               |                       |               |                         |               |            |       |

# COURSE DESCRIPTIONS

## ENGLISH

### **English I**

**2 semesters**

**Grade Placement: 9-10**

English I focus is on the writing process and the reinforcement of basic grammar skills. Reading selections include drama, poetry, and prose fiction. Vocabulary study based on texts will be taught. This course covers the writing process, grammar, usage, and mechanics of writing.

### **English I Pre-AP**

**2 semesters**

**Grade Placement: 9**

This is an advanced course for those students who excel in language arts. In addition to the material covered in English I, the critical analysis of literature will be introduced and emphasized. Homework reading assignments of considerable length will be given on a regular basis. Vocabulary study based on literary works will be taught.

### **English ESL 1**

**2 semesters/LPAC recommendation**

**Grade Placement: 9**

English ESL I focus is on the writing process and the reinforcement of basic grammar skills through the use of ESL strategies for second language learners. Reading selections include drama, poetry, and prose fiction. Vocabulary study based on texts will be taught. This course provides work on oral listening skills and assists LEP students in acquiring vocabulary, writing, and comprehension of English skills.

### **English II**

**2 semesters**

**Grade Placement: 10**

**Prerequisite: English I**

English II includes a review of basic grammar and paragraph writing. The writing of longer compositions will be taught in addition to poetry, one novel, a variety of short stories, and a Shakespearian tragedy. Vocabulary study will be based on the texts for the course. This course continues work on the writing process with emphasis on writing process with emphasis on writing for information and persuasive purposes.

### **English II Pre-AP**

**2 semesters**

**Grade Placement: 10**

**Prerequisite: English I Pre-AP**

This is a course for students who excel in language arts. This course includes a review of grammar, paragraph writing, and the short story. Literary genres will be continued at an advanced pace and level (poetry, drama, novels) and composition writing, the research paper, and literary analysis skills will be taught. Vocabulary study will be based on literary works.

### **English 2 ESL**

**2 semesters/LPAC recommendation**

**Grade Placement: 10**

**Prerequisite: English I**

English II ESL includes a review of basic grammar and paragraph writing through the use of ESL strategies for second language learner. The writing of longer compositions will be taught in addition to poetry, one novel, a variety of short stories, and a Shakespearian tragedy. Vocabulary study will be based on the texts for the course. This course provides work on oral listening skills and assists the LEP student in acquiring vocabulary, writing and comprehension of English skills.

**English III****2 semesters****Grade Placements: 11****Prerequisite: English II**

English III includes a review of grammar, longer composition writing, a research paper, selected novels and plays, plus an overview of American Literature from the seventeenth century to the present. Vocabulary study based on texts will be taught. This course involves an intensive study of advanced usage and vocabulary, concentrating on material frequently appearing on college entrance exams.

**English III AP English Language & Composition****2 semesters****Grade Placement: 11****Recommend. Prerequisite: English II Pre-AP**

English III AP provides a study of language arts at a more challenging level than a regular English course. This course is equivalent to an introductory college English course and college level material will be used in the instruction of this subject. Genres studies include poetry, drama, novels, and essays, and composition writing, the research paper, and literary analysis are taught. Vocabulary study is based on literary works and college entrance tests. The College Board English Language and Composition Test is offered at the end of the course.

**English IV****2 semesters****Grade Placement: 12****Prerequisite: English III**

English IV will provide students with advanced writing skills and a survey of the major authors of British Literature. Vocabulary study based on texts and college entrance will be taught. Refine language and compositional skills correlated with the study of literature to include selections from the Golden Age of Greece, Anglo Saxon, Medieval Period, Renaissance Age of Reasoning Romantic Age, Victorian Age, and 20<sup>th</sup> Century. This course develops vocabulary and literary skills together with critical analysis of written and oral expression. English IV emphasizes the importance of audience, purpose, and mode in composition.

**English IV AP English Literature & Composition****2 semesters****Grade Placement: 12****Recommend. Prerequisite: English III AP**

This course offers the advanced student of English the opportunity to pursue college level studies in literature. Students will be engaged in the close reading of literature of established literary merit with an emphasis on literary criticism, including style analysis. Writing will focus on literary analysis and will include several compositions, in-class timed writings, and a research paper. Students are expected to sit for the AP Literature & Composition Test which is offered at the end of the course.

**Language 1****2 semesters****Grade Placement: 9****ARD Committee approval**

This course develops basic reading and writing skills and focuses on appropriate oral and written communication. Language I emphasizes the development of vocabulary, word skills, and comprehension skills, and the ability to apply reading skills for daily living in the home and in other practical situations.

**Language 2****2 semesters****Grade Placement: 10****ARD Committee approval**

Language 2 reviews basic reading and writing skills. This course focuses on adequate oral communications during introductions, conversations, and group discussions. Writing instruction includes the writing of personal and business letters and utilizing punctuation and capitalization appropriately. This course develops reading skills for both personal and practical purposes. Emphasizes the use of comprehension skills to gain meaning from what is read and the application of reading skills for daily living in the home and in other practical situations.

**Language 3****2 semesters****Grade Placement: 11****ARD Committee approval**

Language 3 focuses on skills for effective oral communication through instruction in the use of appropriate nonverbal language and inflection in storytelling. Demonstrates the ability to vary word and sentence choice for purpose and audience. Written communication provides utilization of appropriate punctuation, capitalization, and spelling and includes completing job-related forms. Instruction for reading focuses on word-attack skills, vocabulary enrichment, and the application of reading skills in practical situations in the home and community.

**Language 4****2 semesters****Grade Placement: 12****ARD Committee approval**

Language 4 provides a review of oral and written communication skills through speaking before a group of peers, using compound and complex sentences in oral speech, and employing appropriate forms of standard English usage in both speaking and writing. This course includes literary appreciation skills for personal and practical purposes. It focuses on recognizing major differences in poems, short stories, and plays. Stresses word skills and vocabulary enrichment. This course emphasizes the application of reading skills in practical situations.

**MATHEMATICS****Math 1****2 semesters****Grade Placement: 9****ARD Committee approval**

This course emphasizes instruction in concepts and skills associated with the understanding of whole number and decimals involving the four basic operations in practical situations, using concepts and skills associated with the identification of money and making correct change, obtaining and using bank and credit services, keeping basic financial records, and understanding and using computing devices.

**Math 2****2 semesters****Grade Placement: 10****ARD Committee approval**

Math 2 includes instruction in concepts and skills associated with the understanding of fractions and percentages in practical situations, selecting and matching strategies to given situations, using measurement concepts, planning personal finance, and the use of computing devices.

**Math 3****2 semesters****Grade Placement: 11****ARD Committee approval**

Math 3 includes instruction in concepts and skills associated with the understanding of powers and exponents, drawing diagrams for problem solving, interpretation of powers and exponents, drawing diagrams for problem solving interpretation of various graphs, gathering and reporting data.

**Math 4****2 semesters****Grade Placement: 12****ARD Committee approval**

This course includes instruction in concepts and skills associated with the understanding of solving algebraic equations, constructing various graphs, applications of fractions and percentage concepts, calculation of area and perimeter for various geometric shapes, and understanding and using computer devices.

## **Algebra I**

**2 semesters**

**Grade Placement: 9**

Algebra I presents the foundation concepts for high school mathematics. Algebra I includes abstract thinking, symbolic reasoning, function concepts, and skills to solve a variety of equations and inequalities. This course covers operations with exponents and polynomials, roots and radicals, and quadratic equations. It focuses on problem solving and integrates technology.

## **Algebra I Pre-AP**

**2 semesters/Teachers Recommendation**

**Grade Placement: 9**

Algebra I presents the foundation concepts for high school mathematics. Algebra I includes abstract thinking, symbolic reasoning, function concepts, and skills to solve a variety of equations and inequalities. This course provides an in-depth study of Algebra I along with the complexities of the subject.

## **Geometry**

**2 semesters**

**Grade Placement: 10**

**Prerequisite: Algebra I**

Geometry conveys an introduction to the basic structure of geometry (formula proofs) with a stress on developing concepts and application of theorems. Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened. Area, volume, construction, and trigonometry are included.

## **Geometry Pre-AP**

**2 semesters/Teacher recommendation**

**Grade Placement: 10**

Geometry Pre-AP develops advanced skills in algebraic operations, while examining systems of quadratic equations and the complex number system. It includes the study of plane and spatial relationships, synthetic and coordinate geometry, and the development of geometry as a structured mathematics system, with formal geometric proofs requiring considerable mathematical insight. It emphasizes the connections between algebra and geometry. It also integrates technology for problem solving.

## **Algebra II**

**2 semesters**

**Grade Placement: 11**

**Prerequisites: Algebra I & Geometry**

The students will review, refine, and extend the concepts and techniques of Algebra I and Geometry. It develops advanced skills in algebraic operations, while examining systems of quadratic equations and the complex number system. It presents concepts of algebra and geometry as related to conical, linear, polynomial, exponential, logarithmic, and trigonometric functions. It integrates technology for problem solving.

## **Algebra II Pre-AP**

**2 semesters/Teacher recommendation**

**Grade Placement: 11**

This course develops advanced skills in algebraic operations, while examining systems of quadratic equations and the complex number system. Algebra II Pre-AP emphasizes mathematical structure, precise language, and an analytical approach in the study of the complex number system; conical, linear, polynomial, exponential, logarithmic, and trigonometric functions. It integrates technology for problem solving.

## **Pre-Cal**

**2 semesters**

**Grade Placement: 11-12**

**Prerequisites: Geometry & Algebra II**

This course provides a foundation for calculus. Topics studied are real numbers and co-ordinates, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, circular functions, trigonometric functions, vectors, complex numbers, sequences and series, and second degree relations.

**Calculus AP****2 semesters****Grade Placement: 12****Prerequisite: Pre-Cal**

This course continues the examination of the topics begun in Pre-Calculus. The idea of limits is developed into the first derivative, mean value theorem, and continues into the idea of integration as the area under a curve. The course will be taught using college materials and at a college level and pace. The College Board AP Calculus test is given at the end of this course.

**SOCIAL STUDIES****World Geography****2 semesters****Grade Placement: 9**

World Geography will concentrate on the culture, economics, and topography of various regions around the world. This course also introduces the study of the principal natural and man-made features of Earth. It familiarizes students with world patterns of population, occupations, government, climate, landforms, natural resources, and routes of trade and travel. It includes specialized geographic data about countries, states, and regions. It enables students to interpret maps and graphs and to fit events into their proper geographic settings.

**World Geography Pre-AP****2 semesters/Teacher recommendation****Grade Placement: 9**

This course provides opportunities for highly-motivated student. It consists of in-depth studies of the world patterns of population, occupations, government, climate, landforms, natural resources, and routes of travel and trade. It includes extended reading and research with interdisciplinary aspects of art, literature, music, and science.

**World History****2 semesters****Grade Placement: 10****Prerequisite: World Geography**

World History is a survey of major events and civilization from prehistoric man to the 20<sup>th</sup> century. It provides general information on the development of the various cultures in the world, and compares and analyzes cultural diversities and commonalities. It emphasizes events of major historical significance and incorporates contemporary world affairs.

**World History Pre-AP****2 semesters/Teacher recommendation****Grade Placement: 10**

It surveys the history of mankind from the first civilization to the present. It provides general information on the development of the various cultures of the world, and compares and analyzes cultural diversities and commonalities. This course emphasizes events of major historical significance and incorporates contemporary world affairs. It includes research activities, analyses of historical themes, problem solving, and development of creative projects.

**United States History****2 semesters****Grade Placement: 11****Prerequisites: World Geography & World History**

United States History is an in-depth study of the development of the United States from reconstruction to the present. Topical and chronological approaches are used to emphasize cause-and-effect relationships.

**United States History AP or Dual Credit****2 semesters****Grade Placement: 11****Prerequisites: World History & World Geography.**

This course covers the content of United States History, and expands the concepts and skills through in-depth study units, independent research critical thinking skills, predicting future trends, and studying current topics. The course prepares students for college courses. College-level materials will be used in this class. A College Board AP U.S History exam will be given at the end of this course.

**United States Government****1 semester****Grade Placement: 12****Prerequisites: World Geography, World History & U.S History.**

This course is designed to acquaint the student with the governmental and political processes at the national, state, and local levels; resources and skills of citizens, public officials and governments; interactions among citizens, political parties, public officials, and decision making.

**United States Government AP or Dual Credit****Credit****1 semester****Grade Placement: 12****Prerequisites: World Geography,  
World History & U. S. History.**

Government AP will give students an analytical perspective about government and politics in the U.S. It covers the contents of the regular U.S Government but at a faster pace. College level materials will be used for this class Emphasis will be placed upon the improvement of students. A College Board AP government exam will be given at the end of the course.

**Economics****1 semester****Grade Placement: 12****Prerequisites: World Geography,  
World History & U.S. History**

This course explores the theoretical and practical aspects of the economics and the free enterprise system. It also emphasizes the study of government in the American economic system, international economic relations, and consumer economics. It introduces systems used by various nations to organize the production and distribution of goods and services needed by their citizens. This course reviews fundamental economic theories and operations.

**Microeconomics AP or Dual Credit****1 semester/Teacher recommendation****Grade Placement: 11-12**

This course includes a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Primary emphasis is on the nature and function of product markets, including the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. It also includes research activities, problem solving, and creative projects. It provides college-level learning experiences for students who wish to prepare for the College Board Advanced Placement Examination. This course can be substituted for Economics

**Social Studies 1****2 semesters****Grade Placement: 9****ARD Committee approval**

This course introduces the study of geographic data relating to continents, countries, states, and cities. It provides opportunities to interpret maps and graphs and study the natural and man-made features of Earth. It familiarizes students with the ways in which population movements and patterns of settlement are influenced by features. This course includes the examination of historical sites in the United States and the world.

**Social Studies 2****2 semesters****Grade Placement: 10****ARD Committee approval**

This course surveys the history of mankind from the first civilization to the present. It provides general information on the development of the various cultures of the world, and compares and analyzes cultural diversities and commonalities. It emphasizes events of major historical significance and incorporates contemporary world affairs.

### **Social Studies 3**

**2 semesters**

**Grade Placement: 11**

**ARD Committee approval**

This course traces the major historical and political events in the United States from 1877 to the present. It includes industrialization, the rise of big business, immigration, the development of the Western frontier, the spirit of reform, military engagements, the Great Depression, civil rights movement, the Space Age, the nation as a world power, and other relevant topics. It incorporates geographic, economic, and foreign policy content. It also emphasizes the cultural diversity and the rights and responsibilities of American citizens.

### **Social Studies 4**

**2 semesters**

**Grade Placement: 12**

**ARD Committee approval**

This course includes the study of the organization and role of government in the federal, state, and local level; the growth and jurisdiction of national government political processes and institutes; and rights and responsibilities of American citizenship.

## **SCIENCE**

### **Integrated Physics & Chemistry (IPC)**

**2 semesters**

**Grade Placement: 9**

Integrated science deals with the nature and changes in matter. It also deals with motion, forces, energy, and simple machines. Hands-on activities are emphasized. It involves the study of atomic structures, combining properties of solutions and mixtures through laboratory and direct instructional experiences. It includes the study of energy transformation as they pertain to mechanical, heat, sound, light, magnetic, and electrical phenomena. It integrates these concepts with life, earth, and space sciences and develops skills in the processes of observing, recording, and interpreting data. It explores practical applications and career opportunities.

### **Integrated Physics & Chemistry**

**Pre-AP**

**2 semesters/Teacher recommendation**

**Grade Placement: 9**

It includes a study of chemistry and physics concepts, laboratory observations, and problem-solving techniques. It integrates and correlates concepts from life, earth, and space sciences with the physical sciences. It strongly emphasizes mathematical computations, problem-solving, and interpretation of data through graphic presentations and statistical analysis.

### **Biology**

**2 semesters**

**Grade Placements: 10**

**Prerequisites: Algebra I & IPC (or teacher recommendation)**

This course includes the study of cellular biology, genetics, ecology, zoology and botany. The course is structured to encourage scientific reasoning. It reviews the history of life and surveys microorganisms. It studies the adaptations of plants, animals, and humans necessary to carry out life processes. This course examines human systems and ecological relationships within a biosphere. Biology is the study of the unity of living things by focusing on the similarity and interrelatedness of cell structure, chemistry, and energy transfer.

### **Biology Pre-AP**

**2 semesters**

**Grade Placements: 10**

**Prerequisites: Concurrent enrollment in Pre-AP Geometry**

Biology is a preparatory course for Advanced Placement Biology or college Biology. Students learn how science has built a body of changing and increasing knowledge described by physical, mathematical, and conceptual models. Biology studies a variety of topics that include: structure and functions of cells and viruses: growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; taxonomy; metabolism and energy transfers in living organisms: living systems and homeostasis.

**Chemistry****2 semesters****Grade Placement: 11****Prerequisites: Algebra I, IPC or Biology**

This is a basic chemistry course focusing on conversions, atomic theory, formula writing, naming compounds, equation writing, acid-base-salt behavior, stoichiometry and nuclear chemistry. Chemistry is appropriate for the college-bound student. It includes a descriptive study of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, matter, gas laws, nuclear chemistry, and their mathematical relationships.

**Physics****2 semesters****Grade Placements: 11-12****Prerequisites: Algebra II (or concurrent enrollment)**

This course is a study of motion, heat, sound, light, electricity, and modern (nuclear) physics. This course has a strong emphasis on mathematics. Physics is a college preparatory course with stress on developing and improving problem solving skills. It introduces the principles of physics as they apply to mechanical, fluid, electrical, and thermal system.

**Environmental Systems****2 semesters****Grade Placements: 12****Prerequisites: Biology, IPC, Chemistry or Physics**

Topics covered in this course will be related to pollution and its effect on the environment. Students will become more aware of political issues that involve man's moral and ethical obligations on his earth. It includes the biological and physical relationships of organisms to their environment through laboratory and field studies. It provides a study of problems related to air, water, and soil pollution as well as natural and energy resources. It includes a study of the economic impact and future supply of mineral and energy resources.

**Anatomy and Physiology****2 semesters****Grade Placement: 12**

This course offers an in-depth study of the structure and functions of the components of the human body. It includes the investigation of cell specialization, the cooperative functions of cells as tissues and organs, the major body systems, and the interrelationship of those systems in a living organism. It provides laboratory opportunities to investigate anatomical structure and to regulate mechanisms that influence how systems functions, reinforced through computer simulations, guest speakers, and off-campus visitations. This course builds a knowledge base for those students who wish to pursue a career in medicine.

**Applied Science 1****2 semesters****Grade Placement: 9****ARD Committee approval**

This course studies the adaptations made by living things in order to carry out life processes. It develops practical knowledge of fundamental physical science concepts. It examines the natural forces that alter Earth's surface and affect man, including earthquakes, volcanoes, erosion, and mountain building. It explores possible solutions to environmental problems of pollution, alternate energy sources, and the conservation of endangered species and natural resources.

**Applied Science 2****2 semesters****Grade Placement: 10****ARD Committee approval**

This course provides instruction to better acquaint the student with the biological and physical relationships of organisms to their environment. It provides a description of energy resources, resources in the biosphere. The course includes a study of the Earth, ecological interactions, biomes, global ecosystems and human impact. Modified laboratory experiences will be provided.

**Applied Science 3****2 semesters****Grade Placement: 11****ARD Committee approval**

This course includes a study of the unity of living things focusing on cell biology, genetics, human biology, invertebrates, evolution, botany and ecology. It includes a study of the adaptations of plants, animals, and humans necessary to carry out life processes. It examines human systems and their relationships within the biosphere. Modified laboratory experiences will be provided.

**Applied Science 4****2 semesters****Grade Placement: 12****ARD Committee approval**

This course includes a study of the unity of living things focusing on cell biology, genetics, human biology, invertebrates, evolution, botany and ecology. It includes a study of the adaptations of plants, animals, and humans necessary to carry out life processes. It examines human systems and their relationships within the biosphere. Modified laboratory experiences will be provided.

**FOREIGN LANGUAGE****Spanish I****2 semesters****Grade Placement: 9-10**

This course develops language skills in a proficiency-oriented curriculum in listening, speaking, reading, and writing. This course emphasizes speaking and comprehending in Spanish. It also acquaints students with the culture and civilization associated with the Spanish language.

**Spanish II****2 semesters****Grade Placement: 10-12****Prerequisites: Spanish I**

This course extends language competency in a proficiency-oriented curriculum in listening, speaking, reading, and writing. Students will review and refine grammatical concepts. This course extends student knowledge of the culture and civilization associated with the Spanish language.

**Spanish III PAP****2 semesters****Grade Placement: 11-12****Prerequisites: Spanish I & II**

This course expands language competency in listening and speaking in a proficiency-oriented curriculum. Fosters increased student knowledge of the culture and history of Spanish-speaking people. This course develops further competency in reading and writing Spanish.

**French I****2 semesters****Grade Placement: 9-11**

French I develops language skills in listening, speaking, reading, and writing in a proficiency-oriented curriculum. It emphasizes speaking as well as comprehending French. It fosters increased student knowledge of the culture and civilization associated with the French language.

**French II/III****2 semesters****Grade Placement: 10-12****Prerequisite: French 1 and/or II**

This course expands language competency in listening, speaking, reading, and writing in a proficiency-oriented curriculum. It extends student knowledge and awareness of the culture and civilization of French-speaking countries.

## HEALTH/PHYSICAL EDUCATION

### **Health Education**

**I semester**

**Grade Placement: 9-12**

This course is a study of personal health and fitness, getting along with yourself and others, nutrition and your health, drugs in our society (benefits and dangers), maintaining a healthy body, family and social health, consumer health, safety and first aid, treating, controlling, and preventing diseases and the health of the environment and the community.

### **Physical Education**

All students are required to take 1 ½ credits of Physical Education or an equivalent such as Athletics or Marching Band. No more than two credits in Physical Education/Athletics may count towards graduation. Students taking Athletics for the third/fourth year will receive local credits only. Band may be substituted for Physical Education during the fall semesters only.

### **Foundation of Personal Fitness**

**I semester**

**Grade Placement: 9**

**This is the entrance course for the Physical Education Program**

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 cornerstone of this course and is exemplified by one of the course objective – students designing their own personal fitness program.

### **Individual Sports**

**I semester**

**Grade Placement: 9-12**

**Prerequisite: Foundation of Personal Fitness**

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

### **Individual Sports (PE AA)**

**1 semester each**

**Grade Placement: 10-12**

**Prerequisite: PE 1A, AOE**

Students acquire movement, knowledge, and skills that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The following activities may be included: archery, badminton, cycling, golf, track and field, tennis, gymnastics, wrestling, weight lifting.

### **Aerobic Activities (PE AOE)**

**1 semester each**

**Grade Placement: 9-12**

**Prerequisite: PE 1A/B or equivalent**

These courses continue the principles and skills established in PE 1A/AB. The concept of wellness or striving to reach optimal levels of health and physical activities is emphasized.

### **Athletics –Boys/ Girls (PE EQ1 – PE EQ4)**

**1 semester each**

**Prerequisite: Coach Approval**

Students enrolled in Athletics are expected to develop values learned in educational competition. Emphasis is placed on group skills, physical fitness, team work and sportsmanship. UIL interschool competitions are involved and students must remain academically eligible to compete.

### **Athletics –Boys/ Girls**

#### **(Local Athletics))**

**1 semester each**

**Prerequisite: Coach Approval**

**Grade Placement: 11-12**

Students enrolled in Athletics are expected to develop values learned in educational competition. Emphasis is placed on group skills, physical fitness, team work and sportsmanship. UIL interschool competitions are involved and students must remain academically eligible to compete. This course is a local credit and does not grant students any state credit

### **PE / Dance**

**2 semesters**

**Grade Placement: 9-12**

**Prerequisite: 9-12**

Students will acquire creative expression through movement, develop an appreciation of dance as an art form and develop design factors in dance technique. Students will participate at pep rallies and athletic events. (First semester counts for state P.E. credit. Second semester counts for local credit.

### **Girls Volleyball**

**2 semesters**

**Grade Placement: 9-12**

This course includes competitive UIL volleyball for interschool competition. Student athletes must try out for this course and meet the designated proficiencies as stipulated by the coach/coaches.

### **Girls Softball**

**1 semester (Spring)**

**Grade Placement: 9-12**

This course includes competitive softball for interschool competition. Student athletes must try out for this course and meet the designated proficiencies as stipulated by the coach/coaches.

## **ROTC**

### **JROTC I**

**2 semesters**

**Grade Placement: 9**

JROTC I serves as the foundation for the development of “fellowship” skills. The goals of the JROTC program are explained, study skills are developed, Military Customs and Courtesies are demonstrated, and rudimentary marching skills are started. Performance requirements are limited to preparation and participation in the Annual Military Inspection. The commencement of leadership and command skills begin through involvement in Unit competitive teams. Students will learn to make informed decisions based on participation in Leadership Academies. JROTC covers a multi-disciplinary curriculum spanning Leadership, Social Sciences, Geography, History through 1860, and Health Education.

### **JROTC II/III**

**2 semesters**

**Grade Placement: 10-12**

**Prerequisite: JROTC I AND/OR II**

JROTC II expands upon the burgeoning leadership skills first developed in JROTC I. Approaches to leadership and influencing behavior are taught. Performance expectations are limited to preparation and participation in the Annual Military Inspection. Unit management responsibility is assigned to cadets seeking opportunities to excel. Group and individual technical skills, both from leadership and drill perspective, will be learned through practice and through participation as instructors in Leadership Academies. JROTC covers an interdisciplinary curriculum encompassing Leadership, Career Planning, and History 1860-WW II.

## **SPEECH**

### **Communication Application**

**1 semester**

**Grade Placement: 9-12**

Communication Applications is a one-semester course designed to improve the student's public speaking and presentation skills. It helps them express their ideas through the use of speech and information. Topics will include the communication process, five types of communication, skills for listening, how to address an audience, controlling communication apprehension, parts of the voice, along with the informative, persuasive, and demonstration speaking, as well as other aspects of communication.

## **JOURNALISM**

### **Journalism**

**2 semesters**

**Grade Placement: 9-12**

Journalism is a beginning course, which includes conducting interviews, gathering news, writing news and feature using stories, journalist styles, writing headlines and captions, taking basic photographs, and using professional desktop publishing programs. This is a year-long course. Adding this course at mid-year is not recommended.

### **Yearbook Production I, II and III**

**2 semesters**

**Grade Placement: 10-12**

**Prerequisite: Journalism and teacher approval**

The yearbook is produced in this course. Fundamentals of design, layout, photography, computer technology, and marketing are covered. Staff members may be asked to use time outside of class for assignments.

## **FAMILY & CONSUMER SCIENCES**

### **Personal & Family Development (PFD)**

**2 semesters**

**Grade Placement 9-12**

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills, decision-making, promotion of family strengths and well-being, developing positive relationships with peers, child development and care, and clothing selection and maintenance.

### **Preparation for Parenting (PFP)**

**1 semester (Fall)**

**Grade Placement: 11-12**

This technical laboratory course is designed to provide individuals opportunities to develop knowledge and skills in preparation to function effectively in the role of parent or caregiver. Content stresses considerations influencing the decision to parent, personal responsibilities, child guidance techniques, parents as positive role models, parents as their child's first teachers, and parenting practices which promote a child's development, health, safety and well-being.

### **Child Development (CD)**

**1 semester (Spring)**

**Grade Placement: 11-12**

This technical laboratory course is designed to focus on knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include child nutrition, the impact of technology on child development and health, public policies affecting children and the management of multiple family, community, and family roles.

### **Nutrition and Food Science (NFS)**

**1 semester (Spring)**

**Grade Placement: 9-12**

This laboratory course concentrates on nutrition, food choices, and food management skills for individuals and family throughout the life cycle.

## **Textile and Apparel Design**

**1 semester (Fall)**

**Grade Placement: 9-12**

This technical course focuses on apparel from the perspectives of decision making related to apparel, the apparel industry, and career preparation. Topics include managing the apparel dollar, apparel repair and alteration, and wardrobe planning, care, and maintenance. Quality apparel construction is addressed as it relates to consumer decision making and career preparation for the apparel industry.

## **FINE ARTS**

### **Art I**

**2 semesters**

**Grade Placement: 9-12**

This course provides a basic structure for learning about art discipline. It is based on learning as an emotional experience process and in the doing of art. The student will pursue excellence in drawing, mixed media, printmaking, and sculpture, painting and individual interest. He/she will increase knowledge of craft techniques and develop creativity. The student will be evaluated individually and through written tests. Due to course content, students are to take the two semesters sequentially.

### **Art II (Drawing, Painting, and Printmaking)**

**2 semesters**

**Grade Placement: 10-12**

**Prerequisite: Art I, signed teacher recommendation, teacher/student contract.**

Art II includes an in-depth program with concentration on individualism using the art I media. The student will increase his/her skills and learn to use his/her time in art more proficiently. Each student will be evaluated by tests and individual projects. Students must select from one of the medias mentioned above and study that media both semesters.

### **Art III (Drawing, Printmaking)**

**2 semesters**

**Grade Placement: 11-12**

**Prerequisite: Art II, written teacher recommendation, teacher/student contract.**

This is an in-depth program with emphasis on individual expression through the art media, and exploration of personal themes expressed visually.

### **Music Band I-IV**

**2 semesters**

**Grade Placement: 9-12**

Band is designed to provide students with an outlet for musical expressions and performance on various instruments. The band performs at all football games, concerts and contests. Students may participate and compete on an individual basis through solo competition at district, region and state levels. Extra rehearsals and extra performances are mandatory in part for the students' grade.

### **Jazz (Stage) Band I-IV**

**2 semesters**

**Grade Placement: 9-12**

Students will explore areas of jazz, rock, and pop style music. Students should have an aptitude for this type of music. The stage band performs at concerts in addition to competing in area jazz festivals and UIL competition.

### **Mariachi Band**

**2 semesters**

**Grade Placement: 9-12**

This course provides opportunity for more advanced students to explore Mariachi as a performance medium. It requires attendance at out-of-school rehearsals and performances.

### **High School Campus Choir I-IV**

**2 semesters**

**Grade Placement: 9-12**

**Prerequisites: Teacher approval by audition, membership in CHS Choir required**

This Choir is for students wishing to become better musicians and singers. Choir is performance oriented. Students will have opportunities to perform in noncompetitive in CHS Choir required. Students may participate in the UIL Solo and Ensemble Contest. However, students who would like to compete for membership in the TMEA District, Region, Area or Stat Choirs must be approved for competition by the choir director.

### **Theater Arts I-IV**

**2 semesters**

**Grade Placement: 9-12**

Theater Arts concentrates on all aspects of theater production, which includes both acting and technical aspects of theater through class scenes and projects. Students can also participate in tournaments as well as drama productions. Theater Arts I is a prerequisite for all theatre courses.

## **BUSINESS EDUCATION**

### **Keyboarding**

**1 semester**

**Grade Placement: 9-12**

This course will teach students to operate the keyboard by touch and begin development of acceptable speed and accuracy levels. The skill and speed developed is needed for development in upper level technology applications classes. Formatting of basic document is emphasized as a basic skill needed for future careers. This course is a recommended prerequisite for BCIS. This course does not count towards the state requirement for technology.

### **Business Computer Information Systems (BCIS)**

**2 semesters**

**Grade Placement: 11-12**

**Prerequisite: Keyboarding**

BCIS prepares students to apply technology skills to personal/workplace business situation focused on word processing, spreadsheet, database, telecommunication, desktop publishing, presentation management, networking operating systems, and emerging technologies. Students complete the course in intermediate skill level in word processing, spreadsheet and database application. This course will satisfy the state requirement for technology applications.

### **Marketing Dynamics**

**2 semesters (3 credits)**

**Grade Placement: 12 only**

An occupationally specific course designed to focus on the study of marketing concepts and principles and their practical applications. Students will gain a working knowledge of the marketing concept and its application. The number of credits earned will depend on whether the classroom instruction includes a work based component.

### **Business Law**

**1 semester (Fall)**

**Grade Placement: 10-12**

Introduces law and the origins and necessity of the legal system; provides insight into the evolution and development of laws that govern business in our society; develops an understanding of how organization and operation of the legal system impact business; develops an understanding of rights and duties within the business environment. Recommended prerequisite: **BCIS**

### **Business Management**

**1 semester (Spring)**

**Grade Placement: 10-12**

Introduces basic management concepts and leadership styles; explores managerial functions, economic and social components of productivity, international business, and human relations. This course helps students understand the changing nature of the business environment; concepts of business integrity; and develops and implements a business plan.

### **Principles of Marketing**

**1 semester (Fall)**

**Grade Placement:10-12**

An exploratory course designed to focus on each of the functions of marketing, their relationships, and the marketing process for goods, services, and ideas. Students will apply these principles and concepts in marketing and non-marketing careers.

### **Retailing**

**1 semester (Spring)**

**Grade Placement:10-12**

An exploratory course designed to explore marketing activities performed by businesses that sell goods and services to consumers. The course focuses on the management and operational aspects of a retail business.

## **CISCO NETWORKING**

### **Cisco Networking Academy I & II**

**2 semesters**

**Grade Placement: 11-12**

This course is a theory course in networking technologies and their implementation. Topics include the OSI reference model, network protocols, transmission media topologies, access methods, and networking hardware and software.

This course will fulfill technology credit for graduation.

## **GENERAL ELECTIVES**

### **Introduction to Graphic Communications Careers (IGCC)**

**2 semesters**

**Grade Placement: 9-12**

This is a course designed to provide a broad basic understanding of career opportunities, training requirements and minimal skills in the communications-related careers.

### **Introduction to Advertising**

**2 semesters**

**Grade Placement: 9-12**

**Prerequisite: IGCC**

A technical course designed to focus on the advertising industry. Instruction includes the study of the basic components of graphic design, commercial art, illustration, design production, and career opportunities in the fields. Hands-on experiences in both manually produced and computer –generated graphic illustrations, as well as a basic understanding of advertising design production are provided.

### **Advertising Design I**

**2 semesters**

**Grade 10-12**

**Prerequisite: IGCC or related course**

This is an introductory course to advertising and will focus on the advertising industry. Students will study the basic components of the graphic design, commercial art, illustration, design production as well as explore available career opportunities in the field.

### **Introduction to Construction Careers (ICC)**

**2 semesters**

**Grade Placement: 9-12**

This course is to provide a basic understanding of career opportunities, training requirements, and minimal skills in construction-related careers.

### **Building Trades I-II (BLDGTR)**

**2 semesters**

**Grade Placement**

**Prerequisite: ICC**

This course is designed to provide job-specific training for entry-level employment in construction-related careers such as carpenter, bricklayer/stone mason, electrician, plumber painter and decorator.

### **Teen Leadership**

**1 Semester**

**Grade Placement: 9-12**

Teen Leadership is a program in which students develop leadership, professional, and business skills. This course is designed to acquire and strengthen principle-based decision-making skills, and learn to make responsible financial decisions. Students are expected to utilize conflict resolution skills and peer mediation.

### **Psychology**

**1 semester**

**Grade Placement: 10-12**

In psychology, students consider the development of the individual and the personality. The study of psychology is based on a historical framework, stressing the role of the individual in society. The study of psychology also relies on effective collection and analysis data. Students study topics such as theories of human development, personality, motivation, and learning. The student will be expected to understand and use basic principles of testing and measurement, to analyze evidence collected through various means of research, and to present the results of research orally and in writing.

### **Sociology**

**1 semester**

**Grade Placement: 10-12**

In sociology, students study dynamics and models of individual and group relationships. Students study topics, such as the history and the systems of sociology, cultural and social norms, social institutions, and mass communications. Students will study and analyze the social norms and behavior of various subcultures in society and will understand the roles that government, geography, economics, and culture have on a society.

## **Citizenship and Social Skills**

### **Personal and Social Skills 1-4**

**2 semesters**

**Grade Placement: 9-12**

**ARD Committee approval**

This course includes instruction in appropriate behavioral and interpersonal skills. Students will learn to respect the personal property of peer, identify inappropriate behaviors and consequences; demonstrate honesty, dependability, and reliability; participate in group activities; volunteer to assist teachers/peers; and refrain from isolationist behavior.

### **Individual Living Skills 1-4**

**2 semesters**

**Grade Placement: 9-12**

**ARD Committee approval**

The course includes instruction in daily living and personal care skills. Students will learn to request assistance when needed, wear corrective devices, follow medication directions, participate in routine home/community management activities, recognize need and implement personal care activities, and purchase personal care items.

### **Community Citizenship 1-4**

**2 semesters**

**Grade Placement: 9-12**

**ARD Committee approval**

This course includes instruction in functional personal and community management skills. Students will obtain community information/services, travel within designated areas, understand words related to community activities, utilize community services, use appropriate behavior, and use compensatory practices.

### **Recreation and Leisure 1-4**

**2 semesters**

**Grade Placement: 9-12**

**ARD Committee approval**

This course includes instruction in leisure activities for daily use and the development of skills in arts and crafts. Students will participate in age-appropriate recreational activities, use vending machine, play board games, use the telephone, construct simple arts and crafts projects, and develop an interest in a hobby.

**VAC – COOP 1-4**

**2 semesters**

**Grade Placement: 9-12**

**ARD Committee approval**

This course emphasizes the development of job and job-related skills through actual employment.

**CORPUS CHRISTI ARMY DEPOT (CCAD)**  
**11<sup>TH</sup> AND 12<sup>TH</sup> GRADE ONLY:**  
**MUST TAKE THEA**

**Aircraft Mechanics I: 2 semesters (2 credits)**  
**and Aircraft Mechanics II: 2 semesters (3 credits)**

**Grade Placement: 11/12**

Instruction is designed to provide job-specific training for entry-level employment in the highly technical career field of aircraft mechanics. First-year instruction includes aircraft electrical and electronic systems, service and repair of hydraulic systems, engines, airframes, and rigging.

**LOCAL ELECTIVES ONLY**

**Office Aide (Principal approval required)**

**2 semesters**

**Grade Placement: 12**

Students assist in the school's main office and report to the assistant principal.

**Counselors' Aide (Principal approval required)**

**2 semesters**

**Grade Placement: 12**

Student assists the counselors and counselors' secretary with clerical duties that are no-confidential.

**Nurse's Aide (Principal approval required)**

**2 semesters**

**Grade Placement: 12**

Students assist the nurse with clerical duties.

**Library Aide (Principal approval required)**

**2 semesters**

**Grade Placement: 12**

Students assist the librarian with shelving books and periodicals.

**Teacher's Aide (Principal approval required)**

**2 semesters**

**Grade Placement: 12**

Students assist an assigned teacher with non-confidential duties.

**ACT/SAT Prep**

**1 or 2 semesters**

**Grade Placement: 12**

Students learn the content of the ACT and SAT examination and strategies to improve their test score. These exams are taken before entrance to an institution of higher learning. Each college sets its own criteria for admission.

**Community Service**

**2 semesters**

**Grade Placement: 9-12**

**Yorkhouse Residents**

This course is offered to Yorkhouse residents to satisfy their legal requirements as set forth by the judicial system.

**Tutorials**

**2 semesters**

**Grade Placement: 9-12**

Tutorials are a 30 minute course that precedes or follows the lunch shifts. All students are required to attend Tutorials. This course also serves as an opportunity for students to receive teacher or peer tutoring.

## **Registration and Schedule Changes**

It is very important that students give serious consideration to next year's class requests. Class requests made in the spring of this year will be the classes he/she will have the fall of 2006. **August 8, 2006** is the deadline for any changes in class requests.

**The computer makes all teacher and period assignments.** No changes will be made unless a student has previously failed a course with a teacher to whom/ he/she has been assigned. Changes in schedules will also be made for classes that have insufficient student enrollment or where there are irresolvable conflicts.

All necessary schedule changes should be completed before the first day of class. If a student must drop a class, a schedule change form must be secured and signed by the parent, teacher, counselor, department chair, and principal. Any class that is dropped after the fourth (4<sup>th</sup>) week of the semester will have a failing grade of zero given for each six weeks of the semester and the semester exam.

### **Admission**

A student enrolling West Oso High School should report to the registrar's office accompanied by parents(s) with the documents listed below.

1. Proof of residency in the district (lease agreement, proof of homeownership, etc.).
2. A copy of the student's birth certificate.
3. Complete immunization records from a previous school.
4. A copy of the student's academic record from the previous school.
5. A copy of his/her TAKS Confidential Student Report for the most recent test administration (Texas students).
6. A copy of his/her social security card.

# CAREER AND TECHNOLOGY EDUCATION PROGRAMS

## West Oso CATE Program Mission Statement

The Career and Technology Education Program at West Oso ISD through the implementation of industry standards, certification programs, on-the-job training, partnerships with regional industry, and collaboration with institutes of higher learning, and continuing education is dedicated to creating a learning environment that provides students with opportunities to develop a positive work ethic and to acquire the employment skills necessary to become successful, productive citizens and life-long learners in a global society.

## West Oso High School Cooperative Work Programs

West Oso High School offers three cooperative work programs that allow the students to gain work experience while in high school. The student is required to attend class through 2<sup>nd</sup> or 3<sup>rd</sup> period and then go to a coordinator-approved training station.

The three programs are as follows:

Marketing Dynamics: Marketing Training stations.

Diversified Career Preparation: Trade/Industrial training stations

**The following criteria must be met to enroll in a Cooperative Work Program:**

**\*Must be at least 16 years old**

**\*Receive a Verification of Enrollment (VOE) from the CHS Attendance Office.**

**\*According to TEA guidelines, a student enrolled in a cooperative work program must have a job at a coordinator-approved training station within the first 10 days of the new school year or the student will be placed in a full day schedule.**

**\*Must have 3 or fewer discipline referrals.**

# HOW DOES A FOUR –YEAR PLAN WITH A CAREER PATHWAY LOOK?

Example: Distinguished Achievement Plan  
Health Science Technology (Tech Prep)

| Subject        | Grade 9                      | Grade 10   | Grade 11  | Grade 12                               |
|----------------|------------------------------|--|---|--|
| English        | English I                    | English II   | English III   | English IV                             |
| Math           | Algebra I                    | Geometry   | Algebra II  |  |
| Science        | Biology                      | Chemistry  | Physics   | Anatomy & Physiology                   |
| Social Studies | World Geography              | World History  | U.S. History  | Government & Economics                 |
| Other          | Foreign Language I           | Foreign Language II                                      | Foreign Language III                                      | Elective                               |
| Other          | Fine Arts                    | Technology Application Class                             | _____   | Communication Applications, Psychology |
| Other          | Health Science I<br>1 Credit | Health Science Technology II (P.E. Equivalent) 2 Credits | Health Science Technology III (P.E. Equivalent) 2 Credits |  |

A student can make adjustments to have room for classes such as Band/Choir/Arts/Theatre Arts or Athletics all four years by taking some courses in summer school or at the junior high.



## YOUR CAREER OUTLOOK

**HEALTH  
SCIENCE  
TECHNOLOGY**

**HUMAN  
DEVELOPMENT,  
MANAGEMENT,  
AND SERVICES**

**BUSINESS  
AND  
MARKETING**

**WHICH  
CAREER PATHWAY  
WILL I CHOOSE?**

**FINE ARTS,  
COMMUNICATION  
AND MEDIA**

**INDUSTRIAL  
AND ENGINEERING  
TECHNOLOGY**

**PERSONAL  
AND PROTECTIVE SERVICES**

**COMPUTER INFORMATION  
SYSTEMS AND GIS  
TECHNOLOGY**

## STEPS TO SELECTING MY CAREER PATHWAY

1. Read the pre-registration information carefully.
2. Examine the sample CAREER PATHWAYS. Every student should select one to help plan education goals.
3. Think seriously about your future and your goals.



In what CAREER PATHWAYS do I have the most interest?

How far do I intend to go in my educational training?

What kind of work environment would I prefer?

To what degree do I want to work with data, people, or things?

Do I have a specific CAREER OBJECTIVE?

4. Discuss your plans with your parents, teachers, friends and counselors.
5. Be prepared to discuss and commit to your CAREER PATHWAY and Graduation Plan when the counselors conduct pre-registration for the 2006-2007 school years. (Students may review and adjust each.)
6. Discuss a Tech Prep program to help earn advanced measures for the Distinguished Achievement Plan and articulate college credit. Sign a commitment on your Four-Year Plan if you plan to take Tech Prep courses.
7. Begin to take courses which relate to your selected CAREER PATHWAY.

8. There are now 6 Career Pathway options, and students will be expected to generate six-to-eight year plans to include high school and post-secondary education.

**WHAT ARE SOME OF THE FASTEST  
GROWING CAREERS AVAILABLE TO ME?  
(Technology, Health Care and Education  
are among the highest needs areas)**

| <b>Occupation</b>                     | <b>Average Potential Earnings</b> | <b>Education/Training</b> |
|---------------------------------------|-----------------------------------|---------------------------|
| Computer Software Engineers           | \$39,700 and Higher               | Bachelor's Degree         |
| Computer Support Specialist           | \$25,760 to 39,660                | Associate's Degree        |
| Network Systems Administrators        | \$39,700 and Higher               | Bachelor's Degree         |
| Database Administrators               | \$39,700 and Higher               | Bachelor's Degree         |
| Desktop Publishers                    | \$25,760 to 39,660                | Technical Training        |
| Computer & Information Systems Manger | \$39,700 and Higher               | Bachelor's Degree         |
| Physician Assistants                  | \$39,700 and Higher               | Bachelor's Degree         |
| Physical Therapist Assistants         | \$25,760 to 39,660                | Associate's Degree        |
| Occupational Therapist Assistants     | \$25,760 to 39,660                | Associate's Degree        |
| Speech Language Pathologists          | \$39,700 and Higher               | Master's Degree           |
| Dental Assistants                     | \$25,760 to 39,660                | Technical Training        |
| Dental Hygienists                     | \$39,700 and Higher               | Associate's Degree        |
| Special Education Teachers            | \$39,700 and Higher               | Bachelor's Degree         |
| Elementary and Secondary Teachers     | \$39,700 and Higher               | Bachelor's Degree         |

\*U.S. Labor Department Statistics

# COURSES DESCRIPTIONS

Full Course Objective (TEKS) are available on the TEA Website ([www.tea.state.tx.us](http://www.tea.state.tx.us)).  
Every Student prepares a four-year plan and selects a Career Pathway.

## **MINIMUM ENROLLMENT**

All courses available require a minimum enrollment of 10 students for the course to make. Courses which do not meet this requirement may be dropped by administrative decision.

## **CAREER AND TECHNOLOGY EDUCATION**

Career and Technology Education courses are available to all students without regard to color, disability, national origin, race, sex, age, or limited English language skills. In addition, supplemental services are available to special population students (disabled, educationally disadvantaged, and limited English proficient) as approved for the students. Approved supplemental services for special population students may include:

- (1) classroom modification
- (2) counseling and career development activities
- (3) curriculum modification
- (4) equipment modification
- (5) instructional aids and devices
- (6) supplemental materials

## **PLACEMENT**

Students enrolling in Career and Technology Education courses are encouraged to follow a Tech Prep coherent sequence of courses as preparation for a career objective. Priority enrollment will be given to students pursuing a coherent sequence. Students in grades nine through twelve may enroll in a career and technology course at the specified grade level if they meet individual course requirements. All students receive a vocational aptitude and interest assessment in 8<sup>th</sup> grade to help their Career Pathway and Four Year Plan.

## **EMPLOYMENT OPPORTUNITIES**

Career and Technology Education will provide students with the opportunity to develop preparatory and marketable skills in their chosen field of study. Upon graduation from high school, the student may:

- (1) attended a college or university to pursue a professional degree in a field related to their high school training,
- (2) enroll in a junior college or technical institute to receive more highly specialized training, or
- (3) obtain related and meaningful employment.

# CAREER PATHWAYS

## What are Career Pathways?

Career Pathways are a mixture of academic and career education courses which provide competencies necessary for a variety of occupations in a particular field. Pathways open, rather than narrow, students' options because many choices are available in a cluster of occupations. Students have the opportunity to adjust their chosen pathways to suit their planning needs. Some require more training, beyond high school, than others.

## How do I determine my Career Pathway?

Career Pathways are identified by the Texas Education Agency as groupings for a wide variety of occupations. West Oso High School offers the following Career Pathways:

- **HEALTH SCIENCE AND TECHNOLOGY**
- **HUMAN DEVELOPMENT, MANAGEMENT AND SERVICES**
- **BUSINESS AND MARKETING**
- **PERSONAL, AND PROTECTIVE SERVICES**
- **FINE ARTS, COMMUNICATIONS AND MEDIA**
- **INDUSTRIAL AND ENGINEERING TECHNOLOGY**

\* Remember to think about Tech Prep as an option for college and advanced measures.

## What if I change my mind?

Using students' career interests and aptitude information, identified no later than the eighth grade, school counselors, the parents and the student develop career/graduation plans in an appropriate CAREER PATHWAY. Each student has a specific individualized "path," based on a CAREER OBJECTIVE, made up of a COHERENT SEQUENCE (or SPECIALIZATION) of academic and career courses, which provide the training necessary for the student to enter a cluster of related occupations. Because all students take a "core foundation" of academic courses, changing one's "path" is always an option. Students may use their Career Pathway to lead to college, technical schools or training or straight into work.

Each individualized CAREER AND GRADUATION PLAN will specify the core required courses, the coherent sequence of courses, and the related electives recommended to prepare the student for a career pathway or future endeavors.

# WHAT COURSES SHOULD I TAKE FOR MY CAREER PATHWAY?

If I want to go into Medical / Health Science Technology Careers? (such as Doctor, Nurse, Medical Assistant, Veterinarian, Dentist, Psychologist, Sociologist, Health Technician, Nutritionist / Dietician, etc.) 4 years of Math + Science + some of the following:

- |                             |                                      |
|-----------------------------|--------------------------------------|
| • Health Science Technology | BCIS                                 |
| • Anatomy and Physiology    | Research Technical Reading & Writing |
| • Medical Terminology       | Environmental Systems                |
| • Mental Health             | Nutrition & Food Services            |
| • Psychology                | Teen Leadership                      |
| • Sociology                 |                                      |

If I want to go into Industrial and Engineering Technology? (such as Computer, Engineering, Global Information Systems, Mechanics, Welding, Electrician/Electricity, Construction etc.) 4 years of Math + some of the following:

- |   |   |
|---|---|
| • Global Information Systems, I, II, III      | Plant Process                             |
| • CISCO I, II                                 | Instrumentation                           |
| • Engineering Computer Aided Drafting         | Welding                                   |
| • Engineering Graphics/Architectural Graphics | Intro to Transportation Careers           |
| • Computer Science                            | Auto Tech I, II                           |
| • Additional Technology Applications Classes  | Technology Systems                        |
| • Aircraft Mechanics/CCAD                     | Principles of Technology (Physics Credit) |
| • Computer Maintenance                        |   |

If I want to go into Fine Arts / Communication and Media Careers? (such as Artist, Musician, Journalist, Technician, Web Designer, Teacher, Interpreter, etc.) 4 years of Math + some of the following:

- |                                      |                              |
|--------------------------------------|------------------------------|
| • Journalism                         | Year Book                    |
| • Newspaper                          | Band, Ensemble               |
| • Choir                              | Theatre Arts                 |
| • Debate                             | Digital Graphics & Animation |
| • Arts, (Electronic Media, Painting) | BCIS                         |
| • GIS I, II, III,                    | Spanish                      |
| • Advanced Broadcast Journalism      | French                       |
| • Physiology                         | Sociology                    |
| • Preparation for Parenting          | Teen Leadership              |
| • Multi-Media                        | American Sign Language       |
| • Webmastering                       | Photojournalism              |
| • Humanities                         | Ready, Set, Teach            |

If I want to go into Business and Marketing Careers?

(such as Public Relations, Travel & Tourism, Small Business Owner Management, Accounting, Real Estate, International Business, On-line Business Services, etc.)

- |  |                                 |
|--|---------------------------------|
| • Marketing Dynamics                     | Global Information System (GIS) |
| • Marketing Management                   | Spanish/French/ASL              |
| • Research & Technical Reading & Writing | Webmastering                    |
| • BCIS I, II                             | Dual Credit Economics           |
| • Food Management                        | Debate                          |
| • Hospitality                            |                                 |

If I want to go into Human Development, Management and Services? (such as Teacher, Dietician, Nutritionist, Flight Attendant, Professor, Hotel Manger, Counselor, Social Worker, Economist, Restaurant Manager, Interior Designer, etc.)

- |  |  |
|--|--|
| • Personal and Family Development          | Psychology                               |
| • Preparation for Parenting                | Sociology                                |
| • Ready, Set, Teach! I, II                 | Hospitality                              |
| • Research & Technical Reading and Writing | Food Production, Management and Services |
| • Textile and Apparel Design               | Teen Leadership                          |
| • Individual and Family Living             | Humanities                               |
| • Nutrition and Food Science               | BCIS I, II                               |
|  | Mental Health                            |
|  | Apparel                                  |

If you want to go into Personal and Protective Services?

(Police Officer, Boarder Patrol Agent, Texas Ranger, Safety Inspector, Air Traffic Controller, Judge, City Planner, City Manager, Mayor, Firefighter, Security Agent, Sociologist, Psychologists, Court Reporter, etc.)

- |  |                                  |
|--|----------------------------------|
| • Protective Services                        | Sociology                        |
| • Courts & Criminal Procedures               | Teen Leadership                  |
| • Court Reporting                            | NJROTC                           |
| • BCIS                                       | Debate                           |
| • Research and Technical Reading and Writing | Dual Credit Government           |
| • Psychology                                 | Global Information Systems (GIS) |
| • Dual Credit Psychology                     |                                  |

## TEXAS 25 FASTEST GROWING OCCUPATIONS 2000-2010

| Occupational Title   | Ten Year Projected Growth Rate by Percentage |
|--|--|
| Computer Support Specialists   | 85.3   |
| Computer Software Engineers, Applications                                | 80.1   |
| Network & Computer System Administrators                                 | 76.8   |
| Desktop Publishers   | 76.3   |
| Computer Software Engineers, Systems Software                            | 67.2   |
| Network Systems & Data Communications Analysts                           | 65.9   |
| Computer Specialists, NEC  | 56.9   |
| Database Administrators  | 53.5   |
| Special Education Teachers, Preschool, Kindergarten, & Elementary School | 48.2   |
| Computer Systems Analysts  | 48.1   |
| Medical Assistants   | 47.2   |
| Speech-Language Pathologists   | 44.0   |
| Respiratory Therapy Technicians  | 43.7   |
| Cardiovascular Technologists & Technicians                               | 42.1   |
| Physical Therapist Aides   | 42.1   |
| Physical Therapist Aides   | 41.9   |
| Respiratory Therapists   | 41.8   |
| Funeral Attendants   | 41.4   |
| Surgical Technologists   | 39.7   |
| Legal & Related Workers, NEC   | 39.7   |
| Occupational Therapist Aides   | 38.9   |
| Occupational Therapist Assistants  | 37.7   |
| Dental Hygienists  | 37.2   |
| Dental Assistants  | 36.6   |
| Police & Sheriff's Patrol Officers                                       | 35.5   |

Source: Texas Workforce Commission, Compiled by InterLink=

## CAREER PATHWAYS

The Texas Education Agency (TEA) recommends that **all** students have a **plan** that includes core academic courses and a coherent sequence of courses in a career pathway. Students may change career pathways as appropriate.

### WHAT ARE CAREER PATHWAYS?

Career pathways are clusters of careers/occupations grouped together because many of the people in them share similar interests and strengths and because the clusters share many skills, tasks, and knowledge. All pathways include a variety of occupations that require different levels of education and training.

### BENEFITS OF CAREER PATHWAYS FOR STUDENTS

1. Career concentrations/pathways provide a PLAN for **all** students, regardless of their interests, abilities, or desired levels of education.
2. Career concentrations/pathways provide **all** students with areas of FOCUS, along with FLEXIBILITY, and a VARIETY of ideas to explore and pursue as they make decisions regarding course selection.
3. Career concentrations/pathways allow students to see RELEVANCE to their selected high school courses and activities. Thus, students are more apt to do better in school and to stay in school.
4. Career concentrations/pathways help parents and other adults provide better ASSISTANCE to students as they discuss careers and select high school and/or postsecondary courses.

### WHAT ARE COHERENT SEQUENCE OF COURSES?

A coherent sequence of courses is an educational plan made up of courses suited for a broad career objective or goal. The graduation plan builds upon the academic core components and includes school-based learning and work-based learning experiences leading to both academic and occupational competencies. The following are Career and Technology Education elective courses that are offered at West Oso Independent School District.

#### PATHWAY – Human Development, Management, and Service Careers

Careers in occupations which may include family relations, child and elder care, food and beverage preparation and service, lodging, and related services and personal social services.

|   |  |
|---|--|
| ____ Personal and Family Development                        | ____ Career Studies  |
| ____ Preparation for Parenting                              | ____ Parenting Education for School-Age Parents                                  |
| ____ Apparel  | ____ Interior Design   |
| ____ Individual and Family Life                             | ____ Food Production, Management and Services                                    |
| ____ Housing  | ____ Family and Consumer Science/Career Prep<br>(Work-Based Learning ____1____2) |
| ____ Child Development                                      | ____ Early Childhood Professions ____1____2                                      |
| ____ Ready, Set, Teach!<br>(Work-based Learning ____1____2) | ____ Hospitality Services ____1____2____3  |
| ____ Food Science and Technology                            |  |

#### PATHWAY – Business and Marketing Careers

Careers and Occupations which may include business ownership, sales, marketing, computer/information systems, finance accounting personnel, economics, and management.

|   |   |
|---|---|
| ____ Accounting ____1____2                      | ____ Business Education Career Preparation<br>(Work-based Learning ____1____2)  |
| ____ Recordkeeping                              | ____ International Business   |
| ____ Administrative Procedures: Medical         | ____ Telecommunications/Networking  |
| ____ Administrative Procedures: Legal           | ____ TELECOMMUNICATIONS/NETWORKING-WEB AUTHORING                                |
| ____ KEYBOARDING                                | ____ BUSINESS IMAGE MANAGEMENT AND MULTIMEDIA                                   |
| ____ WORD PROCESSING APPLICATIONS               | ____ INTERNETWORKING TECHNOLOGIES (CISCO ACADEMY)                               |
| ____ INTRODUCTION TO BUSINESS                   | ____ INTERNETWORKING TECHNOLOGIES (CISCO ACADEMY)<br>(CISCO ACADEMY) ____1____2 |
| ____ BUSINESS LAW                               |   |
| ____ BUSINESS COMMUNICATIONS                    |   |
| ____ BASIC COMPUTER TECHNOLOGY (A+)             |   |
| ____ BUSINESS COMPUTER PROGRAMMING-VISUAL BASIC | ____ COURT REPORTING ____1____2   |
| ____ BUSINESS OWNERSHIP                         | ____ PRINCIPLES OF MARKETING  |

\_\_\_\_ BUSINESS MANAGEMENT  
\_\_\_\_ BUSINESS COMPUTER PROGRAMMING-  
FUNDAMENTALS OF UNIX®  
\_\_\_\_ BUSINESS COMPUTER INFORMATION SYSTEMS  
\_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ BUSINESS COMPUTER INFORMATION SYSTEMS 2-GIS

\_\_\_\_ RETAILING  
\_\_\_\_ PROFESSIONAL SELLING  
\_\_\_\_ MARKETING EDUCATION CAREER PREPARATION  
(WORK-BASED LEARNING \_\_\_\_ 1 \_\_\_\_ 2)  
\_\_\_\_ BUSINESS SUPPORT SYSTEMS  
\_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4  
\_\_\_\_ Business Education Independent Study-Pathways Lab  
\_\_\_\_ Career Connections

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### □ PATHWAY – Industrial and Engineering Technology Careers

Careers in occupations which may include engineering, architects and surveyors, printing, manufacturing, mechanics, Installers and repairers, construction, plant and system operations, and technologies other than health.

\_\_\_\_ Technology Systems  
\_\_\_\_ Manufacturing Systems  
\_\_\_\_ Communication Graphics  
\_\_\_\_ Engineering Graphics  
\_\_\_\_ Architectural Graphics  
\_\_\_\_ Research Design and Development  
\_\_\_\_ Computer Applications  
\_\_\_\_ Principles of Technology  
\_\_\_\_ Introduction to Construction Careers  
\_\_\_\_ Building Trades \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Introduction to Precision Metal  
Manufacturing Careers  
\_\_\_\_ Electrical Trades \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Trade and Industrial Education Career Prep  
(Work-based Learning \_\_\_\_ 1 \_\_\_\_ 2)  
\_\_\_\_ Engineering/Computer Aided Drafting

\_\_\_\_ Engineering/Computer Aided Drafting  
\_\_\_\_ Architectural Drafting  
\_\_\_\_ Welding \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Heating, Ventilation, Air Conditioning, and  
Refrigeration \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Petrochemical Plant Maintenance Technology  
\_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Industrial Electronics  
\_\_\_\_ Building Maintenance  
\_\_\_\_ Small Engine Repair  
\_\_\_\_ Computer Maintenance Technician \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Introduction to Transportation Services Career  
\_\_\_\_ Production Technology  
\_\_\_\_ Automotive Technician \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Automotive Collision Repair and Refinishing  
Technology \_\_\_\_ 1 \_\_\_\_ 2

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### □ PATHWAY – Personal and Protective and Services

Careers in occupations which may include legal, law enforcement, and protective services, social, recreational, and leisure services, personal, building, and ground services, and transportation and materials moving services.

\_\_\_\_ Technical Introduction to Criminal Justice  
\_\_\_\_ Fundamentals of Criminal Justice  
\_\_\_\_ Crime in America

\_\_\_\_ Security Services  
\_\_\_\_ Basic County Corrections Officer

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### □ PATHWAY – Arts, Communication, and Media

Careers in occupations which may include architecture, interior, design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, public relations, and religion.

\_\_\_\_ Advertising Design \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Introduction to Graphic Communication Careers  
\_\_\_\_ Graph Arts \_\_\_\_ 1 \_\_\_\_ 2  
\_\_\_\_ Media Technology \_\_\_\_ 1 \_\_\_\_ 2

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### □ PATHWAY – Health Science Careers

Career and Occupations which may include assessment, treatment, doctors, pharmacists, nurses, technologist technicians, research, prevention, and relation technologies.

\_\_\_\_ Medical Terminology  
\_\_\_\_ Introduction to Health Science Technology  
\_\_\_\_ Health Science Technology-Clinical Rotation  
\_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3

\_\_\_\_ Pharmacology Honors  
\_\_\_\_ Health Science Technology-Career  
Preparation III (Emergence Medical Technical

|                                    |
|------------------------------------|
| <b>Calendar of Dates Checklist</b> |
|------------------------------------|

1<sup>st</sup> College \_\_\_\_\_

2<sup>nd</sup> College \_\_\_\_\_

|  | <b>1<sup>st</sup> College</b> | <b>2<sup>nd</sup> College</b> |
|--|-------------------------------|-------------------------------|
| <b>COLLEGE/UNIVERSITY DEADLINES</b>  |                               |                               |
| • Admissions application deadlines   | _____                         | _____                         |
| • Financial aid deadline   | _____                         | _____                         |
| • Analysis form (FAFSA)  | _____                         | _____                         |
| • Date of notification for admission   | _____                         | _____                         |
| • Date of notification for financial aid   | _____                         | _____                         |
| <b>APPLYING FOR ADMISSIONS</b>   |                               |                               |
| • Admissions application and catalogue requested   | _____                         | _____                         |
| • Admissions application completed and sent to institution on:   | _____                         | _____                         |
| • Admissions fee paid on:  |                               |                               |
| <input type="checkbox"/> ACT <input type="checkbox"/> SAT registration completed and mailed  | _____                         | _____                         |
| <input type="checkbox"/> ACT <input type="checkbox"/> SAT taken  | _____                         | _____                         |
| <input type="checkbox"/> ACT <input type="checkbox"/> SAT scores sent  | _____                         | _____                         |
| <input type="checkbox"/> Achievement test registration completed and mailed  | _____                         | _____                         |
| <input type="checkbox"/> High school/transcript sent to institution  | _____                         | _____                         |
| Other forms/documents (if required)  | _____                         | _____                         |
| <input type="checkbox"/> Autobiography   | _____                         | _____                         |
| <input type="checkbox"/> Letters of Recommendation   | _____                         | _____                         |
| <input type="checkbox"/> Interviews completed  | _____                         | _____                         |
| <input type="checkbox"/> Health forms  | _____                         | _____                         |
| <b>APPLYING FOR FINANCIAL AID</b>  |                               |                               |
| • Financial aid application and information requested  | _____                         | _____                         |
| • Financial aid forms completed and sent to institutions   | _____                         | _____                         |
| <input type="checkbox"/> Free Application for Federal Student Aid (FAFSA) report mailed  | _____                         | _____                         |
| <input type="checkbox"/> Income tax return (if required)   | _____                         | _____                         |
| <input type="checkbox"/> Institutional scholarships (e.g., music from music department; apply directly to those department at institution) | _____                         | _____                         |
| <input type="checkbox"/> Letter of Award signed and returned to college  | _____                         | _____                         |
| <b>APPLICATION FOR HOUSING</b>   |                               |                               |
| Apply for housing as early as possible. Start applying now; do not wait for deadlines.   |                               |                               |
| • Application for housing requested  | _____                         | _____                         |
| • Room reservation made  | _____                         | _____                         |
| • Room deposit made  | _____                         | _____                         |

## Teach for Texas Conditional Grant Program

This is a student loan with cancellation provisions for Teaching. Prospective teachers must be enrolled in degree programs leading to certification in a teaching field designated as having a critical shortage of teachers; or, agree to teach in a Teach for Texas community certified as experiencing a critical of teachers. Meet all of the requirements of the TEXAS Grant program as listed above, with the exception of the requirement for fall 98 or later high school graduates with the recommended or advanced high school curriculum.

- Have applied for and been accepted into an educator certification program and be enrolled at least 75% of time at an approved institution as a junior or senior in a baccalaureate degree program or in a fifth year certification program.
- Demonstrate financial need and have applied for any available financial aid or assistance.
- Have obtained a recommendation from the dean of the college/school or department of education.
- Enter into an agreement with the Coordinating Board to teach full time for five years at the preschool, primary, or secondary level in a public school in Texas in a critical shortage field or in a community experiencing a critical shortage of teachers.
- Amount of the award in a given semester or term is equal to two times the amount of the TEXAS grant the student is eligible to receive for that same semester or term.
- Students continue to be eligible for the Teach for Texas Conditional Grant for up to six years after receiving the first TEXAS Grant Award or for a maximum of 90 semester credit hours, as long as they do not receive funds through the TEXAS Grant and Teach for Texas Conditional Grant for more than 150 hours total.

## OTHER INFORMATION

### Make a checklist ✓ Remember: Organization is the Key to Your Success!

- ✓ Establish files and a checklist for all activities, procedures, and forms related to college admissions. Compile a file early in the fall with all the information that you need for each college and university. Update and maintain separate files.
- ✓ Establish your goals and consider available courses and graduation plans at each institution of higher education.
- ✓ Early in the fall, review your current schedule and verify that you have all the necessary course requirements for graduation. Concentrate on your studies and your grades.
- ✓ Call or contact your chosen colleges early in the fall. Check on any opportunities for interviews and/or presentations.
- ✓ Participate in extracurricular activities and leadership opportunities at your school.
- ✓ Apply early to your selected colleges. **Do not wait until the deadline.** Contact your counselor and participate in any special activities; e.g., college fairs, financial aid fairs, and presentations, designed to help you in the application process.
- ✓ Create a résumé

## College Entrance Information

Please call the Office of Guidance and Counseling or visit with your campus counselor as they can provide specific details about the college you are planning to attend.

### COLLEGE ENTRANCE CATEGORIES

**Top 10 Percent Eligible for Automatic College Admission** – Top students in Texas are eligible for automatic admission to any **public university** in Texas. Under House Bill 588 passed by the 75<sup>th</sup> Legislature in 1997, students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas. To be eligible for the automatic college admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. (Since deadlines vary, it is important to check with the specific university to verify the application deadline.)

**Open Admissions** – Colleges and universities with open admissions generally require the entering student to be graduate of an accredited high school. Some open admissions institutions have specific requirements for some programs such as nursing or engineering. Del Mar College is an example of a college with open admissions.

**Selective Admissions - Colleges** and universities with selective admissions require that students complete a college-preparatory program of courses while in high school. Generally, courses should include four years of English, a minimum of three years of mathematics at the level of Algebra 1 and above, at least three years of science, two and one-half to three years of social studies, one year of computer science, and one year of fine arts. Many colleges and universities require two entry credits in the same foreign language and a certain score on a college entrance examination and/or rank-in-class (top 50 percent, top 25 percent, etc.)

**Competitive Admissions** – Colleges and universities with competitive admissions require much the same preparation as colleges and universities with selective admissions. However, competitive admissions universities receive many more qualified applicants that they can accept and, therefore, consider higher college entrance test scores, rank-in-class standing, and evidence of success in a challenging high school program including honors courses, depth of extracurricular activities, demonstrated leadership qualities, and other variables in their selection processes. Examples are Stanford University, Harvard University, Yale University, Massachusetts Institute of Technology, and Rice University.

### COLLEGE ENTRANCE EXAMS

#### Preparing for College Admissions Test

- Study the test bulletin that describes the tests, explains instructions, and gives examples.
- Study preparation guides published by The College Board.
- Review vocabulary lists and grammar rules.
- Enroll in a special preparatory course.
- Review mathematics strategies and formulas.
- Do not *cram* the night before the test.
- Be well-rested the day of the test.
- Get to the testing site on time.

**ACT (American College Test):** A 3 ½ - hour test battery.

**SAT I (Scholastic Aptitude Test):** A 3-hour test over verbal and mathematical skills.

**SAT II Subject Tests (Optional – Scholastic Aptitude Test):** One-hour examination on each subject tested.

**PSAT/NMSQT – (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test):** A preliminary SAT that may be used to determine areas that require further study; it may also be used as criterion of qualification for college scholarships awarded prior to high school graduation.

**Texas Higher Education Assessment (THEA):** The THEA Test consists of three sections: Reading, Mathematics, and Writing. Each section of the THEA Test is designed to measure a student's academic skill against an established standard of competence. A student's score on each section of the test is based on his or her performance in relation to the skills being tested. Scores are not related to how well other students have performed on the same section. Its content is the same as that of the former TASP Test.

**COMPASS (Computer-Assisted Assessment):** A computerized, on-campus assessment that is administered by some college campuses in lieu of the ACT or SAT. Tests proficiencies in English, reading, and mathematics.

**ADVANCED PLACEMENT EXAMINATION:** A 3-hour examination given at the high school level in a specific subject area whereby a college may offer college credit in that subject for a 3 or higher on the AP test. Requires educational experience as outlined by the Advanced Placement Program. May require recommendation by the subject-area high school teacher.

### **SAT I AND SAT II TESTS FOR STUDENTS WITH SPECIAL NEEDS:**

Students with special needs must complete eligibility *Statement Form* and must submit proper documentation in order to qualify for one of the following:

- Plan A (Special Accommodations)  Plan B (Extended Time Only)

### **GRANTS AND SCHOLARSHIPS**

#### **Scholarship Program for Early High School Graduates**

Provides a tuition scholarship totaling up to \$1,000 to students who:

- Have written approval from their parent or parents to participate in the accelerated program
- Completed the requirements for graduation from a public high school in no more than **36 consecutive months**
- Have attended high school only in Texas
- Are bona fide Texas residents, and
- If attending a private institution, have a commitment from the private institution to provide a matching tuition scholarship.

#### **TEXAS Grant Program (Toward Excellence, Access, & Success)**

- For Texas residents who have graduated from Texas public high school or an accredited Texas private high school in Fall 1998 or later
- Must have completed the recommended or advanced high school curriculum or its equivalent.
- Must demonstrate financial need and have applied for any available financial aid or assistance.
- Must not have been convicted of a felony or of a crime involving a controlled substance.
- For students enrolled at least 75% of time in an undergraduate degree or certificate program at a public or non-profit independent college in Texas.
- Initial award must be applied for within 16 months of high school graduation.
- To continue the award, the student must meet satisfactory academic progress requirements set by the institution during the first year and complete at least 75% of all hours taken with an overall g.p.a. of 2.5 on a 4.0 scale in all subsequent semesters (may receive awards for up to 150 semester credit hours or six years, whichever occurs first).
- Amount of award varies. In general, the maximum award is the lesser of the student's financial need or the amount of his/her tuition and mandatory fees.
- Obtain information through the director of financial aid at any public or nonprofit independent college or university in Texas.<sup>1</sup>

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<sup>1</sup> If a student's public high school did not offer all courses necessary to complete the curriculum, the district must certify to the Texas Education Agency that the high school did not offer all of the courses, and the high school counselor must certify that the student completed all courses toward such a curriculum that the school had to offer.

<sup>2</sup> In addition to other eligibility requirements, the transcript for a student who graduated from an accredited private high school must include information indicating that the student has completed or is scheduled to complete the equivalent of the recommended or advanced curriculum.

# WEBSITES FOR HIGH SCHOOL AND BEYOND

## **College Related**

\* Collegeboard.com  
\* Collegenet.com  
\* live.edresources.com  
\* www.theadmissionoffice.com (Multi-University, Financial Aid, Scholarships, ETC.)  
Coastal Bend College  
\* www.cbc.cc.tx.us  
Craft Training Center, Corpus Christi  
\* www.crafttrainingcenter.org  
Del Mar College  
\* www.delmar.edu  
Texas A&M University, Corpus Christi  
\* www.tamucc.edu  
Texas A&M University, Kingsville  
\* www.tamuk.edu  
Angelo State University  
\* www.angelo.edu  
Lamar University- Beaumont  
\* www.lamar.edu  
Midwestern State University  
\* www.mwsu.edu  
Prairie View A&M University  
\* www.pvamu.edu  
Sam Houston State University  
\* www.swt.edu  
Stephen F. Austin State University  
\* www.sfasu.edu  
Ross State University  
\* www.sulross.edu  
Tarleton State University  
\* www.tarlton.edu  
Texas A&M International University  
\* www.dusty.tamui.edu  
Texas A&M University at College Station  
\* www.tamu.edu  
Texas A&M University at Commerce  
\* www.etsu.edu  
Texas A&M University at Galveston  
\* www.olympic.tamug.tamu.edu/index.html  
Texas A&M University at Texarkana  
\* www.tamut.edu  
Texas State University - San Marcos  
\* www.txstate.edu  
Texas Southern University  
\* www.tsu.edu  
Texas Tech University  
\* www.ttu.edu  
Texas Women's University  
\* www.twu.edu  
University of Houston  
\* www.uh.edu

\* www.state.tx.us (State of Texas)  
\* www.loc.gov (Library of Congress)  
\* www.lib.utexas.edu (University of Texas Library)  
\* www.library.ci.corpus-christi.tx.us/ (Corpus Christi Libraries)

## **Search Related**

\* www.google.com (Google)  
\* www.metacrawler.com (Metacrawler)  
\* www.yahoo.com (Yahoo)  
\* www.askjeeves.com (Ask Jeeves)

## **Career Related**

Coastal Bend Workforce Development Board  
\* www.cbwdb.com  
Coastal Bend School-to-Careers and Youth  
\* www.coastalbendstc.org  
Texas Society of Certified Public Accountants  
\* www.tscpa.org  
Texas Workforce Commission/Career Development Resources  
\* www.cdr.state.tx.us  
American Chemical Society  
\* www.acs.org/  
Institute for Certification of Computing Professionals (ICCP)  
\* www.iccp.org  
For Federal level jobs- Federal Bureau of Prisons  
\* www.usajob.opm.gov/  
Junior Engineering Technical Society (JETS)  
\* www.asee.org/jets  
National Association of Legal Assistants, Inc.  
\* www.nala.org  
Independent Petroleum Association of America  
\* www.ipaa.org  
Association of American Medical Colleges Section for Student Services  
\* www.aamc.org  
National Retail Federation  
\* www.nrf.com  
Professional Secretaries International  
\* www.gvi.net/psi  
National Clearinghouse for Professions in Special Education Council for Exceptional Children  
\* www.cec.sped.org  
Texas State Teachers Association  
\* www.tsta.org  
Association of Texas Professional Educators  
\* www.atpe.org  
American Therapeutic Recreation Association  
\* www.atra-tr.org

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| University of Houston-Clear Lake<br>* <a href="http://www.cl.uh.edu">www.cl.uh.edu</a><br>University of Houston-Victoria<br>* <a href="http://www.vic.uh.edu">www.vic.uh.edu</a><br>University of North Texas<br>* <a href="http://www.unt.edu">www.unt.edu</a><br>University of Texas-Arlington<br>* <a href="http://www.uta.edu">www.uta.edu</a><br>University of Texas-Austin<br>* <a href="http://www.utexas.edu">www.utexas.edu</a><br>University of Texas-Brownsville<br>* <a href="http://www.utb.edu">www.utb.edu</a><br>University of Texas-Dallas<br>* <a href="http://www.utdallas.edu">www.utdallas.edu</a><br>University of Texas-El Paso<br>* <a href="http://www.utep.edu">www.utep.edu</a><br>University of Texas - Permian Basin<br>* <a href="http://www.utpb.edu">www.utpb.edu</a><br>University of Texas- San Antonio<br>* <a href="http://www.utsa.edu">www.utsa.edu</a><br>University of Texas-Tyler<br>* <a href="http://192.88.13.33/">http://192.88.13.33/</a><br>West Texas A&M University<br>* <a href="http://www.wtamu.edu">www.wtamu.edu</a><br>University of Houston System<br>* <a href="http://www.uhsa.uh.edu">www.uhsa.uh.edu</a><br>University of Texas System<br>* <a href="http://www.utsystem.edu">www.utsystem.edu</a><br>Alamo Community College<br>* <a href="http://www.alvin.cc.tx.us">www.alvin.cc.tx.us</a><br>Alvin Community College<br>* <a href="http://www.alvin.cc.tx.us">www.alvin.cc.tx.us</a><br>Amarillo College<br>* <a href="http://www.act.edu">www.act.edu</a><br>Angelina College<br>* <a href="http://www.angelina.cc.tx.us">www.angelina.cc.tx.us</a><br>Austin Community College<br>* <a href="http://www.austin.cc.tx.us">www.austin.cc.tx.us</a><br>Blinn College<br>* <a href="http://www.blinncc.edu">www.blinncc.edu</a><br>Brazosport College<br>* <a href="http://www.brazosport.cc.tx.us">www.brazosport.cc.tx.us</a><br>Brookhaven College<br>* <a href="http://www.dcccd.edu">www.dcccd.edu</a><br>Cedar Valley College<br>* <a href="http://144.162.10.248/cvc/cvc.htm">http://144.162.10.248/cvc/cvc.htm</a><br>Central College<br>* <a href="http://198.64.21.35/central.html">http://198.64.21.35/central.html</a><br>Central College District<br>* <a href="http://www.ctcd.cc.tx.us/">www.ctcd.cc.tx.us/</a><br>CISCO Junior College<br>* <a href="http://www.cisco.cc.tx.us">www.cisco.cc.tx.us</a><br>College of Mainland<br>* <a href="http://www.mainland.cc.tx.us">www.mainland.cc.tx.us</a><br>Collin County Community College<br>* <a href="http://www.ccccd.edu">www.ccccd.edu</a><br>Dallas County Community College | American Association for Respiratory Care<br>* <a href="http://www.aarc.org">www.aarc.org</a><br>American Lung Association of Texas<br>* <a href="http://www.lungusa.org/noframes/global/local/localtxa.html">www.lungusa.org/noframes/global/local/localtxa.html</a><br>The National Board of Respiratory Care, Inc.<br>(Certification Association)<br>* <a href="http://www.nbrc.org">www.nbrc.org</a><br>Respiratory Care Practitioners Certification<br>* <a href="http://www.tdh.state.tx.us/hcqs/plc/resp.htm">www.tdh.state.tx.us/hcqs/plc/resp.htm</a><br>Texas Society for Respiratory Care<br>* <a href="http://www.bluefinutmb.edu/PCS/tsrc">www.bluefinutmb.edu/PCS/tsrc</a><br>Texas Department of Aging<br>* <a href="http://www.link.tsl.state.us/tx/tdoa/index.htm">www.link.tsl.state.us/tx/tdoa/index.htm</a><br>American Occupational Therapy Association<br>* <a href="http://www.aota.org">www.aota.org</a><br>American Speech/Language/Hearing Association<br>* <a href="http://www.tdh.state.us/hcqs/plc/speech.htm">www.tdh.state.us/hcqs/plc/speech.htm</a><br>Texas Veterinary Medical Association<br>* <a href="http://www.members.aol.com/tvmawww/index/htlm">www.members.aol.com/tvmawww/index/htlm</a><br>Parker College of Chiropractic<br>* <a href="http://www.parkercc.edu">www.parkercc.edu</a><br>American Chiropractic Association*<br>* <a href="http://www.cais.com/aca">www.cais.com/aca</a><br>International Chiropractors Association<br>* <a href="http://www.chiropractic.com">www.chiropractic.com</a><br>American Society of Clinical Laboratory<br>* <a href="http://www.ascls.org">www.ascls.org</a><br>American Society of Clinical Pathologist Board of<br>Registry<br>* <a href="http://www.ascp.org">www.ascp.org</a><br>American Society of Cypopathology<br>* <a href="http://www.ctyolathology.org">www.ctyolathology.org</a><br>National Association of Dental Laboratories<br>* <a href="http://www.nsdsl.org">www.nsdsl.org</a><br>Texas Dental Association<br>* <a href="http://www.tda.org">www.tda.org</a><br>American Dental Association<br>* <a href="http://www.ada.org">www.ada.org</a><br>American Dietetic Association<br>* <a href="mailto:network@eatright.org">network@eatright.org</a><br>* <a href="http://www.eatright.org">www.eatright.org</a><br>American Society of Nutritional Sciences<br>* <a href="http://www.faseb.org/asns">www.faseb.org/asns</a><br>Texas Dietetic Association<br>* <a href="http://www.ccsi.com/nasmi/groups/tda/tad.html">www.ccsi.com/nasmi/groups/tda/tad.html</a><br>National Association of EMS Educators<br>* <a href="http://www.namse.org">www.namse.org</a><br>National Association of EMTs<br>* <a href="http://www.haemt.org">www.haemt.org</a><br>Texas Department of Health<br>* <a href="http://www.state.tx.us/hcqs/ems/emshome.html">www.state.tx.us/hcqs/ems/emshome.html</a><br>American Association of Medial Assistants<br>* <a href="http://www.aama-ntl.org">www.aama-ntl.org</a><br>American College of Health Care Administrators<br>* <a href="http://www.acha.org">www.acha.org</a><br>American College of Health Executives<br>* <a href="http://www.ache.org">www.ache.org</a> |
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| <p>* <a href="http://www.dcccd.edu">www.dcccd.edu</a><br/>Eastfield College<br/>* <a href="http://www.efc.dccd.edu">www.efc.dccd.edu</a><br/>El Centro College<br/>* <a href="http://www.dcccd.edu/ecc/ecchp.htm">www.dcccd.edu/ecc/ecchp.htm</a><br/>El Paso Community College<br/>* <a href="http://www.epcc.edu/">www.epcc.edu/</a><br/>Galveston College<br/>* <a href="http://192.234.29.5/">http://192.234.29.5/</a><br/>Grayson County College<br/>* <a href="http://www.grayson.edu">www.grayson.edu</a><br/>Hill College<br/>* <a href="http://www.hillcollege.hill-college.cc.tx.us">www.hillcollege.hill-college.cc.tx.us</a><br/>Houston Community College<br/>* <a href="http://www.hccs.cc.tx.us">www.hccs.cc.tx.us</a><br/>Howard College<br/>* <a href="http://www.hc.cc.tx.us">www.hc.cc.tx.us</a><br/>Kilgore College<br/>* <a href="http://www.kilgore.cc.tx.us">www.kilgore.cc.tx.us</a><br/>Kingwood College<br/>* <a href="http://www.kcweb.nhmccd.cc.tx.us">www.kcweb.nhmccd.cc.tx.us</a><br/>Laredo College<br/>* <a href="http://www.laredo.cc.tx.us">www.laredo.cc.tx.us</a><br/>Lee College<br/>* <a href="http://www.lee.edu">www.lee.edu</a><br/>McLennan Community College<br/>* <a href="http://www.mcc.cc.tx.us">www.mcc.cc.tx.us</a><br/>Midland College<br/>* <a href="http://www.midland.cc.tx.us">www.midland.cc.tx.us</a><br/>Montgomery College<br/>* <a href="http://www.mc.nhmccd.cc.tx.us">www.mc.nhmccd.cc.tx.us</a><br/>Mountain View College<br/>* <a href="http://www.mvce.dcccd.edu">www.mvce.dcccd.edu</a><br/>Navarro College<br/>* <a href="http://www.nav.cc.tx.us">www.nav.cc.tx.us</a><br/>North Central Texas College<br/>* <a href="http://www.nctc.cc.tx.us">www.nctc.cc.tx.us</a><br/>North Harris College<br/>* <a href="http://www.nhc.nhmccd.cc.tx.us">www.nhc.nhmccd.cc.tx.us</a><br/>North Lake College<br/>* <a href="http://www.dcccd.edu/nlc/nlchp.htm">www.dcccd.edu/nlc/nlchp.htm</a><br/>Northeast College<br/>* <a href="http://www.hccs.cc.tx.us/necollege/firstpg.html">www.hccs.cc.tx.us/necollege/firstpg.html</a><br/>North East Texas Community College<br/>* <a href="http://www.ntcc.cc.tx.us">www.ntcc.cc.tx.us</a><br/>Northwest College<br/>* <a href="http://www.hccs.cc.tx.us/nwcollege/index.html">www.hccs.cc.tx.us/nwcollege/index.html</a><br/>Odessa College<br/>* <a href="http://www.odessa.edu">www.odessa.edu</a><br/>Panola College<br/>* <a href="http://www.panola.cc.tx.us">www.panola.cc.tx.us</a><br/>Paris College<br/>* <a href="http://www.paris.cc.tx.us">www.paris.cc.tx.us</a><br/>Richland College<br/>* <a href="http://www.rlc.dccd.edu">www.rlc.dccd.edu</a><br/>St. Phillips College<br/>* <a href="http://www.accd.edu/spc/spcmain/spc.htm">www.accd.edu/spc/spcmain/spc.htm</a></p> | <p>National Association for Home Care (NAHC)<br/>* <a href="http://www.nahc.org">www.nahc.org</a><br/>Texas Association for Home Care<br/>* <a href="http://www.tahc.org">www.tahc.org</a><br/>Texas Hospital 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href="http://www.kumc.edu/mla">www.kumc.edu/mla</a><br/>Special Libraries Association<br/>* <a href="http://www.txla.org">www.txla.org</a><br/>National Association of Alcoholism and Drug Abuse<br/>Counselors (NAADAC)<br/>* <a href="http://www.naadac.org">www.naadac.org</a><br/>Texas Association of Alcoholism and Drug Abuse<br/>Counselors<br/>* <a href="http://www.ccsi.com/~asmi/groups/taadac/taadac.html">www.ccsi.com/~asmi/groups/taadac/taadac.html</a><br/>Texas Board of Social Worker Examiners<br/>* <a href="http://www.tdh.state.us/hcqs/plc/lsw.htm">www.tdh.state.us/hcqs/plc/lsw.htm</a><br/>Texas State Board of Examiners of Marriage and<br/>Family Therapists Texas Department of Health<br/>* <a href="http://www.tdh.state.tx.us/hcqs/plc/mft.htm">www.tdh.state.tx.us/hcqs/plc/mft.htm</a><br/>American Board of Funeral Service Education<br/>* <a href="http://www.absfe.org">www.absfe.org</a><br/>National Association for Home Care<br/>* <a href="http://www.nahc.org">www.nahc.org</a><br/>Texas 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