WISD

Countdown to Your Future

Note to Students and Parents

The purpose of this Student Program Guide is to assist students and parents in planning a high school course of study tailored to individual student needs, interests, and aspirations. After an introductory section on graduation requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the high school courses offered by the Wortham Independent School District. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with the counselor.

Availability of courses listed in the program guide depends on student requests.

WORTHAM INDEPENDENT SCHOOL DISTRICT SEEKS TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY WITHOUT REGARD FOR RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX OR DISABILITY.

Semester System

The Wortham Independent School District operates on the semester plan with each school year being divided into two parts called semesters. A student earns one-half credit per semester for each semester of each course successfully completed. Each semester must be passed individually for credit to be earned for the semester; however, a final passing average will determine the final award of credit. Courses vary from one to two semesters in length.

Attendance

Students must attend a minimum of 90 percent of the days during a semester to receive credit in a course. The State of Texas has provided means of appeal for extenuating circumstances should a student's absences exceed the maximum allowed each semester. For credit recovery purposes, students may be required to attend Saturday classes to fulfill the instructional requirements. [See Student Handbook page 13.]

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2010-2011

WHS ACADEMIC HANDBOOK

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Plan Now for Success Tomorrow

Grades & Grading Policy

Grading System

The State Board of Education has set 70 as a minimum passing grade. The statewide grading system is as follows:

A = 90-100
B = 80-89
C = 70-79
F **= 69-and below (not achieving mastery)**
I = Incomplete

Local policy requires a classroom teacher to assign a grade that reflects the student's mastery; must not require a teacher to assign a minimum grade for an assignment without regard to the quality of work; and may allow a student a reasonable opportunity to make up or redo an assignment or test for which the student received a failing grade. The actual numerical score earned on the semester exam is recorded on the report card.

Make-up Work

It is the student's responsibility to ask the teacher for makeup work immediately upon returning to school. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work, the teacher will give the student the opportunity to make up the work. Generally one day for each day of excused absence will be provided for the makeup work. Failure to meet the deadline may result in a lower grade.

Classification of Students

The number of earned course credits according to the classification chart below shall determine grade level advancement for students in grades 9-12.

Class Standing	**Credits Required for Class Standings Minimum State Approved Units of Credit Earned**
Sophomore	6
Junior	12
Senior	18

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Plan Now for Success Tomorrow

Extracurricular Activity Participation

(Based on University Interscholastic League Rules)

A student may participate in extracurricular activities at the beginning of the school year only if the student has earned the appropriate state credit.

Number State Credits at Beginning of School Year	Number of Years Completed in High School
Must have been promoted	1 (students beginning grade 9)
5 state HS graduation credits	2
10 state HS graduation credits	3
15 state HS graduation credits	4

Academic Eligibility Rules

(Based on University Interscholastic League Rules)

A student shall be suspended from participation in all extracurricular activities sponsored or sanctioned by the school district during the three week period following a grade reporting period in which the student received a grade lower than seventy in any class other than certain identified classes. This suspension continues for at least three weeks and is not removed during the school year until the student's grade in each class, other than certain identified classes, is seventy or greater. A student may continue to practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance. A suspended student may regain eligibility seven days after the six week grading period ends or seven days after a three-week evaluation period.

For a student to be eligible to participate in UIL activities the student must be classified as a full time student (5 classes - traditional schedule, 6 classes - block schedule). Classes such as study hall, office aide, and off-campus do not meet this requirement.

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Plan Now for Success Tomorrow

Fitness Tests

Senate Bill 530, passed by the Texas Legislature in 2007requires that each student in grades 3-12 be given an annual fitness test. The instrument to be used is the Fitnessgram that includes Body Mass Index, cardiovascular test (one mile run or pacer test), curl ups or push-ups, flexed arm hang and shoulder reach.

Physical Education Substitutions

Marching band (fall semester only), athletics, and multi-period career and technology education courses may substitute for the physical education requirement.

State Credit Courses

All courses that are to be counted toward graduation must be state approved courses. Students must complete the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) to receive a diploma. **The requirement may be waived under certain circumstances.**

Non-Credit Courses

Additional courses may be taken beyond the totals of each program option described on pages 8 and 9. **These courses do not count toward graduation credits.**
Wortham Independent School District offers courses that are calculated as part of the GPA and class rank.

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Plan Now for Success Tomorrow

District Guidelines for Award of Grade Points

Grade Point Average (GPA) is computed as follows:
1. Grade points are awarded for any high school course (see exception: see # 7) successfully completed. Grade points are determined by the level at which the course is taken. Levels are indicated in the high school program guide.
2. All high school credit courses taken in Wortham ISD count on the 5-point GPA scale.
3. All high school credit courses taken in summer school programs outside of Wortham ISD count on the 5-point GPA scale, unless designated otherwise by the sending program.
4. Correspondence course credit, distance learning course credit and a recovery school course credit count on the 5-point GPA scale.
5. High school courses taken through Wortham ISD credit by exam with no prior instruction are awarded credit with no grade points. A student must earn a grade of 90 percent or more on each exam in a subject area to be awarded a 1/2 unit of credit.
6. Course credits that are earned through dual credit courses are awarded grade points as designated by the Wortham ISD Counseling and/or Administration. The list of courses currently approved and grade points that are awarded is updated regularly. Courses receive grade points based on the 5-point GPA scale.
7. The following courses will NOT be included in the GPA: PE, Athletics, Office Aide, Band (unless taken for the first Fine Arts credit), credit by exam, grades earned in grades 7-8 for high school credit, grades earned through AP examinations, nor weighted gpa from transferred courses that are not offered as weighted credit at WHS.

GRADE POINT AVERAGE

Grade point average (GPA) / rank in class (RIC) at Wortham High School will be figured using the following grade point system.

Grade	Advanced Courses	Regular Courses	Basic Courses
100	6.0	5.0	4.0
99-90	5.9-5.0	4.9-4.0	3.9-3.0
89-80	4.9-4.0	3.9-3.0	2.9-2.0
79-70	3.9-3.0	2.9-2.0	1.9-1.0
69 or less	0	0	0

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Plan Now for Success Tomorrow

Academic Options

Students have several academic options when selecting classes. They are advised to take courses at a level where they will be challenged and yet will perform successfully. The options available for each course are listed with course descriptions. GRADE POINTS FOR EACH LEVEL ARE WEIGHTED FOR THE PURPOSE OF CLASS RANKING.

Senior Class Rank

Courses recorded on the Academic Achievement Record (AAR) -high school transcript- shall count toward Grade Point Average (GPA) and Rank-in-class (RIC), using the semester grades received. These courses shall be weighted if classified as Honors, Pre AP or Advanced Placement.

1. RIC shall be determined by the GPA of all high school core credit courses taken through the end of the fifth six-weeks of grade 12. Grade points in eligible semester courses attempted will be divided by the number of the semesters of such courses. Failing grades will be included, even for courses retaken. Grades from dual credit courses will be included. Grades from summer school or correspondence courses or by independent study will be included. Grades earned in courses where student has lost credit due to excessive unexcused absences will be included.
2. Senior class rank is determined by the grade point average through the end of seven semesters plus the fifth six-week period of grade 12.
3. Grade points for other courses taken for high school credit outside of the regular school day or earned through Wortham ISD advanced placement exams will be determined according to District guidelines.
4. To be eligible for valedictorian or salutatorian honors, students shall have been enrolled in Wortham High School for the previous three years and ten months (3 years 10 months) consecutively. Students must have completed the Distinguished Achievement Program. Beginning with the Freshman Class of 2010-2011, students shall have been enrolled two full consecutive school years to include junior and senior year.
5. To be eligible for graduation with honors, a student shall:
a. Complete the Recommended High School Program or the Distinguished Achievement Program; and b. Present grades for all required courses prior to the established date for calculating rank-in class (RIC); and c. Be enrolled for their last two semesters in Wortham High School.

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Program Opportunities

Early High School Graduation Scholarship Program

The Early High School Graduation Scholarship Program is a financial assistance program authorized by the Texas Legislature for students who graduate from high school in fewer than four years. Specific eligibility requirements are detailed in a brochure available in each high school counseling office or online at http://www.tea.state.tx.us/

Enrichment Opportunities

The highest predictor for academic success in high school is students' participation in enrichment opportunities. Wortham Independent School District students may become involved in the following enrichment activities:
Theatre and athletic UIL competitions, SAT and PSAT preparation seminars, Academic Excellence Letters Program that recognizes academic achievement by awarding plaques, medals or letters to students who excel academically.
Literary Contests, numerous campus clubs, organizations and activities, youth leadership, Interact Club, science fair, PAL, FCA and COC are samples of activities available.

Gifted and Talented Program

Students referred for the gifted and talented (GT) program will be tested as requested anytime during the year. Referred students are tested for services to begin the following school year. Students who are identified as needing GT services are with teachers trained in gifted education. Teachers differentiate the curriculum to meet the needs of their identified GT students in their subject areas of identification. GT services are provided in English/Language Arts, Mathematics, Science, and Social Studies.

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Program Opportunities

College Board Advanced Placement

Students who demonstrate outstanding academic performance in a particular subject area may be enrolled, if offered, in Pre-Advanced Placement and Advanced Placement courses that will receive weighted gpa. Advanced Placement courses prepare the student to take the AP exam that may result in college credit being granted. Students should check with their colleges to determine if credits are accepted. These exams are administered in May and must be ordered through the counselor or program facilitator.

Career and Technology

In the elective courses called career and technology courses, students prepare for college and careers. A sequence of courses moves a student from grade 9 through an associate degree program or beyond. Agreements, developed with local colleges, provide college credit for courses taken in high school if they pursue that course of study in college. After high school graduation, students who have completed a series of courses will have three options: (1) continuing their education in a four-year college using their skills to help pay the cost; (2) continuing their education in a technical or community college while using their skills to help pay the costs; or (3) becoming immediately employed and postponing further education for a few years. Students and parents needing more information are encouraged to contact the career and technology coordinator, Gayle Henson, at 254-765-3094.

Dual Credit

Students who have successfully completed the sophomore year may earn up to two units of credit toward high school graduation for college courses provided the requested college course is on the district's approved list and the student receives prior approval from his/her high school counselor. If the course requested is not on the district's approved list, the student will be responsible for submitting to the principal or counselor a syllabus that identifies the course objectives and the name of the college where it will be taught. Verification of the course will be determined by the District's Curriculum Department. ***Students must request that transcripts from the university/college be sent to the counselor***. ***See Mrs. Henson for the latest available courses***.

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Program Opportunities

More Ways to Earn College Credit Advanced Technical Credit (ATC)

Students can earn college credit for certain Career and Technology courses that can be claimed at any participating community college in Texas. The student must:

•Inform the course instructor and the counselor that they want to confirm enrollment in the course coded for state articulated credit.

•Successfully complete the course with a grade of 80 (3.0) or better as well as in any prerequisite courses.

•Enroll in a participating college within 15 months of high school graduation.

•Complete 6 additional, non-developmental college credit hours in any subject area. These hours may be satisfied before high school graduation by dual credit or qualifying scores on College Board Advanced Placement (AP) or CLEP examination scores.

•The college equivalent course must apply to the student's degree plan. A "T" after the course abbreviation on a student's transcript will identify the high school course as content-enhanced for college credit to the participating colleges.

Correspondence Courses

A student may complete high school course credits by successfully completing correspondence courses through the University of Texas or Texas Tech University. A maximum of four credits may be taken which count toward graduation. Students who wish to take correspondence courses must see their counselor for pre-approval and for confirmation. NCAA does not recognize correspondence courses.

Distance Learning

Distance education is the use of technology to overcome time, distance, and other barriers to address the needs of educators and individual learners. Under WISD policy EHDE, students in grades 9-12 shall be eligible to take district-approved distance learning courses and earn credit toward graduation. Prior to enrollment in a district-approved distance-learning course, a student shall submit an application to the counselor for approval to enroll in the course. A distance-learning course shall receive credit based on the 5-point GPA scale. Distance learning opportunities in Wortham ISD are provided by two-way videoconferencing technology. Distance learning courses may be offered when there is a shortage of a certified teacher, low enrollment in a course at a particular campus, and/or to fulfill additional instructional needs as they arise. In the event that a student has registered for a course which will be taught via distance learning the parents will be notified.

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Program Opportunities

Campus Student Services
Guidance counselors provide specialized services to students at each campus. Services include consultation to teachers, administrators, and parents, individual and group counseling, guidance services, and review of a student's social/emotional, behavioral, physical, and academic functioning.

Campus Student Support Team (CSST)
Student Support Services staff at each campus participate in the Campus Student Support Team (CSST) meetings to review individual student needs. The Team makes recommendations for changes it deems appropriate to assist a student who is experiencing any type of school related problem. Anyone may refer a student to the Campus Student Support Team. The Team may refer a student to any of a number of counseling groups provided at school, make recommendations for interventions in the classroom, or refer for an evaluation for eligibility for Special Education, Section 504, or the Dyslexia program.

Special Education
The special education department offers identified students with disabilities opportunities to develop abilities in the least restrictive environment. Locally developed courses with significant content modifications are available for students with disabilities who demonstrate significant cognitive delay and whose needs cannot be met through state approved courses. The ARD committee determines the course sequence for special education students as the graduation plan for each student is developed.

Dyslexia and Related Disorders
If a child is experiencing reading, writing, or spelling difficulties, the parent should first contact the child's teacher. Further concerns should be brought to the attention of the 504-campus coordinator, school counselor or principal for information on the District's Dyslexia program, and information regarding appropriate testing for reading disorders. For copies of the WISD Dyslexia Procedures and the Texas State Dyslexia Handbook see the building principals.

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Program Opportunities

Requirements for Graduation

Testing requirements are in place for students who are classified as 11th graders. These students are required to pass the English language arts, mathematics, science, and social studies sections of an exit level TAKS. The first time that students can take this test is in the spring of their 11th grade year. Students who are not successful on one or more parts of this test the first time will have the opportunity to retake the exam in accordance with the state testing schedule.

The 11th grade exit level test will cover material from the following academic subjects:
English language arts, including English III
Mathematics, including at least Algebra I and Geometry
Social Studies, including World Geography, World History, early American history and U.S. History and
Science, including physics and chemistry

Assessment of Knowledge and Skills (TAKS)

This is a state mandated test that measures academic competency in:
Grade 9 - reading and math
Grade 10 -English language arts, mathematics, science and social studies
Grade 11 - English language arts, mathematics, science and social studies. This is the exit level test required of students in the 11th grade. Meeting minimum expectations on all sections of the test has been required to receive a diploma since 2005.

All students who do not score 2200 or above any portion of the test may be required to attend a TAKS remediation class.

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Program Opportunities

Requirements for Graduation (cont)

Most students who receive special education services take the TAKS test. The Texas Education Agency has developed some alternative tests that may be considered for students with disabilities when appropriate. The ARD committee determines which test is appropriate for the student.

TAKS-Accommodated (TAKS-A) is a general assessment that is available to students served by special education who require specific accommodations.

TAKS-Modified is an alternative assessment based on modified academic achievement standards designed to meet the requirements of the federal No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). TAKS-M is administered at the student's enrolled grade level.

TAKS-Alternate (TAKS-ALT) is an alternative assessment for students with significant cognitive impairments that is based on alternative academic achievement standards. TAKS-Alt is also designed to meet the requirements of NCLB and IDEA. TAKS-Alt is aligned with the TEKS for the student's enrolled grade level.

Texas English Language Proficiency Assessment System (TELPAS)
Based on state law passed in 1999 and new State Board of Education rules, all students in grades 2 – 12 who are identified as LEP will take the TELPAS reading test. This includes students who are LEP-exempt from TAKS, LEP students taking TAKS in Spanish, and LEP students taking TAKS in English. LEP students served through special education will also participate unless their admission, review, and dismissal (ARD) committee exempts them on the basis that their disability prevents appropriate measurement on this type of test. LEP students will participate until they meet the LEP exit criteria. Based on the No Child Left Behind (NCLB) mandates, the TELPAS requires teachers of Limited English Proficiency (LEP) students to rate these students according to indicators set by the state in the following domains of English language in Grades K – 12: writing, listening, and speaking.

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Program Opportunities

End of Course Assessments (EOC)

In 2007 Senate Bill 1031 was enacted, which called for the development of "end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history." The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education. In addition, a student's score on each EOC assessment will be worth 15% of the student's final grade for that course.

Special Education Graduation Requirements

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), ß29.001 and ß29.003. A student receiving special education service who is younger than 22 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

(1) Graduation constitutes a release from services and is a change in placement. A student may be graduated according to the provisions specified in either paragraph (2), (3), or (6) of this subsection.

(2) A student receiving special education services may graduate upon satisfactorily completing the minimum academic credit requirements for graduation applicable to students in regular education, including satisfactory performance on the exit level assessment instrument.

(3) A student receiving special education services may also graduate upon the admission, review, and dismissal (ARD) committee determining that the student has completed requirements specified in the individual education plan (IEP), including minimum credit requirements, which have resulted in one of the following:

> (A) Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;

Special Education Graduation Requirements (cont.)

(B) Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
(C) Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.

(4) When considering graduation under paragraph (3) of this subsection, the ARD committee shall, when appropriate, seek in writing and consider written recommendations from appropriate adult service agencies and the views of the parent and, when appropriate, the student.

(5) Employability and self-help skills referenced under paragraph (3) of this subsection are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(6) A student receiving special education services may also graduate upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

(7) Students with disabilities who are eligible to take the exit level assessment instrument but have not performed satisfactorily are eligible for instruction in accordance with the TEC, ß39.024.

Other Testing Offered

Preliminary Scholastic Achievement Test (PSAT)

This is a 2 1/2 hour test that is a "practice" for the SAT. Any student may take this test; however, only the score made as a junior will be used to qualify for the National Merit Scholarship Program. Sophomores who wish to take this must register with the high school counselor no later than first week in September. The test is offered in October only. College credit may be earned in most areas. Students should check with their intended college to determine what tests and what grades are accepted.

Scholastic Aptitude Test (SAT) and American College Test (ACT)
Advanced Placement Examinations (AP) Texas

SATI and ACT are available to college-bound students. The SAT I is a general academic ***aptitude test*** and is used to predict students' abilities to do college level work. It is comprised of verbal and mathematics sections. The ACT is a general academic

Other Testing Offered (cont)

achievement test that consists of English, mathematics, reading, and reasoning tests. Many universities and colleges require one of these tests for entrance. Students should check with their counselor to determine what the entrance requirements are at the college they wish to attend. Testing dates will be posted by the counselor's office.

SAT II for College Placement

Some universities require the SAT II Achievement Tests as a part of their entrance requirements. Colleges in placing students in various courses use the scores. Students should check with the colleges of choice to determine which tests are required.

Texas Higher Education Assessment (THEA)

Texas Higher Education Assessment (THEA) is required for freshmen entering any Texas public community college or university. This is a test that measures competency in English/language arts and mathematics. Students may be exempt from the THEA by scoring well on TAKS, SAT, or ACT. Refer to the THEA website for more information. *(www.thea.nesinc.com)* or see your counselor for alternate tests and exemption scores.

Credit by Exam with No Prior Instruction

At the high school level, Credit by Exam with no prior instruction allows the student to obtain credit for core academic courses. This option is available only one time for each course. Award of credit (by semester) for courses is given if students score 90 or above on the exam. Exams for all academic courses are coordinated through the testing department. NCAA will not recognize courses given credit by exam. Students who are interested in earning credit by examination should see their counselor for approval and confirmation. Dates on which examinations are scheduled during the 2010-2011 school year will be arranged by the school counselor**.**

Validation Testing - Credit by Exam with Prior Instruction (CBE)

Students who have previous formal instruction and do not have credit in a course may earn credit by taking an approved examination. Students must have made at least a 60 in the course to take a CBE. This option is available only one time for each course. Only **two** credits may be earned toward graduation through this method. Students must score a 70 or above to receive credit, but it may not be used to gain UIL eligibility. There is a fee for some these examinations. Students from nonaccredited high schools and home schooling environments will be administered validation tests for the award of credit. These students may exceed the two unit limit. The grade on the validation test will be recorded on the transcript. Grade points will be awarded as determined by District guidelines. Students who are interested in earning credit by examination should see their counselor for approval and confirmation.

Graduation Plans

Wortham Independent School District

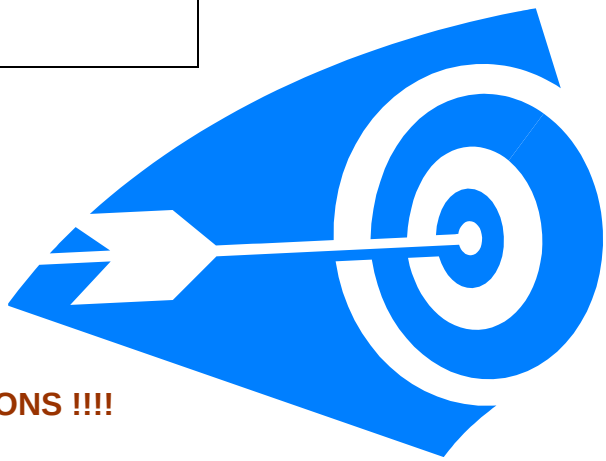
Top Ten % Gets You In

The Texas public college or university of your choice must automatically admit you if
1) Your grade point average places you in the top 10 percent of your high school class; The University of Texas will admit all eligible 2011 summer/fall freshman applicants who rank within the top 8%.
2) You apply no later than two years after graduating from a Texas high school;
3) You submit a completed application before the expiration of any filing deadline established by the college, and
4) You've completed the Recommended High School Plan or the Distinguished Achievement Plan.
Colleges and universities may also require an essay, letters of recommendation, admissions and placement tests, fees, and an official high school transcript. For more information, please check with your high school counselor or an admissions officer at the college or university you wish to attend.

Zero In on College and Career Goals

- Attend college nights and financial planning nights
- Begin visiting college campuses
- Become aware of admission policies for colleges
- Assess your interests
- Explore in-depth career web sites, job responsibilities and academic requirements for specific careers.

- Be on track for PSAT, SAT, ACT testing
- Check out planning guide insert for college readiness information
- Ask your counselor about Bridge's internet inventory to help discover career possibilities



ASK QUESTIONS !!!!

Graduation Plans

Wortham Independent School District

The following plans apply to students entering high school as freshmen in 2007- 2008 and the following years. In addition to these requirements, students must pass all four Exit Level TAKS tests.

The Recommended High School Program

English 4
Must consist of English I, II, III, IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only).

Mathematics 4
Must include Algebra I, Algebra II, Geometry, and at least one course from the following areas: · Math Models with Application (taken between Geometry and Algebra II) · Any Math course with Algebra II as a prerequisite

Science 4
One credit must be a biology credit (Biology, AP Biology) Two credits from (not more than one credit may be chosen from each area): IPC, Chemistry, Physics, and SBOE approved science course (TAC §74.63)

Social Studies 4
World Geography (1 credit), World History (1 credit),
U.S. History (1 credit), and Govt. & Economics (1 credit)

Foreign Language 2
Must consist of Level I and Level II in the same language

Physical Education 1
There is no longer a limit on PE substitutions such as athletics.

Health Education . . . . . ½
Or Health Science (one credit).

Speech . . . . . ½* per **SBOE** rule may count as an elective
Must be Communication Applications

Fine Arts 1
Band, Art, Theatre Arts, MusicTheory, Music History & Literature, or Art History

Electives 5

TOTAL CREDITS 26

Graduation Plans

Wortham Independent School District

The Distinguished Achievement Program

English 4
Must consist of English I, II, III, IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only). English 1301 & 1302 may be substituted for English III. English 2322 & 2323 may be substituted for English IV.

Mathematics 4
Must include Algebra I, Algebra II, Geometry, and at least one course from the following areas: Math Models with Application (taken between Geometry and Algebra II) · Any Math course with Algebra II as a prerequisite

Science 4
One credit must be a biology credit (Biology, AP Biology) Two credits from (not more than one credit may be chosen from each area): A chemistry credit (Chemistry or AP Chemistry), a Physics credit (Physics or AP Physics), and an additional approved laboratory-based science course. After successful completion of a Biology course, a Chemistry course, and a Physics course, a student may select the fourth required credit from any of the following laboratory-based courses: Earth and Space Science, Environmental Systems, Aquatic Science, Astronomy, Anatomy and the following CTE courses: Physiology of Human Systems, Scientific Research and Design, Engineering, Health Science Technology I, Health Science Technology II (pharmacy tech). Freshmen who take Integrated Physics and Chemistry (IPC), can count it as a state elective and graduate under the DAP if they take four additional lab-based science courses. IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school.

Social Studies 4
World Geography (1 credit), World History (1 credit), U.S. History (1 credit), and Govt. & Economics (1 credit)

Foreign Language 3
Must consist of Level I, Level II, and Level III in the same foreign language.

Physical Education 1

Health Education . . . . . ½
Or Health Science (one credit)

Technology Applications 1

Speech . . . . . ½* per **SBOE** rule may count as an elective
Must be Communication Applications

Fine Arts 1
Band, Art, Theatre Arts, Music Theory, Music History & Literature, or Art History

Electives 3

TOTAL CREDITS 26

Graduation Plans

Wortham Independent School District

DAP (cont)

A combination of four (4) additional Advanced Measures.

The PSAT may count as one (1) Advanced Measure only, while other Measures may be counted more than once.
The Advanced Measures are:

➡ **TEST DATA**

Score of 3 or above on the College Board Advanced Placement exam
Score on the PSAT that qualifies the student for recognition

➡ **COLLEGE COURSES**

Grade of "B" or better on courses that count for college credit, including:
(1) attending college campus courses in a dual credit program,
(2) attending classes at the high school that count for both college and high school credit, or
(3) completing a tech prep program that includes a prescribed sequence of courses.

➡ **ORIGINAL RESEARCH OR PROJECT**

A student may earn up to two (2) Advanced Measures for original research or projects. Prior approval for an Advanced Measure has been granted for the following areas when the published standard is met and documentation of the accomplishment is submitted:

•**Science:** Science Fair Project: 1st, 2nd, or 3rd place winners of any category (Phase II judging) at the Science Engineering Fair of Houston and approved state or national contests.
•**Music:** Texas All State Band, Choir, Orchestra or Jazz Ensemble Auditions (TMEA); Membership in one of the Texas All State musical organizations and performance at the TMEA State Conference State Solo Contest (UIL); A Division I rating on a solo at the Texas State Solo and Ensemble Contest.
•**Art:** State Visual Arts State Event: A Division I rating.

•**Speech/Debate:** Certified as state finalist in speech or a state elimination round competition in debate (KIL and/or Texas Forensic Association)
•**Theatre Arts:** Recipient of the "Best Actor/Actress Award" at the Regional or State level of University Scholastic League (UIL) One Act Play Competition.
•**Career and Technology Education:** Winning a state level competition with advancement on to a national level competition in a TEA sponsored Career and Tech Youth leadership organization.

Graduation Plans

Wortham Independent School District

The Minimum High School Program

Permission to graduate under the minimum high school program must be agreed to in writing and signed by the student, student's parent (or other person standing in parental relation to the student), and a school counselor or school administrator. Under HB 3, to graduate under the minimum high school program, students must:

⇒Be at least 16 years of age
⇒Have completed 2 credits required for graduation in each subject of the foundation curriculum; or
⇒Have failed to be promoted to the 10th grade one or more times as determined by the school district.
Students already in the minimum high school program do not have to meet the HB 3 requirements to enter the program, but must be given the choice of opting back into the recommended high school program.

The following plan applies to students entering high school as freshmen in 2007- 2008 and the following years.
In addition to these requirements, students must pass all four Exit Level TAKS tests.

English 4
Must consist of English I, II, III, IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II for immigrant students with limited English proficiency only).

Mathematics 3
Must include Algebra I, Geometry, and at least one course from the following areas: ·Algebra II, Math Models with Application (taken between Geometry and Algebra II) · Any Math course with Algebra II as a prerequisite

Science 2
One credit must be a biology credit and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC ,and then must use the second of these two courses as the academic elective credit.

Social Studies 4
World Geography (1 credit), World History (1 credit),
U.S. History (1 credit), and Govt. & Economics (1 credit)

Physical Education 1
To include Foundations of Personal Fitness. Limit of two credits.

Health Education . . . . . ½
Or Health Science (one credit)

Technology Applications 1

Speech . . . . . .½
Must be Communication Applications

Fine Arts 1
Band, Art, Theatre Arts, Music Theory, Music History & Literature, or Art History

Electives 9

TOTAL CREDITS 26

Graduation Plans

Wortham Independent School District

TAKS (TEXAS assessment of Knowledge and Skills)

The Texas Assessment of Knowledge and Skills or TAKS is the state assessment system put into place in 2002-2003. High School students in grades 9, 10 and 11 will take this test. The exit level TAKS tests for 11th grade assess English language arts, mathematics, science, and social studies, and require knowledge of Algebra I and Geometry, Biology and Integrated Chemistry and Physics, English III, and early American and United States History. Beginning with the 2003-2004 school year, students who were enrolled in Grade 8 or a lower grade on January 1, 2001, must fulfill testing requirements for graduation with the Grade 11 exit level TAKS tests.

TAKS – Grade 11 Exit Level Objectives

English Language Arts

1. The student will demonstrate a basic understanding of culturally diverse written texts.
2. The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.
3. The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
4. The student will, within a given context, produce an effective composition for a specific purpose.
5. The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
6. The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

Mathematics

1. The student will describe functional relationships in a variety of ways.
2. The student will demonstrate an understanding of the properties and attributes of functions.
3. The student will demonstrate an understanding of linear functions.
4. The student will formulate and use linear equations and inequalities.
5. The student will demonstrate an understanding of quadratic and other nonlinear ear functions.
6. The student will demonstrate an understanding of geometric relationships and spatial reasoning.
7. The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.
8. The student will demonstrate an understanding of the concepts and uses of measurement and similarity.
9. The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.
10. The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

Science

1. The student will demonstrate an understanding of the nature of science.
2. The student will demonstrate an understanding of the organization of living systems.
3. The student will demonstrate an understanding of the interdependence of organisms and the environment.
4. The student will demonstrate an understanding of the structures and properties of matter.
5. The student will demonstrate an understanding of motion, forces, and energy.

Social Studies

1. The student will demonstrate an understanding of issues and events in U.S. history.
2. The student will demonstrate an understanding of geographic influences on historical issues and events.
3. The student will demonstrate an understanding of economic and social influences on historical issues and events.
4. The student will demonstrate an understanding of political influences on historical issues and events.
5. The student will use critical thinking skills to analyze social studies information.

Graduation Plans

Wortham Independent School District

NCAA

Core Courses

· **Starting August 1, 2008, 16 core courses** will be required for **NCAA Division I only.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

· **14 core courses are required in NCAA Division II. See the breakdown of core-course requirements below.**

Test Scores

· **Division I** has a sliding scale for test score and grade-point average.

· **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.

· The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

· The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.

· **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

For more information, check the NCAA website www.ncaaclearinghouse.net

DIVISION I - 16 CORE-COURSE RULE -2008 and after

16 Core Courses:

4 years of English.3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/ philosophy).

DIVISION II - 2005 and after

14 Core Courses:

3 years of English.2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 years of additional English, mathematics or natural/physical science. 2 years of social science. 3 years of additional courses (from any area above, foreign language or no doctrinal religion/ philosophy).

WHS
Program Opportunities

English Language Arts

ENGLISH I– 9
Prerequisite: None
Students enrolled in English I continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students write in a variety of forms and edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English, producing final, error-free drafts. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students write to persuade report and describe. Students read extensively in multiple genres from world literature and learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work. Pre-AP/GT classes emphasize advanced reading, analytical reasoning skills and expository writing in preparation for the Advanced Placement exams in language and literature, and summer reading is required.

ENGLISH II– 10
Prerequisite: English I
Students enrolled in English II continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students will plan, draft, and complete written compositions on a regular basis, including reports and research projects. Students also edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English, producing final, error-free drafts. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinions, and personal forms of writing. Students read extensively in multiple genres from world literature. Students also learn literary forms and terms associated with selections being read. Pre-AP/GT classes emphasize advanced reading, language study, analytical reasoning skills and expository writing in preparation for the Advanced Placement exams in language and literature, and summer reading is required.

ENGLISH III– 11
Prerequisite: English II
Students continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students plan, draft, and complete written compositions on a regular basis, includes narrative, argumentative, and personal kinds of writing. Major emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract and the resume. Students read extensively in multiples genres from American literature and other world literature. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of a historical context on a literary work.

ENGLISH III–11 - Eng 1301/1302 dual credit (Advanced Placement)
Prerequisite: English II
Must see counselor and meet program and testing requirements to enroll
An Advanced Placement course in English composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Students become skilled writers who compose for a variety of purposes. This college composition course allows students to write in a variety of forms. As in the college course, students should have an understanding and demonstrated knowledge of standard English and be able to produce final, error-free drafts. The intense concentration on language aids students in understanding rhetorical and linguistic choices. This course may enable a student to advance place six hours of college credit. The focus of this course is preparation for successful completion of the AP Exam in May. Summer reading is required.

ENGLISH IV– 12
Prerequisite: English III
Students enrolled in English IV continue to increase and refine their reading, writing, listening, speaking, viewing and representing communication skills. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students compile information from primary and secondary sources and represent this research in a variety of ways. Students read extensively in multiple genres from British literature and other world literature, including classical and contemporary works. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. Students learn literary forms and terms associated with selections being read and interpret historical influences on the literary work.

ENGLISH IV– 12 - Eng 2322/2323 dual credit (Advanced Placement)
Prerequisite: English III
Must see counselor and meet program and testing requirements to enroll
An Advanced Placement English course in literature and composition engages students in the careful reading and critical analysis of imaginative literature. The college literature course allows students to write in a variety of forms and develop stylistic maturity. As in the college course, writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. This course may enable a student to advance place six hours of college credit. The focus of this course is preparation for successful completion of the AP exam in May. Summer reading is required.

READ RIGHT
Prerequisite: Administrative Approval
This course is an innovative approach to teaching reading that enables students with reading problems to eliminate them in a relatively short amount of time. This system integrates knowledge from brain research, learning theory and reading theory and is consistently successful in permanently eliminating reading problems.

CREATIVE AND IMAGINATIVE WRITING– 11-12
Prerequisite: English III or currently enrolled
Creative and Imaginative Writing is a rigorous composition course, requires a student to demonstrate skills in such forms of writing as essay, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the writing process, effectively applying the conventions of usage and the mechanics of written English. Students will evaluate their writing and learn how to critique published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. A portfolio is required of all students. It is recommended that students complete English III or be concurrently enrolled.

RESEARCH AND TECHNICAL WRITING– 11-12
Prerequisite: None
Research and Technical Writing provides an opportunity for students to develop skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This rigorous composition course requires high school students to research skillfully a variety of topics and present that information through a variety of media. Students analyze and discuss published and unpublished pieces of writing, and develop and apply criteria for effective writing. Students are expected to demonstrate an understanding of the writing process, effectively applying the conventions of usage and the mechanics of written English.

PRACTICAL WRITING– 9-12
Prerequisite: None
The course emphasizes skills in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar and the effective use of vocabulary. Students are expected to understand and demonstrate the writing process through a variety of written texts. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. Students who need additional help in passing state-mandated tests are encouraged to take this course.

WHS
Program Opportunities

THEATRE ARTS-UIL ONE-ACT PLAY

Theatre Arts classes allow students to develop internal and external personal resources, create through artistic collaboration, accept constructive criticism, relate theatre to its social context and form aesthetic judgments. Through multisensory experiences, students develop skills that lead to both creative expression, problem solving skills and an appreciation for the theatre as an art form.

THEATRE ARTS I — 9-12

Prerequisite: None

Theatre Arts I is a prerequisite for all other theatre arts courses in senior high school. The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Attendance at live productions may be required

ART

A $30 fee is required from all students enrolled in Art. The fee is due by the end of the first 3 weeks. Student art and activities will be limited until fee is submitted. Please submit fees to WISD art Department. Application for a waiver to this fee may be submitted to the instructor.

ART I – 9-12

Art I is a prerequisite for all other art courses.
This course has emphasis on comparing and contrasting the elements & principles of design, analyzing self and peer work using formal criticism and justifying decisions; using various media: design, drawing, painting, printmaking, and sculpture.

ART II – 9-12

Prerequisite: Art 1 or teacher approval

Students will study various ways to express the same idea using various media including: drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, photography, and computer-aided art. Students will use self and peer formal critiques on works in progress

ART III – 10-12

Prerequisite: Art I or teacher approval

Studies of significant painters and how the culture and/or art period influenced their style and subject are a major focus. This course provides students various ways to solve a visual problem; various media; self and peer critiques based on formal assessment; portfolio selection will also be addressed.

ART IV – 11-12
Prerequisite: Art I or teacher recommendation
*P*erspective techniques will be studied. More challenging media, study of contemporary and ancient art, and world cultures will inspire students and provides the serious art student techniques to strengthen personal style and design skills. It provides the serious development of personal interests and style in order to strengthen and develop the student's portfolio.

MUSIC

Music classes encompass the study of different styles of music with emphasis on student performance. All students are eligible to enroll if they have the desire to improve their performance skills and acquire a better appreciation and enjoyment of music. Both sacred and secular music are studied from a historical perspective. The enrollment is divided into classes selected and balanced by the instructor. Members of select groups may be required to purchase their own school approved performance uniforms. For specific cost at your school, please contact the music director. The names of the groups vary among schools. The number of bands or orchestras varies and is determined by the number of students enrolling and their placement by the teacher. Students enrolled in Marching Band may receive equivalent credit toward the P.E. requirement for fall semester participation.

BAND I & II — 9-12
Prerequisite: By audition
This course is designed for the student who has developed some proficiency in performance skills. Instrumental technique, creative expression and music theory are taught as each relates to performance. This band is involved in numerous performances and competitions. Placement in this course is by audition. Marching Band is required as a member of this class.

BAND III & IV — 9-12
Prerequisite: By audition
Advanced band is designed for the advanced wind and percussion students. Advanced instrumental technique, creative expression and musical interpretation are taught as each relates to performance. Music is varied each year to expose students to different contemporary, modern and classical wind literature. Students are involved extensively in competitions and performances throughout the year. Placement in this band is by audition. Marching Band is required as a member of this class.

JAZZ ENSEMBLE — 9-12
Prerequisite: By Audition
Students have initial exposure to playing jazz and improvisation techniques. Exploration of styles and rhythms utilized in American jazz through performance are the focus of this course. Students must be a member of another regular band class to enroll in jazz ensemble. (Exception: piano, bass, guitar, drums)

MUSIC THEORY — 9-12
Prerequisite: Students must be able to read music.
Students learn the fundamentals of music notation, scale structure, intervallic relationships, simple part writing, chord structure and ear training. This is a nonperformance course.

Foreign Language

SPANISH I — 9-12
Prerequisite: None
Students will develop skills in listening, speaking, reading and writing Spanish while learning to appreciate and understand the culture of Spanish-speaking countries. Students will progress toward a novice skill level as they are introduced to the Five Program Goals of the TEKS for Languages Other than English: Communication, Cultures, Connections, Comparisons and Communities. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.

SPANISH II— 9-12
Prerequisite: Spanish I
This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills within the five Program Goals of the TEKS for LOTE. Students continue to expand their knowledge of Hispanic language and culture. Students function at a novice-mid to novice-high level of proficiency, depending on their background, but they begin to show signs of intermediate-low level of proficiency. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.

SPANISH III — 9-12
Prerequisite: Spanish II
This course provides students with opportunities to work toward an intermediate level of proficiency in speaking and listening, as well as expand their reading and writing skills within the five Program Goals of the TEKS for LOTE. There is a more in-depth study of Hispanic culture and Spanish-speaking people throughout the world. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing.

WHS
Program Opportunities

Math

ALGEBRA I — 9-12

Prerequisite: 8th grade math

This course serves as a foundation for all higher level mathematics courses. It focuses on the development of functions and the understanding of functional relationships. Students investigate algebra through problem-solving in real-world situations. Students will participate in developing tables, coordinate graphing, algebraic analysis and linear and quadratic equations and their graphs using appropriate technology.

GEOMETRY — 9-12

Prerequisite: Algebra I

This course is an introduction to plane, solid, and coordinates geometry as a deductive science. It builds on algebraic foundations and connects to the real world through a variety of applications and settings. Students have regular and appropriate access to technology as they work with geometric constructions, coordinate graphing, algebraic analysis, and computation. Students do research on special topics in the honors class.

ALGEBRA II — 10-12

Prerequisite: Algebra I, Geometry

This course is an extension of the study of the real number field. Rational, irrational, and complex number sets; matrices including sequences and series; polynomial functions; and conics are studied. It is recommended that students complete Geometry before enrolling in this course or be enrolled concurrently in Geometry.

MATHEMATICAL MODELS WITH APPLICATIONS — 11-12

Prerequisite: Algebra I, Geometry

In this course, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems. Students will model and solve real-life problems involving money, data, chance, patterns, music, design, and science. Students will use a variety of representations, tools, and technology to link modeling techniques with mathematical concepts to solve applied problems. For 2011 graduates and thereafter, if selected, must be taken prior to Algebra II.

PRE-CALCULUS — 11-12

Prerequisite: Algebra II and Geometry

This course includes development of higher-level mathematics skills. Trigonometric functions; vectors and matrices; complex numbers; functions and their graphs; infinite series; conic sections; and limits are stressed in this course.

CALCULUS AB (Advanced Placement) —11-12
Prerequisite: Pre-calculus
This is an advanced placement course in mathematics.
This course includes applications of limits and derivatives; integration; special functions; infinite series. It is an introductory course with elementary functions. It generally provides the avenue for a student to advance place in one semester of calculus in college. The focus of this course is preparation for successful completion of the AP Exam in May.

Science

NOTE: Curriculum requirements for students entering grade 9 in the 2007-2008 school year and thereafter require that students must successfully complete a biology course and two credits from IPC, a chemistry course, and/or a physics course before selecting the fourth required credit from any of the options listed on page 33-35 of this program guide.

The science program prepares students to acquire knowledge through hands-on experiences that stimulate the natural curiosity that exists within us all. It should provide each student with opportunities to explore, experiment, and apply problem solving strategies within a supportive environment. It should enable students to make value judgments on societal issues and participate in a technologically advancing world.

BIOLOGY— 9-10
Prerequisite: None
Biology is the study of life. This course includes the study of the structures and functions of living organisms, energy transformations, comparative survey of life processes; diversity of life, and the interdependence of organisms and their environment. Investigations emphasize process skill development and safe manipulation of laboratory apparatus and materials in the field and laboratory. Pre-AP/GT Biology will include content and skill developed to prepare students to take Biology AP

INTEGRATED PHYSIC & CHEMISTRY (IPC) — 9-10
Prerequisite: recommended for 10 grade students
Integrated Physics and Chemistry includes laboratory and field investigations, use of scientific methods during investigation, and making informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

WHS
Program Opportunities

CHEMISTRY—10-12
*Prerequisite: Biology **and** concurrent enrollment in Algebra II recommended. Honors level **must have** concurrent enrollment in Algebra II.*
Chemistry includes the study of the structure, composition and behavior of matter, as well as factors that affect the interaction of matter. Laboratory investigations enhance the emphasis of process skills and laboratory safety. Students may apply chemical knowledge to problem solving, classifying matter, quantifying chemicals, and predicting chemical phenomena. Students use decision making and critical thinking to propose possible solutions in the study of issues concerning science and technology. Pre- AP/GT Chemistry will include content and skill development to prepare students for Chemistry AP.

PHYSICS —11-12
Prerequisite: Biology, Chemistry or IPC, and Algebra II.
This course is the study of the physical world including matter and energy and their interactions. It will focus on using basic concepts, equations, and assumptions to describe the physical world, solve problems and make predictions about a broad range of phenomena. The topics included are kinematics, dynamics, conservation of energy and momentum, heat, electrostatics, electricity, magnetism, electromagnetic induction, waves, light, sound, the photoelectric effect and the atom. Laboratory investigations emphasize development of process skills and safe manipulation of laboratory apparatus and computer instrumentation.

PHYSICS (Pre-AP/GT)—11-12
Prerequisite: Biology, Chemistry, or IPC and concurrent enrollment in Pre-Calculus.
This course provides an overview of the relationship between matter and energy. Areas of study will include matter, energy, electricity, motion, force, heat, light, and sound. Laboratory investigations emphasize development of procedures, classification and measurement skills predicting outcomes, and application of physics to daily life. Safe manipulation of lab apparatus or computer instrumentation will be emphasized.

ANATOMY and PHYSIOLOGY OF HUMAN SYSTEMS—11-12
Prerequisite: and Biology, Physics & Chemistry.
This course is designed to extend the student's knowledge and understanding of the human body in respect to its structure and function. This course is highly lab-oriented and teaches proper dissection techniques as well as various physiological phenomena. This course is recommended for students interested in medically-related careers or health care fields.

AQUATIC SCIENCE—11-12
Prerequisite: Biology. Physics & Chemistry
This course is a study of marine and freshwater habitats and their support of life through application of biology, chemistry, physics, geology, meteorology and aquatic resources as they relate to the environment. Maintenance of aquaria can be used in solving problems arising in the operation of fisheries, aquatic farms, waste disposal, and sanitation and water supply. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab should provide each student with opportunities to explore, experiment, and apply problem solving strategies within a supportive environment. It

ENVIRONMENTAL SYSTEMS—11-12
Prerequisite: Biology. Physics & Chemistry,
This course emphasizes the impact of major changes in the environment and critical environmental issues as related to society and technology. Such issues as pollution, ecology, energy conservation, nuclear waste, and depletion of natural resources are studied. Emphasis of these topics is given to relationships and responsibilities of humans to their environment and resources in and around their community. Student investigations will emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials in the lab.

Social Studies

WORLD GEOGRAPHY — 9
Prerequisite : None
This course is a comprehensive study of geography and cultures that examines the interaction of land, people, and climates of selected regions of the world. Involvements in group and individual research activities as well as problem solving activities are expected of students in this course.

WORLD HISTORY — 10
Prerequisite : None
Students gain knowledge of significant events and contributions from the prehistory period and early civilizations to the present day, as well as the development of eastern and western cultures. Students are responsible for group and individual research projects, outside readings, presentations and problem solving activities on historical issues and current events.

UNITED STATES GOVERNMENT — 12
Prerequisite: None
The primary emphasis of this course is the study of the structure and function of government and the development of political behaviors and philosophies. Civil rights and civil liberties, state and local governments and comparative governments are included. Students are expected to examine current governmental issues and events through group and individual activities**.**

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS —12
Prerequisite: None
This course emphasizes the United States economy and role of free enterprise with additional focus on demand, supply and the market. Money and banking and the consumer in a market economy are emphasized,

Specialized Programs

PEER ASSISTANCE AND LEADERSHIP (PAL) I -II — 11-12
Prerequisite: Application and interview with approval by a committee.
Students learn leadership skills in goal-setting, communication, peer listening, group dynamics, project planning and implementation. Techniques and skills needed to provide programs to their peers that increase motivation, self-esteem, and student involvement are investigated. Enrollment in PAL is contingent upon approval by the counselor and instructor and possibly references from other teachers on staff. Students learn mentoring skills and assist with mentoring of elementary age students. Students earn 1 state elective credit.

BUSINESS SUPPORT SYSTEM — 12
Not for graduation credit
Prerequisite: Senior status with a sufficient number of credits to graduate.
The course includes training in daily functions of the office to which the student is assigned.

HEALTH EDUCATION — 9-12
Prerequisite: None
The goal of health education is for students to demonstrate an understanding of the components of personal wellness. The health education curriculum is designed to help adolescents develop knowledge, attitudes and skills to make responsible decisions and act in ways that prevent disease and reduce health related risk behaviors. The curriculum

includes content in the areas of alcohol/drug abuse prevention skills, safety and cardiopulmonary resuscitation (CPR), human growth and development, personal and social development, dating violence, nutrition and diet control, fitness and mental health and communicable and noncommunicable diseases.

INTERACT CLUB
Prerequisite: Selection based on screening process
This class is for 9-12th grade students who are interested in a service club for young people ages 14-18. Emphasis is on developing local and international service projects. Interact Club offers many opportunities for members to develop valuable leadership and teamwork skills. Each club carries out local service projects that benefit its community or school such as fundraisers fro a variety of causes, blood drives, benefit concerts, and visits to nursing homes, orphanages, and homeless shelters. Projects expand an understanding of the world and promote goodwill.

Speech

PROFESSIONAL COMMUNICATIONS - 9—12
Prerequisite: None
Professional Communications is a one semester course. Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This course is required for graduation.

Physical Education

Students participating in athletics are required to have a physical every year and required to be in an athletic physical education class.

PHYSICAL EDUCATION I - FOUNDATIONS OF PERSONAL FITNESS
The basic purpose for 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. One of the course objectives is for students to design their own personal fitness program

PHYSICAL EDUCATION II
Prerequisite: Foundations of Physical Fitness1/2 unit Individual Sports
In this course students 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 are major objectives of this course.

ATHLETICS 1, 2, 3, & 4

Students participating in athletics are required to have a physical every year and required to be in the athletic physical education class.

Prerequisite: Coach/sponsor approval (SBOE rule allows certain physical education substitutions such as athletics. There is not a limit at this time on the number of physical education substitutions that may be counted toward the total number of graduation requirements.)
This course includes competitive UIL. Individual and team sports. Fair play and sportsmanship are included. After 2 units are earned, credit is awarded as local credit.

Activities designated as athletics include:

BOYS- *Football, Basketball, Baseball, Track, Tennis, Golf, Cross Country,*

GIRLS- *Volleyball, Tennis, Basketball, Golf, Track, Cross Country, Softball.*

WHS

Technical Education

Focus on Your Future!

Students today are bombarded with the question. “After you graduate, what are you going to do?” It’s hard to answer that question if you haven’t had the opportunity to explore careers. The Technical Education Center offers programs that give students the chance to explore careers and leave high school with viable skills to enter the work force; earn credit and enter a community college, and / or enter a four year program using their skills to earn money to pay college expenses.

Technology Careers for You in the 21st Century!

Students choose courses for their academic year based on a four-year plan approved by a school counselor. The process utilizes a course selection sheet, which is commonly known as a choice sheet. The choice sheet is typically distributed during a student's spring semester. For example, a student would choose the courses for their 10th grade year in the spring of their 9th grade year. The six-year plan process is an individual planning system, which is used to guide a student as he/she plans, monitors, and manages their own educational, career, personal and social development. The six-year plan provides focus, direction, and serves as a guide for student registration during course selection each year. This will help students to make a connection to the courses they take and to develop skills for career areas of interest. During the process, the student completes an academic plan, assesses their credits and courses in progress and plans for the future. The plan is reviewed and updated each year reflecting upon progress and encouraging future planning. It is a process that includes fulfilling the requirements of graduation in the context of postsecondary plans and career goals.

Career Directions

Tech Prep is designed for counselors, administrators, teachers, parents and students to use as a guide for providing plans that include Career and Technical Education (CTE) courses correctly sequenced. The appropriate courses that lead to each specified career are listed and categorized according to career clusters. Career Clusters and Career Pathways The Career and Technical Education Department of Wortham ISD utilizes the following career clusters: Career clusters are broad areas of study, which are based on students' career goals and are designed to provide assistance in course selection throughout high school. Career clusters are made up of related occupations/ careers that

are grouped based on similar interests and aptitudes. All clusters include a variety of occupations that require different levels of education and training. Selecting a career cluster provides students with areas of focus, along with flexibility. On the following pages are examples of career pathways within the career clusters and several courses students may choose. For more details regarding course descriptions, course credits, pre-requisites, whether the course may substitute for a P.E. credit, Tech-Prep or as a Technology credit. Check your student's course selection sheet for courses available on his/her campus. Students who are interested in courses that are not available at their campus should see their counselor regarding the possibility of attending Career and Technical classes at a secondary campus. Transportation to another campus may not be available.

Career Clusters and Career Pathways

The Career and Technical Education Department of Wortham ISD utilizes the following career clusters:

- Agricultural Science Technology
- Computerized Business/Office • Marketing Education
- Trade and Industrial Education
- Family and Consumer Sciences
- Technology Education

Agricultural Science and Technology Education

Occupations within this cluster are related to agriculture, the environment, natural resources, including aquaculture production, horticulture, floral design, landscape design, equine, animal science and wildlife.

Computerized Business/Office Technology

Occupations in this cluster are related to the business environment, developing effective oral and written communications, preparing and analyzing business records, operating appropriate equipment, utilizing software, and working in teams.

Family and Consumer Sciences Education

Occupations within this cluster are related to teaching, preparation for parenting, early childhood development and guidance, family economics, nutrition, safety and sanitation, interior design, food production and management, catering, professional baking, culinary arts, and hospitality.

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Health Science Technology Education
Occupations within this cluster are related to the promotions of health and the treatment of disease in humans or animals. Emphasis is placed on safety, communication skills, research, ethical and legal responsibilities, teaming, systems, and the technology utilized in health care.

Marketing Education
Occupations within this cluster are based on the foundations of economics, human resources, and marketing concepts. These foundations are necessary to understand and apply the functions of marketing, advertising, distribution, retail, sales, financing, pricing, product planning, promotion, purchasing, operations, information, and risk management.

Technology Education
Occupations within this cluster encourage students to extend their capabilities by solving problems, investigating, and experiencing the application, production, assessment, research, and design of products, services, and systems. These may include technologies that involve engineers, programmers, computer/ electronic technicians, animators, architects, media developers, drafters, and graphic artists/designers.

Trade and Industrial Education
Occupations within this cluster are related to technologies necessary to install, customize, build, upgrade, and support physical systems and services based on industry standards.

Focus on your Future!

Tech-Prep and College Credit Option with Local Community College

How well students perform in high school will determine their performance in our increasingly competitive job market. High school students now have the option of choosing a career-oriented program that offers them the chance to take technical courses for college credit. The aim of the high school Tech-Prep program is to prepare students with the advanced training and life-long skills required for employment and education beyond high school. High school education is no longer enough to be competitive in the job market. Tech-Prep integrates applied academics, career education and work-based leaning. It is very important that students choose a course of study that will prepare them to meet academic and career goals. Tech-Prep programs will meet student's career goals in planning their course of studies under all of the TEA graduation plans. Tech-Prep is a process of planning a coherent sequencing of courses beginning in elementary and continuing through two years of post-secondary education. Students have opportunities to earn college credit in the Tech-Prep programs with local community colleges through signed Articulation Agreements in place with a post-secondary institution.

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Students enrolled in the Tech-Prep program can change their sequence of courses if they decide to change their career concentration plan. The Tech-Prep program will not tie a student down to one particular area. This allows students a chance to explore their options in high school rather than invest a fortune at a college changing majors. The Tech- Prep plans included in this document have articulation agreements in place between the Wortham Independent School District and the local community colleges. Additional plans are underway and will be sent to counselors as they are completed.

EARN COLLEGE CREDIT with
Career and Technical Education Tech-Prep Plans

Many Career and Technical Education courses are part of a Tech-Prep six (6) year sequence of courses which can be taken for college credit leading to an Associate Degree and beyond. College hours are awarded only after successful completion of all of the following : •all courses on the Tech Prep plan for their specialty •high school graduation that reflects successful completion of rigorous academics •enrollment at the college •a minimum of 12 credit hours at that college in their area of specialization.

Computer Technology

PRINCIPLES OF INFORMATION TECHNOLOGY — 9-12
This is a "must have" course not only for college business, but also for personal use. Software applications include the essential word-processing and spreadsheets, skills needed on a daily basis. Learn to reach your audience with dynamic multi-media and eye-catching publications through presentation and desktop publishing software. Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

JOURNALISM I — 9-12
Prerequisite: None
Historic and contemporary role of mass print media in the United States is studied. Basic features of journalism and journalistic writing, purposes and characteristics of newspaper pages/sections, and current trends in format and publishing techniques are explored. Graphics, design, layout and the printing process for newspapers and magazines are pursued. Students are also introduced to marketing techniques.

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS — 9-12

Prerequisite: none

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

DIGITAL & INTERACTIVE MEDIA — 10-12

Prerequisite: Principles of Information Technology

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

ENTREPRENEURSHIP — 9-12

Prerequisite: Recommended Principles of Business, Marketing, and Finance

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help student understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

PROFESSIONAL COMMUNICATIONS – 9-12

Prerequisite: None

This course blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communications. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

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Agriculture Science & Technology

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES 9-12
Prerequisite: None
This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices and expectations in agriculture. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

LIVESTOCK PRODUCTION — 10-12
Prerequisite: None
To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills in a variety of settings. Animal species to be address in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

SMALL ANIMAL MANAGEMENT — 9-12
Prerequisite: None
To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

EQUINE SCIENCE (Horses) — 10-12
Prerequisite: None
Equine science is the study of horses, donkeys, and mules. These are the suggested animals which may be included in the course of study, but are not limited to only these. Students study the history of horses from prehistoric times to present day. Breeds, selection, nutrition, health and management of horses are also studied as well as rodeos and other horse related activities. Several horse judging contests are held during the semester.

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT— 9-12
Prerequisite: None
This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. The student will know the scientific basis for wildlife management. The student executes various natural resource enhancement techniques using scientific knowledge from the study of environment and wildlife.

HORTICULTURE SCIENCE – 10-12
Prerequisite: None
This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. This course prepares students to produce, process, and market horticulture plants used principally for ornamental, recreation, and aesthetic purposes and to establish, maintain, and manage horticultural enterprises. Students will have the opportunities to: acquire knowledge and skills related to horticulture systems and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Students study how to produce greenhouse and nursery plants. A plant collection is maintained by students. Garden and flower beds around the school are maintained. Seasonal displays are made by the students.

LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT - 10-12
This course is designed to develop an understanding of landscape and turf grass management techniques and practices. The student identifies environmental, aesthetic, and financial benefits of landscaped sites, performs landscape business procedures, prepares cost estimates, and analyzes the cost and maintenance of tools, equipment, structures used in the landscape industry, and turf grass establishment and maintenance techniques.

AGRICULTURAL POWER SYSTEMS – 11-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Students acquire technical knowledge and skills related to power, structural and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.

AGRICULTURAL FACILITIES DESIGN AND FABRICATION -11-12
Prerequisite: Principles of Agriculture, Food, and Natural Resources
To prepare for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. The student demonstrates principles of facilities design and fabrication related to agricultural structures, plans, construct, and maintains fences, corrals, and other agricultural enclosures, constructs agricultural structures using appropriate technology, and demonstrates metal construction techniques related to agricultural design and fabrication.

ADVANCED PLANT AND SOIL SCIENCE -12
Prerequisite: Principles of Agriculture, Food, and Natural Resources. May count as the 4th year science.
Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. The student for at least 40% of instructional time, conducts field experiments, laboratory investigations, or approved supervised experience programs using safe, environmentally appropriate, and ethical practices.

Government and Public Administration

Principles of Government and Public Administration – 9-12
Prerequisite: None
This course introduces students to foundations of governmental functions and career opportunities within the United States. Students will examine governmental documents such as the United State Constitution and the Bill of Rights. Students compares the similarities and differences that exist among the US system of government and other political systems, explores rights guaranteed the US Constitution; recognizes the difference between personal and civic responsibilities; recognizes the importance of voluntary individual participation in the US democratic society.

Family & Consumer Science Education

INTERPERSONAL STUDIES — 10-12
Prerequisite: Principles of Human Services
This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

LIFETIME NUTRITION AND WELLNESS — 10-12
Prerequisite: Principles of Health Science
This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CULINARY ARTS -10-12
Prerequisite: Lifetime Nutrition and Wellness
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

PRACTICUM IN CAREER AND TECHNICAL EDUCATION -12
Prerequisite: This is a capstone experience for students participating in a coherent sequence of career and technical education courses in any of the Career and Technology Clusters.
The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employments, independent study, internships, assistantships, mentorships, or laboratories.

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Advanced Technical Credit (ATC)

The Advanced Technical Credit (ATC) Program is an advanced placement program for students interested in preparing for college and a technical career that requires postsecondary education. Students can earn credit for certain Career & Technical courses that can be claimed at any participating community college in Texas. The student must: Inform the course instructor and the counselor that they want to confirm enrollment in the course coded for state articulated credit. Successfully complete the course with a grade of 80 (3.0) or better as well as in any prerequisite courses. Enroll in a participating college within 15 months of high school graduation. Complete 6 additional, non-developmental college credit hours in any subject area. These hours may be satisfied before high school graduation by dual credit or qualifying scores on College Board Advanced Placement (AP) or CLEP examination scores. The college equivalent course must apply to the student's degree plan.

College Credit

A "T" after the course abbreviation on a student's transcript will identify the high school course as content-enhanced for college credit to the participating colleges.
** Career and Technical students are encouraged to complete as many courses in the Recommended High School Program as possible. There are many possible variations of these plans using many different combinations of methods to earn college credit in high school. Wortham Independent School District

Career guidance and counseling is the key to the development of successful graduation plans that help each student achieve his or her goal. To see your guidance counselor contact: Gayle Henson, (gayle.henson@ worthamisd.org or 254-765-3094)

For more information concerning:
Student Programs and/or Course Requirements. . . . . Gayle Henson
Phone: 254-765-3094