Olton High School

Curriculum Catalog

2022-2023

7th and Avenue G
Olton, TX 79064
806-285-2691
www.oltonisd.net

Olton High School
Curriculum Catalog

Olton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing educational services. The Superintendent has been designated to coordinate compliance with the nondiscrimination requirements of Title IX.

This booklet has been designed as a concise, yet comprehensive introduction to the opportunities available at Olton High School. Take some time to consider the courses that will best suit your individual needs. Pay particular attention to the requirements for the different graduation plans. You must meet these requirements in addition to successfully completing the STAAR End Of Course Tests.

As you choose your courses, please keep in mind your career plans as well as the prerequisites required to enroll in a class. Teachers and the counselor will recommend courses, but the final decision rests with the student and parent. Classes will be formed and schedules developed by the selections students make.

Retain this booklet for future use and reference. It will be a valuable tool in planning your secondary education. Check with colleges you plan to attend to find out current requirements for admission so that you can plan your high school courses to meet these college requirements.

GENERAL INFORMATION

THE FOLLOWING CRITERIA LISTED BELOW WILL BE USED TO DETERMINE CLASS RANK, TOP TEN PERCENT, AND THE HIGHEST RANKING STUDENT.

Class Ranking

Graduates shall be ranked in the following order:

1. Valedictorian (highest average)
2. Salutatorian (next highest average)

- Members of the Class of 2018 and after must meet course requirements for the Distinguished Program to be recognized as top ten percent.

Any student of the graduating class who has a 90 average for the academic curriculum courses will be designated as an honor student.

To be eligible for valedictorian or salutatorian, a student must have completed two consecutive years (4 semesters) at Olton High School and must have followed the Foundation + Endorsement Graduation Plan.

Grade Point Average (GPA) Criteria

The GPA is a measure of the students' total academic performance beginning in the ninth grade. The grade point averages are calculated by adding the grade points earned for each course and dividing by the total number of courses. Ranking will be updated at the end of each semester. An early computation will be done for seniors upon completion of the fifth six weeks of the Spring Semester.

All grades earned in classes that are recognized by the state of Texas or Olton ISD as a requirement for graduation will be included in this calculation. These courses have a valid state identification number and students will follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit will not be included in this calculation.

Beginning in the class of 2025:

- Students taking accelerated courses in English II and US History will be scored on the 6.0 grading scale
- Pre-Calculus, Anatomy and Physiology, Spanish III, and Spanish IV will be scored on the 6.0 grading scale.
- Students will be eligible for courses on the 6.0 grading scale only if the course falls within their sequence and is offered for their classification.
- Students cannot retake a course, whether it was failed or passed, to receive accelerated credit.

Beginning with the class of 2026:

- Students taking accelerated courses in Algebra I, Biology, English I, and English II, and US History will be scored on the 6.0 grading scale only if the course falls within their sequence and is offered for their classification
- Pre-Calculus, Anatomy and Physiology, Spanish III, and Spanish IV will be scored on the 6.0 grading scale only if the course falls within their sequence and is offered for their classification.
- Students cannot retake a course, whether it was failed or passed, to receive accelerated credit.
- All dual credit and/or AP courses will be scored on the 7.0 grading scale

A weighted grade point system is used for determining class rank. College level, Accelerated, and AP courses will receive weighted points for GPA. The scale below will be used:

Grade	Regular Courses	See Course Descriptions Above	See Course Descriptions Above
100	5.0	6.0	7.0
99	4.9	5.9	6.9
98	4.8	5.8	6.8
97	4.7	5.7	6.7
96	4.6	5.6	6.6
95	4.5	5.5	6.5
94	4.4	5.4	6.4
93	4.3	5.3	6.3
92	4.2	5.2	6.2
91	4.1	5.1	6.1
90	4.0	5.0	6.0
89	3.9	4.9	5.9
88	3.8	4.8	5.8
87	3.7	4.7	5.7
86	3.6	4.6	5.6
85	3.5	4.5	5.5
84	3.4	4.4	5.4
83	3.3	4.3	5.3

82	3.2	4.2	5.2
81	3.1	4.1	5.1
80	3.0	4.0	5.0
79	2.8	3.8	4.8
78	2.6	3.6	4.6
77	2.4	3.4	4.4
76	2.2	3.2	4.2
75	2.0	3.0	4.0
74	1.8	2.8	3.8
73	1.6	2.6	3.6
72	1.4	2.4	3.4
71	1.2	2.2	3.2
70	1.0	2.0	3.0
Below 70	0	0	0

Grade Scale: 90-100 A; 80-89 B; 70-79 C; 0-69 F

College Plans

Students who plan to attend college are encouraged to follow the Foundation + Endorsement Program. Various tests are required for college entrance as well as scholarships:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) may be taken during the sophomore or junior year.
- Scholastic Assessment Test (SAT) and the American College Test (ACT) can be taken at any time during the student's high school career. Many colleges recommend that students take the SAT and/or the ACT in the spring semester of the junior year.
- The Texas Success Initiative (TSI) is taken at the end of the junior year or as needed to meet college entrance requirements.

Credit for Courses

In order to earn credit for a class, a student must be present for at least 90 percent of the days in which the course is offered and earn a grade of 70 or above.

Credit will be issued upon completion for self-paced courses taken through PLATO, correspondence, or other means; six weeks grades will not be issued for those students who are enrolled FULL TIME in the Options program.

Credits Required for Graduation

Students entering high school in 2014-2015 and thereafter
Foundation High School Program – 26 Credits

English Language Arts	**4.0 Credits**
English I, II, III & 1 Advanced English	
Mathematics	**3.0 Credits**
Algebra I, Geometry, & 1 Advanced Math	
Science	**3.0 Credits**
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	**3.0 Credits**
World Geography or World History, US History, Government & Economics	
Foreign Language	**2.0 Credits**
Fine Arts	**1.0 Credit**
Physical Education	**1.0 Credit**
Business Information Management (local requirement)	**1.0 Credit**
Speech (local requirement)	**.5 Credit**
Electives	**7.5 Credits**
Total Credits	**26.0 Credits**

Foundation + Endorsement Plan – 26 Credits

English Language Arts	**4.0 Credits**
English I, II, III & 1 Advanced English	
Mathematics	**4.0 Credits**
Algebra I, Geometry, 1 Advanced Math, & 1 additional math	
Science	**4.0 Credits**
Biology, 1 lab-based science, 1 Advanced Science, & 1 additional science	
Social Studies	**3.0 Credits**
World Geography or World History, US History, Government & Economics	
Foreign Language	**2.0 Credits**
Fine Arts	**1.0 Credit**
Physical Education	**1.0 Credit**
Business Information Management (local requirement)	**1.0 Credit**

Speech (local requirement)	**.5 Credit**
Electives	**5.5 Credits**
Total Credits	**26.0 Credits**

*****Credits must meet curriculum requirements for one endorsement (STEM, Business & Industry, Public Services, Arts & Humanities, Multi-disciplinary)**

Distinguished

A student may earn a DISTINGUISHED level of achievement by successfully completing:

- **4 Credits in Math (must include Algebra II)**
- **4 Credits in Science**
- **Curriculum requirements for at least one endorsement**

A student must earn the "DISTINGUISHED" level of achievement and be in the top 10% to be eligible for Top 10% Automatic Admission.

"OPTIONS" Foundation Program – 22 Credits

English Language Arts	**4.0 Credits**
English I, II, III & 1 Advanced English	
Mathematics	**3.0 Credits**
Algebra I, Geometry, & 1 Advanced Math	
Science	**3.0 Credits**
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	**3.0 Credits**
World Geography or World History, US History, Government & Economics	
Foreign Language	**2.0 Credits**
Fine Arts	**1.0 Credit**
Physical Education	**1.0 Credit**
Business Information Management (local requirement)	**1.0 Credit**
Speech (local requirement)	**.5 Credit**
Electives	**3.5 Credits**
Total Credits	**22.0 Credits**

Grade Level Status for UIL Eligibility

High school students shall be classified for UIL eligibility on the basis of credits earned as indicated below. After ninth grade, students are classified according to the number of credits earned. This classification has no application to graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)

10	Grade 11 (Junior)
15	Grade 12 (Senior)

Progress Reports

Progress reports will be issued at the three week point of each six weeks grading period. Progress reports will be mailed home if a student's average is below 75 in any class. All other progress reports will be issued to the student.

Report Cards

Report cards are mailed the week after the end of each six weeks grading period.

State of Texas Assessments of Academic Readiness (STAAR)

Students entering high school in 2011-2012 and later will be administered the STAAR End of Course Tests in the following subjects:

English I
English II
Algebra I
Biology
U.S. History

The STAAR EOC tests are required and each student must meet state standards in order to be eligible to graduate from high school.

Dual Credit Courses

The Early Admissions and Dual Credit Program at South Plains College allows selected students to enroll in college-level courses and earn college credit while in high school. In certain cases, these college credit courses can be applied toward the student's high school credit requirements for graduation. Enrollment in dual credit courses other than those offered and approved by Olton ISD must be approved by the principal.

EARLY ADMISSIONS refers to the process which allows students the opportunity to enroll in college-level courses at South Plains College and receive college credit upon successful completion of the course.

DUAL CREDIT refers to the granting of high school graduation credit for college courses taken at South Plains College. The policies of the local independent school district govern the granting of such credit.

CONCURRENT ENROLLMENT refers to a cooperative agreement between South Plains College and the local independent school district. Students participating in

concurrent enrollment classes are enrolled in a course which satisfies both high school and college-level requirements.

Qualifying for Early Admissions

In order to participate in these programs, high school students must meet certain guidelines. Eligible students must:

- Pass the portion of the STAAR required for the course requested.
- Have an overall 80 average or above in completed high school courses.
- Have permission of parents and the high school principal.
- Meet college entrance requirements.
- Submit an Application for Admission and Dual Credit Early Admission Form with approval signatures from the high school principal and student's parents.
- Submit an official high school transcript.
- Submit an Olton ISD Dual Credit Agreement form.

Enrollment Requirements

Once a student has been accepted for early admission for dual credit or college credit, he or she is subject to additional requirements in order to assure the student success in the college courses and in order to maintain the integrity of the program. These other requirements include the following.

- Students accepted for early admissions will be admitted under the college's conditional entrance policy. Admission status will change to "high school graduate" upon graduation from high school.
- Assessment will be required prior to actual enrollment in a course. Assessment is Pass the portion of the STAAR required for the course requested.
- Achieved through ACT/ SAT test scores when available or through college-administered assessment tests. Required levels of assessment have been identified for all courses and must be met before a student will be allowed to enroll in the course.
- All college guidelines regarding curriculum, evaluation of the course, class requirements and attendance will be followed.
- Olton ISD currently pays for tuition and books for dual credit students. If funds become unavailable, the regular college tuition and applicable fees will be charged to each student.

Awarding of Credit

Upon completion of the course, students will earn college credit which will be immediately transcripted. Grades below 70 are considered failing grades at high school due to Texas Education Agency policy.

Failure of a dual credit course may result in the student being placed on Academic Probation or Academic Suspension by South Plains College. A student that fails a dual credit course could lose the privilege of taking further dual credit courses.

UIL Eligibility

Students who take dual credit courses are still eligible for UIL competition provided:

- Early admissions students who participate in UIL events must meet all requirements for full-time high school attendance.
- The student remains enrolled in the college course to completion. Students who drop a college course are subject to forfeiting UIL eligibility.

UIL participation should be closely monitored by the high school counselor/principal.

How to Enroll

1. Students wishing to participate should talk with their parents and high school counselor before enrolling. Then, the student must obtain a Dual Credit Early Admissions Form from the high school counselor and have the form signed by a parent and their high school principal. Students return the Early Admissions form, complete TSI requirements, a high school transcript, and a completed South Plains Enrollment Application to South Plains College.

2. Meet passing standards on TSI or meet exemption criteria through ACT/SAT scores. **All testing requirements for enrollment will be announced by the district.**

3. Students will be enrolled in the classes through the SPC website. This will be done prior to the first week of classes at OHS.

4. Olton ISD will pay for no more than 4 dual credit courses during any one semester. A student may enroll in more than 4 dual credit courses during a semester, but only courses paid for by the district will be calculated for class rank and GPA. Olton ISD will not pay for dual credit courses taken during the summer and those courses will not be included in class rank and GPA calculations.
5. Students need to realize that the same procedure will need to be followed (with the exception of the testing) for the spring semester. Currently, students taking

College Pre-Calculus do not have to register in the fall, but will register for the spring semester.

SPC Dual Credit Courses
(other courses available; subject to change)

SPC Course	SPC Course Name	SPC Credits	High School Equivalent
AGRI 1329	Principles of Food Science	3	Food Processing
ARTS 1301	Art Appreciation	3	Art I, Art Appreciation
MUSI 1306	Music Appreciation	3	Music Appreciation I
*ENGL 1301	English Composition I	3	English III (1st semester)
*ENGL 1301	English Composition I	3	English IV (1st semester)
*ENGL 1302	English Composition II	3	English III (2nd semester)
*ENGL 1302	English Composition II	3	English IV (2nd semester)
*ENGL 2332	World Literature I	3	English IV (1st semester)
*ENGL 2333	World Literature II	3	English IV (2nd semester)
SPCH 1315	Public Speaking	3	Public Speaking, Professional Communications
*SPAN 1411	Beginning Spanish I	4	Spanish III (1st semester)
*SPAN 1412	Beginning Spanish II	4	Spanish III (2nd semester, Spanish III outright)
*MATH 1314	College Algebra	3	Independent Study in Math 1
*MATH 1316	Plane Trigonometry	3	Independent Study in Math 2
*MATH 2412	Pre-Calculus	4	Pre-Calculus
*GOVT 2305	Federal Government	3	Government
*GOVT 2306	Texas Government	3	Social Studies Advanced Studies

*ECON 2301	Principles of Macroeconomics	3	Economics
*HIST 1301	US History I	3	US History (1st semester)
*HIST 1302	US History II	3	US History (2nd semester)
*PSYC 2301	General Psychology	3	Psychology
PSYC 2314	Lifespan Growth & Development	3	Human Growth & Development
*SOCI 1301	Intro to Sociology	3	Sociology
BCIS 1305	Business Computer Applications	3	Business Information Management (BIM I)

(* denotes Honors course)

Olton High School Course Syllabus – (Subject to change)

Agricultural Science – Career & Technical Education Courses

Principles of Agriculture Food and Natural Resources 1.0
Prerequisite: None 9th -12th
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Livestock Production 1.0
Prerequisite: None 10th-12th
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. In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Agricultural Mechanics and Metal Technologies 1.0
Recommended Prerequisite: Principles of Ag 10th-12th
Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power,

structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication (Advanced Course) 1.0
Recommended Prerequisite: Ag Mechanics and Metal Technologies 11th-12th
In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication (Advanced Course) 1.0
Recommended Prerequisite: Ag Mechanics and Metal Technologies 11th-12th
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Horticulture Science (Advanced Course) 1.0
Prerequisite: None 10th-12th
Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Wildlife, Fisheries & Ecology Management (Advanced Course) 1.0
Prerequisite: None 9th-12th
To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. 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.

Range Ecology and Management (Advanced Course) 1.0
Prerequisite: None 10th-12th
To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

Practicum in Agriculture, Food, and Natural Resources **2.0**
Prerequisite: Principles of Ag **11th-12th**
The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. 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 employment, independent study, internships, assistantships, mentorships, or laboratories.

Art

Art, Level I , II, III, and IV **1.0**
Prerequisite: None for Art I **9th-12th**
Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills.

Band

High School Band I, II, III, IV and Applied Music I, II, III, IV **1.0**
Prerequisites: None for Band I/Applied Music I **9th-12th**
Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Business

Principles of Business, Marketing, and Finance **1.0**
Prerequisites: None. **All Levels**
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of

goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. (CTE course: Business Management and Administration**)**

Business Information Management I **1.0**
Prerequisite: Keyboarding proficiency **All Levels**

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. *This course is a TECH PREP course. By taking business courses or other technology applications courses and completing this course in the junior or senior year, the student may be able to articulate this course for college credit in a Texas program. To do this students must maintain an average of "80" or above.* (CTE course: Business Management and Administration**)**

Business Information Management II **1.0**
Prerequisite: Keyboarding proficiency & BIM I **All Levels**

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. (CTE course: Business Management and Administration)

Accounting I **1.0**
Prerequisite: Principles of Business, Marketing, and Finance **10, 11, 12**

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information. (CTE Course: Finance)

Business Management **1.0**
Prerequisite: None **10, 11, 12**
Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

English

English I (Accelerated) **1.0**
Prerequisites: **Freshman Level**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the English I offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

English I **1.0**
Prerequisites: **Freshman Level**
In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected

to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English II (Accelerated) **1.0**
Prerequisites: **Sophomore Level**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the English II offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes. Accelerated Courses are weighted on a 6.0 Grade Scale

English II **1.0**
Prerequisites: None **Sophomore Level**

In English II, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English II students read extensively in multiple genres from world literature, learning forms and terms associated with selections being read.They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English III **1.0**
Prerequisites: None **Junior Level**

In English III, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English III, students practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English III students read extensively in multiple genres from American literature. Students learn forms and terms associated with selections being read and are able to interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English IV **1.0**
Prerequisite: None **Senior Level**

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

College English [Dual Credit]
(Online Course) **1.0**
Prerequisites: Eng. I, II, and TSI exemption or passing TSI score **11-12 Grades**

Students taking these two courses (first and second semester) must have either met the TSI Testing requirement or be TSI exempt. These courses can take the place of English III or IV and will result in credit towards both a high school and college transcript. Details for these courses are typically outlined and determined by the professor assigned through South Plain College. *This course is weighted; see scale on page 2.*

College Prep English **1.0**

Prerequisite: English I, II, III **12th Grade**
Students will engage in reading, writing, listening and speaking skills that are necessary for students making the transition from high school to college/university.

Family and Consumer Sciences

Principles of Human Services **1.0**
All Levels

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Lifetime Nutrition and Wellness **.5**
All Levels

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that Copyright © Texas Education Agency, 2017. All rights reserved. 87 of 137 promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Interpersonal Studies **.5**
All Levels

Interpersonal Studies 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.

Dollars and Sense (First Semester) **.5**
All Levels

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

Human Growth and Development **1.0**
Recommended prerequisite: Principles of Education and Training **10-12**
Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

Introduction to Culinary Arts **1.0**
Prerequisites: None. **All Levels**

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will also provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Fashion Design **1.0**
Prerequisites: None. **All Levels**
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction

Industrial Arts

Principles of Construction **1.0**
Prerequisite: None. **9-12**
Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I (WW1) **1.0**
Prerequisite: None **9-12**
In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II (WW2) **1.0**
Prerequisites: Construction Technology I **10-12**
In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Introduction to Welding **1.0**
Prerequisites: Algebra I **9-12**

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I **2.0**
Prerequisites: Algebra I or Geometry and Introduction to Welding **11,12**

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Construction Management **2.0**
Prerequisite: Completion of a coherent sequence in a program area related to the field of Construction Management. **Senior Level**

Instruction may be delivered through laboratory training or through career preparation delivery arrangements.Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom.

Engineering Design and Presentation **1.0**
Prerequisites: Geometry **10-12 Grades**

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Architectural Design **1.0**
Prerequisite: Engineering Design and Presentation **11-12 Grades**
In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Building Maintenance Technology **1.0**
Prerequisite: **All Grades**
In Building Maintenance Technology, students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and Heating, Ventilation, and Air Conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems.

Career Prep I & II **2.0**
Prerequisite: None **11-12 Grades**
Students are allowed two years to be a part of the working world as a student learner. They must meet acceptance criteria of being a junior or senior, maintaining passing grades in all subjects, meeting credit requirements, and having a good citizenship record before being allowed to work up to two hours or class periods of the school day at their employment training station. The entry-level skills taught in the classroom will be transferable to any area of employment. Students may be involved in health, office, agriculture, marketing, business or career and technology education.

Mathematics

Mathematic Models with Applications **1.0**
Prerequisites: None **9-11 Grades**
Students taking this course will use algebra and geometry skills to model real-life situations. Students will study patterns and analyze data. Students learn to create spreadsheets and charts. Students work with payroll, taxes, investments, and banking. Students learn about probability. They will study growth and decay models in areas of population, biology, and ecology. They will study symmetry and perspective drawings in art and architecture.

Algebra I (Accelerated) **1.0**
Prerequisites: **Freshman Level**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the Algebra I offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

Algebra I **1.0**
Prerequisites: None **All Levels**

This course is the foundation for all upper level mathematics. The student will learn to work with positive and negative numbers, rational and irrational numbers, fractions and integers, squares and square roots. Variables will be used to represent unknown quantities and the student will learn to write and solve equations that model real life situations. The student will use data to construct tables and draw graphs of linear and quadratic models. The student will also interpret slope and intercepts and transformations of graphs as well as investigate laws of exponents and patterns of factoring. Additionally, students will learn to use the TI graphing calculator. A graphing calculator is recommended for this class.

Geometry **1.0**
Prerequisites: Algebra I **All Levels**

Geometry is the study of the earth's measurements. Students will study lines, segments, rays, and angles as well as convex and concave polygons. They will study congruencies and similarities and understand their effect on architecture and art. Then, students will investigate circles and classify angles, triangles, and quadrilaterals. They will learn properties of right triangles. Additionally, students will study and derive formulas for finding areas and volumes of basic figures. Students enrolled in this course will need rulers, protractors, and a compass for constructions and measuring.

Algebra II **1.0**
Prerequisites: Algebra I **10-12 Grades**
This course combines Algebra I and Geometry skills. The students will expand their knowledge of numbers to include imaginary and complex numbers. Then, students will study matrices and systems of equations and inequalities. Additionally, the student will sketch and analyze transformations of graphs of linear, quadratic, cubic, exponential, and logarithmic equations.

Pre-Calculus **1.0**
Prerequisites: Alg. I, Geom., Alg. II **11-12 Grades**
This course builds on algebra and geometry skills in preparing students for calculus. Students will use algebraic and graphical methods to solve polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. They will also study maximums, minimums, and end-behavior of graphs. Additionally, students will learn to use parametric and polar equations; and work with motion problems and conic sections. Students will analyze and solve vector and magnitude problems. A graphing calculator is required for this course.

Algebraic Reasoning **1.0**
Prerequisites: Algebra I **10-12**
This course builds on algebra I in preparing students for precalculus. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

AP Calculus **1.0**
Prerequisites: Pre-calculus **11-12 Grades**
This is a beginning calculus class, emphasizing basic calculus concepts such as limits, differentiation and integration methods and techniques, the Fundamental Theorem of Calculus, and the area and volume under curves. The main focus is to prepare the students to be successful on the AP Calculus exam. There will be extensive prep. time required of the student outside of class. Taking the AP Calculus exam will be required. *This course is weighted.*

College Dual Credit Algebra and Plane Trigonometry **2.0**
Prerequisites: Alg. II and TSI exemption or passing TSI scores. **11-12 Grades**
Each course is a semester course offered through South Plains College. Students will complete college level algebra and plane trigonometry concepts required by South Plains College. College level textbooks will be used. An enrollment fee along with book charges is the responsibility of the student and is paid to South Plains College. Each of these courses allows a student to receive high school credit and three college hours for each course completed successfully. *This course is weighted.*

College Dual Credit Pre-Calculus **1.0**
Prerequisites: Alg. II and TSI exemption or passing TSI scores. **11-12 Grades**
This is a year-long course provided for college semester credit. This college level course meets the TEKS and college requirements for information presented. As with all dual credit courses, after successfully completing this course, high school credit and four hours of college credit can be earned. All fees charged by South Plains College for tuition and books are the responsibility of the student. *This course is weighted.*

Physical Education and Health Education

Health Education **0.5**
Prerequisites: None **All Levels**
This course is required by the state during the high school career. Students will study primarily the physical dimensions of health education as they relate to the study of body systems and the senses of the body. Proper care of one's body including appropriate exercise, nutrition, and personal hygiene will be integral parts of the course. Students will also study the social dimensions of health education. Emphasis will be placed on the effects of drug abuse (including tobacco and alcohol) on society. Students will be taught safety and first aid practices as well as prevention of a communicable disease. The goal of this course is to give the students lifelong health skills, to carry with them for the rest of their lives.

Physical Education **1.0**
Prerequisites: None **All Levels**
This course is worth ½ credit per semester. This is designed to give students the overall picture of how the body works. It deals with the proper techniques of stretching and how to work certain muscle areas the proper way. Topics of study include fitness and wellness, safe and smart play, benefits of physical activities, cardiovascular fitness, fat control, muscular endurance, strength and flexibility, stress, fitness and your future, and choosing nutritious foods. The students will perform proper ways to stretch, warm-up and cool-down before competing. Students will learn proper activities that will benefit them for their future.

Boys' and Girls' Athletics **1.0**
Prerequisites: None **All Levels**
Students enrolled in athletics will develop their bodies both mentally and physically. The coaches in charge of each individual sport will teach discipline, hard work, and teamwork. Students will be expected to adhere to all athletic rules and regulations as set forth by Olton ISD. Students elect to join athletics; therefore, athletics is looked at as a privilege. Students must be aware that if they quit athletics in the middle of a semester or are asked to leave athletics, they will not receive credit in that class or any replacement class for that semester.

Science

Biology I (Accelerated) **1.0**
Prerequisites: **Freshman Level**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the Biology offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

Biology I **1.0**
Prerequisites: None **Grade 9**

This course is designed to challenge students in the following aspects: conducting field and laboratory investigations, usage of scientific methods during investigations, and making informed decisions using critical-thinking and scientific problem solving skills. . Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Integrated Physics and Chemistry (IPC) **1.0**
Prerequisites: Biology **9-10**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Chemistry I **1.0**
Prerequisites: Biology and Algebra I **10-11 Grades**

In chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical

stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Physics **1.0**
Prerequisites: **11-12 Grades**
Successful completion of IPC/Biology, Chemistry, Algebra I, and Geometry OR dually enrolled in Algebra II or Trigonometry
In this physics course students conduct field and laboratory investigations, use scientific method during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

Environmental Systems **Grade 12** **1.0**
Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics
Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Anatomy & Physiology of the Human Body **Grade 12** **1.0**
Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics
Anatomy and physiology are separate, yet related, subjects associated with health, medicine and biology. Students can expect to cover the following topics: human body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system and a unit on human reproduction.

Forensics **1.0**
Prerequisites: Biology & Chemistry **11-12 Grades**
Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Spanish

Spanish I **1.0**
Prerequisites: None **All Levels**
Students begin their study of Spanish by learning a basic "survival" vocabulary so they will be able to introduce themselves and greet others, count (in order to buy necessities and tell time and dates for appointments), and have simple conversations about the weather, their families, sports and other pastimes, and ask and answer questions. Students also study aspects of Spanish culture in Spain, Latin America, and the United States. It is very important to lay the foundation for proper use of the language. This course will study verb tenses and basic verb conjugations as well as proper use of articles. Students will speak, read, and write in basic Spanish.

Spanish II **1.0**
Prerequisites: Span. I **All Levels**
Students will continue to expand their vocabularies in order to speak and write about more complex tasks than in the first year. Verb tenses not previously learned are introduced (as well as subjunctive mood). Further study of aspects of Spanish culture in Spain, Latin America, and the United States is presented. Emphasis is on listening and reading comprehension skills with practice also in speaking and writing in Spanish.

Spanish III **1.0**
Prerequisites: Span. I, & Span. II **11-12 Grades**
This course is an advanced study of Spanish and will concentrate on improving proficiency in listening, speaking, reading, and writing. Vocabulary will be increased and previously learned structures will be reviewed and practiced so that the student can understand and express ideas that are increasingly complex. Students will explore some Spanish literature, and more aspects of Spanish culture will be studied.

Spanish IV **1.0**
Prerequisites: Span. I, Span. II, Span. III
Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner.

<u>Speech</u>
Communications Applications **0.5**
Prerequisites: None **All Levels**
This course is a semester course required by the state for graduation. Communication applications help students to develop effective communication skills. Students enrolled in communication applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal professional presentations. Each student will be required to give several oral presentations to the class.

Social Studies

World Geography **1.0**

Prerequisites: None **All Levels**

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

World History **1.0**

Prerequisites: None **All Levels**

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

US History (Accelerated) **1.0**

Prerequisites: **Freshman Level**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A

conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.

- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the US History offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

United States History **1.0**

Prerequisites: None **All Levels**

The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

American Government **0.5**

Prerequisites: None **Senior Level**

This course introduces students to the basic elements of American Government. Students will examine civil rights and liberties and the role of citizens in the political system. Further, students will discuss in-depth the legislative, executive, and judicial branches of the government. Additional topics for discussion may include an examination of public policies and an analysis of state and local governments. Students will be expected to be successful in taking notes. Students must successfully complete this course in order to graduate.

Economics (Free Enterprise) **1.0**
Prerequisites: None **Senior Level**
This course provides a basic introduction to the study of economics. It examines major markets with respect to the degree of competition within each type and how this affects buyers and sellers. Students will also examine the roles of labor, government, and financial institutions in the American economy. Additional topics for discussion may include unemployment, poverty, wealth, and global economies. Students must successfully complete this course in order to graduate.

Technology Applications

Web Mastering **1.0**
Prerequisites: Technology TEKS grades 6-8, Keyboarding proficiency **All Levels**
This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students within an ethical framework will be the webmasters for the class, school, or district, participating in a real global community of learners and collaborators.

Computer Science **1.0**
Prerequisite: Algebra 1 **10-12 Grades**
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Foundations of Cybersecurity **1.0**
Prerequisite: None **9-12 Grades**
Cybersecurity is an evolving discipline concerned with safeguarding computers, networks, programs, and data from unauthorized access. As a field, it has gained prominence with the emergence of a globally-connected society. As computing has become more sophisticated, so too have the abilities of malicious agents looking to penetrate networks and seize private information. By evaluating prior incidents, cybersecurity professionals have the ability to craft appropriate responses to minimize disruptions to corporations, governments, and individuals.

Other Electives

Graphic Design and Illustration **1.0**
Prerequisites: Art I or equivalent **10-12 Grades**
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
(CTE course : Arts, Audio/Video Technology, and Communications)

ACT/SAT Preparation **(LOCAL) 0.5**
Prerequisites: None **11-12 Grades**
This is a semester course designed to review students in the four core curricula as well as reading, test taking strategies, and information about the ACT and SAT tests. Computer applications programs are used extensively.

Yearbook **1.0**
Prerequisites: Teacher approval **All Levels**
This class produces the Olton ISD yearbook each year. The students need to have creativity, writing skills, and problem solving skills. Typing and computer skills are also good to have, but these can be developed as the class progresses. The students are taught photography, page composition, and journalistic styles of writing. The class requires the students be able to attend school events, summer workshops, and advertising sales campaigns. Students will need to be responsible and trustworthy and be willing to give a high level of commitment to finishing the yearbook for publication, even into the summer months.

Student Aide **(LOCAL) 1.0**
Prerequisites: Teacher approval **12th Grade**
Students assist office staff or teachers with tasks.

Olton High School Accelerated Course 22-23 Guidelines:

Which Accelerated Courses are available for 22-23 School Year:

- English I EOC
- English II EOC
- Algebra I EOC
- Biology EOC
- US History EOC

Purpose:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

Base Requirements to Qualify:

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- Both the parent/guardian and student are required to attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

Exit Criteria: Once a student has started an Accelerated Course, the following criteria must be met in order to move back to a regular course section:

- Parent/Guardian and Student set up a meeting with the teacher of the Accelerated Course, and collaborate to develop an action plan to help support the student's success in the course prior to any consideration by principal to grant the request.

2022-2023 Dual Credit Agreement Between Students, Parents and Olton ISD

We understand that Olton ISD has agreed to pay for up to four dual credit courses per semester through South Plains College.

If a student fails a course, he/she will be required to reimburse Olton ISD in the amount that Olton ISD paid South Plains College for the course as well as books, access code, supplies, etc.

A student that decides to drop a course must obtain the official South Plains College Drop Form from the high school counselor, complete it, and turn it back in to the high school counselor. The counselor will then submit the form to South Plains College. A student who drops a course will be required to reimburse Olton ISD in the amount that Olton ISD paid South Plains College for the course as well as books, access code, supplies, etc.

If a student is performing poorly in a class and he/she does not drop the course prior to the drop date, we understand that he/she will not be able to drop the class and must accept the grade received from the professor and we understand that it will be on his/her permanent college record. We also acknowledge that we are aware that not all dual credit courses are considered honors and can affect eligibility under no pass/no play rules. Cost for **one** college class: **3 hours $150; 4 hours $200** (approximate cost; subject to change)

Date Fall Semester

- September 14th (12 th Class Day - class part of permanent record)
- December 1st (Last Day to Drop a Fall Class)

Date Spring Semester

- February 1st (12th Class Day - class part of permanent record)
- April 27th (Last Day to Drop a Spring Class)

_____ Student Signature _____ Date

_____ Parent Signature _____ Date

_____ Olton Official Signature _____ Date