2016-2017

Academic Planning Guide

Highland Park High School
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214.780.3700

http://hs.hpisd.org

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Counselor H-La ........................................................ Helen Evans
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Grade Point System

Texas State Law and HPISD district policies relating to courses, grading, and grade point average are reviewed from year to year with regard to the awarding of weighted credit.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Category I AP courses &amp; courses that require AP Pre-Requisite</th>
<th>Category II Pre-AP, Honors &amp; TAG Courses</th>
<th>Category III All other courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 &amp; above</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>93-96</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td>90-92</td>
<td>4.6</td>
<td>4.1</td>
<td>3.6</td>
</tr>
<tr>
<td>87-89</td>
<td>4.4</td>
<td>3.9</td>
<td>3.4</td>
</tr>
<tr>
<td>83-86</td>
<td>4.2</td>
<td>3.7</td>
<td>3.3</td>
</tr>
<tr>
<td>80-82</td>
<td>4.0</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>77-79</td>
<td>3.8</td>
<td>3.3</td>
<td>2.8</td>
</tr>
<tr>
<td>73-76</td>
<td>3.6</td>
<td>3.1</td>
<td>2.6</td>
</tr>
<tr>
<td>71-72</td>
<td>3.4</td>
<td>2.9</td>
<td>2.4</td>
</tr>
<tr>
<td>70</td>
<td>3.0</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>60-69</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 60</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Characteristics of Category I, II & III Courses:

Category I:
These courses begin with analysis, critical thinking and application of prior knowledge requiring the students to synthesize content knowledge throughout the course. These courses are structured around fast-paced discussions, extensive writing and reading and a workload typical of a collegiate course. The assessments in these courses require a student to demonstrate a greater depth and breadth of understanding of course content and may include essays, open-ended problems, independent projects or research, and frequent free response assessments. Students may be required to learn concepts and complete multiple assignments simultaneously. The students will be required through class discussion, assignments and assessment to be able to apply knowledge to new and unknown scenarios.

Category II:
Category II courses are designed for students who intend to matriculate to an AP class or for students who are prepared to perform at a level beyond a typical high school student. Assignments will include a significant amount of initial instruction and a higher level of application than a Category III course. Category II courses are often sequential in nature, requiring students to focus on in-depth analysis and application within a specific subject area. Students are expected to possess strong oral and written communication skills which will be further developed over the course. Students will be expected to work at an accelerated pace within a collaborative environment and to spend time outside of class to be prepared for learning and class discussion. Students will be asked to extrapolate their understanding of material, beyond a contextual understanding of the subject. Assignments and assessments will be a combination of fact-based questions, application of knowledge and more in-depth questions requiring critical thinking.

Category III:
These courses build upon background knowledge and skills in order to develop a thorough understanding of the content. The learning progresses from basic levels of comprehension to higher levels of cognition; assessments are reflective of this progression. These courses are structured with an emphasis on teacher guided discussions and are designed to increase students’ abilities to analyze and synthesize new information. Student workload is typical for a grade-level appropriate course at Highland Park High School.
**Non-GPA Course Exemptions (EIC)**

Students having two years of program participation in athletics/P.E. courses, varsity cheer, Belles dance, the performing arts, debate and journalism and a GPA at or above 3.9 as determined by the three-semester transcript may elect a numerical non-GPA option for the third year of participation.

Students having three years of program participation in athletics/P.E. courses, varsity cheer, Belles dance, the performing arts, debate and journalism and a GPA at or above 3.9 as determined by the five-semester transcript may elect a numerical/non-GPA option for the fourth year of participation.

Students will not be allowed to drop courses with a year-long program commitment and retain the numerical non-GPA option.

Students must declare intent to elect numerical/non-GPA option by the end of the tenth day of instruction each school year. Request forms must be delivered in person to the HPHS Registrar.

Students are limited to not more than two numerical/non-GPA status credits, one in 11th grade and one in 12th grade. Students may not elect numerical/non-GPA status or receive Honors credit if electing technology credit for a journalism course.

Request forms for the non-GPA option are available under Forms and Publications on the Counseling page of the HPHS website - http://hs.hpisd.org/Departments/Counseling/FormsPublications.aspx.

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**Graduation Requirements**

Under House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor, high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet graduation requirements.

To receive a diploma and to participate in graduation ceremonies, the student must:
- Complete one of the Highland Park High School graduation programs
- Complete at least 50 hours of community service
- Meet passing requirements on the State of Texas Assessments.

The five assessments under HB 5 include Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. History.
## Graduation Requirements

### Students entering high school prior to 2014-2015

**Recommended High School Program**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0*</td>
</tr>
<tr>
<td>(Algebra I, Geometry, Algebra II)</td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>World History</td>
<td>1.0</td>
</tr>
<tr>
<td>United States History</td>
<td>1.0</td>
</tr>
<tr>
<td>United States Government</td>
<td>.5</td>
</tr>
<tr>
<td>Economics</td>
<td>.5</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>2.0**</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
</tr>
<tr>
<td>(Biology, Chemistry, Physics)</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>(or equivalent)</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts (Art, Music, Theatre &amp; Dance)</td>
<td>1.0</td>
</tr>
<tr>
<td>Communication Applications</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>26.0</td>
</tr>
</tbody>
</table>

* Four years of math are required. Credit earned for Algebra I and/or Geometry in middle school may be counted as high school math credits.

** Two of the same Language Other Than English credits are required by the State for the Recommended Program. Highland Park High School recommends three credits for selective college admissions. The Distinguished Achievement Program requires three (3) credits of the same Language Other Than English.

An exception to the Recommended High School Program may be granted through the approval of an ARD or SST Committee.

See page 7 for Distinguished Achievement Program Requirements.
### Graduation Requirements

**Students entering high school prior to 2014-2015**

**Minimum High School Program**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics (Algebra I, Geometry, additional math course)</td>
<td>3.0</td>
</tr>
<tr>
<td>World Geography</td>
<td>1.0</td>
</tr>
<tr>
<td>World History</td>
<td>1.0</td>
</tr>
<tr>
<td>United States History</td>
<td>1.0</td>
</tr>
<tr>
<td>United States Government</td>
<td>.5</td>
</tr>
<tr>
<td>Economics</td>
<td>.5</td>
</tr>
<tr>
<td>Science <em>(IPC, Biology)</em></td>
<td>2.0</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0</td>
</tr>
<tr>
<td><em>(or equivalent)</em></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts (Art, Music, Theatre &amp; Dance)</td>
<td>1.0</td>
</tr>
<tr>
<td>Communication Applications</td>
<td>.5</td>
</tr>
<tr>
<td>Electives</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>24.0</td>
</tr>
</tbody>
</table>

*If a student elects to replace IPC with either Chemistry or Physics, the academic elective must be the other of these two science courses.

An exception to the Recommended High School Program may be granted through the approval of an ARD or SST Committee.
The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to college work. Professionals in the arts, sciences, business, and industry or in community service judge other measures.

Requirements: Students must complete the Highland Park High School Recommended Graduation Plan, earn three (3) credits of the same Language Other Than English and receive any combination of four of the following advanced measures (examples: 2 AP examinations, 1 college course, 1 research project or 4 AP examinations).

**Original Research/Project**
- judged by a panel of professionals in the field which is the focus of the project; or
- conducted under the direction of mentor(s) and reported to an appropriate audience.

**Test Data**
- a score of 3 or above on the College Board Advanced Placement examination; or
- a score of 4 or above on an International Baccalaureate examination; or
- a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholarship Program of the College Board; or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

**College Courses**
- a grade of 3.0 or higher on courses that count for college credit, including tech prep programs.
### Graduation Plan

<table>
<thead>
<tr>
<th></th>
<th>Foundations</th>
<th>Foundation + Endorsement</th>
<th>Distinguished Level of Achievement + Endorsement Eligible for Top 10% Automatic Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• English I</td>
<td></td>
<td>• English I</td>
<td>• English I</td>
</tr>
<tr>
<td>• English II</td>
<td></td>
<td>• English II</td>
<td>• English II</td>
</tr>
<tr>
<td>• English III</td>
<td></td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td>• An advanced English course</td>
<td></td>
<td>• An advanced English course</td>
<td>• An advanced English course</td>
</tr>
<tr>
<td></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• English I</td>
<td></td>
<td>• English I</td>
<td>• English I</td>
</tr>
<tr>
<td>• English II</td>
<td></td>
<td>• English II</td>
<td>• English II</td>
</tr>
<tr>
<td>• English III</td>
<td></td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td>• An advanced English course</td>
<td></td>
<td>• An advanced English course</td>
<td>• An advanced English course</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• Algebra I</td>
<td></td>
<td>• Algebra I</td>
<td>• Algebra I</td>
</tr>
<tr>
<td>• Geometry</td>
<td></td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td>• An advanced math course</td>
<td></td>
<td>• An advanced math course</td>
<td>• An advanced math course</td>
</tr>
<tr>
<td></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• Algebra I</td>
<td></td>
<td>• Algebra I</td>
<td>• Algebra I</td>
</tr>
<tr>
<td>• Geometry</td>
<td></td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td>• Algebra II</td>
<td></td>
<td>• Algebra II</td>
<td>• Algebra II</td>
</tr>
<tr>
<td>• An advanced math course</td>
<td></td>
<td>• An advanced math course</td>
<td>• An advanced math course</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• Biology</td>
<td></td>
<td>• Biology</td>
<td>• Biology</td>
</tr>
<tr>
<td>• IPC or an advanced science</td>
<td></td>
<td>• Chemistry</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• An advanced science course</td>
<td></td>
<td>• Physics</td>
<td>• Physics</td>
</tr>
<tr>
<td>• An advanced science course</td>
<td></td>
<td>• An advanced science course</td>
<td>• An advanced science course</td>
</tr>
<tr>
<td></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• Biology</td>
<td></td>
<td>• Biology</td>
<td>• Biology</td>
</tr>
<tr>
<td>• Chemistry</td>
<td></td>
<td>• Chemistry</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• Physics</td>
<td></td>
<td>• Physics</td>
<td>• Physics</td>
</tr>
<tr>
<td>• An advanced science course</td>
<td></td>
<td>• An advanced science course</td>
<td>• An advanced science course</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• World Geography</td>
<td></td>
<td>• World Geography</td>
<td>• World Geography</td>
</tr>
<tr>
<td>• World History</td>
<td></td>
<td>• World History</td>
<td>• World History</td>
</tr>
<tr>
<td>• U.S. History</td>
<td></td>
<td>• U.S. History</td>
<td>• U.S. History</td>
</tr>
<tr>
<td>• Government/Economics</td>
<td></td>
<td>• Government/Economics</td>
<td>• Government/Economics</td>
</tr>
<tr>
<td></td>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>• World Geography</td>
<td></td>
<td>• World Geography</td>
<td>• World Geography</td>
</tr>
<tr>
<td>• World History</td>
<td></td>
<td>• World History</td>
<td>• World History</td>
</tr>
<tr>
<td>• U.S. History</td>
<td></td>
<td>• U.S. History</td>
<td>• U.S. History</td>
</tr>
<tr>
<td>• Government/Economics</td>
<td></td>
<td>• Government/Economics</td>
<td>• Government/Economics</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Languages Other than English</strong></td>
<td>2 credits</td>
<td>2 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>• In same language or alternative</td>
<td></td>
<td>• In same language</td>
<td>• In same language</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>0.5 credit</td>
<td>0.5 credit</td>
<td>0.5 credit</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4 credits</td>
<td>4 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Complete information regarding graduation requirements for students entering high school in 2014–15 and beyond, including specific information about Endorsements, will be included in Appendix A.
Non-Credit Courses

Non-credit courses do not count toward the 26 credits needed to complete graduation requirements. Courses that would not earn credit include but are not limited to:

- Library Science (*requires librarian approval*)
- Supervised Study
- Student Assistant (*requires office approval*)
- Student Council (*requires teacher approval*)
- Work Permit

Dual Credit

Dual credit refers to a scheduling arrangement through which a high school student may receive college level instruction and earn both high school and college credit simultaneously. Only accommodations accepted by Richland College will be provided in dual credit courses. Eligible students are those who:

- are at least 16 years of age
- meet the approved college/university requirements
- gain approval of their high school academic counselor
- are full-time students at Highland Park High School

Students may take courses after school hours or during the summer. The student and his/her parents are responsible for all costs related to the dual credit process. They are also responsible for transportation to and from the course site. Consult the counselor for specific requirements concerning dual credit.

Honors/PAP, AP and TAG Courses

An Honors/PAP class is one in which the curriculum is enriched and accelerated. Typically, PAP courses lead to AP courses. An Advanced Placement course is a college-level course that follows the College Board Advanced Placement curriculum. It involves an extensive accumulation of knowledge in the field that is tested on the AP exam. Colleges and universities have the option of accepting the AP results for college credit. **Students enrolled in an AP course are required to take the AP exam for successful completion of the course credit.**

Talented and Gifted classes are offered by trained teachers in Language Arts, Social Studies, Science, Mathematics, Technology and Fine Arts. These courses carry an Honors/PAP or AP designation as identified within the list of course offerings. The content engages students in activities designed to develop critical and creative-thinking skills and may be compacted to meet the needs of the students addressed and to allow time for extension activities such as independent study and research. TAG classes receive honors or PAP credit unless identified as an AP class in which AP credit would be given. All TAG classes require the student to be TAG identified in that area or to be granted a TAG waiver. All TAG waivers must be renewed each year.

Non-Credit Courses
Credit by Exam

A student may earn credits toward graduation through credit by exam. Students wishing to apply for CBE should see their counselor. Credit may be earned two ways:

Credit by Exam with prior instruction:
- A maximum of two credits may be earned through credit by examination.
- Student must have received a grade of at least 60 in the course.
- Student must not have lost credit due to excessive absences.
- Student must earn at least a 70 on the credit by exam. Grades earned will not be included in the student’s GPA.
- Test dates are scheduled on Saturdays.
- A maximum of two opportunities to earn credit through credit by exam will be permitted. After failing two attempts to pass a specific exam, credit must be earned by re-taking the course.
- The NCAA does NOT accept CBE’s for course credit.

Credit by Exam without prior instruction (Test for Acceleration)
- Student must receive a grade of 80. Grade earned will be included in the student’s GPA.
- Test dates are scheduled by the district testing coordinator.
Auditing a Course

Permission to audit a course is granted on an extremely limited basis, depending on space availability, for students who have not adequately mastered the foundation concepts that are needed for success in subsequent courses. A student should make an auditing request through his/her counselor, which must be approved by the department chair, the counselor, and associate principal. All course work, attendance requirements, and exams are mandatory for auditing students. Students may not audit a course prior to their actual enrollment in that course. Audited courses do not earn credit and do not count toward GPA.

Off-Campus Physical Activity

Students are given the option of earning PE credit by enrolling in an Off-Campus Physical Activity program for activities that are NOT offered at HPHS. These programs include such activities as field hockey, lacrosse, crew teams and competitive horseback riding. Off-Campus PA does NOT include programs such as tennis, gymnastics or golf. If a student tries out for a school team such as golf, tennis or volleyball, and does not make the team, the student can apply for Off-Campus PA. The HPHS coach must verify that a student tried out and was cut from the team. Applications can be found on the counseling page of the high school website. Off-Campus Activities will count towards GPA. (EIF)

College Courses/Concurrent Enrollment

Correspondence and On-Line Courses

For high school graduation, no more than two full credits may be earned through a combination of concurrent enrollment in college courses, correspondence courses, and all other out-of-district courses. These two credits are limited to courses not offered on-line through HPHS Virtual Academy. (EHDE) The following courses shall be taken by District-developed and -supported courses: Algebra I, Algebra II, Geometry, English I, English II, English III, a fourth English credit, Biology, Chemistry, Physics, World Geography, World History, and U.S. History.

For district students who take correspondence courses from TEA-approved colleges (University of Texas at Austin and Texas Tech), credit will be awarded for a grade of 70 or above but no grade points will be assigned. Out-of-district electronic courses offered by the State Virtual School Network are considered district-supported courses and will be included in calculation of the GPA. HPHS does not award credit for out-of-state correspondence or for any coursework not approved by the student’s counselor prior to beginning the off-campus instruction.

If a student takes a course required for graduation through one of these options, the off-campus course must be completed prior to the student’s last opportunity to enroll in the course at HPHS or the student will be enrolled in the course at HPHS.
## Course Offerings

### Athletics

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<td>Professional Communications (Senior Internship)</td>
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### English

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**Health Education**

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**Languages Other Than English**

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<td>Freshman Leadership</td>
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<td>Human Geography AP</td>
<td>10, 11, 12</td>
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<td></td>
<td>Problems &amp; Solutions I: Global Issues (H)</td>
<td>Biology I, World Geography</td>
<td>10</td>
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<td></td>
<td>Psychology</td>
<td>11, 12</td>
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<td>Psychology AP</td>
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<td>Peer Tutor/Social Studies</td>
<td>Application Required</td>
<td>10, 11, 12</td>
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<td>Sociology</td>
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<td>Student Leadership (Leadership &amp; Ethics)</td>
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<tr>
<td>Areas of Study</td>
<td>Course Title</td>
<td>Prerequisite</td>
<td>For Grades</td>
<td>Credit</td>
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<td>Locally-Developed Elective Courses</td>
<td>Career Explorations</td>
<td>Approval</td>
<td>11, 12</td>
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<td>Occupational Preparation</td>
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<td>Social Skills I, II, III, IV</td>
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<td>Vocational Adjustment Cooperative (VAC) Work Program</td>
<td>Approval</td>
<td>10, 11, 12</td>
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<td>Partners PE</td>
<td>Approval</td>
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Non-Credit Courses

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<thead>
<tr>
<th>Course Title</th>
<th>Prerequisite</th>
<th>For Grades</th>
<th>Credit</th>
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<td>Library Science</td>
<td>Approval</td>
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<td>Student Assistant Program</td>
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<td>Student Council</td>
<td>Approval</td>
<td>9, 10, 11, 12</td>
<td>0</td>
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<tr>
<td>Supervised Study</td>
<td>Approval</td>
<td>9, 10, 11</td>
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</tbody>
</table>
1. Freshmen may enroll for any athletic sport. If no freshman team is available and the student does not qualify for the junior varsity (JV team), the student may reschedule into a regular PE class.

2. The Constitution and Contest Rules of the Texas University Interscholastic League (UIL) govern all athletic programs listed below, with the exception of gymnastics, which is governed by The Texas High School Gymnastics Coaches Association.

3. All athletic programs are available to students during each of their four years at HPHS.

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**Athletic Trainer**

**Prerequisite:** Approval by district’s certified athletic trainers  
**For grades 9, 10, 11, 12**  
(1 credit) Category III

Student trainers will assist certified trainers in treatment and rehabilitation of athletic injuries. Available both semesters to boys and girls.

**Baseball**  
(.5 - 1 credit) Category III  
Freshmen may sign up. Tryouts begin 1st semester. Varsity, JV and freshman play scheduled games from February-May.

**Basketball**  
(1 credit) Category III  
Freshmen may sign up. Tryouts begin 1st semester. Boys and Girls Varsity, JV and Freshman Basketball run November-March.

**Cross County**  
(.5 credit) Category III  
Freshmen may sign up for 1st semester. This is a fall semester activity available to girls (5000 meters) and boys (5000 meters). Practice for girls’ team begins the first Monday in August with tryouts. The competitive season is August-November.

**Football**  
(.5 - 1 credit per school year) Category III  
Freshman who played in 8th grade or moved in the summer before their freshman year may sign up. Football plays regular season games during the fall semester. All three levels of teams are available.

**Golf**  
(1 credit) Category III  
Freshman must tryout before freshman year. Golf occurs during both semesters for boys on the Developmental, JV and Varsity teams and girls on JV and varsity teams.

**Gymnastics**  
(1 credit) Category III  
The season for boy and girls is November-May.

**Soccer**  
(1 credit) Category III  
Freshmen may sign up. Tryouts begin 1st semester. Scheduled games are from January-April. Varsity and JV teams are available for boys and girls. JV soccer will field two teams when the number of students accommodates.

**Softball**  
(.5 - 1 credit) Category III  
Softball plays scheduled games from February-May. Varsity and JV teams are available.

**Swimming**  
(1 credit) Category III  
Open to boys and girls at the JV and varsity levels during the fall and spring semesters.

**Tennis and Team Tennis**  
(.5 – 1 credit) Category III  
Freshmen must tryout before freshman year. Boys and girls varsity and JV teams are available. Team Tennis is played during the fall semester.

**Track and Field**  
(.5 credit) Category III  
This is a spring sports program open to boys and girls. The girls begin tryouts the last Monday in November. The competitive season is from February-May.

**Volleyball**  
(.5 - 1 credit) Category III  
Volleyball is a fall activity. Varsity, JV and freshmen levels are available.

**Wrestling**  
(.5 – 1 credit) Category III  
Wrestling is available at the JV and varsity levels. The season runs from October-February.
Banking and Financial Services  
**Prerequisite: Principles of Business, Marketing, and Finance**  
**For Grades 9, 10, 11, 12**  
**(.5 Credit) Category III**  
Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

Business Law  
**For grades 10, 11, 12**  
**(.5 credit) Category III**  
This course involves a real world approach to different aspects of the law industry; law for the minor, the consumer, the individual, and the business person. The course contains a practical study of crimes, torts, contracts and commercial paper. A semester project which involves the class presenting “Mock Trial” is required. This trial is recorded and broadcast on Channel 16.

Dollars and Sense  
**For grades 10, 11, 12**  
**Prerequisite: Approval**  
**(.5 credit) Category III**  
This course focuses on consumer practices and responsibilities, money management processes, decision-making skills, the impact of technology, and preparation for human service careers. Major components of the course include: management of personal finances, consumer skills related to housing, relationships between various environments and family resources, relationships between the economic systems and consumer actions, and entrepreneurial endeavors, banking, budgeting, credit, and insurance.

Global Business  
**For grades 10, 11, 12**  
**(.5 credit) Category III**  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and post-secondary education. Students apply technical skills to address global business applications of emerging technologies; develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Principles of Business, Marketing and Finance  
**For grades 9, 10, 11, 12**  
**(.5 credit) Category III**  
This course teaches money management skills, personal record keeping, insurance, careers, budgeting and employment attitudes and behaviors. It gives a general overview of all aspects of the business environment and is designed for any student interested in majoring in business in college.

Professional Communications  
**(Senior Internship)**  
**For grade 12**  
**(.5-1 credit) Category III**  
This course offers perspective and insight into students’ future plans through non-paid, hands-on experience in a field of strong interest. Students will be supervised by mentors who are accomplished professionals in a specific field of interest and can sign up for either the two hour or one hour track, which will decide if they are scheduled for the last one or two periods per school day. Both tracks require students to work ten hours with their organization each week, participate in online course assignments, attend professional development sessions as assigned, and complete class presentations. Students must also specify whether they want both a Fall and Spring internship, or just one of the two semesters. Grades will be Pass/Fail.
The English Department offers four years of English studies—English I-IV. Each course is designed with increasing complexity with the assumption that students will retain specific skills from year to year. This vertical and horizontal integration of reading, writing, listening, speaking and critical thinking skills invites students to make personal connections to classic and contemporary literature to examine and question the values expressed. Students become grounded in literary criticism and are instilled with a love of and appreciation for literature that fosters a lifelong desire to learn. Graduates develop versatile writing skills and employ a variety of stylistic elements for specific purposes and audiences. Training in the writing process develops the skills necessary for writing formal academic papers as well as reflective essays. Writing becomes a mode of learning as students explore and analyze the intricacies of our written language. The vocabulary instruction strengthens writing skills and helps students to prepare for the PSAT, SAT and ACT. In conjunction with the TEKS and HPISD standards, instructors seek to develop students’ abilities to view and analyze media products with critical, well-informed, and responsible minds, and to verbalize complex ideas clearly, articulately and effectively. The required summer reading for all English classes is listed on page 26.

STAAR/EOC requires students to complete two End-of-Course Exams in English I & English II (Reading/Writing.)

English I
For grade 9
(1 credit) Category III

The curriculum for English I is grounded in the TEKS and the HPISD standards. In this course, students focus especially upon a study of heroes and protagonists in literature and in culture at large. Through this curriculum, students are introduced to a study of archetypes and allusions which serve as a foundation for their full career as English students at HPHS. They will develop their skills in literary character analysis and terminology. Students will advance their skills in writing multi-paragraph compositions and essays, in grammar, and in vocabulary. Emphasis especially will be placed on the nature of the writing process, as students can be expected to turn in multiple drafts of a paragraph or composition. Students will learn the essential steps of the academic research process as they write an academic research paper.

See Summer Reading page 27.

English I PAP
For grade 9
(1 credit) Category II

An intensified program of study that includes and builds upon the TEKS, the HPISD standards, and focus of English I, this is an academic foundation for AP courses. Therefore, students will be involved in extensive reading of nonfiction, short fiction and classic literature. Drawing from students’ previous understanding of writing academic papers, students will learn to write in-class timed analytical papers designed to enable them to interpret literature as well as to demonstrate how to use elements of language effectively. Students continue an intensive study of vocabulary in preparation for the PSAT, SAT and ACT. They also learn the essential steps of the research process as they write their academic research paper.

See Summer Reading page 27.

English I PAP TAG/World Geography PAP TAG
(Humanities)
Prerequisite: Identified Gifted AND concurrent enrollment in World Geography PAP TAG
For grade 9
(1 credit) Category II

Because of the concurrent enrollment, this Humanities course will incorporate philosophy, history and the arts from Ancient Civilizations to contemporary works representing perspectives from different regions of the world. Creative and critical thinking through analysis, synthesis, and evaluation will be developed through an interdisciplinary, co-curricular approach that will include the arts, architecture, music, philosophy, and literature within particular regions and time periods. Cross-curricular expository and literary texts will be utilized to develop world perspectives regarding man’s place in the world, whether historically, artistically, or geographically. Ample opportunities for seminar discussions, projects, extensive reading, intensive writing practice, as well as steps of the research process, and individual learning are provided. Thus, these concurrent courses fulfill the required TEKS and HPISD curricular standards for their respective subject areas. As with all English courses at HPHS, summer reading will be a requirement.

See Summer Reading page 27.
English II  
For grade 10  
(1 credit) Category III

Drawing from students’ skills acquired in English I, the curriculum is grounded in the TEKS and HPISD standards for English Language Arts. Students’ study of world literature focuses especially upon ideas of culture, identity and revolution. Through this study, students will be required to analyze how writers employ elements of language (e.g., diction, syntax and modes of persuasion) for specific purposes. In turn, students will be expected to employ these elements of language in their own academic writing. Students will learn new strategies for writing with precision, economy and grace. Students will advance their skills in writing multi-paragraph compositions and essays, in grammar, and in vocabulary. Emphasis will be placed on the nature of the writing process as students will be expected to turn in multiple drafts of a paragraph or composition, learn how to peer review a draft, and learn how to revise a paper. Students will be required to write an academic research paper and will develop their skills in media viewing as well as in oral communication.  
See Summer Reading page 27.

English II PAP  
For grade 10  
(1 credit) Category II

An intensified program of study that builds upon the TEKS, the HPISD standards, and focus of thematic ideas explored in English II. This course offers opportunities for interested and able students to deepen their understanding and analysis of literature, composition and communication. This college-preparatory course also requires students to perform extensive reading of nonfiction as well as of well-known classics and contemporary literature. Students will advance their skills in writing in-class timed analytical papers related to literature and rhetoric; these writings enable students to study, as well as apply, the elements of language effectively. Students continue an intensive study of vocabulary and are required to write a literary-based research paper.  
See Summer Reading page 27.

English II PAP TAG  
Prerequisite: Identified Gifted  
For grade 10  
(1 credit) Category II

This intensified and enriched program includes and builds upon the TEKS, the HPISD standards, focus of English II as well as the skills acquired in English II PAP. However, this foundation course emphasizes the development of students’ creative and critical thinking (analysis, synthesis and evaluation) as well as interdisciplinary studies. Opportunities are provided for individualized instruction and independent studies. With a specific focus upon extensive reading and intensive writing practice, students will study and demonstrate the effective uses of language and will develop sophisticated products of professional quality. Students will advance their skills in writing in-class timed analytical papers related to literature and rhetoric; these writings are designed to enable students to study as well as to demonstrate how to use elements of language effectively. Students continue an intensive study of vocabulary. They also are required to write a literary based research paper.  
See Summer Reading page 27.

English III  
For grade 11  
(1 credit) Category III

Drawing from students’ skills acquired in English I and II, the curriculum is grounded in the TEKS and the HPISD standards for English Language Arts. Students’ study of American literature focuses upon how American writers create literature in response to their philosophical, historical and cultural climates. Drawing upon the English II requirements, students will learn to analyze themes within and across texts; they will learn strategies of literary criticism to analyze literature in relation to its historical and philosophical contexts. Students will learn more sophisticated ways to organize complex ideas in formal compositions and in informal essays. Students will advance their skills in grammar and vocabulary. Emphasis will be placed on the nature of the writing process; students will turn in multiple drafts of a paragraph or composition, peer review one another’s drafts, and revise their own drafts. Students will develop their skills in advanced media viewing.  
See Summer Reading page 27.
English III AP: Language and Composition  
For grade 11  
(1 credit) Category I
A college-level composition course offering students in-depth study of rhetoric, focusing on specific purposes and targeted audiences. Students will develop critical thinking skills (analysis, synthesis and evaluation) through interdisciplinary studies. Students will engage in rhetorical and theoretical discourse related to American issues of contemporary significance (such as the environment, education, the economy, technological innovation and oppression of key groups within society) and their impacts on American culture. Intense vocabulary study prepares students for reading sophisticated texts and for writing college-level papers or products of professional quality. There will be extensive reading of nonfiction literature, including books, essays, OP/ED articles and speeches. Drawing from their previous understanding of structured academic papers, students will advance their skills by writing in-class timed essays taken from/or modeled after nonfiction pieces found on the AP English Language and Composition texts: synthesis, rhetorical analysis and argument. These writings enable students to demonstrate how to use elements of language effectively in argumentation. Students will develop critical viewing skills while analyzing the components of visual arguments. Students are required to take the AP Language and Composition Exam in May. See Summer Reading page 27.

English III AP: Language & Composition TAG  
For grade 11  
(1 credit) Category I
In addition to course description for English III AP above, TAG students will use analytical skills and argumentative understandings to develop projects and products applying topics studied in real-world scenarios (project-based learning, large-scale data analysis, proposals, etc.) Students will evaluate misconceptions about each issue as well as about themselves as gifted learners. Students are required to take the AP Language and Composition Exam in May. See Summer Reading page 27.

English IV  
For grade 12  
(1 credit) Category III
Drawing from students’ skills that are acquired in English I, II, and III, the curriculum for English IV is grounded in the TEKS and the HPISD standards for English Language Arts. Students are introduced to a study of British literature that, ultimately, will require them to analyze and to synthesize how writers—in multiple texts—develop complex moral, ethical and philosophical themes. Students also will develop their abilities to perceive and to critique writers’ motives, stances and credibility. Building upon their studies in English I, II and III, students will be expected to employ sophisticated elements of language (e.g., precise diction and imagery, sophisticated arrangement of ideas and paragraphs, graceful syntax) in their own academic and informal writing. Students are expected to enter English IV being able to write and to proofread for grammatical accuracy. Students will learn further strategies and advance their skills in writing with precision, economy and grace. Emphasis will be especially placed on the nature of the writing process, as students can be expected to turn in multiple drafts of a composition. Students also will develop their skills in advanced media viewing and production. See Summer Reading page 27.

English IV Honors-World Literature/Humanities  
For grade 12  
(1 credit) Category II
This course qualifies as a Senior English course requirement fulfilling TEKS and HPISD curricular standards. Using World Literature as the basis, the focus will integrate literature, philosophy, history and the arts for a broader, yet deeper understanding of world perspective from Ancient Civilizations to Modern times throughout different world regions. Emphasis will be on a more worldly overview and understanding than is gained in the standard English IV course (British Literature) or in English IV AP (Western World literature). Creative opportunities and critical thinking will occur through analysis, synthesis, and evaluation in these areas. Therefore, the rigor of this Honors level course is designed upon extensive reading and intensive writing practice, as well as exposure to various avenues of research. Cross-curricular expository and literary texts as well as visual arts will be utilized to develop perspectives regarding man’s place in the world, whether in a literary sense, historically, artistically, philosophically, or geographically. Students taking this course may opt to take the AP Literature and Composition exam in May. See Summer Reading page 27.
English IV - Dual Credit
Prerequisite: TSI Assessment/Reading and Writing Requirements
For grade 12
(1 credit) Category II
This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. Assignments will frequently reflect this thematic approach. Through literature, visual art and film, the ways different cultures shape and perceive changes from childhood to adulthood will be explored. The pacing of the class will be quick, and the assignments will be rigorous. This course has no summer reading. Students must enroll in both semesters.

English IV AP: Literature and Composition
For grade 12
(1 credit) Category I
A college-level course designed to develop skills in literature and composition beyond those customarily acquired in the regular four-year high school curriculum, English IV AP completes the TEKS and HPISD standards, builds upon the focus of English IV, and offers solid grounding in the Western literary canon from early Greeks through Shakespeare and into the modern era. A major emphasis centers on honing the skills necessary to write clear, logical prose. Students are required to take the AP Literature and Composition Exam in May. See Summer Reading page 27.

English IV AP TAG
For grade 12
(1 credit) Category I
A college-level course designed to develop skills in literature and composition beyond those acquired in the regular four-year high school curriculum, English IV AP completes the TEKS and HPISD standards, builds upon the focus of English IV, and offers solid grounding in the Western literary canon from early Greeks through Shakespeare and into the modern era.

A major emphasis centers on honing the skills necessary to write clear, logical prose. This intensive and enriched program includes the development of students’ creative and critical thinking (analysis, synthesis and evaluation) as well as interdisciplinary studies. Students are required to take the AP Literature and Composition Exam in May. See Summer Reading page 27.
Academic Decathlon I /Independent Study (H)/or Acad. Dec. I Non-credit Prerequisite: Instructor Approval For grades 10, 11, 12 (1 credit) Category II or non-GPA
This course will focus on the use of research, writing and speech as modes of knowledge in preparation for the Academic Decathlon competition. Using the U.S. Academic Decathlon curriculum as a content base and the TEKS for Independent Study in English as an objective base, coaches will guide students as they research special cross discipline topics. Students will analyze literary works in multiple genres and will read challenging nonfiction expository texts. Students are expected to compose and execute persuasive and expository speeches and to devise essays of depth and complexity. Students will study and analyze at least one novel, one classic play, and a selection of poetry as determined by Decathlon content. A formal research project which incorporates both text and electronic sources will be required of each student, as well as several Power Point presentations on various decathlon topics, including social studies, literature, art and music.

Creative Writing I
For grades 9, 10, 11, 12 (.5 credit) Category III
This is an elective course for students interested in the varied forms of fiction, nonfiction and poetry. The class will introduce the practical, reflective, philosophical and cognitive aspects of writing and its process. The study of fiction, nonfiction and poetry will lead to student compositions of each genre of their choice in a workshop setting, with emphasis on the imaginative process, non-threatening peer evaluation, and the stages of revision. Students will exercise and communicate the various aspects of their craft and discipline in their genre of interest. Included is an introduction to the process of publication. Any student who demonstrated competence in the previous semester of English, is interested in creative writing and reading, and is willing to participate actively in class discussion may enroll.

Creative Writing II
Prerequisite: Successful Completion of Creative Writing I
For grades 9, 10, 11, 12 (.5 credit) Category III
Students will work individually with the teacher to tailor a curriculum suited to their interests and capabilities, producing new work that focuses on a narrowed genre based on the students’ experience in Creative Writing. It will focus on providing the student with various opportunities for publication.

Independent Study in English
Prerequisite: Application and Approval
For grades 11, 12 (.5 -1 credit) Category III
The student may pursue a special interest or problem associated with a piece or genre of literature, with imaginative literature as a whole, or with the language in general. Prior to enrollment, students must meet with the supervising instructor and the HPHS English Department Chair to present their proposals of study, obtain the appropriate signatures and to secure a copy of course objectives.

English Reading/Writing Lab I (Grade 9); II (Grade 10); III (Grade 11)
For grades 9, 10, 11 (.5 local credit) Category III
This course is intended for students needing additional support in English skills. Support in reading comprehension and writing skills, as well as vocabulary development and test-taking strategies will be emphasized in this supplemental English course. Targeted assistance will be provided for EOC preparation, remediation and reinforcement, as well as for students who can benefit from a workshop environment. Enrollment may be based on recommendation.

Reading I- IV
Prerequisites: teacher approval
For grade 9, 10, 11, 12 (1 credit) Category III
This class is a specially designed instructional program based on goals and objectives developed for the student. Dependent upon the goals and objectives the students will practice fundamental reading skills including comprehension, fluency, vocabulary, decoding, phonological awareness. Students practice the application of the use of both oral and written language as presented in connected text.
English I ESOL*
For grade 9
(1 credit) Category III
English I ESOL uses the English I curriculum but modifies it for the ESL student.

English II ESOL*
For grade 10
(1 credit) Category III
English II ESOL uses the English II curriculum but modifies it for the ESL student.

Supervised Study for ESOL
(no credit)
Supervised Study is a tutorial that provides supplemental help to ESOL students, especially those who have not passed or TAKS or EOC.

*ESOL I and II may substitute for English I and II. A maximum of two of the four credits of English required for graduation may be English as a Second Language (ESOL).
“The man who does not read good books has no advantage over the man who can’t read.”

- Mark Twain

Reading is a life skill, whether to read for pleasure or to read works that can expand critical reading skills. The English Department strives to provide opportunities for students to become lifelong learners and literate citizens and increase their proficiency to interact with high-level texts. **To that end, summer reading is a requirement for all English courses at Highland Park High School.** Information regarding specific titles and requirements for each course will be distributed through English classes and can be found on the high school website on the English Department page beginning in late spring.

(Go to the http://hs.hpisd.org. click departments menu: choose English department page.)

No matter the course, students should be prepared by reading and annotating their book(s) as active learners and expect discussions, assignments and assessments beginning the first week of school.

**Reading Requirement**

- Standard Level Courses - 1 novel
- Pre-AP, Pre-AP TAG Level Courses - 1 novel
- Honors Level Course - 1 novel
- AP and AP TAG Level Courses - 1 novel
Fine Arts

“The aim of art is to represent not the outward appearance of things, but their inward significance.” – Aristotle

Art

“Art is humanity’s most essential universal language. It is not a frill, but a necessary part of communication. The quality of civilization can be measured through its music, dance, drama, architecture, visual art and literature. We must give our children knowledge and understanding of civilization’s most profound works.” – Ernest Boyer

Art I is the prerequisite for all other Art courses offered. Successful completion of Art I or approval of teacher is prerequisite for enrollment in any Art II course.

Please note the required art fees and/or art supply kits listed at the end of each course description.

Art I
For grades 9, 10, 11, 12
(1 credit) Category III
This course is designed to fulfill the Fine Arts credit for graduation by exploring the design principles of art. Art I is a survey course, exploring different media and techniques. Included activities in the course is further practice in drawing, painting, ceramics, sculpture and printmaking. $25 Art fee & Asel’s supply kit

Art I TAG
Prerequisite: TAG Identified
For grades 9, 10, 11, 12
(1 credit) Category II
This course is designed to fulfill the Fine Arts credit for graduation by exploring design principles of art and developing personal creative thinking techniques such as attribute modifying, morphological synthesis and analogical thinking. Students study Realism, Impressionism and Surrealism, including practice drawing, painting and printmaking and extended activities such as researching an artist or period of art and completing a project reflecting outside research. Styles are reviewed with emphasis on 20th Century developments. $25 Art fee & Asel’s supply kit

Art I PAP
For grades 9, 10, 11, 12
(1 credit) Category II
This course is designed for those with previous knowledge of the principles of art and who have the natural ability to demonstrate those skills. This is an advanced introductory course for all other upper level Art courses. It requires advanced drawing skills, an interest in pursuing a career in the visual arts and self-motivation. The foundations of drawing, painting, printmaking and design are covered using a variety of media. Weekly sketchbook assignments, one written gallery report each six weeks, and one outside of class assignment each 6 weeks. $25 Art fee & Asel’s supply kit

Art II Ceramics
Prerequisite: Art I
For grades 10, 11, 12
(1 credit) Category III
This course covers both the sculptural and pottery process of working with clay. This includes the five basic construction techniques for hand building, and throwing on the wheel, and ornamental and structural methods. Students participate in mixing glazes for use on projects. $100 art fee
Art II Ceramics PAP  
Prerequisite: Art I or Art I PAP  
For grades 10, 11, 12  
(1 credit) Category II  
In Pre AP Art II Ceramics I, the focus is on the principles of design and the elements of art in relation to ceramics and sculpture. This course will include the history of ceramics and sculpture while encompassing concepts from previous art classes spanning from elementary through high school Art I. Students will learn techniques and methods of construction not only in clay but also with a variety of other materials. A significant focus of the course is on the development of skills while building a portfolio of work for use in an AP 3D course the following year. Students will analyze the impact of individuals, different cultures, religions, social issues and politics in relation to changes in ceramics and sculpture. Students will evaluate the importance of 3 dimensional works of art in relation to their history while critiquing peer works as well as their own. Critiques, class discussions and a portfolio of work are required. $100 art fee

Art III Ceramics  
Prerequisite: Art II Ceramics  
For grades 11, 12  
(1 credit) Category III  
Students explore advanced ideas with clay using combinations of thrown and hand built techniques, while developing conceptual ability. There are special projects including firing techniques with different types of kilns and formulation of glazes. $100 art fee

Art II Drawing  
Prerequisite: Art I  
For grades 10, 11, 12  
(1 credit) Category III  
This course builds on drawing skills from Art I and is a technique course covering perspective, portraits, self-portraits and design working with a variety of papers and media. Included is outside of class work and individual critiques, weekly sketchbooks, and a written gallery report once each 6 weeks. $25 Art fee & Asel’s supply kit

Art II Drawing PAP  
Prerequisite: Art I or Art I PAP  
For grades 10, 11, 12  
(1 credit) Category II  
This is an upper level art course recommended for the self motivated pursuing a career in the visual arts. Course work follows College Board outlines for AP Studio Portfolios. Students apply the elements and principles of design to all compositions in a greater proficiency than other Art II students. Students will develop a “concentration” topic 2nd semester in preparation for taking an AP course the next year. There are weekly outside of class art and sketchbook assignments, a written gallery, and a major assignment completed outside of class each six weeks. Students will have class and individual critiques. $25 Art fee & Asel’s supply kit

Art II Electronic Media  
Prerequisite: Art I  
For grades 10, 11, 12  
(1 credit) Category III  
This course is offered for students interested in graphic design. This is NOT a technology credit.

AP 2-D Design Portfolio: Graphic Design  
Prerequisite: Art II Pre-AP Graphic Design & Illustration, Art II Graphic Design & Illustration, or Art II Graphic Design  
For grades 11, 12  
(1 credit) Category I  
The focus of this class is to address a broad interpretation of two-dimensional design issues with emphasis on the design principles and elements. This class is for graphic design and illustration students or art students with a strong digital background. Students must submit a portfolio to the AP Board at the end of the class for grading. $100 art fee

AP 2-D Design Portfolio: Photography  
Prerequisite: Art II Pre-AP Photography, Art II Photography, or Art II Commercial Photography  
For grades 11, 12  
(1 credit) Category I  
The focus of this class is to address a broad interpretation of two-dimensional design issues with emphasis on the design principles and elements. This class is for photography students or art students with a strong photographic or digital background. Students must submit a portfolio to the AP Board at the end of the class for grading. $100 art fee
AP 2-D Design Portfolio  
Prerequisite: Art II Drawing Pre-AP or Art II Drawing  
For grades 11, 12  
(1 credit) Category I  
The portfolio addresses a broad interpretation of two-dimensional design issues in an integrative way. These might involve a variety of art forms, including mixed media, photography, collage, illustration, painting, printmaking and other forms of 2-D media. Students must submit an AP Art Portfolio. $25 Art fee & Asel’s supply kit

AP 3-D Design Portfolio  
Prerequisite: Art II Ceramics or Art II Ceramics PAP  
For grades 11, 12  
(1 credit) Category I  
This portfolio addresses a broad interpretation of sculptural issues while developing works that excel in concept, composition and execution. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work. Students must submit an AP Art Portfolio. $100 art fee

AP Drawing Portfolio  
Prerequisite: Art II Drawing/Art II Drawing PAP  
For grade 11, 12  
(1 credit) Category I  
This portfolio offers specialized advanced drawing artwork for talented students who wish to work on individual projects. Students interested in careers in art or art-related fields should enroll. Students must submit an AP Art Portfolio. $25 Art fee & Asel’s supply kit

Art II Graphic Design & Illustration  
Prerequisite: Art I  
For grades 10, 11, 12  
(1 credit) Category III  
Students will learn to use Adobe Creative Suite (Photoshop, Illustrator and InDesign) along with other graphic design/communications software packages and focus on producing communications for fictitious and real clients. This course satisfies the technology requirement for all graduation plans. $100 art fee

Art II Graphic Design & Illustration PAP  
Prerequisite: Art I or Art I PAP  
For grades 10, 11, 12  
(1 credit) Category II  
In Pre AP Art II Graphic Design, the focus is on the principles of design and the elements of art in relation to Commercial Art and Graphic Design. This course will include concepts from previous art classes spanning from elementary through high school Art I. Students will learn techniques and methods of design using a variety of media and materials. A significant focus of the course is on the development of skills while building a portfolio of work for use in an AP 2D course the following year. Students will analyze the impact of individuals, different cultures, religions, social issues and politics in relation to changes in design. Students will evaluate the importance of 2 dimensional works of art in relation to their history while critiquing peer works as well as their own. Critiques, class discussions and a portfolio of work are required. This course satisfies the technology requirement for all graduation plans. $100 art fee

Art III Advanced Graphic Design & Illustration  
Prerequisite: Art II Graphic Design & Illustration  
For grades 11, 12  
(1 credit) Category III  
Students will build a portfolio using skills developed from Art II Graphic Design & Illustration. Students will select a specific area of design to concentrate on i.e. Design, Advertising, 3D modeling, etc. Students will continue to develop skills using industry software packages such as Adobe Creative Suite along with many other graphic design and communications software packages. $100 art fee

Art III Graphic Design  
Prerequisite: Art II Drawing, Photography or Electronic Media, Art II Graphic Design & Illustration  
For grades 11, 12  
(1 credit) Category III  
This class will focus on the real world application of graphic design. Students will explore areas such as advertising art direction, logo design, copywriting, magazine layout design and art direction, product design, transportation design, package design, and other forms of 2-D commercial design. This course will culminate with an individual portfolio representing the student’s overall understanding of design and design concepts. $100 art fee
Art IV Graphic Design  
Prerequisite: Art III Graphic Design  
For grades 12  
(1 credit) Category III  
Students explore career opportunities in the area of Graphic Design and Advertising and develop conceptual works for real and fictional clients. Topics include: logo, poster, industrial design, product/packaging design, magazine/layout design. $100 art fee

Art II Commercial Photography  
Prerequisite: Art I  
Students must have 35-mm digital SLR camera with a 50-mm lens.  
Portfolio: Photography  
For grade 10, 11, 12  
(1 credit) Category III  
Continuing the skills learned in Art II and III/Photography, students learn advanced camera, lighting, darkroom techniques with the choice of using digital, traditional silver gelatin film or any number of 19th Century processes. Designed for individuals interested in photography as an art form who wish to produce a portfolio for college. This course satisfies the technology requirement for all graduation plans. $100 art fee

Art II Photography  
Prerequisite: Students must have 35-mm manual SLR camera, automatic camera  
Prerequisite: Art I  
For grades 10, 11, 12  
(1 credit) Category III  
The focus of this class is on creative black and white photography, alternative processing and fine art digital photography with emphasis on composition and design. This introductory class explores the use of the 35-mm camera, developing and darkroom techniques. Second semester students learn to apply the basic skills learned in first semester to a digital environment. $100 art fee

Art II Photography PAP  
Prerequisite: Art I or Art I PAP  
Grades 10, 11, 12  
(1 credit) Category II  
In Pre AP Art II Photography, the focus is on the principles of design and the elements of art in relation to photography. This course will include concepts from previous art classes spanning from elementary through high school Art I. Students will learn techniques and methods of photography not only using digital cameras but using a variety of traditional photographic media and materials dating back to the 19th century. A significant focus of the course is on the development of skills while building a portfolio of work for use in an AP 2D course the following year. Students will analyze the impact of individuals, different cultures, religions, social issues and politics in relation to changes in photography. Students will evaluate the importance of 2 dimensional works of art in relation to their history while critiquing peer works as well as their own. Critiques, class discussions and a portfolio of work are required. $100 art fee

Art III Photography  
Prerequisite: Students must have 35-mm digital SLR camera with a 50-mm lens.  
Art II Photography  
For grades 11, 12  
(1 credit) Category III  
This class will focus on the old and the new. Creative digital negatives from your color digital files and work with 19th Century processes like Cyanotype, Van Dyke, Platium and Gum Dichromate processes. $100 art fee

Art IV Photography  
Prerequisite: Students must have 35-mm digital SLR camera with a 50-mm lens.  
Art III Photo, Art II AP 2D Design  
Portfolio: Photography  
For grade 12  
(1 credit)  
Continuing the skills learned in Art II and III/Photography, students learn advanced camera, lighting, darkroom techniques with the choice of using digital, traditional silver gelatin film or any number of 19th Century processes. Designed for individuals interested in photography as an art form who wish to produce a portfolio for college.

AP Art History  
Prerequisite: Art I  
For grades 11, 12  
(1 credit) Category I  
This class provides students with an understanding and knowledge of architecture, sculpture, painting and other art forms with diverse historical and cultural contexts. Students are required to take the Art History AP exam.
Marching Band I-IV - Fall Semester
Wind Symphony I-IV or
Symphonic Band I-IV - Fall and Spring Semester
Prerequisite: Admission by audition only. Students are required to enroll in both semesters of the course and have previously been in band.
For grades 9, 10, 11, 12
(1 credit) Category III, 4th year eligible for Category II

Marching Band I-IV (first period of fall semester): All members of the Highland Park High School Band, including woodwinds, brass, pit percussion, drum line, and color guard, are members of the marching band in the fall semester. This ensemble performs at all home and away football games, parades and scheduled marching contests. In addition to first period, the full marching band rehearsal begins each morning at 6:45 am on the football field next to the band hall. Other rehearsals may be scheduled outside of these times for clinicians or guest directors. See PE substitution Activities on p.65

Wind Symphony I-IV (first period of fall & spring semester): The members of this ensemble demonstrate the highest level of musical maturity, technical proficiency, and a commitment to detailed rehearsal and disciplined individual practice. Students seriously pursue both individual and group goals as they work together to achieve musical excellence. Students in this ensemble are required to audition for the All Region Band in the fall, and to perform at the UIL Solo and Ensemble Contest in the spring. Members are strongly encouraged to take private lessons once a week throughout the school year.

Symphonic Band I-IV (second period of fall & spring semester): The members of this ensemble demonstrate a growing musical maturity, as well as a commitment to detailed group rehearsal and disciplined individual practice, in order to reach their musical potential. Students in are strongly encouraged to audition for the All Region Band in the fall, to perform at the UIL Solo and Ensemble Contest in the spring, and to take private lessons once a week. Private lessons are the key to the development of musical and technical excellence and are encouraged for all band students.

Students who complete four years of Band (Marching and Concert) may earn honors credit for their senior year following completion of all the Honors Band requirements.

Choral Music I-IV
Prerequisites: Audition required for placement
For grades 9, 10, 11, 12
(1 credit) Category III, 4th year eligible for Category II

Choral Music I: Membership in Concert Women and Concert Men is open to all 9th -12th graders regardless of past music experience.

Choral Music II-IV: Membership in Lads and Lassies, Women's Select Choir and Men's Select Choir is open to 10th, 11th and 12th graders who have had one year or more of choral ensemble experience at the high school level. Audition and director approval is required.

Each choir is determined according to level of musical ability, background, choral experience and music literacy. All emphasize individual vocal technique (posture, vowel production), appropriate choral technique (intonation and blend), music literacy and sight-reading. Performance includes a Fall Concert, Holiday Concert, UIL Concert/Sight-reading Contest, Highlander Festival and Spring Concert. Other activities include All-District, All-Region and All-State Choir auditions, individual private voice lessons, and the Fine Arts Department musical production. Students participating in the choral program for the fourth consecutive year may receive Honors credit following the completion of the Choral Department Supplemental Honors Curriculum.

Vocal Ensemble I-III
Prerequisite: admission by audition and concurrent membership in Lads & Lassies
For grades 10, 11, 12
(1 credit) Category III

Park Version is a small select group of students who perform music suited to the smaller show choir and vocal jazz ensemble. This group performs choral arrangements including contemporary pop, Broadway, and jazz. The group frequently entertains throughout the community.
Concert Orchestra  
Prerequisite: None  
For grades 9, 10, 11, 12  
Students must enroll in both semesters of the course.  
(1 credit) Category III  
Students learn fundamentals of string instrument playing violin, viola, cello and bass. Students will choose one of these instruments to learn how to play. Daily home practice is required and instrument rental or purchase is necessary. Students will perform in concerts.

Symphonietta Orchestra  
Prerequisite: Students currently enrolled in Orchestra or previous experience  
For grades 9, 10, 11, 12  
(1 credit) Category III, 4th year eligible for Category II  
For violin, viola, cello and bass students with developing technical skills and some previous ensemble experience. Students will perform literature for string orchestra and small ensembles. Students will perform in concerts.

Symphony Orchestra  
For grades 9, 10, 11, 12  
Students must be currently enrolled in orchestra. Membership is only by audition.  
(1 credit) Category III, 4th year eligible for Category II  
For violin, viola, cello and bass students with advanced technical skills and previous ensemble experience. Students will perform literature composed for a variety of instrumental combinations including string orchestra, symphony orchestra, trios, quartets, quintets, sextets, septets and strolling ensemble. Students will perform in concerts.

Music Theory AP  
Prerequisite: Must have been enrolled in Band, Choir or Orchestra the previous two years or approval of instructor. Students must enroll in both semesters of this course. For grades 11, 12  
(1 credit) Category I  
This course develops a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score in order to pass the AP Music Theory exam. Fundamental aural, analytical, and composition skills will be addressed, using both listening and written exercises. Aspects of melody, harmony, texture, rhythm, and form are included, and some history and style. Reading music is a requirement, and students must acquire at least basic performance skills in voice or on an instrument, i.e. piano students/band/orchestra. This course enhances the Fine Arts music classes and should not be taken in lieu of band, choir, or orchestra. Dropping a Fine Arts ensemble to enroll in AP Theory will require teacher approval of that organization plus approval of AP Theory teacher.
**Theatre Arts & Dance**

**Dance I (Co-ed Beginner)**
For grades 9, 10, 11, 12  
(1 credit) Category III

Dance I is an introduction to the genres of Ballet, Lyrical, Modern, Jazz, Hip Hop, and Musical Theatre. Students will develop performance and choreographic skills culminating in at least one mandatory performance. This class is for beginner/intermediate dancers with little or no dance experience.

**Dance I (Belles Prep Dance A)**
For grades 9, 10, 11  
(.5 credit) Category III  
This class is designed to prepare students for drill team tryouts. Flexibility, precision dancing, kick stamina, technical skills such as double and triple pirouettes, axels, grande jetes, switch leaps, toe touches, Russians and turns in second are stressed. Belle tryouts are following football season. Fall semester course.

**Dance I (Belles Prep Dance B)**
For grades 9, 10, 11  
(.5 credit) Category III  
This class is designed for students interested in precision dance. It includes flexibility development, basic terminology and an emphasis on the fundamentals of drill team. Spring semester course.

**Dance II**
For grades 9, 10, 11, 12  
Prerequisite: Teacher approval  
(1 credit) Category III

The course will be an overview of the genres of Ballet, Lyrical, Modern, Jazz, Hip Hop, and Musical Theatre. Students will develop performance and choreographic skills culminating in at least one mandatory performance. This class is for the intermediate/advanced level dancer. Students can expect a higher level of physical demand in the day-to-day routine of this class. Note: Dance II students are required to furnish their own pair of tap shoes.

**Drill Team (Belles)**
For grades 10, 11, 12  
(1 credit) Category III

Drill Team is a performance-oriented course. Flexibility, precision dancing and showmanship are stressed. A panel of judges must select each member. Each girl must maintain academic as well as behavioral standards. See PE substitution activities on p65.

**Theatre Arts I**
For grades 9, 10, 11, 12  
(1 credit) Category III

This course is a survey course of the development of the physical theatre, the history of the theatre and the basic principles of acting in the first semester as mandated by the TEKS. The second semester covers the principles of directing and stagecraft. It concludes with the opportunity to explore the specialized theatrical style of film and film history. Students are required to see one play each 6-weeks.

**Theatre Arts I TAG**
Prerequisite: Identified Gifted or Audition on a Space Available Basis  
For grades 9, 10, 11, 12  
(1 credit) Category II

While the class does cover the TEKS in its study of the development of the physical theatre, the history of the theatre and the basic principles of acting in great depth, the pace is greatly accelerated. This allows time for enrichment workshops in such areas as improvisations, voice and diction, choreography, swords and stage combat. The second semester covers the principles of directing and stagecraft and concludes with the opportunity to explore the specialized theatrical style of film and film history. Enrichment activities include workshops on film acting and film production. Students are required to see one play each 6-weeks.

**Theatre Arts II**
Prerequisite: Theatre Arts I: Regular or TAG
For grades 10, 11  
(1 credit) Category III

This is for the student who wishes to continue studying acting. This course will treat acting as a craft from a historical perspective. The student will study the various styles and approaches of acting throughout history and perform scenes from those appropriate time periods providing mastery of the different historical acting styles. Students must write, stage and perform a one-man show. Students are required to see one play each 6-weeks.

**All theater courses require attendance at live performances.**
Theatre Arts III or Theatre Arts III (H)
Prerequisite: Theatre Arts I
For grade 12
(1 credit) Category III, 4th year eligible for Category II
This class takes the acting and directing principles studied in earlier courses and applies them to the Senior Play, the fall musical and the Classic Series. The first semester of this course includes playwriting and Children’s Theatre. The second semester continues with acting and directing principles and adds the study of the American Musical and Theatre of the Absurd. Honors credit is available only to students taking a fourth year of theatre and requires additional outside work. Students are required to see one play each 6-weeks.

Technical Theatre I
Prerequisite: Theatre Arts I
For grades 10, 11, 12
(1 credit) Category III
This entry-level theatre course is an activity-centered class involving the student in HP theatre productions. Students are provided opportunities to explore all areas of technical theatre: stagecraft, scene design and construction, stage lighting, sound, costumes, make-up, publicity, shop safety, house management, and stage management. Course work includes design projects, construction of a model set, attendance at live performances, and crew work for HP theatre productions.

Requires after school and weekend attendance for set build and strike. All students are required to see one play each 6-weeks.

Technical Theatre II
Prerequisite: Technical Theatre I
For grades 11, 12
(1 credit) Category III
Technical Theatre II is for the student who wishes to pursue a career in any type of technical theatre. It takes the skills mastered in Technical Theatre I and allows the student to take the lead in design and production process. Student is required to design and supervise construction of his/her design of one of the design areas (set, lighting, properties, costume, make-up, promotions.) Honors credit is available only to students taking a fourth year of theatre and requires additional outside work.

Requires after school and weekend attendance for set build and strike. All students are required to see one play each 6-weeks.
THEATRE ARTS & DANCE

Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)

Theatre Arts I or Theatre Arts I TAG
Theatre Arts II 10th or 11th only
Tech Theatre I
Tech Theatre II

Theatre Arts III or Theatre Arts III (H) 12th only
Tech Theatre III (H) 12th only
Belles Prep Dance A
Belles Prep Dance B
Drill Team (Belles)
Dance I Co-ed Beginner
Dance II (By approval only)
Health
For grades 9, 10, 11, 12
(.5 credit) Category III
Health includes a study of personal health and fitness, nutrition, growth and development, human sexuality, use and abuse of alcohol, tobacco and other drugs. The course will cover communicable and chronic diseases, consumer and environmental health. The Red Cross First Aid and CPR courses will be covered. Required for graduation.

Advanced Health
Prerequisite PE
For grades 11, 12
(.5 credit) Category III
In Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

Lifetime Nutrition and Wellness
For grades 10, 11, 12
(.5 credit) Category III
This course is designed to help students make informed choices that promote wellness in relation to sound nutrition. Units of study for this course include: principles of cooking, kitchen management skills, meal planning, nutrition, eating disorders, principles of digestion and metabolism, diets, safety, sanitation, food management, and careers in nutrition.
Languages Other Than English

Competitive colleges and the HPHS Distinguished Achievement Diploma require three years of the same language. Many studies have shown that no other course strengthens a student’s command of English more than foreign language. Foreign language students score higher on college entrance exams. The focus is the development of proficiency in authentic use and in oral proficiency in particular. All languages carry a significant cultural component.

Students who study a modern language through Level 2 will have knowledge of a language and culture that permits them to understand, speak, read, and write at a level sufficient to function in familiar social and limited work situations. Students who continue their study through Level 3 or higher will further develop their skills in conversation and will be able to interact with native speakers in spoken communication. Students in Level 3 and above will be introduced to literature and composition.

While the standard level language courses maintain continuity in the type of content and instruction in levels 1-3, the Pre-AP/AP courses have distinct changes and challenges at each level due to the type of content presented and the skills that are being stressed, all of which is designed to prepare students for success on the AP exam. Therefore, students must be open to change and are expected to be flexible in adapting to new styles of teaching and learning.

The Department of Languages Other Than English aims to teach students how to communicate in another language in order to function in real world settings, to make connections between their own language and the target language, and to develop an appreciation of the target culture by understanding what guides its beliefs and practices and comparing it to their own culture.

Chinese

Chinese I
For grades 9, 10, 11, 12
(1 credit) Category III
This course is an introduction to the Chinese world, its language and its people. The study of Chinese will begin with pinyin, which is the romanization of characters. The main emphasis is on oral skills while developing reading and writing skills using very basic characters. The student will be guided in recognizing the interrelationships of language and will develop a cultural appreciation of the Chinese world.

Chinese II PAP
Prerequisite: Chinese I or equivalent
For grades 10, 11, 12
(1 credit) Category II
This course will continue to work on developing listening and speaking skills by practicing pronunciation and dialogues reflecting daily life. There will be more emphasis on reading and writing skills, on expanding the vocabulary and functional expressions, and on continuing the study of the basics of Chinese sentence structure, descriptive complements, adverbial clauses, tenses and comparative sentences. 20-30 minutes of homework will be given daily.

Chinese III PAP
Prerequisite: Chinese II PAP
For grades 11, 12
(1 credit) Category II
This course provides broader vocabulary and deeper grammatical structures through daily life topics. Students will expand their ability to communicate in Chinese and will continue to work toward the mastery of four language skills. Authentic material and Chinese culture are introduced to the students with the aid of reading, film and web-based resources. An average of 30 minutes homework is assigned daily.

Chinese IV AP (Language and Culture)
Prerequisite: Chinese III PAP
For grades 12
(1 credit) Category I
This is a college-level course which deepens students’ immersion into the language and culture of the Chinese-speaking world. The course engages students in an exploration of both contemporary and historical Chinese culture. Since the course interweaves language and culture learning, this exploration occurs in Chinese and requires extensive class participation. Students enrolled in Chinese IV AP are required to take the Advanced Placement Exam in Chinese Language and
Culture. The aim of this course is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. Students learn about various aspects of contemporary Chinese society; explore the realm of Chinese societal relationships; study significant persons, products and themes in Chinese history; view Chinese culture in an international context; and broaden their world view by comparing Chinese cultural products, practices, and perspectives with those of their own society.

**French**

[French I]
For grades 9, 10, 11, 12  
(1 credit) Category III
This course is an introduction to and a development of the four language skills of listening, speaking, reading and writing. Basic grammar concepts and vocabulary building are presented. An introduction to the culture of the French-speaking world is also included. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.

[French II]
Prerequisite: French I or equivalent  
For grades 9, 10, 11, 12  
(1 credit) Category III
This course expands upon the vocabulary, grammar, and aural/oral skills presented in French I. Grammatical structures are further developed and aural/oral skills are also stressed. The Francophone culture continues to be explored. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.

[French II PAP]
Prerequisite: French I or equivalent  
For grades 9, 10, 11, 12  
(1 credit) Category II
This course provides a deeper mastery of the skills presented in French I and increased emphasis on oral participation and writing. Cultural differences and similarities are presented and discussed for a better understanding of our diverse world. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.

[French III]
Prerequisite: French II or II PAP  
For grades 10, 11, 12  
(1 credit) Category III
This course provides a review and expansion of vocabulary and grammatical structures. Students are exposed to current cultural issues and introduced to some literary selections, with multimedia aids. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.

[French III PAP]
Prerequisite: French II, French II PAP recommended  
For grades 10, 11, 12  
(1 credit) Category II
This course includes the acquisition of higher-level vocabulary and the refinement of important grammatical concepts. Students work towards mastery of the four language skills. Students will read various authentic and culturally rich literary selections. Students will use the target language in classroom discussions, story-telling activities and skits to help improve conversational skills. There will be an average of 25 minutes minimum homework nightly to reinforce daily concepts.

[French IV]
Prerequisite: French III or III PAP  
For grades 11, 12  
(1 credit) Category III
This course is designed for the student who wishes to continue studying French, but not at the advanced placement college level. Its aim is to continue exploring the four facets of communication: speaking, listening, reading, writing and French culture. Students will be exposed to French culture and literature through the Internet, readings and film. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.
French IV AP (Language & Culture)
Prerequisite: French III, French III PAP recommended
For grades 11, 12
(1 credit) Category I

This is a college-level course intended for students in their fourth year of high school French. The three modes of communication: interpersonal, interpretive and presentational are the underlining tenets of the AP French Language and Culture course. These modes have been clearly defined in the Standards for Foreign Language Learning in the 21st century. Course work provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 learners. Students enrolled in this course are expected to already have a good command of the grammar as well as strong listening, reading, speaking and writing skills. When students are communicating in this course, they will demonstrate an understanding of the cultures, incorporate or make connections with other interdisciplinary topics, make comparisons between the native and target language and between cultures, and use the target language in real-life settings. Exclusive use of French by teacher and students for active communication is expected in the classroom. In addition to using authentic materials and resources in the target language, students will use several primary textbooks that are in accordance with those suggested on the college Board website. Students are expected to take the AP Language and Culture exam at the end of this course.

French V
Prerequisite: French IV or IV AP
For grade 12
(1 credit) Category III

French V is a continuation of skills and methodologies learned in French IV class which integrates culture, language and literature. The focus is to explore, investigate, describe, discuss and analyze information through a communicative approach by utilizing hypermedia resources (CDs, podcasts, the Internet) as well as selected literary readings, and film. This class will use a holistic approach to evaluation by having students create portfolios of their work. Students work cooperatively and independently to complete the work. This course does not receive weighted credit.

French Cultural and Linguistic Topics: Global Challenges in the Francophone World
Prerequisite: French IV AP
For grade 12
(1 credit) Category I

This is a project-based research course for students who have the desire to continue their study of French and the Francophone world after having completed the French 4 AP course. Students who decide to take this course will have the passion to research real-world problems while continuing their study of French and Francophone cultures. Students will develop a project on a topic related to a global issue, use the scientific method of investigation to conduct in-depth research and possibly access mentors from the professional community through a global-connection partner. Students will present their findings to an audience that may include English and French-speaking people. This is a cooperatively (student-teacher) planned course. The teacher provides continuous supervision to the student who conducts research and develops a plan for a current twenty-first century problem. During the course of research, the student may receive guidance and support from an expert in the Francophone community. There will be a written project plan for each student during the course which will evolve as the student develops the project.

Students will be expected to lead and contribute to discussions in French, demonstrating strong oral and written communication skills which will be further developed throughout the year. Students will develop a plan in both English and French for their twenty-first century challenge and present their product at a student led conference in French And/or via a live Skype session.
LANGUAGES OTHER THAN ENGLISH

French
- Middle School French I (2 - year program)
- High School French I
- French II
- French III
- French IV
- French IV AP Language
- French Cultural & Linguistic Topics

Chinese
- Chinese I
- Chinese II PAP
- Chinese III PAP
- Chinese IV AP

Academic Planning Guide
Latin I
For grades 9, 10, 11, 12
(1 credit) Category III
Latin is one of the oldest subjects taught in high school. We are the heirs of the Romans. Our language is sixty percent Latin derived. The way we govern and judge ourselves comes from the Romans. In contrast to Spanish and French, Latin emphasizes reading comprehension of the language itself. Latin has two major objectives. The first is to comprehend the Latin language through the practice of reading. The second is to develop the students’ understanding of the social and political history of the Romans, especially during the first century AD in Italy and The Roman Empire. The story line follows a historical Roman family in Pompeii through the son’s adventures in Roman Britain and Alexandria. The course presents the language as the medium of the great culture and literature that molded it. Students follow the plot of the stories, recognize and react to characters, and distinguish significant details in the social and historical setting of the Roman World.

Latin I PAP
For grades 9, 10, 11, 12
(1 credit) Category II
The Latin I Pre-AP course will address the unique needs of gifted and talented learners as well as students who are on an AP track. This course will allow students to move at a faster pace, covering more material at a greater depth than the current Latin I course allows. Latin I Pre-AP students will also be introduced to authentic Latin at an earlier stage in preparation for subsequent levels of AP Latin. Students will finish both the Cambridge Unit I and Unit 2 textbooks during their first year of Latin, whereas Latin I students currently only finish the Unit I textbook and a portion of the Unit 2 text.

Latin II
Prerequisite: Latin I
For grades 10, 11, 12
(1 credit) Category III
Latin II is a continuation of the students’ progression in their understanding of grammar, acquisition of derivatives, and building of vocabulary. The two main goals of Latin II are to comprehend more complex Latin sentence structures and to continue the students’ development of their understanding of Roman social and political issues. First-century empirical politics drive the storyline as it continues in Roman Britain, then proceeds to Rome. More attention is given to derivatives and culture in this course.

Latin II PAP
Prerequisite: Latin I
For grades 10, 11, 12
(1 credit) Category II
Latin II PAP is a continuation of the students’ progression in their understanding of grammar, acquisition of derivatives, and building of vocabulary. The two main goals of Latin II PAP are to comprehend more complex Latin sentence structures and to continue the students’ development of their understanding of Roman social and political issues. First-century Imperial politics drive the storyline as it continues in Roman Britain, then proceeds to Rome. This is a student’s first contact with real Latin, especially prose. The grammar of Latin II PAP is covered more in-depth, and selected projects concerning Roman history are emphasized. More attention is given to grammatical understanding and derivatives in this course.

Latin III
Prerequisite: Latin II
For grades 11, 12
(1 credit) Category III
Latin III will introduce authentic Latin by the end of the first semester. Students will then read excerpts from Caesar, Ovid, Catullus, Martial and Cicero. The pace of the Latin III course will provide students with ample time to master grammar objectives within context and to develop a broader vocabulary base in Latin and in English that will aid the students in their overall reading comprehension ability that is so vital for standardized testing.

Latin III PAP
Prerequisite: Latin II, Latin II PAP recommended
For grades 10, 11, 12
(1 credit) Category II
Latin III PAP continues students’ exposure to real Latin, including poetry. Reading short excerpts of genuine Latin from a variety of authors is the emphasis. The story line involves the Emperor Domitian in the first semester. The second semester introduces Pliny, Martial, Cicero, Caesar, Tacitus, Vergil, Ovid and Catullus. This course is for the student who enjoys Latin and wants a good preparation for AP Latin. (Dictionary and Readers required.)
Latin IV
Prerequisite: Latin III or Latin III PAP
For grades 11, 12
(1 credit) Category III
Latin IV synthesizes the vocabulary, grammar and culture from the first three years of study. It incorporates project-based-learning to allow students to pursue advanced study of the Latin language and culture. There is also a strong component of vocabulary, especially as it relates to English derivatives.

Latin IV AP
For grades 10, 11, 12
Prerequisite: Latin III, Latin III PAP recommended
(1 credit) Category I
AP Latin IV introduces the student to the original Latin texts of Caesar’s De Bello Gallico and of Vergil’s epic, The Aeneid. Students will prepare throughout the year for the AP Latin exam in May using practice sessions, AP-style questions, and at least one full-scale practice exam. Their goal is mastery of several skills, including literary comprehension and analysis of authentic Latin texts, close translation, scansion of poetic meter, and an understanding of the cultural and historical context and significance of two classic works of ancient literature.

Spanish I
For grades 9, 10, 11, 12
(1 credit) Category III
This course introduces and develops the basic skills of understanding, speaking, reading and writing Spanish. Includes basic grammar concepts; the present, present progressive and preterite tenses; vocabulary building; the alphabet and sound systems; and cultural background. Simple conversation is emphasized. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts.

Spanish II
Prerequisite: Spanish I or equivalent
For grades 9, 10, 11, 12
(1 credit) Category III
Spanish II continues the study of functional grammar; the imperfect, future, conditional, present perfect, pluperfect and present subjunctive tenses; the expansion of vocabulary; and the customs and culture of Spanish-speaking people with an emphasis on the basic skills of understanding, speaking, reading and writing. Continues to expand conversational skills. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts. (Dictionary is recommended.)

Spanish II PAP
Prerequisite: Spanish I
For grades 9, 10, 11, 12
(1 credit) Category II
This course emphasizes vocabulary enhancement, grammar mastery (all tenses and types of pronouns), listening, speaking and writing development, and reading a variety of culturally and historically-oriented texts. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts. More depth and breadth than Spanish II. Self-motivation and accountability are essential for success. (Dictionary is recommended)

Spanish III
Prerequisite: Spanish II or II PAP
For grades 10, 11, 12
(1 credit) Category III
Spanish III extends the acquisition of higher level vocabulary, the refinement of previously studied grammatical structures, the study of the present and imperfect subjunctive and their uses, and the cultural knowledge base of several Hispanic countries. Includes some composition writing and reading of selected authentic texts. Conducted mostly in Spanish. There will be an average of 20 minutes minimum homework nightly to reinforce daily concepts. (Dictionary required.)
Spanish III PAP
Prerequisite: Spanish II, Spanish II PAP recommended
For grades 10, 11, 12
(1 credit) Category II

This course includes rapid expansion of vocabulary; in-depth grammatical studies through art, short literary selections, and a novel; and use of target language in presentations and discussions, extemporaneous speaking, etc., as a way to improve conversational skills. Self-motivation and accountability are essential for success. There will be an average of 20 minutes minimum on-line homework nightly to reinforce daily concepts.

Spanish IV
Prerequisite: Spanish III or III PAP recommended
For grades 11, 12
(1 credit) Category III

This course explores, investigates, describes, discusses and analyzes information that integrates culture, language and literature. A holistic evaluation is performed through students creating portfolios of their work. Class conducted totally in Spanish. Students will work cooperatively and independently to complete most work in class. However, students will be required to participate in cultural activities outside of class. Extensive class participation in Spanish is necessary for success. All seniors must complete the portfolio assessment regardless of senior exemption status.

Spanish IV AP (Language & Culture)
Prerequisite: Spanish III, Spanish III PAP recommended
For grades 11, 12
(1 credit) Category I

This is a college-level course intended for students in their fourth year of high school Spanish. The three modes of communication: interpersonal, interpretive, and presentational are the underlining tents of the AP Spanish Language and Culture course. These modes have been clearly defined in the Standards for Foreign Language Learning in the 21st Century. Course work provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 learners. Students enrolled in this course are expected to already have a good command of the grammar as well as strong listening, reading, speaking and writing skills. When students are communicating in this course, they will demonstrate and understanding of the culture(s), incorporate or make connections with other interdisciplinary topics, make comparisons between cultures, and use the target language in real-life settings. Exclusive use of Spanish by teacher and students for active communication is expected in the classroom. In addition to using authentic materials and resources in the target language, students will use several primary textbooks that are in accordance with those suggested on the College Board Website. Students are expected to take the AP Language and Culture exam at the end of this course.

Spanish V
Prerequisite: Spanish IV or IV AP
For grade 12
(1 credit) Category III

Spanish V is a continuation of skills and methodologies learned in the Spanish IV course which integrates culture, language, literature and technology. The focus is on the use of language to explore, investigate, describe, discuss and analyze information. The topics of study will be different from those in Spanish IV. This course uses a holistic approach to evaluation by having students create digital portfolios. Students will work cooperatively and independently to complete most work in class. Extensive class participation in Spanish is necessary for success. All seniors must complete the digital portfolio assessment regardless of senior exemption status.
Spanish V AP (Literature & Culture)
Prerequisite: Spanish IV, Spanish IV AP recommended
For grade 12
(1 credit) Category I
This is a college-level course intended for students in their fifth year of High School Spanish. The content of the course is a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic Literature. In addition to continuing to develop language proficiency in the four skills (reading, writing, listening and speaking), the course emphasizes critical analysis of literary texts, incorporating a contextual and cultural approach according to guidelines established by the Advanced Placement Committee of the College Board. Students who complete this course take the Advanced Placement Exam in Spanish Literature, which tests comprehension in prose and verse. Skills in writing expository essays that incorporate analysis and interpretation of the works, comprehension of critical prose, interpretative listening, and integration of interdisciplinary, cultural, and contextual connections are assessed. Exclusive use of Spanish by teacher and students for active communication is expected in the classroom. This course requires in depth reading assignments to be completed outside the class.

Spanish for Native Speakers I/II/III/IV
Multi-level self-paced course
Prerequisite: Instructor assessment and Interview
For grades 9, 10, 11, 12.
(1 credit) Category III
Spanish for Native Speakers incorporates the study of the Spanish Language by providing opportunities for enhancement of all four language skills. The main objective of this course is to continue building on the skills the students already possess, in order to refine their command of Spanish. The focus will be on Spanish in formal and informal situations, development of literacy skills, and analytical writing.
LANGUAGES OTHER THAN ENGLISH

Spanish

Middle School Spanish I (2-year program) or High School Spanish I

- Spanish II
- Spanish II PAP
- Spanish III
- Spanish III PAP
- Spanish IV AP
- Spanish V AP
- Spanish IV
- Spanish V

Latin

- Latin I
- Latin II
- Latin III
- Latin IV
- Latin I PAP
- Latin II PAP
- Latin III PAP
- Latin IV AP
The Department of Mathematics bases its vision of mathematical literacy on the educational goals and expectations of the community as reflected in the Strategic Plan. The department strives to promote mathematical literacy to include more than minimal competencies. Students should be equipped with the mathematical tools needed to compete in the work force and meet the challenge of tomorrow’s technology. We want students to be successful in the continuation of their education goals and objectives and to be a leader in their chosen career or profession.

**Algebra I**

**Prerequisite:** 8th Grade Math
**For grade 9**
**(1 credit) Category III**

Designed as the first of a two-year sequence in the study of algebra. Algebra I emphasizes the study of arithmetic laws applied to algebraic structure and uses variables, equations, and graphs to create and solve mathematical models. This is the first course in the college preparatory program. Geometry is the next course.

**Geometry**

**Prerequisite:** Algebra I
**For grades 9, 10**
**(1 credit) Category III**

This course emphasizes primarily plane geometry but includes space and coordinate geometry. Formal geometric proof is emphasized. Algebraic concepts will be thoroughly integrated into the course. Algebra II is the next course.

**Geometry Lab**

**Prerequisite:** Algebra I
**For grades 10**
**(1 elective credit) Category III**

This course is intended for students who need additional support while taking Geometry. Through this second math class re-teaching of Geometry concepts is emphasized.

**Geometry PAP**

**Prerequisite:** Algebra I
**For grades 9, 10**
**(1 credit) Category II**

This is a one-year course with emphasis on plane geometry but including spherical and coordinate geometry. The material taught is more intensive and extensive than the standard course. Specific differences include a heavy emphasis on geometric proof with specific units on trigonometry and spatial geometry. Emphasis is on problems that require considerable mathematic insight. It is intended for highly motivated, self disciplined students who have extremely strong Algebra I skills and have completed Algebra I PAP. Teacher recommendation is strongly recommended for students who have not successfully completed the PAP prerequisite courses.

**Geometry PAP TAG**

**Prerequisite:** Alg. I, TAG Identified
**For grade 9, 10**
**(1 credit) Category II**

This is a one-year course intended for students identified as gifted in mathematics with an emphasis on plane geometry but including spherical and coordinate geometry. The material taught is more intensive and extensive than the standard course. Specific differences include a heavy emphasis on geometric proof with specific units on trigonometry and spatial geometry. Emphasis is on problems that require considerable mathematic insight. It is intended for highly motivated gifted students who have extremely strong Algebra I skills. Students will do projects to strengthen their creativity in the subject.

**Algebra I Lab**

**Prerequisite:** 8th Grade Math
**For grade 9**
**(1 elective credit) Category III**

This course is intended for students who need additional support while taking Algebra I. Through this second math class re-teaching of Algebra I concepts is emphasized.
Algebra II  
Prerequisite: Algebra I, Geometry  
For grades 10, 11, 12  
(1 credit) Category III  
This course is the second of a two-year sequence in algebra. The student is expected to combine algebraic skills with analytical and critical thinking skills. The student is exposed to advanced concepts necessary to develop proficiency in logical thinking and problem solving. Most units explore domain and range; graphing and graphing relationships: methods of solving equalities and inequalities; and applications of various relationships.

Algebra II Lab  
Prerequisite: Algebra I, Geometry  
For grades 10, 11, 12  
(1 credit) Category III  
This course is intended for students who need additional support while taking Algebra II. Through this second math class re-teaching of Algebra II concepts is emphasized.

Algebra II PAP  
Prerequisite: Alg. I, Geometry or Geometry PAP  
For grades 9, 10, 11  
(1 credit) Category II  
This course is the second of a two-year sequence in algebra. The student is expected to combine algebraic skills with analytical and critical thinking skills to solve real-world problems. The material taught is more intensive and more extensive than the standard course. Assessments will require synthesis of concepts taught in the course. It is intended primarily for students who have completed Geometry PAP. A teacher recommendation is strongly suggested for students who have not successfully completed the PAP prerequisite courses.

Algebra II PAP TAG  
Prerequisite: Alg. I, Geometry PAP, TAG Identified  
For grades 9, 10  
(1 credit) Category II  
This course is for students who have been identified gifted in mathematics. The concepts of Algebra II will be taught with more depth and extensions. Specific differences include an emphasis on algebraic proof. Assessments will require synthesis of concepts taught in the course and in prerequisite courses. The student is expected to combine algebraic skills with analytical and critical thinking skills to solve real-world problems. A variety of gifted instructional methods will be used.

Dual Credit  

College Algebra-Dual Credit  
Independent Study in Mathematics  
Prerequisite: Algebra II & TSI Assessment Requirements  
For grades 11, 12  
(.5 credit) Category II  
College Algebra is a course in which students can earn dual credit: an elective mathematics local high school credit and four (4) hours of college credit from Richland Community College. This course is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, proofs, and applications. Expected study time outside of class is 16 - 24 hours per week.

College Mathematics I - Dual Credit  
Prerequisite: College Algebra Dual Credit  
For grades 11, 12  
(.5 credit) Category II  
This course includes the study of sets, logic, sets of numbers, and mathematical systems. Additional topics will be selected from mathematics of finance, introduction to computers, statistics and matrices. Recreational and historical aspects of selected topics are included. Students can earn dual credit and three (3) hours of college credit from Richland Community College. Expected study time outside of class is 16 - 24 hours per week.
Pre-Calculus
Prerequisite: Geometry, Algebra II
For grades 11, 12
(1 credit) Category III

This course is designed to prepare students in the concepts, technology and applications for more advanced work in mathematics. A solid understanding of Algebra II is necessary in order to be successful. The scope of the course emphasizes the analysis of functions, relations and their graphs. A full semester is devoted to trigonometry including solving equations working with vectors and parametric equations, and proving identities. In addition, students investigate polynomial, rational, exponential and logarithmic functions. Algebra skills are more fully developed in the process of exploring complex numbers, sequences, series and analytic geometry. This course is intended to provide the mathematics necessary for the study of calculus. An Algebra II teacher recommendation is strongly suggested.

Pre-Calculus PAP
Prerequisite: Geometry PAP, Algebra II PAP
For grades 11, 12
(1 credit) Category II

This course emphasizes the study of functions, including applications and graphs of functions, trigonometry, discrete mathematics, polar equations and data analysis, along with an introduction to calculus. The concepts of Pre-Calculus PAP will be taught more intensively and extensively than the standard pre-calculus course. Emphasis is placed on the development of problem solving, reasoning, communication and technology skills. Intended primarily for students who have completed Algebra II PAP, it prepares the student for the Calculus AP course. An Algebra II teacher recommendation is strongly suggested for students who have not successfully completed the PAP prerequisite courses.

Pre-Calculus PAP TAG
Prerequisite: Geometry PAP, Algebra II PAP, TAG Identified, TAG Waiver
For grades 10, 11
(1 credit) Category II

This course is intended for students who have been identified as gifted in mathematics. This basic course includes the applications of functions and graphs, trigonometry, discrete mathematics, polar equations, and data analysis, along with an introduction to calculus. Emphasis is placed on the development of problem solving, reasoning, communication, and technology skills. This course prepares the student for the Calculus AP course. A variety of gifted instructional methods will be used.

Calculus AP/AB
Prerequisite: Pre-Calculus or Pre-Calculus PAP
For grades 11, 12
(1 credit) Category I

This is a full-year course that is comparable to one semester of college calculus. The scope of the course includes concepts associated with the study of elementary functions, limits of functions, derivatives, techniques of integration, slope fields, elementary differential equations and transcendental functions. Students taking Calculus AP/AB are required to take the Advanced Placement Examination in Calculus.

Calculus AP/BC
Prerequisite: Pre-Calculus PAP or Pre-Calculus PAP TAG
For grades 11, 12
(1 credit) Category I

Calculus BC is a full-year course that is comparable to two semesters of college calculus. It includes the study of vectors and analytic geometry in 3-space. Functions of several variables; partial and directional derivatives; extrema; double and triple integrals and applications; cylindrical and spherical coordinates.
Statistics AP  
**Prerequisite:** Algebra II  
Recommended Pre-Calculus Concurrently  
For grades 11, 12  
*(1 credit)* Category I  
The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:  
1) Exploring Data: Describing patterns and departures from patterns  
2) Sampling and Experimentation: Planning and conducting a study  
3) Anticipating Patterns: Exploring random phenomena using probability and simulation  
4) Statistical Inference: Estimating population parameters and testing hypotheses  
Students taking AP Statistics are required to take the Advanced Placement Examination in Statistics.

Mathematical Models with Applications  
**Prerequisite:** Algebra I, Geometry and Teacher Recommendation  
For grades 11, 12  
*(1 credit)* Category III  
This course must precede Algebra II for students graduating under the Recommended High School Program. Students build on K-8, Algebra I and Geometry foundations by using algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information and to solve problems from various disciplines.

Math Models is available on-line through Highland Park High School Virtual Academy (see page 87). There is a charge for the on-line course.

Advanced Mathematical Analysis  
(Independent Study in Mathematics)  
**Prerequisite:** Algebra I, Geometry, Algebra II  
For grades 11, 12  
*(1 credit)* Category III  
This course includes the study of functions as models of real world data. It develops student capabilities in reasoning, analytical thinking, and problem solving using a function-based approach to algebra. Students compare and analyze function behaviors and parameter changes using graphing technology. This is a concentrated study of major topics including matrix algebra, family of functions, mathematical induction and binomial theorem. This course is an in-depth study of algebraic skills with the use of technology, such as the graphing calculator. This course is not available for students who have completed Pre-Calculus or Dual Credit College Algebra.

Advanced Quantitative Reasoning  
**Prerequisite:** Algebra I, Geometry, Algebra II  
For grades 12  
*(1 credit)* Category III  
The primary focal points of this course includes the analysis of information using statistical methods and probability, modeling change and mathematics relationships, mathematical decision making in finance and society, and spatial and geometric modeling for decision making. In this course, students will learn to become critical consumers of the quantitative data that surround them every day, knowledgeable decision makers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve problems related to a wide range of situations.
Today’s world of advanced technology and competitive lifestyles requires that schools expand the opportunities of our youth to prepare for college and the world of work. Communication and technology empowers individuals and families to manage the challenges of living and working in a diverse, global society. Technology courses are designed to provide students the opportunity to make informed occupational choices, determine educational needs and options, develop employability traits and acquire marketable skills.

Audio Video Production (Video Tech)
(Introduction to Television and Film)
For grades 9, 10, 11, 12
(1 credit) Category III
This course provides a broad overview of current film and media production. Students will explore writing, directing, producing, camera operating, audio recording and digital editing. Students will produce commercials, short films, newscasts, music videos and documentaries. We will study and practice film composition, format and technique. Students will be expected to work on productions outside of class as well as work in groups. Parental consent will be required for students to use and check out the equipment. This course is a one year commitment and fulfills the technology requirements to graduate. Students will not be allowed to sign up for only one semester. This course satisfies the technology requirement for all graduation plans.

Advanced Broadcast Journalism I
Prerequisite: Completion of Audio Video Production and/or departmental approval
For grades 10, 11, 12
(1 credit) Category III
Through the use of advanced video technologies, students will develop their skills in understanding analyzing, using and producing media intelligently. Students will produce broadcast quality productions for HPHS Media online, the HPHS media iPhone application, HPTV (HPISD cable access channel) and the HPHS yearbook video.

Advanced Broadcast Journalism II
Prerequisite: Advanced Broadcast I
For grades 11, 12
(1 credit) Category III
Through the use of advanced video technologies, students will develop their skills in understanding analyzing, using and producing media intelligently. Students will produce broadcast quality productions for HPHS Media online, the HPHS media iPhone application, HPTV (HPISD cable access channel) and the HPHS yearbook video.

Advanced Broadcast Journalism III
Prerequisite: Advanced Broadcast II
For grades 12
(1 credit) Category III
Through the use of advanced video technologies, third year advanced students will further develop their skills in understanding analyzing, using and producing media intelligently. Students will produce broadcast quality productions for HPHS Media online, the HPHS media iPhone application, HPTV (HPISD cable access channel) and the HPHS yearbook video.

Applied Technology
Prerequisite: Teacher Approval
For grades 9, 10, 11, 12
(1 credit) Category III
Applied technology introduces skills and concepts related to personal and business use of the computer. The course curriculum emphasizes keyboarding, word processing, database and networking. Students will apply the skills of using the Internet as an information source and email as a means of communication. An individual program is developed.

Business Information Management
For grades 9, 10, 11, 12
(1 credit) Category III
This course develops technology skills with application to personal or business situations, focusing on Word Processing, Spreadsheets, Presentation Management and Database Development. Current business application software is utilized in the course. This course satisfies the technology requirement for all graduation plans.
Computer Science I AP
Prerequisite: Algebra II
For grades 10, 11, 12
(1 credit) Category I
This course emphasizes object-oriented programming methodology using Java, with an emphasis on problem solving and algorithm development. Programming concepts will be taught using structured programming techniques, debugging, hardware components, and social implications of computer systems. This course is designed as a preparation for programming at the college level. Students will also read, understand and modify a large program consisting of several provided Java classes and interacting objects. This course satisfies the technology requirement for all graduation plans.

3-D Modeling & Animation
For grades 9, 10, 11, 12
(1 credit) Category III
Students will be introduced to 3-D animation using Autodesk 3 DS Max. The software is used by aspiring video game designers, digital artists, and architects to create virtual landscapes, buildings, characters, and game environments used in professional animations. Emphasis is placed on object modeling, texturing, and preparing models for animation. This course satisfies the technology requirement for all graduation plans.

Digital Interactive Media
For grades 9, 10, 11, 12
(1 credit) Category III
Students will analyze and assess current and emerging technologies while designing and creating multimedia projects. Students will deploy digital media into print, web-based, and video products while learning digital photography, design and layout principles, animation and video techniques. In addition, the course will incorporate multiple technologies used by business and media organizations to prepare for a rapidly evolving workplace environment. This course satisfies the technology requirement for all graduation plans.

Digital Interactive Media Honors
For Grades 9, 10, 11, 12
(1 credit) Category II
This course introduces the tools, techniques, and concepts behind the production of digital media through the practice of good design. Application of digital media technologies, including hardware, software, and multimedia design are explored through the Adobe Creative Suite software. During the fall semester, students will study and work toward the Adobe Certification Exam for Adobe Photoshop and during the spring semester they will work toward the Adobe Certification Exam for Adobe Premiere. This course satisfies the technology requirement for all graduation plans.

Genius Bar I - Principles of Information Technology
Prerequisite: Basic knowledge of computer troubleshooting and maintenance AND Teacher Approval
For grades 9, 10, 11, 12
(1 credit) Pass/Fail
Students will facilitate the use of technology in the school through troubleshooting, maintenance, and instruction for students, faculty, and staff. Students will investigate and implement best practices in the use and integration of technology as well as research and evaluate potential technologies for use in the school. Students will also develop a technology learning goal that relates to a future interest in the technology field or use of technology in the workplace. This course is pass/fail. This course satisfies the technology requirement for all graduation plans.

Independent Study in Technology: 3-D M & A
Prerequisite: 3-D Modeling & Animation or Video Game Design & Instructor Approval
For grades 11, 12
(1 credit) Category III
The course focuses on advanced applications of technology. Students will work closely with faculty to design projects that will develop the learner’s mastery at a specific area of technology. Students may also apply to serve as technology student assistants.

Independent Study in Technology: Computer Science I AP
Prerequisite: Computer Science I AP, Oracle Academy and Instructor Approval
For grade 11, 12
(1 credit) Category III
Students develop and implement advanced, stand-alone applications and/or Web-based applets using high level languages.
Oracle Academy
Prerequisite: Computer Science I AP or Instructor Approval
For grades 11, 12
(1 credit) Category I
Students will gain a foundation in data modeling and Structured Query Language (SQL). Students will learn to analyze complex business scenarios and create a data model. Students will also learn to implement database designs using SQL. Students develop an understanding of the economical, financial, technological, international, social and ethical aspects of business. This course lays the foundation for understanding Oracle's role as the industry leader in database design and management for today's Internet-driven business environment.

This course prepares students for professional-level certification exam.

Robotics Design and Automation
Prerequisite: Algebra I
For grades 9, 10, 11, 12
(1 credit) Category III
This course is designed to provide students with an introduction to computer programming and 3D design software used with simple robots. Students are exposed to different types of robotic and automation technology and system components. Students will build prototypes, write control programs, as well as use simulation software to test their designs in a project-based environment. This course satisfies the technology requirement for all graduation plans.

Robotics Design and Automation Honors
Prerequisite: Algebra I
For grades 9, 10, 11, 12
(1 credit) Category II
This course is designed to provide students with an accelerated introduction to computer programming and 3D design of robots. Students will utilize robotic simulation software in addition to assembling kits that include robotic motors, sensors, and specialty add-ons. Course software will include Autodesk Inventor, Robot C, and Robot Virtual Worlds. Working in groups and individually, students will build prototypes to test their designs in a project-based environment. During the Fall semester, students will prepare for the Autodesk Inventor Certification Exam. Students will be expected to take the exam in the spring. This course satisfies the technology requirement for all graduation plans.

Video Game Design
For grades 9, 10, 11, 12
(1 credit) Category III
Students will gain a fundamental understanding of the video game design process, and the role concept art, creative writing, and animation play in creating games. Students will learn to use the Unreal Engine, one of the most widely used physics engines in the video game industry. Students will also be introduced to computer programming using Blueprint visual scripting to add advanced features such as customized characters and special effects. This course satisfies the technology requirement for all graduation plans.
Digital Interactive Media

Audio Video Production

Advanced Broadcast Journalism I

Advanced Broadcast Journalism II

Advanced Broadcast Journalism III

3D Modeling & Animation

Computer Science I AP

Digital Interactive Media Honors

Robotics & Automation

Video Game Design

Independent Studies *

3D Modeling & Animation

Independent Studies *

Computer Science I AP

Oracle Academy

Independent Studies *

* Does not count as the required technology credit for graduation.
Journalism
For grades 9, 10, 11, 12
(1 credit) Category III
Students learn to use 35mm digital cameras, shooting and developing procedures to correctly expose and compose photos. The curriculum includes: planning photos in relation to assignments from an editor; illustrating news events with photos and captions and applying photo composition principles.

Journalism I
For grades 9, 10, 11, 12
(1 credit) Category III
The course prepares enrollees to work on student publications through the study and practice of a variety of journalistic writing styles. Students will become familiar with publications, design, photography, desktop publishing and graphics software. This course is for those interested in improving communication skills and their abilities to deal with mass media information.

Advanced Journalism I NP (Bagpipe Staff)
Prerequisite: By application AND (middle school journalism, or JI, or PhotoJ or Practical Writing)
For grades 9, 10, 11, 12
(1 credit) Category III
This is an entry level course for staffers on the student newspaper. Students plan, design, write and edit The Bagpipe. (Enrollment in one Advanced Journalism NP course is mandatory for any student wishing to be on The Bagpipe staff.)

Advanced Journalism II NP (Bagpipe Staff)
Prerequisite: Adv. J. I NP by application
For grades 10, 11, 12
(1 credit) Category III
This is a second-year course for advanced staffers on the school newspaper. Students begin leadership roles in planning, designing, editing and financing The Bagpipe. (Enrollment in one Advanced Journalism NP course is mandatory for any student on The Bagpipe staff.)

Advanced Journalism III NP (Bagpipe Staff)
Prerequisite: Adv. J. II NP, by application
For grade 12
(1 credit) Category III
This is a one-year course for staffers in leadership positions on student newspaper. Students are responsible for all aspects of student newspaper production. They will work at advanced levels of computer page design and graphics and learn financial aspects of a scholastic publication. (Enrollment in one Advanced Journalism NP course is mandatory for any student on The Bagpipe staff.)

Advanced Journalism III NP (H)
(Bagpipe Staff)
Prerequisite: Adv. J. II NP, by application and 3 yrs journalism credits
For grade 12
(1 credit) Category II
This course offers honors-level course weight for those advanced student journalists in editor roles on The Bagpipe who desire to work on outside projects.

Independent Study/Journalism NP
Prerequisite: By application w/ 2 years hs journalism and instructor approval
For grade 11, 12
(1 credit) Category III
This is a full-year course that includes activities individually designed for high-achieving, experienced journalism students. The student is provided opportunities to achieve one or more of the following: (1) conduct research; (2) produce original work in print or in some other medium; (3) extensively develop an advanced skill, and (4) study in a specific area of interested related journalism. The course includes an outside project as part of the course curriculum.
Advanced Journalism I (YB)
Prerequisite: By application AND (middle school journalism, or JI, or PhotoJ or Practical Writing)
For grades 9, 10, 11, 12
(1 credit) Category III
This is an entry level course for staffers on producing the student yearbook. Emphasis is on writing, designing and use of computer, business management and photography. Enrollment in a yearbook course is mandatory for any student wishing to be on the Highlander staff.

Advanced Journalism II YB (Highlander Staff)
Prerequisite: Adv. J. I YB; by application
For grades 10, 11, 12
(1 credit) Category III
This is a full-year course for students who hold advanced responsibilities for the editorial, design, business and photographic production of the yearbook. Enrollment in one Advanced Journalism Yearbook course is mandatory for any student wishing to be on the Highlander staff.

Advanced Journalism III YB (Highlander Staff)
Prerequisite: Adv. J. II YB; by application, 3 yrs. journalism credits
For grade 12
(1 credit) Category II
This course is designed for the highly motivated student interested in assuming increased responsibility and providing leadership in the overall production of the yearbook. Additionally, the course curriculum further develops and refines the course objectives outlined in Advanced Journalism III with outside projects.

Independent Study/Journalism YB
Prerequisite: By application w/ 2 years hs journalism and Instructor Approval
For grades 11, 12
(1 credit) Category III
This is a full-year course that includes activities individually designed for high-achieving, experienced journalism students. The student is provided opportunities to achieve one or more of the following: (1) conduct research; (2) produce original work in print or in some other medium; (3) extensively develop an advanced skill, and (4) study in a specific area of interested related journalism. The course includes an outside project as part of the course curriculum.

In order to qualify for the position of editor-in-chief, design or copy editor, a student must be enrolled in either Advanced Journalism II or Advanced Journalism III, or Independent Study-Journalism.

Advanced Journalism I OM (Online Media)
Prerequisite: By application AND (middle school journalism, or JI, or PhotoJ or Practical Writing)
For grades 9, 10, 11, 12
(1 credit) Category III
This is an entry level course for staffers on the media web site and mobile app. Students plan, design, write and edit stories for HPHSMedia.com and the mobile device apps. Students will also be involved in developing visual content i.e. photos, graphics, videos, etc.

Advanced Journalism II OM (Online Media)
Prerequisite: Adv. Journalism I and by application.
For Grades 10, 11, 12
(1 credit) Category III
This is a second-year course for advanced staffers on HPHSMedia. Students begin leadership roles in planning, designing, editing and financing HPHSMedia through the use of both the web site and mobile app.
Advanced Journalism III OM (Online Media)
Prerequisite: Advanced Journalism II and by application
For Grades 11, 12
(1 credit) Category III
This is a one-year course for staffers in leadership positions with HPHSMedia. Students are responsible for all aspects of HPHSMedia. They will work at advanced levels of web design and graphics and learn the financial aspects of a scholastic publication.

Advanced Journalism III OM (H) (Online Media)
Prerequisite: Advanced Journalism II and by application and 3 years journalism credits
For Grade 12
(1 credit) Category II
This course offers honors-level course weight for those advanced student journalists who have been enrolled in three years of Journalism credited courses in editor roles on HPHSMedia who desire to work on outside projects while also holding a leadership role with HPHSMedia.
Journalism

9th

Middle School Yearbook Staff

Advanced Journalism I (YB, NP, OM)

Middle School Newspaper Staff

Photo Journalism

Advanced Journalism II (YB, NP, OM)

Photo Journalism

Independent Study Journalism (YB, NP, OM)

Journalism I

Advanced Journalism III (YB, NP, OM)

Visual Media

Practical Writing for Journalism

Advanced Journalism I

Advanced Journalism III (H)

10th

Advanced Journalism I (YB, NP, OM)

Advanced Journalism II (YB, NP, OM)

Advanced Journalism II

11th

Independent Study Journalism (YB, NP, OM)

Advanced Journalism III (H)

12th

Advanced Journalism III (H)
Communication Applications (Speech)
For grades 9, 10, 11, 12
(.5 credit) Category III
This course introduces the student to the basics of communication and speech making and seeks to develop a desirable mental attitude towards communication situations and a more positive self-concept.

Communication Applications (Speech)
(TAG Curriculum/Instruction)
Prerequisite: Identified Gifted or Audition
For grades 9, 10, 11, 12
(.5 credit) Category II
This course is open to the Talented and Gifted students only. This one-semester course will approach speech from a practical, applicable point of view, meeting each of the Texas Essential Knowledge and Skills requirements as established by the Texas Education Agency. The format of the class will be that of a legislative body within which the students organize the body, write the by-laws for the body (based upon various traditional organizational methods as in Robert’s Rules of Order), elect the leaders of the body, pass legislation for the body, and dissolve the body at the end of the semester. These activities will be accomplished through the traditional speech skills of critical thinking, organization, research, parliamentary procedure, public address, extemporaneous speaking, interpretation, listening, questioning and answering, protocol, legislative debate, problem solving and ethical decision making.

Debate I
For grades 9, 10, 11
(1 credit) Category III
Debate I introduces argumentation and debate to students interested in competitive academic debate. Students will develop skills in analysis, research and writing of briefs, logic and reasoning. The national debate topic serves as a foundation for the course research and study. Students will compete at a local level and/or national level. Students may be asked to contribute financially for out-of-state travel. The second semester will include components of the Communication Applications class so that students may earn that credit.

Debate II
Prerequisite: Debate I and Instructor Approval
For grades 10, 11, 12
(1 credit) Category III
Debate II is an advanced study in argumentation and debate for the experienced student. Course offers in-depth study in evaluating evidence, research, refutation and public address. Students are encouraged to attend summer workshops on the national debate topic before taking the course. Course requires tournament participation. Students may be asked to contribute financially for out-of-state travel.

Debate III
Prerequisite: Debate II and Instructor Approval
For grades 11, 12
(1 credit) Category III
The course provides students with skills in argumentation, persuasion, research and audience analysis. Course requires students to participate in tournament competition. Students may be asked to contribute financially for out-of-state travel.

Independent Study/Policy Debate (H)
Prerequisite: Debate I, II, III and Application and Instructor Approval
For grade 12
(1 credit) Category II
The course provides students with skills in argumentation, persuasion, research and audience analysis. Course requires students to participate in tournament competition.
Oral Interpretation I
For grades 9, 10, 11, 12
(.5-1 credit) Category III
This is a communication course designed to develop dramatic ability in the interpretation of humorous and serious material, poetry reading, prose reading as well as in duo acting and readers’ theatre. Non-sequential. Students with a sincere interest in acting or performing are encouraged to enroll. (Competition or a public performance is required.)

Oral Interpretation II
Prerequisite: Oral Interpretation I
For grades 10, 11, 12
(.5-1 credit) Category III
The course focuses on organizational, communication and analytical skills as related to oral interpretation. (Competitive Interpretation is required.) Non-sequential.

Oral Interpretation III
Prerequisite: Oral Interpretation I or II
For grades 11, 12
(.5-1 credit) Category III
This is an advanced study in original oratory, extemporaneous speaking and interpretation. Students will be expected to participate in tournament competition. (Competitive Forensics is required.) Non-sequential.
COMMUNICATION APPLICATIONS

Debate
- Debate I
- Debate II
- Debate III
- Independent Study/Policy Debate

Speech
- Communication Applications
  + Communication Applications TAG
  - Oral Interpretation I
  - Oral Interpretation II
  - Oral Interpretation III
All Physical Education courses are .5 – 1 credit courses.

Students may earn up to four P.E. credits for participation in athletics or appropriate private or commercially-sponsored physical activity programs conducted on or off campus (application required).

Aerobic Activities (Fitness for Life)
For grades 9, 10, 11, 12
(.5-1 credit) Category III
Students will be taught the process of becoming fit by having the opportunity to design their own personal fitness program through a variety of activities that promote health-related fitness. One example is interval training that incorporates body weight exercises with a cardio emphasis. With activities such as, but not limited to, cardiovascular endurance, muscular strength and endurance, flexibility, body composition, proper nutrition, and increased knowledge towards developing healthy lifestyle choices.

Foundations of Personal Fitness
For grades 9, 10, 11, 12
(.5-1 credit) Category III
Foundations of Personal Fitness provides a basis for a lifetime program of wellness. Emphasis is on information and activities which deal with the major components of fitness: body composition, flexibility, muscular strength, muscular endurance and cardiovascular fitness. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course.

Individual Sports
For grades 9, 10, 11, 12
(.5-1 credit) Category III
This class includes introducing students to the fundamentals of a variety of Individual sports such as badminton, table tennis (ping pong), Hantis, tennis, both free and machine weight training, and various methods of cardiovascular endurance, muscular strength, muscular endurance and cardiovascular fitness. Students will learn rules, sport safety, technique, sport etiquette, and flexibility while participating in games, tournaments, and structured workouts.

Off-Campus Physical Activity
For grades 9, 10, 11, 12
(.5-1 credit) Category III
Students are given the option of earning PE credit by enrolling in an Off-Campus Physical Activity program for activities that are NOT offered at HPHS. These programs include such activities as field hockey, lacrosse, crew teams and competitive horseback riding. Off-Campus PA does NOT include programs such as tennis, gymnastics or golf. If a student tries out for a school team such as golf, tennis or volleyball, and does not make the team, the student can apply for Off-Campus PA. The HPHS coach must verify that a student tried out and was cut from the team. Applications can be found on the counseling page of the high school website.

PE Substitution Activity (Band, Cheer, Drill Team)
For grades 9, 10, 11, 12
(.5-1 credit)
Students may earn up to one credit of P.E. through participation in cheerleading, drill team or marching band. In order for the student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. PE substitution activities will be pass/fail. Credit is awarded in the fall semester only for participation in these activities.

Team Sports
For grades 9, 10, 11, 12
(.5 -1 credit) Category III
This course includes the study of rules, basic strategies, and fundamental skill development needed to participate in various team sports such as volleyball, basketball, soccer, ultimate Frisbee and more. Social development will also be an important part of this class.
The science curriculum is designed to provide each student with a background in the sciences needed to function in today's society. Science courses emphasize inquiry and hands on experiences. Students are wise to check the admission requirements of colleges they wish to attend for science requirements and credit options. More specific information is available from the College Board websites listed in this section. For the class of 2015 and beyond, STAAR/EOC requires students to complete an End-of-Course Exam in biology. HPHS strongly recommends that students on the Recommended High School Program or the Distinguished Achievement Program complete these courses in sequence: 9th grade – Biology, 10th grade – Chemistry and 11th grade – Physics.

**Biology I**
Corequisite: Algebra I
For grades 9, 10
(1 credit) Category III
This course investigates living organisms and their interactions with the environment. Topics include the biochemistry, structure and mechanisms of cells as well as genetics, evolution, mammalian systems, microorganisms, biological classification and ecology. Emphasis is placed on laboratory applications of concepts.

**Biology I PAP**
Corequisite: Algebra I
For grades 9, 10
(1 credit) Category II
This course investigates living organisms and their interactions with the environment. Topics include the biochemistry, structure and mechanisms of cells as well as genetics, mammalian systems, microorganisms, evolution and biological classification. Emphasis is on science as an experimental process. Extensive analytical reading, sophisticated data analysis and critical thinking are required, and one formal laboratory report is assigned each semester. Students considering careers in science and want to eventually take AP Biology should consider this course.

**Biology I PAP TAG**
Corequisite: Algebra I or Concurrent, TAG
Identified
For grades 9, 10
(1 credit) Category II
This course is intended for students who have been identified as gifted in science. It presents biology as an experimental science and investigates living organisms and their interactions with the environment. Topics include the biochemistry, structure and mechanisms of cells as well as genetics, mammalian systems, microorganisms, evolution and biological classification. Emphasis is on science as an experimental process. Extensive analytical reading, sophisticated data analysis and critical thinking are required, and one formal laboratory report is assigned each semester. Students considering careers in science and want to eventually take AP Biology should consider this course.

**Biology II AP**
Prerequisite: Biology I (PAP Biology I highly recommended)
Corequisite: Chemistry I
For grades 10, 11, 12
(1 credit) Category I
This is a challenging course for students wishing to further their understanding of the facts, principles, and processes of biology. Twelve college-level investigations provide the framework for the laboratory experience in this course. Emphasis is on the integration of concepts and theories in eight major themes: science as process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology and society. Critical thinking, data analysis skills and formal written lab reports are required.

**Medical Microbiology**
Prerequisite: Chemistry, Biology II AP
For grade 11, 12
(.5 credit) Category I
This course is for students interested in pursuing a career in medicine or public health. Students will learn the basic characteristics of the microbes that cause disease. Bacteria are cultured in the laboratory and techniques such as Gram staining are learned. The metabolism of microbes is also explored and students investigate products of fermentation in great detail. Many concepts are learned through the use of case studies. A unit on epidemiology is included.
Pathophysiology
Prerequisite: Chemistry, Biology II AP
For grade 11, 12
(.5 credit) Category I
This course is a follow-up to Medical Microbiology and involves the study of the disease process and how human systems are affected. Emphasis is placed on the prevention and treatment of human diseases as well as on disease transmission. Topics such as vaccine and antibiotic development are explored. Students will learn to differentiate normal and abnormal physiology for diseases such as influenza, polio, bacterial meningitis and malaria.

Chemistry I
Prerequisite: Algebra I
For grades 10, 11, 12
(1 credit) Category III
This course details the study of matter and includes topics such as atomic structure, molecular interactions and behavior of gases. Most concepts require mathematical applications and the principles of chemistry are demonstrated through laboratory investigations.

Chemistry I PAP
Prerequisite: Algebra I
Corequisite of Algebra II is highly recommended
For grades 10, 11, 12
(1 credit) Category II
This course was developed to prepare students for a second year of chemistry at the AP level. More topics are addressed than in Chemistry I and all topics are covered in greater depth at a faster pace.

Chemistry I PAP TAG
Prerequisite: Algebra I, TAG Identification
Corequisite of Algebra II is highly recommended
For grade 9, 10
(1 credit) Category II
Students who have been identified gifted in science are expected to combine chemical concepts with analytical and critical thinking skills to solve real world problems. Topics covered are the same as in Chemistry I PAP, but greater emphasis is placed on projects and collaboration.

Chemistry II AP
Prerequisite: Chemistry I PAP highly recommended
For grades 10, 11, 12
(1 credit) Category I
This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is suitable for high school students who exhibit high levels of commitment, motivation and academic maturity. It presents a rigorous treatment of the following concepts: the nature of matter, gas laws, thermodynamics, stoichiometry, bonding, chemical kinetics, chemical equilibrium, and more. The problem-solving strategies obtained during this course will prepare college-bound students for careers in the sciences, medicine, engineering, and other technical areas.

Organic Chemistry
Prerequisites: Chemistry II AP
For grades: 11, 12
(1 credit) Category I
This is intended as a survey course over basic organic compounds and the most common organic reactions. Students will learn how to name organic compounds, to draw and understand their structures in two and three dimensions, and to learn how chemical structure and chemical reactivity (reactions) are interrelated. Students will also study the kinetics of many organic reactions with an emphasis on the mechanisms of the reactions. Additional topics may include spectroscopy & structure and different types of substitutional and synthesis reactions.
Physics I  
Corequisite: Algebra II  
For grades 11, 12  
(1 credit) Category III  
This course is designed to develop an understanding of the phenomena of our everyday life using the laws of physics. The emphasis is on problem solving, application of knowledge and on encouraging students to understand and appreciate their environment from a new perspective. Students will participate in laboratory experiments and activities to aid in the understanding and application of the topics. This course includes topics such as motion, forces, energy, momentum, electricity, magnetism, light and modern physics.

This course is available on-line through Highland Park High School Virtual Academy (see page 87). There is a charge for the on-line course.

Physics I PAP  
Corequisite: Algebra II  
For grades 11, 12  
(1 credit) Category II  
This course surveys concepts in physics, including motion, forces, energy, momentum, gravitation, electricity, magnetism, light, and modern physics. Students participate in laboratory experiments and activities to aid understanding of concepts. Problem solving will require Algebra II and basic trigonometry skills. Laboratory experiments will emphasize critical thinking and application of the concepts.

Physics I AP- Year One  
Corequisite: Pre-Calculus  
For grades 11, 12  
(1 credit) Category I  
This course is the equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum) work, energy and power, mechanical waves and sound, fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. It will also introduce electrical circuits.

Physics I AP- Year Two  
Prerequisite: Physics I AP or Physics I PAP  
Corequisite: Physics I AP- year one and Pre-Calculus  
For grades 11, 12  
(1 credit) Category I  
This course is the equivalent to a second semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

Physics I AP TAG  
Corequisite: Pre-Calculus  
For grades 11, 12  
(1 credit) Category I  
This course is the equivalent to a full year college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum) work, energy and power, mechanical waves and sound, fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. It will also introduce electrical circuits.

Physics II AP-C  
Prerequisite: Physics I course  
Corequisite: Pre-Calculus  
For grades 11, 12  
(1 credit) Category I  
This is a calculus-based college-level course for students planning a career in science, math or engineering. The topics covered will be one semester each of mechanics and electromagnetism.
Anatomy and Physiology
Prerequisite: Biology, Chemistry or IPC
For grades 11, 12
(1 credit) Category III
This course is appropriate for students considering careers in medical professions. The program employs a systems’ approach to learning the human body. Emphasis is on the comparison of normal structure and function to the pathological state. Units of study include cell structure, musculoskeletal, nervous, circulatory, immune, endocrine and reproductive systems. Laboratory exercises supplement lecture material and a lengthy, detailed dissection of a cat is required.

Astronomy
Prerequisite: Biology, Chemistry, Physics
For grades 11, 12
(1 credit) Category III
This is a survey course that develops Astronomy historically and includes topics on the solar system, properties of stars and galaxies, and cosmology. Although an emphasis will be placed on qualitative understanding, students are expected to apply concepts from both Geometry and Algebra II.

Aquatic Science
Prerequisite: Biology, Chemistry or IPC
For grades 11, 12
Completion of 3 Core Sciences required
(1 credit) Category III
This is a full year course for students who have an interest in Marine Science and careers related to this study. Students will learn components of aquatic ecosystems (including animal and plant life), relationships among aquatic habitats and ecosystems, roles of cycles within an aquatic environment, adaptations of aquatic organisms, changes within aquatic environments, geological phenomena and fluid dynamics effects, and the origin and uses of water in a watershed. Students will also study careers in fields involving or related to Aquatic Science.

Earth and Space Science
Prerequisite: Biology, Chemistry
For grades 11, 12
(1 credit) Category III
This is appropriate for students who are interested in the development of the Earth and its systems. The focus is on the formation of the Earth and the solar system with emphasis on geological, atmospherics, and oceanic systems with regard to the systems’ energy and significance of these systems in today’s society.

Engineering Design & Problem Solving
Corequisite: Algebra II
For grades 11, 12
(1 credit) Category III
This is a full year course for students with a strong background in math and science who have an interest in engineering. Topics include a historical look at engineering, ethics in engineering, and the engineering design process. Students will learn to use the engineering design process to investigate, design, plan, create, and evaluate solutions to engineering problems. Students will also be introduced to a variety of engineering disciplines and careers related to the field of engineering.

Environmental Science AP
Prerequisite: Biology, Chemistry
For grades 11, 12
(1 credit) Category I
This is a laboratory course that includes field studies and focuses on the scientific principles that are necessary to understand relationships in the natural world. Identification and analysis of both natural and man-made environmental problems are evaluated and the relative risk associated with each is examined. Technical knowledge of presentation software and internet usage is required.

Family Consumer Science
Prerequisite: Teacher Approval
For grade 11
(1 credit) Category III
The content of this laboratory course includes all areas of the home economics. Students will acquire knowledge and skills in family living, clothing and textiles, housing, management, consumer economics and responsibilities, food and nutrition, personal and family health. Emphasis is placed on taking responsibility for actions, nutrition, food preparation and decision-making. An individual program is developed.
Forensic Science  
Prerequisite: Biology, Chemistry or IPC  
For grades 11, 12  
(1 credit) Category III  
This course 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. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Integrated Physics & Chemistry  
Corequisite: Algebra I  
For grades 9, 10  
(1 credit) Category III  
This is an activity-based introductory course consisting of one semester each of chemistry and physics. Students will explore subjects such as motion, waves, heat, electricity, magnetism, and basic chemical interactions. Application of these topics to everyday life will be emphasized.

Science Research and Design  
Prerequisite: AP Environmental Science  
For grades 11, 12  
(1 credit) Category I  
This course will allow students to explore science, improve fundamental research skills, apply data analysis, and enhance oral and visual presentation techniques through independent science research projects in one of the following areas: conservation, ethnobotany, species research, or population. The course includes a pre-trip departure research stage, a hands-on field stage in Costa Rica, and a post-trip stage. Students will structure, organize, and research projects to publish and present their project in one or more formal presentations to members of the Park Cities community.
The core courses (Biology, Chemistry and Physics) are required for graduation.

Electives

- Anatomy & Physiology
- Astronomy
- Aquatic Science
- Earth & Space Science
- Engineering Design & Problem Solving
- Forensic Science
- Medical Microbiology/Pathophysiology
- Science Research & Design
- Organic Chemistry
- AP Biology II
- AP Chemistry II
- AP Environmental Science
- AP-C Physics II
- AP Physics I
- AP Physics II
Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. For the class of 2015 and beyond, STAAR/EOC requires students to complete an End-of-Course Exam in United States History. HPHS strongly recommends that students on the Recommended High School Program or the Distinguished Achievement Program complete these courses in sequence: 9th grade – World Geography, 10th grade – World History and 11th grade – U.S. History.

World Geography
For grade 9
(1 credit) Category III
Students will analyze physical features and human characteristics of both the developed and developing world, and their impact on each other through globalization and human interaction. Students will analyze people, places, and environments at the various scales through spatial and ecological perspectives. Emphasis will be placed on how geographic formations influence people’s world-views, the development of trade and religion, and ideas about man’s place in the world and the earth’s place in the universe.

World Geography PAP
For grade 9
(1 credit) Category II
This course is part of a sequence leading to the AP World History course. Many of the skills and a portion of the content necessary for success in AP courses are part of this class. In addition to the standard curriculum of World Geography described above, students will also be expected to master more challenging supplemental readings, engage actively in seminar discussions, and take on more responsibility for individual learning.

World Geography/English I PAP TAG (Humanities)
Prerequisite: Identified Gifted AND concurrent enrollment in English I PAP TAG
For grade 9
(1 credit) Category II
Because of the concurrent enrollment, this Humanities course will incorporate philosophy, history and the arts from Ancient Civilizations to contemporary works representing perspectives from different regions of the world. Creative and critical thinking through analysis, synthesis, and evaluation will be developed through an interdisciplinary, co-curricular approach that will include the arts, architecture, music, philosophy, and literature within particular regions and time periods. Cross-curricular expository and literary texts will be utilized to develop world perspectives regarding man’s place in the world, whether historically, artistically, or geographically. Ample opportunities for seminar discussions, projects, extensive reading, intensive writing practice, as well as steps of the research process, and individual learning are provided. Thus, these concurrent courses fulfill the required TEKS and HPISD curricular standards for their respective subject areas. As with all English courses at HPHS, summer reading will be a requirement. See Summer Reading page 27.
World History
For grade 10
(1 credit) Category III
World History studies is the only course offering students an overview of the entire history of humankind. 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 are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. This course will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. The curriculum will 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.

United States History
For grade 11
(1 credit) Category III
The course is designed to survey U.S. History significant events, issues and problems from the end of Reconstruction to the present. It focuses on historical knowledge and inquiry in order to build citizens who are essential to the democratic process of governance. The course explores the diversity that is characteristic of life in the United States, past and present, and emphasizes our responsibilities, freedoms, social problems and their roots.

United States History AP
For grade 11
(1 credit) Category I
This program provides students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. It prepares students for advanced college courses by making demands upon them equivalent to those made by full-year, introductory college courses.

World History AP
For grade 10
(1 credit) Category I
The course’s purpose is to develop greater understanding of the evolution of global processes and contacts. This understanding is advanced through learning selective factual knowledge and appropriate analytical skills. Emphasis is given to broad-based themes; i.e. impacts interaction, change and continuity, social and gender classes, technology and demography, cultural and intellectual development, and functions and structures of states. Document-based questions, compare/contrast and change-over-time essay skills are incorporated in the units of study.

World History AP TAG
For grade 10
(1 credit) Category I
This course is differentiated from the World History AP class in the daily instruction, discussion and activities. While expectations for gifted students are different, the curriculum is the same as World History AP. Students will develop projects and essays, which incorporate various social science methodologies as they master the challenging AP curriculum.

Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, their importance, and to weigh the evidence and interpretations presented in historical scholarship. It will develop the students’ skills to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. During the fall semester, students will examine the major events, people, and trends in the history of the United States from European exploration of the Americas through Reconstruction, while the second semester will examine the Gilded Age to the present. Students will also develop historical analysis skills by evaluating the values that have shaped U.S. development, learn to think conceptually about the past and focus on historical change over time, as well as focus on proper writing and research skills.
The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution. Students analyze the impact of individuals, political parties, interest groups and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students will use critical thinking skills to create a project on a contemporary government issue.

This course is available on-line through Highland Park High School Virtual Academy (see page 87). There is a charge for the on-line course.

The course will give students an analytical perspective of government and politics in the United States. The course involves the study of general concepts that are used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up U.S. political reality.

This course incorporates the essential knowledge and skills required by the state in an accelerated curriculum. In addition, individual and group projects are assigned to allow the students the opportunity to research special topics related to national, international or state political systems and practices.
**Economics**

Any of these 4 courses will satisfy state graduation requirements

- **Economics**
  (Emphasis on the Free Enterprise System and its Benefits)
  Corequisite: United States History
  For grades 11, 12
  (.5 credit) Category III
  This course is a survey of the operational characteristics and institutions that comprise the American free enterprise and other economic systems.

- **Economics AP: Macroeconomics**
  Corequisite: United States History
  For grades 11, 12
  (.5 credit) Category I
  The purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is placed on the study of national income and price determination and also the development of students’ familiarity with economic performance measures, economic growth, and international economics.

- **Economics AP: Microeconomics**
  For grades 11, 12
  (.5 credit) Category I
  The purpose of this course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

**Social Studies Electives**

- **Academic Decathlon II/Independent Study (H)/Acad. Dec. II No-credit**
  Prerequisite: Instructor Approval
  For grades 11, 12
  (1 credit) Category II or non-GPA
  This course will focus on the use of research, writing, and speech as modes of knowledge in preparation for the Academic Decathlon competition. Using the U.S. Academic Decathlon curriculum as a content base and as an objective base, coaches will guide students as they research special topics which cross disciplines. Students will analyze literary works in multiple genres and will read challenging nonfiction expository texts. Students are expected to compose and execute persuasive and expository speeches and to devise essays of depth and complexity. In addition, students will study and analyze at least one novel, one classic play, and a selection of poetry as determined by Decathlon content.

- **Comparative Government AP**
  Prerequisite: U.S. History
  For grades 11, 12
  (.5 credit) Category I
  This course will provide students with the conceptual tools necessary to develop an understanding of some of the world’s diverse political structures and practices. The course will encompass the study of both specific countries and their governments and general concepts used to interpret the political relationships and institutions found in virtually all national politics. Six countries form the core of the Comparative Government AP and Politics Examination. These countries - Great Britain, China, Russia/the former Soviet Union, Iran, Mexico, and Nigeria - are commonly covered in college-level introductory comparative politics courses. They are taught because they provide a foundation for developing paradigms of different type of political systems. The inclusion of a fifth developing country allows students to examine yet another source of theory building, as well as understand the political implications of different levels of economic development.

*This course does not count as a government credit for fulfilling graduation requirements.*
European History AP
For grades 11, 12
(1 credit) Category I
This course is an exciting exploration of the political, military, intellectual, cultural, and social-economic history of Europe from approximately 1450 to the present. In addition to the investigation of major events and themes during this period in the history of Europe, students also learn to analyze documents, understand and interpret major works of art, study various schools of philosophy, and apply technology in the course of their studies. Critical thinking is stimulated and nurtured throughout the year as we investigate some of the most interesting coursework available at Highland Park.

Forensic Psychology
Prerequisite: Psychology or AP Psychology
For grades 11, 12
(.5 credit) Category III
This course involves the application of psychology to legal issues. In this course, you will be introduced to areas where psychology and law intersect and learn the scientific principles underlying psychological science. Topics of study will include eyewitness testimony, jury selection and decision making, offender profiling, mental health and the law, expert testimony, children in legal settings, intervention, prevention, and others. Students will be exposed to a structured and scientific approach to investigative analysis, which enable police or law enforcement officials to predict criminal activity based upon mathematical/scientific data versus abstract intuition. Students will learn basic techniques in question building, interviewing, criminal behavior characteristics, truth detection methodology, research methods, statistical analysis and probability forecasting.

Freshman Leadership
For grade 9
(1 credit) Category III
Freshman Leadership is a cross-disciplinary class that focuses on building student leadership and organizational skills through a study of values, community service, respect, character development, self-esteem, and time management. In addition, students learn problem-solving skills and how to effectively make individual decisions, as well as how to positively function as a team.

Human Geography AP
For grades 10, 11, 12
(1 Credit) Category I
The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the earth’s surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Problems and Solutions I: Global Issues
Prerequisites: Biology I, World Geography
For grade 10, 11
(1 credit) Category II
This is a project-based research course for students who have the ability and passion to research a real-world problem. Students will develop a project on a topic related to a global issue, use the scientific method of investigation to conduct in-depth research and will access mentors from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students will have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This is a cooperatively (student-teacher) planned course. The teacher provides continuous supervision to the student who conducts research and develops a plan for a current twenty-first century problem. During the course of research and action of developing the solution, the student receives guidance and support from a community or interdisciplinary team. There will be a written project plan for each student during the course which will evolve as the student develops the project. Students will present their research project to other students and professionals in relative fields.

Psychology
For grades 11, 12
(.5 credit) Category III
The course is an opportunity for students to receive an introduction to the science of human behavior. Psychology explores intellectual and moral development, personality theories and events which shape our personal relationships, general topics such as learning memory, perception, optical illusions, sensation and psychological disorders. Psychology also explores schizophrenia, multiple personality disorder, psychopathic behavior, phobias and chemical abuse. The course stresses different psychological ideologies such as psychoanalytical, humanist, cognitive and behaviorist theories.
Psychology AP
For grades 11, 12
(1 credit) Category I
In addition to topics covered in the Psychology course, Psychology AP is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

Peer Tutor/Social Studies
Prerequisite: Admission by Application
For grades 10, 11, 12
(.5-2 Social Studies elective credit) Category III
Students in grades 10 through 12 will learn about the disciplines of special education and inclusive practices through investigation and research. Students will gain information and practical knowledge by working with students in an inclusive practice situation within the discipline of special education. Students will demonstrate their understanding of this discipline by completing weekly assignments, developing and presenting a final research project, and completing a self-reflection on this course.

Sociology
For grades 10, 11, 12
(.5 credit) Category III
Sociology is the study of human behavior and interactions in relationships and other group types. Students study the history and systems of sociology, cultural and social norms, social interactions, and mass communication. The course focuses on several groups in societies including: families, peers, schools, religious organizations, and the patterns of interaction between them. The study also includes the impact of scientific and technological innovations on individuals and societies, more specifically, on moral and ethical issues. The class emphasizes active participation in discussions, action research, decision-making, and problem-solving activities, reading from the textbook, and utilizing various outside resources that illustrate sociological concepts.

Student Leadership (Leadership and Ethics)
For grades 11, 12
(1 credit) Category III
Promotes an understanding of basic leadership skills. Students will gain a greater understanding of what leadership means through life examples and discussion. Students will examine global ideas/issues and begin to formulate their thought processes in decision making and discover/discuss many ethical dilemmas. Students will be challenged to think critically as they analyze ethical situations and drawing conclusions based on their analysis. Students will be challenged to take risks with their ideas, as they will learn to listen and value other opinions, learn to communicate their thoughts and opinions, and learn to collaborate with their peers and dignitaries within the community. Students will become more engaged citizens within the community as they work to gain a better understanding of leadership roles and the ethics of decision making.
Regular

World Geography 9th Grade

World History 10th Grade

U.S. History 11th Grade

Government/ Economics 12th Grade

Advanced

World Geography PAP 9th Grade

World History AP TAG 10th Grade

U.S. History AP TAG 11th Grade

Government/ Economics AP TAG 12th Grade

TAG

World Geography PAP TAG/English PAP 9th Grade

World History AP TAG 10th Grade

U.S. History AP TAG 11th Grade

Government/ Economics AP TAG 12th Grade

Social Studies electives include Comparative Government AP, European History AP, Forensic Psychology, Freshman Leadership, Leadership & Ethics, Human Geography AP, Psychology, Psychology AP, Peer Tutor/Social Studies, Problems & Solutions I & Sociology.
Locally Developed Elective Courses

Locally developed courses, if they are counted as required credits for graduation, can be counted toward graduation only for the Minimum Graduation Program and cannot be counted toward the Recommended High School (RHSP) Program or the Distinguished Achievement Program (DAP). These locally-developed elective courses earn credit toward the 26 state required credits as assigned by ARD Committee. Check GPA (page 3) for grade points assigned to these courses.

Career Explorations (Elective)
Prerequisite: Teacher Approval
For grades 11, 12
(1 credit) Category III
This course is designed to expose students briefly to a variety of work settings to help them make decisions about future career directions or occupation. The exploration process involves investigating interests, values, beliefs, strengths and weaknesses in relation to the demands and other characteristics of work environments. Through Career Explorations, students gain information by watching work being performed, talking with employees and may include actually trying out work under direct supervision of school personnel. An individual program is developed.

Occupational Preparation (Elective)
Prerequisite: Teacher Approval
For grades 11, 12
(1 credit) Category III
This course prepares students to enter the job market through a study of employment issues including recognizing what skills define particular jobs, the application and interview processes, identifying barriers to employment, identifying individual attributes that enhance employability, learning ways to locate available jobs, using community services/resources to aid employment, and maintaining a successful job experience. Issues introduced to students include: safety, understanding job responsibilities, time requirements and management, relationships, task commitment, accepting feedback from an authority figure, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Job specific skills are introduced in the areas of newspaper skills, telephone, multiple tasks and priority task awareness. Students explore a variety of on campus jobs and the activities that comprise the responsibilities and routine of employment.

Social Skills I, II, III, IV (Elective)
Prerequisite: Teacher Approval
For grades 9, 10, 11, 12
(1 credit) Category III
This course will focus on curriculum to promote an array of pro-social skills. Students will receive instruction to promote positive self-awareness, learn how to identify and appropriately communicate their needs and challenges, learn skills of negotiation, and learn alternatives for dealing with problem situations. These key components develop increased ability to define and achieve goals for oneself. An individual sequential program is developed.

Study Skills I, II, III, IV (Elective)
Prerequisite: Teacher Approval
For grades 9, 10, 11, 12
(1 credit) Category III
This course will focus on curriculum to promote skills and knowledge related to organization, planning, time management and self-determination. Students will receive instruction to promote positive self-awareness, and learn how to identify and express their needs, skills, and challenges relating to current academic classes, which is a key component in developing increased ability to define and achieve goals for oneself. An individual sequential program is developed.
Vocational Adjustment Cooperative (VAC) Work Program (Elective)
Prerequisite: A vocational assessment consisting of an interest and an aptitude test; Teacher Approval
For grades 10, 11, 12
(1 local credit for each class period)
Category III
An individualized program is designed to transition students into the community through job experience. Students are assisted with job placement and the skills necessary for maintaining employment.

Partners PE (Elective)
Prerequisite: Teacher Approval
For grades 9, 10, 11, 12
(.5 credit) Category III
Physical Education is adapted to each student’s individual physical capabilities. The class is designed to develop recreational and leisure skills that can lead to lifelong physical fitness. Peer tutors provide assistance to the students.

Non-Credit Courses

Non-credit courses do NOT count for graduation requirements. Seniors must be enrolled in 6 credit bearing classes during the school day. Non-credit courses will not fulfill that requirement.

Library Science
Prerequisite: Librarian Approval
For grades 9, 10, 11, 12
Library Science trains students in research and reference skills and in the process assists fellow students and staff members with individual library research.

Student Assistant Program
Prerequisite: Instructor/Administrator Approval Required
For grades 9, 10, 11, 12
Student assistants aid the staff in the school offices by delivering student passes and messages, assembly of printed materials, and giving tours to new students. Student assistants are expected to be reliable students with a genuine desire to serve the school community.

Student Council
Prerequisite: Instructor Approval Required and Election by Popular Vote of Student Body
For grades 9, 10, 11, 12
This course provides an opportunity for the members of Student Council to study the theory and practice of leadership. A large portion of time will be spent planning and implementing Student Council projects through the grade-level and committee structures. A leadership development curriculum will allow students to expand their skills of organization, communication and teamwork.

Supervised Study
For grades 9, 10, 11, 12
This course is a one-semester local elective designed to provide students with an opportunity to improve study skills and a quiet environment for individualized study.

Other Non-Credit Courses include:
- Open Periods - Seniors
- Work Permit - Juniors and Seniors
Highland Park Virtual Academy was created and developed by our very own HPISD teachers. The courses that have and will be created are full of rich, dynamic, flexible, and engaging content. These courses incorporate 21st century skills in its instructional design, delivery, and implementation.

There is a charge for all the online courses and the final exam is required to be taken in the teacher's presence.

1. Virtual Academy Student Timeline
Students must complete both semesters of physics prior to the beginning of their senior year. Students who do not finish both semesters by the end of the summer will be placed in the regular classroom course for their senior year.

Based upon state graduation plan requirements:

a. Students must complete Math Models prior to enrolling in Algebra 2 for the Recommended High School Program.

b. Students may not complete Math Models as one of the four required math credits on the Distinguished Achievement Program.

2. Virtual Academy Course Completion Timeline
HPHS Virtual Academy is offered in three terms: Summer, Fall & Spring. Registration deadlines and course start and end dates are available on the Virtual Academy page of the high school website: http://hs.hpisd.org. Students may only register for one semester of a course at a time. Students must complete the semester course during the term in which they register.
Texas Virtual School Network

During the 80th Legislative Session, Senate Bill 1788 established a state virtual school network, the Texas Virtual School Network (TxVSN), to provide online courses for Texas students. The TxVSN offers online high school and dual credit courses to students in Texas public school districts and open-enrollment charter schools. Course costs may be paid by the district or the parent/student, as outlined in Texas Education Code §26.0031. Students interested in finding out more about the TxVSN should see their school counselor, or view the TxVSN website, www.txvsn.org.

HPISD’s legal and local policies related to the TxVSN may be viewed at (EHDD; EHDE).
This year, the State Board of Education adopted new rules relating to graduation requirements. Students currently in the eighth grade - the Class of 2018 - will be the first group required to graduate under the new plan, which is part of House Bill 5.

House Bill 5 allows local school boards some discretion regarding which endorsements and supporting courses to offer. While some courses are still required by the state, there is flexibility at the local level. During its March 18 meeting, the HPISD Board of Trustees approved an HP graduation plan, effective with all incoming freshmen for the 2014-15 school year.

Q: Who is affected by the HP new graduation plan?
A: Students who are current eighth graders in 2013-14 and all students thereafter will graduate under the new plan.

Q: Is the new graduation plan different from past HP plans?
A: While the state has required new terminology and some guidelines, the fact is that HP’s course requirements will not be a major departure from the plan that has been in place in HP for many years.

Q: How many different options are available under this new graduation plan?
A: There are three options available:
• Foundation
• Foundation + Endorsement
• Distinguished Level of Achievement

Q: If students complete only the Foundation program, can they apply to a four-year college?
A: Yes, students may apply to four-year colleges upon successful completion of the HPISD Foundation High School Program. HPISD encourages students to research college and university entrance criteria. Students who graduate on the Foundation program without an endorsement may not meet entrance requirements for some colleges and universities.

Q: Who will be eligible for consideration in the top 10 percent for automatic admission to a Texas Institution of Higher Education (top seven percent for UT Austin)?
A: Only students who graduate with the Distinguished Level of Achievement will be eligible for consideration for this honor.

Q: Must students declare an endorsement?
A: Yes, students must declare their preferred endorsement areas, in writing on their four-year plan/Personal Graduation Plan, by the beginning of their ninth-grade year. An endorsement is a targeted area of study.

Q: What endorsements must HPISD students choose from?
A: There are four endorsements available:
• Arts and Humanities
• Business and Industry
• Multidisciplinary
• Science, Technology, Engineering and Mathematics (STEM)
The graphic below outlines the four endorsements. Click the graphic to download a larger PDF copy.
Highland Park High School Diploma

DISTINGUISHED LEVEL OF ACHIEVEMENT - 26 CREDITS
3rd Year Language
Eligible for Top 10% Automatic Admission

Arts & Humanities
Social Studies
Language (4 years same language or 2x2 English Language Arts
Art
Band
Orchestra
Choral
Theater Arts
Dance

Business & Industry
Arts and Audio Video
Business Management and Administration
Advanced Journalism - Yearbook
Advanced Journalism - Newspaper
Debate

Multidisciplinary
College Ready
Multi-Endorsement
Core Academics

Science, Technology, Engineering, Math
5 Math
5 Science
Combo Math & Science
Computer Science

Foundation + Endorsement - 26 Credits
- Curriculum Requirements for Endorsements
- 4 Credits in Mathematics (Algebra II)
- 4 Credits in Science (Physics, Chemistry)

FOUNDATIONS 24 CREDITS
4 English Language Arts (ELA, I, II, III and advanced English)
3 Mathematics (Algebra I, Geometry and 1 advanced math)
4 Social Studies (World Geography, World History, US History and Government/Economics)
3 Science (Biology, IPC or advanced science and additional advanced science)
2 Foreign Languages (or alternative)
1 Fine Arts
1 Physical Education
.5 Speech
.5 Health
1 Technology
4 Electives

Q: Can students graduate with more than one endorsement?
A: Yes, students who successfully complete the HPISD Foundation High School Program and a fourth science, social studies, and mathematics course will have completed the courses necessary to achieve the Arts and Humanities Endorsement and may also pursue additional endorsements.

Q: Will students be able to change their endorsement?
A: Yes, students will be able to work with their counselor to change their endorsement while in high school.
Q: Will students be able to take courses under different endorsement areas?
A: Yes, the Multidisciplinary endorsement will allow students to take courses from each endorsement area.

Q: Can students be undecided as to which endorsement they want to pursue?
A: No, every student must choose an endorsement.

Q: How will students know what courses to take?
A: Counselors will be meeting with students to map their four-year plan/Personal Graduation Plan (PGP). During these meetings, counselors and students will discuss the order that a student must successfully complete specific classes to meet requirements for the Foundation, the Foundation + Endorsement and the Distinguished Level of Achievement programs.

Q: Will all students have a Personal Graduation Plan?
A: Yes, all students will meet their counselors as part of their preregistration for ninth grade and develop their four-year plan/PGP. Parents will be required to sign the four-year plan/PGP to ensure that they are aware of the choices made by their children.

Q: Are students required to take Algebra II?
A: Algebra II is a requirement for HPHS students who choose to graduate with a Foundation + Endorsement or Distinguished Level of Achievement program. It may also be required under a specific endorsement. HPISD encourages all students to take Algebra II as part of their preparation to go to college or to join the workforce.

Q: Will Speech and Health continue to be required under the new HP graduation plan?
A: While Speech and Health are not required under the State High School Foundation Program, the courses will continue to be a requirement under the HP graduation plan.

Q: Will students’ transcripts and diplomas reflect Endorsements, Performance Acknowledgements, and Distinguished Level of Achievement?
A: Yes, both transcripts and diplomas will clearly indicate the Distinguished Level of Achievement under the Foundation High School Program, an endorsement and a performance acknowledgement.
Highland Park High School
Endorsements

A student may earn an endorsement by completing the requirements for the Foundation Plan + Endorsement or Distinguished Level of Achievement + Endorsement and meeting the requirements for one or more of the options listed below. A student may earn more than one endorsement.

<table>
<thead>
<tr>
<th>Multidisciplinary</th>
<th>STEM</th>
<th>Business &amp; Industry</th>
<th>Arts &amp; Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may earn a Multidisciplinary Endorsement by completing the requirements from one of the following options:</td>
<td>Students may earn a STEM Endorsement by completing the requirements from one of the following options:</td>
<td>Students may earn a Business &amp; Industry Endorsement by completing the requirements from one of the following options:</td>
<td>Students may earn an Arts &amp; Humanities Endorsement by completing the requirements from one of the following options:</td>
</tr>
<tr>
<td><strong>Option 1: Foundation Subjects</strong></td>
<td><strong>Option 1: Mathematics</strong></td>
<td><strong>Option 1: Arts &amp; Audio Video</strong></td>
<td><strong>Option 1: Dance</strong></td>
</tr>
<tr>
<td>Complete one course from each of the following categories:</td>
<td>Complete Algebra I, geometry, and Algebra II plus two of the following math courses:</td>
<td>Complete four credits from the following courses:</td>
<td>Complete four credits from the following courses:</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Advanced Quantitative Reasoning</td>
<td>Audio/Video Production</td>
<td>Dance I</td>
</tr>
<tr>
<td>English IV</td>
<td>Dual Credit College Algebra/College Mathematics</td>
<td>Graphic Design and Illustration</td>
<td>Dance II</td>
</tr>
<tr>
<td>Dual Credit English IV</td>
<td>Foundations for College Mathematics</td>
<td>Advanced Graphic Design and Illustration</td>
<td>Dance III</td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>Precalculus or Precalculus PAP</td>
<td>Commercial Photography</td>
<td>Dance IV</td>
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<tr>
<td></td>
<td>AP Calculus AB</td>
<td>Professional Communications (Senior Internship)</td>
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<tr>
<td></td>
<td>AP Calculus BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Computer Science</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>AP Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Option 2: Science</strong></td>
<td><strong>Option 2: Broadcast</strong></td>
<td><strong>Option 2: Music</strong></td>
</tr>
<tr>
<td>Advanced Quantitative Reasoning</td>
<td>Complete biology, chemistry and physics plus two of the following science courses.</td>
<td>Complete four credits from the following courses:</td>
<td>Complete four credits from the following courses:</td>
</tr>
<tr>
<td>Dual Credit College Algebra/College Mathematics</td>
<td>Anatomy and Physiology</td>
<td>Advanced Broadcast Journalism I</td>
<td>Marching Band/Wind Symphony/Symphonic Band I</td>
</tr>
<tr>
<td>Foundations for College Mathematics</td>
<td>Aquatic Science</td>
<td>Advanced Broadcast Journalism II</td>
<td>Marching Band/Wind Symphony/Symphonic Band II</td>
</tr>
<tr>
<td>Precalculus or Precalculus PAP</td>
<td>Astronomy</td>
<td>Advanced Broadcast Journalism III</td>
<td>Marching Band/Wind Symphony/Symphonic Band III</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td></td>
<td>Independent Study in Journalism</td>
<td>or</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td></td>
<td></td>
<td>Marching Band/Wind Symphony/Symphonic Band IV</td>
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<tr>
<td>AP Computer Science</td>
<td></td>
<td></td>
<td>or</td>
</tr>
<tr>
<td>AP Statistics</td>
<td></td>
<td></td>
<td>Marching Band/Wind Symphony/Symphonic Band IV Honors</td>
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<td></td>
<td></td>
<td></td>
<td>Choral Music I</td>
</tr>
<tr>
<td>Science</td>
<td><strong>Option 3: Business Management and Administration</strong></td>
<td><strong>Option 3: Business Management and Administration</strong></td>
<td><strong>Choral Music II</strong></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>Complete four credits from the following courses:</td>
<td></td>
<td>Choral Music III</td>
</tr>
<tr>
<td>Aquatic Science</td>
<td>Principles of Business, Marketing and Finance (.5)</td>
<td></td>
<td>Choral Music IV or Choral Music IV Honors</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Business Information Management</td>
<td></td>
<td>Concert Orchestra, Symphonietta, or Symphony Orchestra I</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>Business Law (.5)</td>
<td></td>
<td>Concert Orchestra, Symphonietta, or Symphony Orchestra II</td>
</tr>
<tr>
<td>Engineering Design and Problem Solving</td>
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<td>Concert Orchestra, Symphonietta, or Symphony Orchestra III</td>
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<td>Concert Orchestra, Symphonietta, or Symphony Orchestra IV</td>
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<tr>
<td>Medical Microbiology/Pathophysiology</td>
<td>Professional Communications (Senior Internship)</td>
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<td>or</td>
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<tr>
<td>Scientific Research and Design</td>
<td></td>
<td></td>
<td>Symphony Orchestra IV Honors</td>
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<tr>
<td>AP Biology</td>
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<td>AP Music Theory</td>
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<tr>
<td>AP Chemistry</td>
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### Highland Park High School

#### Endorsements

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<th>Business &amp; Industry</th>
<th>Arts &amp; Humanities</th>
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<td><strong>Option 4: Debate</strong></td>
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<td>Debate III</td>
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<td><strong>Option 5: Journalism</strong></td>
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<td>Photojournalism</td>
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<td>Practical Writing for Journalism</td>
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<td>Advanced Journalism I (NP, OM or YB)</td>
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<td>Advanced Journalism II (NP, OM or YB)</td>
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<td>Advanced Journalism III or III Honors (NP, OM or YB)</td>
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<td>Independent Study in Journalism (NP, OM or YB)</td>
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<td>AP Physics 2</td>
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<td></td>
<td>AP United States Government and Politics (.5)</td>
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<td>Economics (.5)</td>
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<td>AP Microeconomics (.5)</td>
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<td>Theatre Arts II</td>
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<td>Technical Theatre II</td>
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<td>Theatre Arts III or Theatre Arts II Honors</td>
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<td>Technical Theatre III or Technical Theatre III Honors</td>
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<td>Art II Electronic Media</td>
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<td>Art II Graphic Design &amp; Illustration PAP</td>
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<td>Art III Advanced Graphic Design &amp; Illustration</td>
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<td>Art IV Graphic Design</td>
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<td>Art II Photography or Art II Photography PAP</td>
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<td></td>
<td>AP Chinese IV Language and Culture</td>
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<td>AP Spanish V Literature and Culture</td>
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<td>AP Computer Science</td>
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### Highland Park High School
#### Endorsements

| Multidisciplinary | STEM
*Science, Technology, Engineering & Math* | Business & Industry | Arts & Humanities |
<table>
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<tr>
<td>AP Statistics</td>
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<td>AP United States Government and Politics (.5)</td>
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<td><strong>Option 4: Visual Arts</strong></td>
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<tr>
<td>AP Macroeconomics (.5)</td>
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<td><strong>Option 6: English Language Arts</strong></td>
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<td>AP Comparative Government (.5)</td>
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<td>Complete four ELA elective credits from the following courses.</td>
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<td>English IV or AP English IV Literature and Composition</td>
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<td>AP Human Geography (.5)</td>
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<td>Advanced Creative Writing (.5)</td>
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</table>

| **Option 7: Languages Other Than English** |                     |
| Complete four credits from same language or two credits in two of the following languages. |                     |
| Chinese I |                     |
| Chinese II PAP |                     |
| Chinese III PAP |                     |
| AP Chinese IV Language and Culture |                     |
| French I |                     |
| French II or French II PAP |                     |
| French III or French III PAP |                     |
| French IV or AP French IV Language and Culture |                     |
| Latin I or Latin I PAP |                     |
| Latin II or Latin II PAP |                     |
| Latin III or Latin III PAP |                     |
| Latin IV or AP Latin IV |                     |
| Spanish I |                     |
| Spanish II or Spanish II PAP |                     |
| Spanish III or Spanish III PAP |                     |
| Spanish IV or AP Spanish IV Language and Culture |                     |

(continued on next page)
### Highland Park High School Endorsements

#### Arts & Humanities

**Option 8: Social Studies**
Complete five credits from the following courses.

- World Geography or World Geography PAP
- World History or AP World History
- U.S. History or AP U.S. History
- United States Government (.5)
- AP United States Government and Politics (.5)
- Economics (.5)
- AP Macroeconomics (.5)
- AP Microeconomics (.5)
- AP Comparative Government and Politics (.5)
- AP European History (.5)
- Psychology or AP Psychology (.5)
- Sociology (.5)

#### Business & Industry

#### Science, Technology, Engineering & Math (STEM)

#### Multidisciplinary