



**Early College High School  
Course Guide  
2019-2020**

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# YOUR CHOICES:

## The 2019-2020 Edition

As a Tyler ISD high school student you are encouraged to give careful consideration to the selection of your courses for the 2019-2020 school year. You should choose courses that prepare you for the future by choosing an academically challenging curriculum.

The guidance staff will be your partner to monitor your progress toward graduation during your high school years. However, it is very important that you and your parents take responsibility for ensuring all graduation requirements are completed in a timely fashion. You must earn 26 credits to meet Tyler ISD graduation requirements. Additionally, a student may not receive a high school diploma until the student has performed satisfactorily on required state assessments. Course planning and registration is important. You should select courses and programs that match your interest, your academic abilities, and your post-secondary goals. Careful consideration should be given to the combination of courses selected and the demand on time for studying, practicing, performing, or competing. Counseling staff are available to advise you and your parents as you plan courses to meet state graduation requirements and your career goals.

Under House Bill 5, students are now under the new Foundations plan with Endorsement or Distinguished Level of Achievement Plan. Freshmen entering high school in 2014 or after are required to complete the graduation plan set forth by House Bill 5. Any questions regarding graduation plans should be directed toward your high school counselor. Information is also available at [www.tylerisd.org](http://www.tylerisd.org) under the “Guidance and Counseling” and “Secondary Education” tabs.

Choices you make during high school years will determine the choices available to you for the rest of your life. Additional education or training gained through college, post-secondary education, technology training, military service, and vocational training can open up a world of opportunities. You should set goals that extend beyond high school and focus on what you need to do now in order to have the tools to reach those goals.

The Tyler ISD Program of Studies lists courses and programs that Early College High School generally makes available to students. It should be noted, however, that not all of the courses listed are scheduled every year, since it is not economically feasible to schedule classes in which only a few students enroll. Sufficient numbers of student requests for specific courses become a determining factor in the course being offered.

**\*\*\*Disclaimer: State and local policy supersedes all statements in this course selection guide.\*\*\***

# Early College High School



## ESSENTIALS FOR GRADUATION

Tyler ISD students must meet or exceed the standards for graduation in three categories as follows:

### **Attendance**

Policy FDD (LOCAL) states, “Students in grade 6-12 must be in attendance 90 percent of the days a class is offered to receive credit for the course.” For the purposes of credit, there is no difference in an excused or an unexcused absence.

### **Course/State Assessment Requirements**

All students shall complete a minimum of 26 units of credit as outlined in the state graduation plans in order to receive a high school diploma.

Required Exit Level Test – High school graduation requirements include the successful completion of the state mandated End of Course Exams.

### **Graduation**

TISD does not award certificates of course completion. Only students who have met all state requirements may participate in commencement ceremonies. Students and parents must share the responsibility for monitoring progress toward meeting graduation requirements.

## STATE GRADUATION PLANS

Students in Tyler ISD are required to plan their high school studies to meet the expectations of the Foundations with Multidisciplinary Endorsement Plan. The program provides the comprehensive background of coursework required by institutions of higher education and major employers in the business world. However, students are strongly encouraged to contact colleges or universities of their choice regarding specific entrance requirements.

- **College readiness.** Many colleges and universities require the Foundations with Endorsements for admission. In addition, students ranked in the top 10 percent of their graduating class from an accredited Texas public high school are eligible for automatic admission to most Texas public universities if they have completed the Distinguished Level of Achievement Program (DLA).
- **Recognition.** The Distinguished Achievement Program seal will be affixed to the Academic Achievement Record (AAR), or transcript.
- **Test results.** Research suggests that students who take additional English, math, social studies and science courses make higher scores on the SAT® or ACT® college entrance exams.

### Performance Acknowledgments

A student may earn a performance acknowledgment on the student's transcript for outstanding performance in:

- a dual credit course by successfully completing at least 12 hours of college academic courses.
- bilingualism and biliteracy
- College Board Advanced Placement test by earning a score of 3 or above on a College Board Advanced Placement examination.
- an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace
- earning a state-recognized or nationally or internationally recognized business or industry certification or license

## EARLY GRADUATION

A student who completes graduation requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

To be eligible to graduate early, a student must complete all course work and exit-level testing required of the ninth grade class in which he or she begins high school. This means the student must earn a diploma under the Foundations Plan with at least one (1) Endorsement.

A student wishing to graduate from high school in fewer than four years must complete and submit a written application to his/her counselor prior to the conclusion of the third semester of high school (generally the middle of the sophomore year). Written parental approval shall be submitted with the application. The student shall receive advisement regarding requirements and schedules. Applications for early graduation will be reviewed by the campus principal for final approval.

Early graduates shall be eligible for honors positions if they are reclassified before the senior year. However, a student who meets the requirements of the Early High School Graduation Scholarship Program under the Education Code 56.203 at the end of summer school shall not be ranked within a graduating class.

Students enrolled in Early College High School will not receive a college degree until all high school graduation requirements have been completed.

## CLASS RANK AND STANDING

Class rank includes most core area courses and courses in Languages Other Than English, as outlined in the High School Grading Handbook [Policy EIC (LOCAL)]. If a student transfers into TISD with letter grades, these grades will be converted and recorded on the academic achievement record. For further information, please see TISD local policy code.

### CLASS RANK

Rank in class is determined by a cumulative weighted numerical average of semester grades for the designated core area courses and courses in Languages Other Than English mentioned in the previous paragraph. This cumulative weighted average is for local ranking purposes only and is weighted as follows:

- On-level Courses - - Numerical average
- Pre-AP Courses - - Numerical average plus 5 points
- AP Courses - - Numerical average plus 10 points
- Dual Credit Courses - - Numerical average plus 10 points

Courses with a modified curriculum do not count toward class rank.

Pre-AP, AP, and Dual Credit weighted points are not reflected on a student's report card or transcript. **The weighted points are used for local ranking purposes only.**

### VALEDICTORIAN AND SALUTATORIAN

The graduate with the highest cumulative weighted GPA shall be designated as the Valedictorian. The graduate with the second highest cumulative weighted GPA shall be designated as the Salutatorian. To be eligible for Valedictorian or Salutatorian honors, a student must have been initially and continuously enrolled in the assigned school for the four regular semesters (fall and spring) preceding graduation and must have completed the Distinguished Achievement Program for Graduation.

### OTHER OPTIONS FOR ACQUIRING CREDIT

In addition to the campus course offerings during the regular school year, students in TISD have the options of summer school, credit-by-examination, and correspondence courses for acquiring credit toward graduation requirements. (Note: only two credits may be acquired through correspondence courses). For additional information please refer to the TISD Secondary Grading Handbook

#### Postsecondary Readiness

According to the state accountability system a graduate is deemed to be "Postsecondary Ready" if he/she graduates on the Foundation High School Plan with Endorsement (FHSP-E) **OR** Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA) **AND** meets at least one of the following criteria:

- Perform at or above criterion score on one or more AP examinations
- Complete 12 hours or more of earned postsecondary credit
- Achieve [TSI benchmark scores](#) on the TSIA, SAT, or ACT
- Enlist in the U.S. armed forces

## **Summer School**

Students who did not receive credit in a course due to a failing grade may repeat courses in the four core curriculum areas of English Language Arts, mathematics, science, and social studies. Courses are offered based on enrollment and availability of teaching staff.

## **Credit By Examination (CBE)**

Students may take credit by examination to receive credit for high school courses. Credit by examination is offered each year during the summer. Students must score eighty (80) or better to receive credit in a course for which they have had no prior instruction. If a student has had prior instruction and has made a grade of at least sixty (60) in the course, he/she may take a credit by examination but must make a grade of seventy (70) or above to receive credit. See your counselor for information on the application process. Examination dates, fees and registration information may also be found on the TISD website under Assessment.

## **Local Credit Courses**

The District may offer courses for local credit. Such courses shall not be counted toward state graduation requirements but may be counted toward local unit credit in addition to state graduation requirements.

## **Non Credit Courses**

Seniors, who have passed all required End-of-Course examinations and are on track for graduation may choose to take one block off daily. This time can be used to attend college, to study, or to work. No credit is awarded for senior early release periods. Students may also serve as an office, teacher, counselor, or library aide. No credit is awarded for an aide position.

# **ADMISSION TO COLLEGE**

The student who plans to attend college after high school graduation should begin early to plan a course of study to assure acceptance by the college or university of his/her choice. Students must graduate on the Distinguished Achievement program or the Foundation with Endorsement graduation plan to apply to a 4 year college or university right out of high school. Once the student has made a definite choice of the school he/she plans to attend, it is advisable to keep in contact with the school's admission office; by doing so, the student will know well in advance any entrance requirement changes. Generally, college admission is based on a specific high school curriculum, rank in class, and scores on college entrance exams. Most colleges post their catalogs to their websites.

The following examinations are administered during high school to demonstrate college-readiness and level of preparation for entrance into college:

- **PSAT-NMSQT** – This test, administered in mid-October of each year, is designed to aid juniors in estimating their ability to do college-level work and to guide them in making their college plans. National Merit and Commended Student status is determined based on PSAT scores earned during the junior year administration. PSAT scores are also used by many industries, private foundations, and universities for scholarship purposes. There are fees associated with this assessment.

- **ACT and SAT** – The Association of Texas College and Universities has approved a statewide system of testing prospective college students for the purpose of admission and counseling. Students should determine which test is required or preferred by the institutions they are considering to attend. These tests are administered several times during the year on Saturdays. Each of the tests requires advanced registration and payment of a testing fee prior to the actual exam administration (approximately one month in advance).
- **Advanced Placement (AP) Examinations** – Students enrolled in AP courses are expected to take the corresponding AP exam. These exams are administered each May in multiple subject areas with variable fees. Because AP courses are introductory college-level courses, the program promotes colleges and university policies that grant college credit and/or advanced standing to students with strong AP examination results (scores of 3, 4, or 5). Each university makes its own policy as to what is an acceptable score. It is advisable to take AP courses to prepare for AP exams. There are fees associated with these assessments.
- **Texas Success Initiative (TSI)** – The TSI is a measure of college readiness given to high school students. Students who are planning to take dual credit courses during their high school years must take and pass the TSI to be eligible. The following are performance exemptions for the TSI exam:
  - **ACT** – Obtaining a composite score of 23 or higher, with English and math score of 19 or higher.
  - **SAT** – For students taking the SAT prior to March 2016, they need a critical reading and math combined score of 1070, with verbal and math 500 or higher. For students taking the SAT after March 5, 2016, they need a math score of 530, a reading score of 480 and a writing score of 480. No composite score is needed.
  - Students who do not meet the minimum score on the TSI will be placed in a TSI preparation course, which, upon successful completion, will serve as eligibility to attend college-level courses with Tyler Junior College after high school graduation.

**Minimum scores for TSI testing are:**

- 350 for Math TSI
- 351 for Reading TSI
- 5+ on Writing TSI or TSI OR a 4 on Writing TSI with a 340 minimum Sentence Skills

## **FINANCIAL AID**

Financial aid can make higher education at a college, university, or technical school more accessible. The basic types of student aid are grants, scholarships, loans, tuition exemptions, and work-study. Sources of financial assistance include the federal and state governments, local banks, or credit unions, civic or church groups, student’s and parents’ employers or unions, and the college itself. When you request information from colleges, remember to ask for financial aid information, forms, and instructions. Some funds are limited and awarded on a first-come, first-serve basis, so apply early in your senior year. Pay attention to all published deadlines. Your best source of information is the financial aid office at the college you wish to attend.

### **Free Application for Federal Student Aid ([FAFSA](#))**

All colleges will ask you to file a FAFSA if you are applying for financial aid. You must complete the FAFSA online as soon as possible after October 1st of your senior year. Student and parent income tax returns must be available when completing the FAFSA. Information from this form is used to determine eligibility for federal and state aid. You will need to work closely with the college financial office at the college you plan to attend. To apply for federal financial aid, you must:

- Be a U.S. citizen, permanent resident or eligible non-citizen.
- Have a valid Social Security number.
- Register with the Selective Service, if required.



- Have a high school diploma or a GED, and
- Be enrolled or accepted as a regular student working toward a degree or certificate in an eligible program.

The Texas Financial Aid Information Center (TFAIC) is a free public service available to all Texas students and families wanting to pursue a higher education. Created in 1999, TFAIC is a collaborative effort between the Texas Higher Education Coordinating Board and TG. <http://www.tgsic.org> or 1-888-311-8881.

### **Scholarships**

The freshman year is the time to start preparing for the stiff competition for scholarships that students face in their senior year of high school. Involvement in extra-curricular activities, community activities, clubs, organizations, and volunteer work are of vital importance in the pursuit of scholarships. Preparation includes taking a rigorous foundation of academic courses. This will enable you to score higher on ACT and SAT exams by being better prepared. ACT/SAT exams should be initially taken in the spring of the junior year. ACT/SAT scores, class rank, grade point average (GPA), and involvement are key factors in scholarship competitions. Additional ACT/SAT exams should be taken as need to boost scores. Students are encouraged to keep a detailed list of activities each year for reference as a senior when applying for college admissions and scholarships.

### **Texas Grant Program (Contingent on funding)**

Students graduating under the Distinguished Achievement Program or the Foundations with Endorsement Plan may be eligible for the Texas Grant. Eligible students must complete the Free Application for Federal Student Aid (FAFSA) in early spring of their senior year to determine financial need. For information about the Texas Grant and other financial aid options, contact the Texas Financial Aid Information Center by calling 1-888-311-8881 (toll free) or visiting [www.CollegeForAllTexans.com](http://www.CollegeForAllTexans.com).

## **EARLY ADMISSION PROGRAM**

Students may enroll in Tyler Junior College provided the following conditions are met:

- Obtain written approval of both your counselor and parent or guardian;
- Meet enrollment requirements at Tyler Junior College;
- Give written permission to Tyler Junior College to release attendance and grade reports to Tyler ISD.

## **NCAA COLLEGE – BOUND STUDENT ATHLETES**

If you are planning to enroll in college and participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Important changes are posted annually.

## COLLEGE INFORMATION WEBSITES

Students should be aware that websites may sell personal data

TISD website - - [www.tylerisd.org](http://www.tylerisd.org)

TJC website - - [www.tjc.edu](http://www.tjc.edu)

UT Tyler website- - [www.uttyler.edu](http://www.uttyler.edu)

Texas College website - - [www.texascollege.edu](http://www.texascollege.edu)

Free Application for Federal Student Aid - - [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Get your FSA ID# (Both you and your parents need one) - - [www.pin.ed.gov](http://www.pin.ed.gov)

Generation Texas (inspiration and information on going to college) - - [www.gentx.org](http://www.gentx.org)

Information about colleges and universities in Texas - - [www.everychanceeverytexan.org](http://www.everychanceeverytexan.org)

Comprehensive website - - [www.collegeforalltexas.com](http://www.collegeforalltexas.com)

User friendly career/college search website - - [nces.ed.gov/collegenavigator](http://nces.ed.gov/collegenavigator)

Online application for state colleges and universities in Texas - - [www.applytexas.org](http://www.applytexas.org)

Online application for selective colleges and universities - - [www.commonapp.org](http://www.commonapp.org)

Register for SAT/send scores to colleges - - [www.collegeboard.org](http://www.collegeboard.org)

Register for ACT/send scores to colleges - - [www.act.org](http://www.act.org)

Information on going to college in Texas - - information - - [www.collegeforalltexas.com](http://www.collegeforalltexas.com)

NCAA Clearinghouse (Intercollegiate Athletic Eligibility) - - [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

AP/College Board Information - - <https://apstudent.collegeboard.org/home>

Texas Higher Education Coordinating Board - - [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

# STUDENT TIMELINE FOR COLLEGE ADMISSION

## FRESHMAN YEAR

- Get to know your high school counselor
- Participate in school activities and organizations
- Look for opportunities for leadership and community service
- Attend local college fairs
- Start a student profile of activities and honors. Save it and update it annually.
- Take challenging courses (Pre-AP) for college preparation
- Study hard and keep grades high to earn the best possible class rank

## SOPHOMORE YEAR

- Explore college choices on the internet and visit campuses
- Become familiar with the materials and additional assistance available in the guidance office
- Prepare for SAT/ACT and college by taking the most rigorous courses you can handle
- Attend College Night at TJC in November
- Continue school activity involvement and volunteer work
- Update student profile

## JUNIOR YEAR (Fall)

- Take PSAT-NMSQT in October
- Attend College Night at TJC in November
- Visit with College Admission Representatives
- Challenge yourself with rigorous courses

## JUNIOR YEAR (Spring)

- Take SAT or ACT in spring semester (fee waivers are available for students with financial need)
- Take SAT Subject Tests in late spring or June if you are considering a school that requires them (Rice, UT, SMU and other out of state schools – be sure to contact your college for requirements)
- Narrow college choices to a short list
- Visit websites for admission information and deadlines
- Continue to challenge yourself with Pre-AP and AP courses
- Continue school activity involvement. Update student profile
- Visit college campuses – take a tour
- If planning to play college athletics, register with the NCAA Clearing House at the end of your junior year
- Take AP examinations for courses taken

## SENIOR YEAR (Fall)

- Check admissions, housing and scholarship deadlines for schools still on your list (Many are as early as November)
- Get organized. Mark your calendar with deadline alerts. Make files for each school and scholarship
- Attend College Night at TJC in November
- Take SAT or ACT again if necessary (to try for higher score) and SAT Subject Tests if needed
- Make sure SAT/ACT/AP scores and transcripts have been forwarded to colleges in which you have interest
- Use the internet for scholarship search, plus college websites for campus scholarships
- Prepare to do taxes early (FAFSA, the financial aid form, requires figures from completed tax return)

- Update and fine-tune your student profile. Do not forget to include community service, volunteering, summer enrichment study/travel, and part-time work

### SENIOR YEAR (Spring)

- File FAFSA (Free Application for Federal Student Aid) (Federal Financial Aid Form) as early as possible in February
- Attend Financial Aid Nights at area colleges or your high school
- Take TSI if you are attending a Texas public college or university (if not EOC, ACT or SAT exempt)
- Wait for decisions from institutions. Make final decision and notify college of your choice
- Take AP Exams for courses taken through your high school years

### College Admission Exams (ACT & SAT)

All students should take the SAT and/or the ACT in the spring of their junior year or as early as possible in the senior year. For more information please visit their associated websites: ACT ([www.act.org](http://www.act.org)) & SAT ([www.collegeboard.org](http://www.collegeboard.org)). SAT Reasoning Test and SAT Subject Tests cannot be taken on the same date.

### Apply Texas

The “Apply Texas” Application for state colleges and universities is available online at [www.applytexas.org](http://www.applytexas.org). This is the common application used by all state colleges and universities.

### Transcripts

Each student will receive one official high school transcript (free of charge) upon graduation from high school. Students can order additional transcripts from the Registrar’s office for \$2.00 each. Please allow 48 hours for processing.

### College Scholarships

The best sources of scholarship information are periodic campus correspondence, campus websites, college websites, and college recommended internet search engines. Check with each college to which you are applying to make sure you receive their scholarship forms and meet their scholarship criteria and deadlines.

College admission and scholarship applications will have strict deadlines that must be observed. Students needing information or recommendations from counselors, teachers, or other school personnel must complete a student information sheet and present it to the recommender at least three weeks prior to the due date of any recommendation. Shorter notices do not allow enough time to prepare the best recommendation.

### Dual Credit

- **May high school students receive college credit?** Yes. Under Texas law, qualified high school students may receive college credit, thereby reducing the time and attendance expense for their college education. The one way is through dual enrollment, and another is advanced placement.
- **What is the difference between the two?**
  - **“Dual Credit”** means that a high school student enrolls for a course, which is taught on the ECHS, JT, or REL campus or on a college campus, and may receive both high school and college credit for that one course. Classes are taught by college faculty or approved high school faculty.

- **“Advanced placement/college credit”** means that a student enrolls in an AP class in high school taught by a properly certified high school teacher, completes the course, and receives college credit only upon both satisfactory completion and acceptable scoring of an advanced placement examination from the College Board AND posting to an official transcript by an accredited college.
- **Which students are “qualified” for dual credit for next year?** High school students wishing to take a dual credit course must meet admission requirements for a public two-year college, with the exception of high school graduation. Students who will be seniors in high school must be TSI-exempt or must take and meet college standard on the TSI in the subject area for the course in which they plan to enroll. Students must successfully complete their dual credit courses with a grade of “C” or better to be eligible to enroll in subsequent dual credit courses.
- **Who Benefits?** Dual credit is a win/win situation for both the student and the State. The student is saved the expense of repeating courses in college which may be similar to those taken in high school. The State benefits by saving operating expenses for students attending college and taking courses similar to high school courses.
- Please be aware that some Dual Credit classes may be delivered in an online format. Check with the high school instructor or counselor and ask any questions you might have before you register and pay your fees.
- Before enrolling in an AP or Dual Credit course please be aware that public and private colleges and universities have policies and procedures in place to determine how they award credit for college courses taken while still in high school. It is the responsibility of the student and his/her parent/guardian to contact the post-secondary institutions directly as to determine their policy for awarding credit.

## Foundation with Endorsement Graduation Program

**Foundation Program** - Basic course credits that all students must complete

**Endorsement** - Additional credits required to pursue college and career goals and/ or personal academic interests

### **FOUNDATION CREDITS (22)**

English	4
Math (including Algebra II)	3
Science	3
Social Studies	3
Foreign Language	2
Fine Arts	1
Physical Education	1
Electives (Includes Speech & Health)	5
<b>FOUNDATION TOTAL</b>	<b>22 Credits</b>

### **ENDORSEMENT CREDITS (4)**

4th Math	1
4th Science	1
Endorsement Electives	2 (Additional Social Studies)
<b>ENDORSEMENT TOTAL</b>	<b>4 Credits</b>

**FOUNDATION WITH ENDORSEMENT TOTAL      26 Credits**

### **ENDORSEMENT OPTIONS**

- **STEM**
- **Multi-Disciplinary Studies**

**Additional endorsements may be earned by completing the Endorsement Credits or special requirements. Endorsement electives may serve as Foundation electives as well.**

## **COURSE SELECTION PROCESS**

Students are encouraged to carefully study the graduation plan of their choice and to take courses that will meet the requirements of their graduation plan. Classes with fewer than fifteen (15) students may not be offered. Students should always select alternate choices. The District will make every effort to meet all course requests within the context of scheduling and teacher availability.

High school level courses are designed for students who are working at grade level. These courses are offered to meet the needs of students who plan to attend a university, college, community college, or technical school. In addition, the District offers specialized classes for English Language Learners, Advanced Studies, Career and Technical Education and Special Education.

## Career Preparation

Choose courses that interest and challenge you as well as prepare you for the future. Match your interest and academic abilities to enable you to develop a career pathway for the future. Choices you make during high school years will determine the choices available to you later in life. High School provides you opportunities to identify and explore your interests and abilities. The process is not an easy one, but that discovery can allow you to begin to develop your plans for college and a career before many of your peers.

## SCHEDULE CHANGES

Fall schedule changes are only allowed for errors and prerequisite requirements. Elective choices made in the spring are final. To solve schedule conflicts, counselors may substitute an alternate choice for an elective. Because of the potential effect on class size, counselors cannot accommodate teacher change requests, "change of mind" requests, or lunch preferences. Necessary schedule changes (listed below) will be made ONLY during the first 2 weeks of school.

### Valid reasons for a schedule change:

- Student has already earned credit for the class in which he/she is enrolled
- The student has not met a prerequisite for the course
- ARD committee decision
- Work-based learning program students who do not have a job by the deadline
- Student has failed the course under the same teacher, another teacher is available, and there is no negative impact on class size

**Course requests for the 2019-2020 school year may be changed through Thursday, April 18, 2019 of the 2018-2019 school year.**

## GUIDELINES FOR DROPPING PRE-AP, AP, and DUAL CREDIT CLASSES

Dropping from Pre-AP, AP, or Dual Credit classes to on-level classes will not be considered until the end of the first six weeks grading period. A student wishing to drop to an on-level class at this time must submit the appropriate form to his/her assigned counselor within five school days of receiving the 1st six weeks report card. Dropping from a semester long Pre-AP, AP or Dual credit class offered in the spring will not be considered until the end of the 4<sup>th</sup> six week grading period. Required documentation for requesting a level change includes the following:

- Schedule Change Form
- Parent/teacher/student conference held
- Minimum of three (3) tutorials attended
- Principal approval
- All required signatures, including principal approval, must be on the form before presenting it to the counselor for the schedule change.
- Change request forms can be obtained in the counseling office.
- Only one dual credit class may be dropped during enrollment in ECHS

## AP (Advanced Placement) EXAMS

Students enrolled in AP classes are expected to prepare for and take the corresponding AP examination. The College Board AP Exams are given each year during the first two weeks of May and are administered during the school day. Each exam is approximately three hours and covers college-level content in a specific course. Individual tests may vary in format, but generally consist of both timed multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or higher. For more information, visit the AP website at: <https://apstudent.collegeboard.org/home>

- A \$15 test deposit is required by the end of January for each AP test a student intends to take in May.
- Partial fee waivers are available for students who qualify. See your counselor for more information.

## **TSI (Texas State Initiative) ASSESSMENT**

### **Requirements**

Texas law requires a TSI Assessment for all non-exempt under graduate students entering a Texas public institution of higher learning for the purpose of placement. Students must take the TSI Assessment or an approved alternative test prior to enrolling in any college-level course work. The TSI Test is a computer-adaptive test measuring skills in Reading, Sentence Skills, Essay writing, and Mathematics. Any student who is attempting to enroll in college-level coursework and who is not exempt from the testing requirements must take the TSI Assessment. Check with your counselors regarding exemption requirements.

### **Registration**

Early College High School students must take the TSI Assessment before the spring semester of their 9<sup>th</sup> grade year. ECHS students will be registered by their counselor. Students attending John Tyler HS or Robert E. Lee HS must either take and pass the TSI or earn an exemption prior to beginning a dual credit class. All high school students will be given the opportunity to take the TSI test on campus in the spring semester of their 11th grade year.



# ADVANCED ACADEMICS PROGRAM

\*\*\*\*\*

Pre-AP Program  
Advanced Track  
Grades 9-12

Advanced Placement Program  
Grades 9-12

TISD/TJC Dual Credit Program  
Grades 10-12

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## Information and Guidelines

**Pre-AP Program (Pre-AP):** Pre-AP courses are developed locally. It is neither a prescribed set of courses nor a prescribed curriculum. It is a group of locally developed methods (skills and concepts taught) to determine student progress towards Advanced Placement standards. It is not a requirement for students to have been identified for the TISD gifted/talented program in order to take Pre-AP or AP courses. Students should, however, have passed EOC or STAAR on the first test administration, be a strong B or C average student, be well disciplined in class, and be motivated toward their own academic success.

**College Board Advanced Placement (AP) Courses:** The Advanced Placement (AP) Program is a collaborative effort between secondary schools, colleges, and universities. Advanced Placement courses must be authorized by a College Board audit in order for students to earn AP credit for AP courses. The AP Program offers students college-level material with rigor and challenge. Students have an opportunity to show mastery of the material by taking an AP exam in the spring. Students are charged a fee for each AP exam they take. Reduced fees are available for students on free and reduced lunch. Colleges and universities may grant credit, provide placement, or both based on varied levels of student performance on an AP exam.

### Dual Credit (Tyler ISD/Tyler JC) Courses:

**Summer Assignments for Pre-AP/AP Courses:** Some Pre-AP and AP classes may require summer reading or summer assignments. Students must complete the summer assignments prior to the first day of classes and be prepared for immediate assessments, discussions, journals, blogs, and/or compositions during the first week of school. Failure to complete summer assignments is not a justification for dropping a course.

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Courses listed in **italics** will count toward class rank for students entering High School beginning with the 2013-2014 school year per policy EIC (LOCAL)

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## COURSE LISTING

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### ENGLISH

(4 Credits Required)

#### **ENGLISH 1 PAP**

Grade: 9                      Credit: 1                      Prerequisite: None

- preparation to enter the 11<sup>th</sup>, 12<sup>th</sup> grade AP or Dual Credit English Program (college level courses)
- oral discussion skills, critical thinking skills
- analytic skills-interpreting a variety of world literature (fiction/non-fiction for literary devices, rhetorical purpose and genre characteristics)
- composition skills-documented essays using primary and secondary sources, complex sentence structure, mechanics, vocabulary
- summer reading required

#### **ENGLISH 2**

Grade: 10                      Credit: 1                      Prerequisite: English 1

Students will read and understand a wide variety of literary and informational texts. Students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail as well as research, and the know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

#### **ENGLISH 2 PAP**

Grade: 10                      Credit: 1                      Prerequisite: English 1 PAP

- a higher level of complexity from English 1 Pre-AP in preparation for the 11<sup>th</sup>, 12<sup>th</sup> grade AP and Dual Credit Program (college level courses), oral discussion skills, critical thinking skills
- analytic skills – interpreting a variety of world literature (fiction/non-fiction) for literary devices, rhetorical purpose, and genre characteristics
- composition skills – documented essays using primary and secondary sources, complex sentence structure, mechanics, vocabulary
- summer reading required

#### **ENGLISH 3**

Grade: 11                      Credit: 1                      Prerequisite: English 1 & 2 (PAP preferred)

Students will read and understand a wide variety of literary and informational texts. Students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail as well as research, and the know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

### **ENGLISH LANGUAGE AND COMPOSITION 3 AP**

Grade: 11                      Credit: 1                      Prerequisite: English 1 & 2 (PAP preferred)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidenced-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### **ENGLISH 3 A** (1 semester) - TJC ENGL 1301 COMPOSITION I (3 hours) - Dual Credit

Grade: 11                      Credit: 0.5                      Prerequisite: TSI exempt or passed TSI Reading & Writing

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

### **ENGLISH 3 B** (1 semester) - TJC ENGL 1302 COMPOSITION II (3 hours) - Dual Credit

Grade: 11                      Credit: 0.5                      Prerequisite: ENGL 1301 with a grade of "C" or better

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

### **ENGLISH 4**

Grade: 12                      Credit: 1                      Prerequisite: English 1, 2 & 3 (PAP/AP preferred)

The course engages students in reading to understand a wide variety of literary and informational texts. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Students are expected to compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

### **ENGLISH LANGUAGE AND LITERATURE 4 AP**

Grade: 12                      Credit: 1                      Prerequisite: English 1, 2 & 3 (PAP/AP preferred)

The AP Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **ENGLISH 4 A** (1 semester) - TJC ENGL 2332 WORLD LITERATURE I (3 hours) - Dual Credit

Grade: 12                      Credit: 0.5                      Prerequisite: ENGL 1301 with a grade of "C" or better

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**ENGLISH 4 B** (1 semester) - TJC ENGL 2333 WORLD LITERATURE II (3 hours) - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: ENGL 1301 with a grade of "C" or better

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**BUSINESS ENGLISH 4 B** (1 semester) - TJC ENGL 2311 TECHNICAL AND BUSINESS WRITING (3 hours) - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: ENGL 1301 with a grade of "C" or better

Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

### **CREATIVE WRITING**

Grade: 9-12      Credit: 0.5

Creative writing allows high school students to develop versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English.

**CREATIVE WRITING** (1 semester) - TJC ENGL 2307 CREATIVE WRITING I (3 hours) - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: ENGL 1301 with a grade of "C" or better

Practical experience in the techniques of imaginative writing. May include fiction, nonfiction, poetry, screenwriting, or drama.

### **HUMANITIES**

Grade: 9-12      Credit: 0.5

Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history.

### **HUMANITIES A**

Grade: 11-12 (1 semester) - TJC HUMA 1301 INTRODUCTION TO HUMANITIES I (3 hours) - Dual Credit

This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

**JOURNALISM A** (1 semester) - TJC COMM 2311 MEDIA WRITING (3 hours) - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: TSI Complete

Fundamentals of writing for the mass media. Includes instruction in professional methods and techniques for gathering, processing, and delivering content.

**JOURNALISM B** (1 semester) - TJC COMM 2305 EDITING AND LAYOUT (3 hours) - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: TSI Complete

Editing and layout processes, with emphasis on accuracy and fairness, including the principles and techniques of design.

**PRACTICAL WRITING SKILLS**

Grade: 9-12      Credit: 0.5      Prerequisite: None

The study of writing allows high school students to develop skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary.

**RESEARCH AND TECHNICAL WRITING**

Grade: 9-12      Credit: 1      Prerequisites: none

The study of technical writing allows high school students to develop skills necessary for writing persuasive and informative texts. This rigorous composition course asks students to skillfully research a topic or a variety of topics and present that information through a variety of media. (Recommended for students taking TJC ENGL1301 & ENGL 1302)

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**MATHEMATICS & COMPUTER SCIENCE**

(4 Credits Required)

**ADV QUANTITATIVE REASONING**

Grade: 11-12      Credit: 1.0

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

**ALGEBRA 1**

Grade: 9      Credit: 1      Prerequisite: None

- the development of the real number system
- the base for higher level mathematics

**ALGEBRA 1 PAP**

Grade: 9      Credit: 1      Prerequisite: 8th Grade Math (or equivalent)

- an in-depth study of the regular Algebra 1 topics
- a focus on concept analysis, problem solving, and practical applications

**ALGEBRA 2**

Grade: 10-12      Credit: 1      Prerequisite: Algebra 1 and Geometry

- study of higher mathematics for the college bound student
- the application of algebraic concepts and skills
- a study of complex number system, mathematical reasoning
- linear functions and systems, quadratic systems
- exponential and logarithmic functions, sequences and series

**ALGEBRA 2 PAP**

Grade: 9-11                      Credit: 1                      Prerequisite: Geometry (PAP preferred)

- an in-depth study of regular Algebra 2 topics
- additional topics beneficial to college-bound students
- requires time outside of class for additional assignments

**ALGEBRAIC REASONING**

Grade: 9-10                      Credit: 1                      Prerequisite: Algebra I

Students will build on the knowledge and skills for Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions.

**DISCRETE MATHEMATICS A (1 semester) – TJC MATH 1332 CONTEMPORARY MATHEMATICS (3 hours) - Dual Credit**

Grade: 11-12                      Credit: 0.5                      Prerequisite: TSI Non-Algebra Complete and Algebra II

Intended for Non-STEM majors. Topics include introductory treatments of sets and logic, financial mathematics, probability and statistics with appropriate applications. Number sense, proportional reasoning, estimation, technology, and communication should be embedded throughout the course. Additional topics may be covered.

**GEOMETRY PAP**

Grade: 9-10                      Credit: 1                      Prerequisite: Algebra 1 (PAP preferred)

- an in-depth study of the regular geometry topics
- additional topics include coordinate proofs, transportation, and principles of logic
- requires time outside of the class for additional assignments

**INDEPENDENT STUDY IN MATH A (1 semester) = TJC MATH 1342 ELEMENTARY STATISTICAL METHODS (3 hours) - - Dual Credit**

Grade: 10-12    Credit: 0.5                      Prerequisite: Algebra 2 & TSI exempt or TSI Math score of 350

This college level course focuses on the collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

**INDEPENDENT STUDY IN MATH 2A (1 semester) – TJC MATH 1316 PLANE TRIGONOMETRY (3 hours) – Dual Credit**

Grade: 10-12    Credit: 0.5                      Prerequisite: Appropriate placement test score or TSI Algebra Complete

In-depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates and parametric equations may be included.

**INDEPENDENT STUDY IN MATH 2B (1 semester) – TJC MATH 2413 CALCULUS I (4 hours) - Dual Credit**

Grade: 10-12    Credit: 0.5                      Prerequisite: MATH 1314/1414 and MATH 1316, or MATH 2412 with a grade of “C” or better or acceptable placement test score

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

**INDEPENDENT STUDY IN MATH 3A** (1 semester) – TJC MATH 2414 CALCULUS II (4 hours) - Dual Credit

Grade: 10-12 Credit: 0.5 Prerequisite: MATH 2413 with a grade of “C” or better

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.

**INDEPENDENT STUDY IN MATH 3B** (1 semester) TJC MATH 2415 CALCULUS III (4 hours) - Dual Credit

Grade: 10-12 Credit: 0.5 Prerequisite: MATH 2414 with a grade of “C” or better

Advanced topics in calculus, including vectors and vector valued functions, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green’s Theorem, the Divergence Theorem, and Stokes’ Theorem.

**PRE-CALCULUS**

Grade: 10-12 Credit: 1 Prerequisite: Algebra 2 (PAP preferred)

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels.

**PRE-CALCULUS CONCA** (1 semester) = TJC COLLEGE ALGEBRA 1314 (3 hours) - - Dual Credit

Grade: 10-12 Credit: ½ Prerequisite: Algebra 2 & TSI exempt or TSI Math score of 350

This college level course is an in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

**PRE-CALCULUS CONCB** (1 semester) - TJC MATH 2412E PRE-CALCULUS (4 hours) - - Dual Credit

Grade: 10-12 Credit: 0.5 Prerequisite: TJC College Algebra 1314

This college level course is an in-depth study of algebra, trigonometry, and other topics for calculus readiness.

**PRE-CALCULUS PAP**

Grade: 10-12 Credit: 1 Prerequisite: Algebra 2 (PAP preferred)

- an in-depth study of regular pre-calculus topics including trigonometry, trigonometric period functions, elementary analysis, mathematical induction and analytic geometry
- preparation for calculus

**STATISTICS**

Grade: 9-12 Credit: 1.0 Prerequisite: Algebra I

In Statistics, students will build on the knowledge and skills for mathematics and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

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## SCIENCE

(4 Credits Required)

**ANATOMY & PHYSIOLOGY A** (1 semester) – TJC BIOL 2401 ANATOMY & PHYSIOLOGY I (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5                      Co-requisite: BIOL 0091 A&P Resource (CAP)

Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology.

**ANATOMY & PHYSIOLOGY B** (1 semester) – TJC BIOL 2402 ANATOMY & PHYSIOLOGY II (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5                      Prerequisite: BIOL 2401 with a grade of “C” or better Co-requisite: BIOL 0092 A&P Resource (CAP)

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology

### **AQUATIC SCIENCE**

Grade: 10-12                      Credit: 1.0                      Prerequisite: Biology

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

**ASTRONOMY A** (1 semester) – TJC PHYS 1403 STARS AND GALAXIES (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5

Study of stars, galaxies, and the universe outside our solar system. An introduction to modern astronomy and basic observational techniques focusing on principles of stellar processes, types and evolution, galactic structures and cosmology and methods and techniques of modern astronomical observation.

**ASTRONOMY B** (1 semester) – TJC PHYS 1404 SOLAR SYSTEM (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5

Study of the sun and its solar system, including its origin. An introduction to historical and observational astronomy focusing specifically on the members of our solar system and on basic observation skills and knowledge.



## **BIOLOGY**

Grade: 9-12                      Credit: 1

Prerequisite: None

- ecological relationships between living things and their environments
- cells as the structural and functional units of life
- genetic concepts
- a survey of living kingdoms
- laboratory tools and techniques

This course requires an end of course exam

## **BIOLOGY PAP**

Grade: 9                              Credit: 1                      Prerequisite: None

- independent research on current biological topics
- biology topics including:
  - cellular processes
  - kingdoms of life and ecology
  - anatomy and physiology of living things
  - graphing, thinking and writing skills
  - experimental design
- prepare for entrance into Biology 2 AP

## **CHEMISTRY**

Grade: 10-12                      Credit: 1                      Prerequisite: Biology, Alg1 and currently enrolled or completed Geometry

- the study of the composition and changes of matter
- practical lab experiences
- college preparation skills

## **CHEMISTRY PAP**

Grade: 10-12                      Credit: 1                      Prerequisite: None (Biology PAP preferred)

- advanced problem solving skills, and laboratory experiences
- study of composition and changes of matter
- college level preparatory skills

## **EARTH AND SPACE**

Grade: 11-12                      Credit: 1.0

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

**EARTH AND SPACE A** (1 semester) – TJC GEOL 1403 PHYSICAL GEOLOGY (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5

Introduction to the study of the materials and processes that have modified and shaped the surface and interior of Earth over time. These processes are described by theories based on experimental data and geologic data gathered from field observations.

**EARTH AND SPACE B** (1 semester) – TJC GEOL 1404 HISTORICAL GEOLOGY (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5

A comprehensive survey of the history of life and major events in the physical development of Earth as interpreted from rocks and fossils.

### **ENVIRONMENTAL SCIENCE AP**

Grade: 11-12

Credit: 1

Prerequisite: PAP Math & Science preferred

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography

### **ENVIRONMENTAL SYSTEMS**

Grade: 12

Credit 1.0

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

### **PHYSICS**

Grade: 11-12

Credit: 1

Prerequisite: Algebra 2 (may be taken concurrently)

- waves – sound, light, mirrors, lenses, electricity – static, current, circuits, nuclear power
- mechanics – motion, Newton's Law, thermodynamics – fluid mechanics

### **PHYSICS 1 AP**

Grade: 11-12

Credit: 1

Prerequisite: Algebra 2 & Chemistry (PAP preferred)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

**SCIENTIFIC RESEARCH AND DESIGN IA** (1 semester) – TJC BIOL 1408 BIOLOGY FOR NON-SCIENCE MAJORS I (4 hours) – Dual Credit

Grade: 11-12

Credit: 0.5

Provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction.

**SCIENTIFIC RESEARCH AND DESIGN IB** (1 semester) – TJC BIOL 1409 BIOLOGY FOR NON-SCIENCE MAJORS II (4 hours) – Dual Credit

Grade: 11-12

Credit: 0.5

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Laboratory activities will reinforce a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology.

**SCIENTIFIC RESEARCH AND DESIGN IIA** (1 semester) – TJC BIOL 1406 BIOLOGY FOR SCIENCE MAJORS I (4 hours) – Dual Credit

Grade: 11-12

Credit: 0.5

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics, and

scientific reasoning are included. Laboratory activities will reinforce the fundamental principles of living organisms, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification.

**SCIENTIFIC RESEARCH AND DESIGN IIB** (1 semester) – TJC BIOL 1407 BIOLOGY FOR SCIENCE MAJORS II (4 hours) – Dual Credit

Grade: 11-12                      Credit: 0.5

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce study of the diversity and classification of life, including animals, plants, protists, fungi, and prokaryotes.

**SCIENTIFIC RESEARCH AND DESIGN III** (1 semester) – TJC BIOL 2404 Anatomy & Physiology (4 hours) – Dual Credit

Grade: 11-12                      Credit: 1.0

Study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content may be either integrated or specialized.

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## **SOCIAL STUDIES**

(4 Credits Required)

**ADVANCED ECONOMICS** (1 semester) - TJC ECON 2302 PRINCIPLES OF MICROECONOMICS (3 hours) - - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

Analysis of the behavior of individual economic agents, including consumer behavior and demand, producer behavior and supply, price and output decisions by firms under various market structures, factor markets, market failures, and international trade.

### **AP MICROECONOMICS**

Grade: 12      Credit: 0.5

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### **ECONOMICS**

Grade: 12      Credit: 0.5

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

**ECONOMICS** (1 semester) - TJC ECON 2301 PRINCIPLES OF MACRECONOMICS (3 hours) - - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

**GOVERNMENT** (1 semester) =-TJC GOVT 2305 FEDERAL GOVERNMENT (3 hours) - - Dual Credit

Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading      Tuition & Book: Yes

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

### **HUMAN GEOGRAPHY AP**

Grade: 9-12 Credit: 1.0

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and application.

### **US HISTORY A - TJC HIST 1301 US HISTORY I (3 hours) - Dual Credit**

Grade: 11 Credit: 0.5 Prerequisite: TSI exempt or passed TSI Reading & Writing

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

### **US HISTORY B - TJC HIST 1302 US HISTORY II (3 hours) - Dual Credit**

Grade: 11 Credit: 0.5 Prerequisite: TSI exempt or passed TSI Reading & Writing

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

### **UNITED STATES GOVERNMENT**

Grade: 12 Credit: 0.5 Prerequisite: None

In United States Government, 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. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States.

### **UNITED STATES GOVERNMENT AND POLITICS AP**

Grade: 12 Credit: 0.5 Prerequisite: None

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

### **UNITED STATES HISTORY AP**

Grade: 11-12 Credit: 1 Prerequisite: World or Human Geography and World History

AP United States History focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about United States history from approximately 1491 to the present. Seven themes of equal importance - American and National Identity; Migration

and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society - provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of United States history to teach topics of their choice in depth.

### ***WORLD GEOGRAPHY PAP***

Grade: 9      Credit: 1      Prerequisite: None

- creativity and higher level thinking skills, current events, local history, and state history
- the nature of physical and cultural geography
- the human interaction to their physical environments in major regions and settings
- introduction of skills required for AP social studies courses

### ***WORLD HISTORY***

Grade: 10-12      Credit: 1      Prerequisite: World Geography (or equivalent)

This course gives students the opportunity to trace the historical development of human cultures. Topics include early civilizations, historical development of western civilization and other regions of the world, geographical influences on world history, events, issues and developments through the 21<sup>st</sup> century. This course must be used for state World History requirement.

### ***WORLD HISTORY AP***

Grade: 10      Credit: 1      Prerequisite: World Geography or AP Human Geography

The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

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## LANGUAGES OTHER THAN ENGLISH

(2 Credits Required)

### **SPANISH 1 PAP**

Grade: 9-12                      Credit: 1                      Prerequisite: None

- an expansion of the on-level language class, designed to provide opportunities for talented language students beyond those available in the regular language classes
- stresses the development of low/intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages
- expands the use of grammatical constructions and vocabulary and begins the development of expository composition
- culturally related activities and regions are explored
- preparation to enter the AP program

### **SPANISH 2 PAP**

Grade: 9-12                      Credit: 1                      Prerequisite: Spanish 1 (or equivalent)

- an expansion of the on-level language class, designed to provide opportunities for talented language students beyond those available in the regular language classes
- stresses the development of low/intermediate proficiency in oral skills, accurate comprehension of contemporary and cultural reading passages
- expands the use of grammatical constructions and vocabulary and begins the development of expository composition
- culturally related activities and regions are explored
- preparation to enter the AP program

### **SPANISH 3 A** (1 SEMESTER) – TJC SPAN 1411 BEGINNING SPANISH I (4 hours) - Dual Credit

Grade: 9-12                      Credit: 0.5                      Prerequisite: Spanish 1 and 2 (or equivalents)

Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

### **SPANISH 3 B** (1 SEMESTER) – TJC SPAN 1412 BEGINNING SPANISH II (4 hours) - Dual Credit

Grade: 9-12                      Credit: 0.5                      Prerequisite: SPAN 1411 with a grade of "C" or better

Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.

### **SPANISH 3 PAP**

Grade: 9-12                      Credit: 1                      Prerequisite: Spanish 1 and 2 (or equivalents)

- grammar and vocabulary skills to develop speaking and writing proficiency
- listening, reading, speaking skills to develop speaking and reading proficiency
- writing/organizational skills to develop competency in composition development
- preparation to take the AP Spanish Language & Culture test

**SPANISH 4 A** (1 SEMESTER) – TJC SPAN 2311 INTERMEDIATE SPANISH I (3 hours) - Dual Credit

Grade: 9-12                      Credit: 0.5                      Prerequisite: Spanish 1412 with a grade of C or better

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**SPANISH 4 B** (1 SEMESTER) – TJC SPAN 2312 INTERMEDIATE SPANISH II (3 hours) - Dual Credit

Grade: 9-12                      Credit: 0.5                      Prerequisite: SPAN 2311 with a grade of "C" or better

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**AP SPANISH LANGUAGE AND CULTURE**

Grade: 10-12                      Credit: 1                      Prerequisite: Spanish 1, 2, and 3 (or equivalents)

AP Spanish Language and Culture emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).



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## HEALTH

(0.5 Credit Required)

### **ADVANCED HEALTH – TJC PHED 1304 PERSONAL/COMMUNITY HEALTH (3 Hours) – Dual Credit**

This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

### **HEALTH**

Grade: 9-12                      Credit: 0.5              Prerequisite: None

In Health, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

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## SPEECH

(0.5 Credit Required)

### **COMMUNICATION APPLICATION – TJC SPCH 1315 PUBLIC SPEAKING (3 hours) – Dual Credit**

Grade: 9-12                      Credit: 0.5

Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations

### **PUBLIC SPEAKING I – TJC SPCH 1321 BUSINESS and PROFESSIONAL COMMUNICATION (3 hours) – Dual Credit**

Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams and technologically mediated formats.

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## PHYSICAL EDUCATION/ATHLETICS

(1 Credit Required)

### **ATHLETICS**

#### **INDIVIDUAL SPORT**

Grade: 9-11      Credit: 0.5 - 1

- Cross Country
- Golf

- Powerlifting
- Swimming
- Tennis
- Track

#### TEAM SPORTS

Grade: 12      Credit: 0.5 – 1

- Basketball
- Golf
- Soccer
- Tennis
- Track
- Cross Country
- Football
- Powerlifting
- Swimming
- Volleyball

**FOUNDATIONS OF PERSONAL FITNESS** – TJC KINE 1101 PHYSICAL FITNESS AND HEALTH CONCEPTS (1 hour) - Dual Credit

Grade: 9-12      Credit: 0.5      Prerequisite: None

Practical concepts of health-related fitness including benefits of proper nutrition, exercise, personal well-being, and adverse effects of drug abuse; individual fitness assessments and development of a personal well-being program required of all students

#### PE INDIVIDUAL SPORTS

Grade: 9-12      Credit: 0.5 - 1      Prerequisite: None

- principles of physical fitness and conditioning
- emphasis on aerobic exercise

## FINE ART

(1 Credit Required)

**ART I APPRECIATION** – TJC ARTS 1301 ART APPRECIATION (3 hours) - Dual Credit

Grade: 9-12      Credit: 1      Prerequisite: None

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

**ART 2 DRAW** – TJC ARTS 1316 DRAWING 1 (3 hours) - Dual Credit

Grade: 9-12      Credit: 1      Prerequisite: None

A foundation studio course exploring drawing with emphasis on descriptive, expressive and conceptual approaches. Students will learn to see and interpret a variety of subjects while using diverse materials and techniques. Course

work will facilitate a dialogue in which students will engage in critical analysis and begin to develop their understanding of drawing as a discipline.

**ART 2 DESIGN** – TJC ARTS 1311 DESIGN 1 (3 hours) - Dual Credit

Grade: 9-12                      Credit: 1                      Prerequisite: None

An introduction to the fundamental terminology, concepts, theory, and application of two-dimensional design.

**ART 4 DRAW** – TJC ARTS 2323 LIFE DRAWING I (3 hours) - Dual Credit

Grade: 9-12                      Credit: 1                      Prerequisite: None

An introduction to the study of the human form.

**MUSIC APPRECIATION I** – TJC MUSI 1306 MUSIC APPRECIATION (3 hours) - Dual Credit

Grade: 9-12                      Credit: 1                      Prerequisite: None

Understanding music through the study of cultural periods, major composers, and musical elements, illustrated with audio recordings and live performances. Course does not apply to a music major degree.

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**AVID**  
**ADVANCEMENT VIA INDIVIDUAL DETERMINATION**

**AVID 1**

Grade: 9                              Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Enrollment in one or more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 1 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. The AVID1 elective course will serve as a review of the AVID philosophy and strategies such as note-taking skills, subject specific, collaborative tutorial groups and the organizational tool. Students will work on academic and personal goals, communication, adjusting to the high school setting, increasing awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking and research techniques.

**AVID 2**

Grade: 10                              Credit: 1

Prerequisite: Committee approval based on national and local criteria

Requirement: Enrollment in one of more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 2 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. During the AVID 2 elective courses, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio and also analyze various documents in order to participate in

collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Students will narrow down their college and careers of interest, based on personal interests and goals.

### **AVID 3**

Grade: 11                      Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Enrollment in one or more advanced level classes

This course includes writing to learn, test-taking skills, rigorous and relevant curriculum, Socratic method, extracurricular activities such as cultural and career events and college field trips. Eligible students in AVID 3 may receive .5 credit for Professional Communications. Grades for Professional Communications will be based upon the semester two average in AVID and recorded on the transcript. The AVID 3 elective course focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and support and/or confirm their postsecondary plans.

### **AVID 4**

Grade: 12                      Credit: 1

Prerequisite: Committee Approval based on national and local criteria

Requirement: Successful completion of graduation requirements

The AVID4 elective course focuses on writing and critical thinking (an extension of AVID 3 activities). The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry, study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. In addition to the academic focus, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to apply to a minimum of 6 college/universities (can be a combination of both four-year and two-year).

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## **ELECTIVES**

**(5.0 Credits Required)**

### **ACCOUNTING I - TJC ACCT 2301 PRINCIPLES OF FINANCIAL ACCOUNTING (3 hours) – Dual Credit**

Grade: 9 – 12                      Credit: 0.5                      Prerequisite: Meet TSI college-readiness standard for Mathematics)

This course is an introduction to the fundamental concepts of financial accounting as prescribed by U.S. generally accepted accounting principles (GAAP) as applied to transactions and events that affect business organizations. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a balance sheet, income statement, statement of cash flows, and statement of shareholders' equity to communicate the business entity's results of operations and financial position to users of financial information who are external to the company. Students will study the nature of assets, liabilities, and owners' equity while learning to use reported financial information for purposes of making decisions about the company.

### **ACCOUNTING II - TJC ACCT 2302 PRINCIPLES OF MANAGERIAL ACCOUNTING (3 hours) – Dual Credit**

Grade: 9 – 12                      Credit: 0.5                      Prerequisite: ACCT 2301 with a grade of "C" or better

This course is an introduction to the fundamental concepts of managerial accounting appropriate for all organizations. Students will study information from the entity's accounting system relevant to decisions made by internal managers, as distinguished from information relevant to users who are external to the company. The emphasis is on the identification and assignment of product costs, operational budgeting and planning, cost control, and management decision making. Topics include product costing methodologies, cost behavior, operational and capital budgeting, and performance evaluation.

**BUSINESS INFORMATION MANAGEMENT IA – TJC BCIS 1405 BUSINESS COMPUTER APPLICATIONS (4 hours) - Dual Credit**

Grade: 9 – 12                      Credit: 0.5

Students will study computer terminology, hardware, and software related to the business environment. The focus of this course is on business productivity software applications and professional behavior in computing, including word processing (as needed), spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

**COLLEGE TRANSITION – TJC EDUC 1300 LEARNING FRAMEWORK (3 hours) - Dual Credit**

Grade: 9 – 12                      Credit: 0.5

A study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned.

**CORRECTIONAL SYSTEMS AND PRACTICES – TJC CRIJ 2313 Correctional Systems and Practices (3 hours)– Dual Credit**

This course is a survey of institutional and non-institutional corrections. Emphasis will be placed on the organization and operation of correctional systems; treatment and rehabilitation; populations served; Constitutional issues; and current and future issues.

**COURT SYSTEMS & PRACTICES – TJC CRIJ 1306 COURT SYSTEMS & PRACTICES (3 hours) - Dual Credit**

Grade: 9 – 12                      Credit: 1.0

This course is a study of the court system as it applies to the structures, procedures, practices and sources of law in American courts, using federal and Texas statutes and case law.

**CRIMINAL INVESTIGATIONS – TJC CRIJ 2314 CRIMINAL INVESTIGATIONS (3 hours) – Dual Credit**

Investigative theory; collection and preservation of evidence; sources of information; interview and interrogation; uses of forensic sciences; case and trial preparation.

**DEBATE I**

Grade: 9 – 12                      Credit: 1.0

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in

argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues

**HUMAN GROWTH & DEVELOPMENT** – TJC PSYC 2314 LIFESPAN GROWTH & DEVELOPMENT (3 hours) - Dual Credit

Grade: 9 – 12                      Credit: 0.5

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

**LAW ENFORCEMENT 1** – TJC CRIJ 1310 FUNDAMENTALS OF CRIMINAL LAW (3 hours) – Dual Credit

This course is the study of criminal law including application of definitions, statutory elements, defenses and penalties using Texas statutes, the Model Penal Code, and case law. The course also analyzes the philosophical and historical development of criminal law and criminal culpability.

**LAW ENFORCEMENT 2** – TJC CRIJ 2328 POLICE SYSTEMS AND PRACTICES (3 hours) – Dual Credit

This course examines the establishment, role and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority.

**LIFETIME NUTRITION AND WELLNESS** – TJC BIOL 1322 NUTRITION AND DIET THERAPY (3 hours) – Dual Credit

Grade: 9 – 12                      Credit: 0.5

This course introduces general nutritional concepts in health and disease and includes practical applications of that knowledge. Special emphasis is given to nutrients and nutritional processes including functions, food sources, digestion, absorption, and metabolism. Food safety, availability, and nutritional information including food labels, advertising, and nationally established guidelines are addressed.

**MEDICAL TERMINOLOGY I** – TJC HITT 1305 MEDICAL TERMINOLOGY I (3 hours) - Dual Credit

Study of medical terms through word origin and structure. Introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties.

**ORAL INTEPRETATION I**

Grade: 9 – 12                      Credit: 0.5

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

**PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS** – TJC ARTC 1305 BASIC GRAPHIC DESIGN (3 hours) - Dual Credit

Grade: 9-12                      Credit: 1.0      Prerequisites: None

Graphic design with emphasis on the visual communication process. Topics include basic terminology and graphic design principles.

**PRINCIPLES OF BUSINESS MARKETING & FINANCE** – TJC BUSI 1301 BUSINESS PRINCIPLES (3 hours) - Dual Credit

Grade: 9-12                      Credit: 0.5      Prerequisites: None

This course provides a survey of economic systems, forms of business ownership, and considerations for running a business. Students will learn various aspects of business, management, and leadership functions; organizational



**SOCIAL STUDIES ADVANCED STUDIES 1A** (1 semester) - TJC GOVT 2306 TEXAS GOVERNMENT (3 hours) - - Dual Credit  
Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading  
Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

**SOCIAL STUDIES ADVANCED STUDIES 1B** (1 semester) - TJC HIST 2312 WESTERN CIVILIZATION II (3 hours) - - Dual Credit  
Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading  
A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.

**SOCIAL STUDIES ADVANCED STUDIES 2A** (1 semester) - TJC HIST 2301 TEXAS HISTORY (3 hours) - - Dual Credit  
Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading  
A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas

**SOCIAL STUDIES ADVANCED STUDIES 2B** (1 semester) - TJC HIST 2311 WESTERN CIVILIZATION I (3 hours) - Dual Credit  
Grade: 12      Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading  
A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 17th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages, Renaissance, and Reformations.

### **SOCIAL STUDIES RESEARCH METHODS**

Grade: 9-12      Credit: 0.5      Prerequisite: None  
In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

**SOCIAL STUDIES RESEARCH METHODS II** – TJC SOCI 2340 DRUG USE AND ABUSE (3 hours) - Dual Credit  
Grade: 11-12      Credit: 0.5      Prerequisite: None  
Study of the use and abuse of drugs in today's society. Emphasizes the physiological, sociological, and psychological factors.

**SOCIAL STUDIES RESEARCH METHODS III** – TJC GEOG 1303 WORLD REGIONAL GEOGRAPHY (3 hours) - Dual Credit  
Grade: 11-12      Credit: 0.5      Prerequisite: None  
This course is an introduction to the world's major regions seen through their defining physical, social, cultural, political, and economic features. These regions are examined in terms of their physical and human characteristics and their interactions. The course emphasizes relations among regions on issues such as trade, economic development, conflict, and the role of regions in the globalization process.



**SOCIOLOGY – TJC SOCI 1301 INTRODUCTION TO SOCIOLOGY (3 hours) - Dual Credit**

Grade: 11-12                      Credit: 0.5      Prerequisite: None

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**SPECIAL TOPICS IN SOCIAL STUDIES I (1 semester) - TJC SOCI 2301 MARRIAGE AND FAMILY (3 hours) - - Dual Credit**

Grade: 12                              Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

Sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society.

**SPECIAL TOPICS IN SOCIAL STUDIES II (1 semester) - TJC PSYC 2319 SOCIAL PSYCHOLOGY (3 hours) - - Dual Credit**

Grade: 12                              Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes.

**SPECIAL TOPICS IN SOCIAL STUDIES III (1 semester) - TJC SOCI 2319 MINORITY STUDIES (3 hours) - - Dual Credit**

Grade: 12                              Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

This course studies minority-majority group relations, addressing their historical, cultural, social, economic, and institutional development in the United States. Both sociological and social psychological levels of analysis will be employed to discuss issues including experiences of minority groups within the context of their cultural heritage and tradition, as well as that of the dominant culture.

**SPECIAL TOPICS IN SOCIAL STUDIES IV (1 semester) - TJC SOCI 1306 SOCIAL PROBLEMS (3 hours) - - Dual Credit**

Grade: 12                              Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

Application of sociological principles and theoretical perspectives to major social problems in contemporary society such as inequality, crime and violence, substance abuse, environmental issues, deviance, or family problems.

**VISUAL MEDIA ANALYSIS & PRODUCTION (1 semester) - TJC COMM 1307 INTRODUCTION TO MASS COMMUNICATION (3 hours) - - Dual Credit**

Grade: 12                              Credit: 0.5      Prerequisite: TSI exempt or passed TSI Reading

Survey of basic content and structural elements of mass media and their functions and influences on society.

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## **SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES**

### **CURRICULUM COMPONENTS**

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Special Education services are available on both high school-campuses in Tyler ISD. While many services are provided in the general education classroom setting, we do provide a continuum of services including classes taught by special educators focused on attainment of grade level skills for graduation and/or functional academic skills needed to ensure successful integration into the community and the world of work.

Services are provided until the student graduates or no longer meets the age requirements as referenced in the Texas Education Code 29.001 and 29.003.

A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year may be eligible for services through the end of that scholastic year or until graduation.

Graduation constitutes a release from services and is a change in placement. A student receiving special education services may graduate and be awarded a regular high school diploma if the student meets all of the requirements for graduation. Graduation requirements differ based on the year the student entered 9<sup>th</sup> grade.

Students with disabilities may participate in a graduation ceremony after completing four years of high school (TEC § 28.025 (f))

#### **Special Education**

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with non-disabled peers in the public school system.

Tyler ISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a Student Support Team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

An ARD Committee includes:

- The student and his/her parent;
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (The child's disability may require a teacher certified in a specific area, such as Visual or Auditory impairment);
- Related services provider, if required;

- Language Proficiency Assessment Committee representative, if required;
- Career and Technical Education Representative, if CTE is being considered for the student.
- The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student.
- The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from Texas Education Agency in the booklet, “A Guide to the Admission, Review and Dismissal Process.” Information about these rights are provided and explained to parents and/or adult students at least one time per year, and: when a student is initially referred for evaluation, when requested by parent, and at the initial filing of a due process hearing.

#### **Students with Disabilities–Section 504**

The Rehabilitation Act of 1973, reauthorized in 2008, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.

#### **Students with Dyslexia and Related Disorders**

Students with dyslexia have difficulty with reading, writing and/or spelling. Each campus has a teacher (the dyslexia Designee) knowledgeable about dyslexia and Dyslexia intervention. This person is trained to reevaluate, instruct, and monitor eligible students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a campus 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.