

Regular Action Meeting  
Monday, December 6, 2021 7:00 PM

Education Support Center  
2218 FM 517  
Dickinson, TX 77539

## **Agenda**

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
3. Oath of Office
4. Special Recognitions
  - A. District Christmas Card Artwork Honoree
  - B. DHS Region Choir
  - C. Calder Road Elementary School National Blue Ribbon School
  - D. USDE Terrel H. Bell Award - Sophia Acevedo, Principal CRES
  - E. Big Impact Award
5. Public Comment: Agenda Items
6. Open Forum: Non agenda Items
7. Closed Executive Session
  - A. Section 551.074 - Resignations, Retirements, and New Hires
  - B. Section 551.074 - Personnel
  - C. Section 551.072 - Real Property
8. Action on Closed Executive Session Items
  - A. Consider Approval of Resignations, Retirements, and New Hires
  - B. Consider and discuss administration's recommendation to propose the termination of a teacher at Lobit Middle School term contract
  - C. Purchase of Real Property
9. Final Guaranteed Maximum Price (GMP)
10. Written Reports
  - A. Tax Report for October, 2021 and Year to Date
  - B. Student Attendance for the 2nd Six Weeks
11. STEM to STEAM
12. DHS Academic Handbook 2022-2023
13. Discuss and Adopt a New Board of Trustees Redistricting Plan
14. District Improvement Plan November Formative Review
15. Action Items
  - A. GCAD Board of Directors - Voting on Candidates
  - B. Consent Agenda Items
16. Adjournment

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Oath of Office

**Agenda Item:** Carla Voelkel

The Oath of Office will be administered to Appointed Trustee for Single Member District #7 of the Board of Trustees by Recording Secretary and Notary, Rachel Baker.

**Action Item:**  Yes  No

In the name and by the authority of

# The State of Texas

## OATH OF OFFICE

I,                     **Mary Anthamatten**                    , do solemnly swear (or affirm), that I will faithfully execute the duties of the office of Trustee for the Dickinson Independent School District of the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws of the United States and of this State, so help me God.

\_\_\_\_\_  
Signature of Trustee

SWORN TO and subscribed before me by the Trustee on this 6<sup>th</sup> day of December, 2021.

*(Seal)*

\_\_\_\_\_  
Rachel Baker

\_\_\_\_\_  
**Rachel Baker**  
Printed Name

\_\_\_\_\_  
Notary Public

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 6, 2021

**Item Title:** District Christmas Card Artwork Honoree

**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson ISD holds an annual contest for a student to create artwork for the cover of the district Christmas card. The contest alternates each year between elementary students and secondary students. This year, the contest was offered to elementary students to create artwork depicting a holiday/winter related theme.

The winner of this year's contest is **Conald Hill**, a fourth grader at Lobit Elementary. His artwork depicts a colorful, snowy holiday scene featuring a Christmas tree and a Gator and a snowman wearing Santa hats. The drawing wishes everyone a Gatorific Christmas!" He is taught by Lobit Elementary art teacher Ashley Garcia.

Thank you to Conald for his artwork and for helping Dickinson ISD spread holiday cheer through the Christmas card.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** December 6, 2021  
**Item Title:** DHS Region Choir Students  
**Agenda Item:** Tammy Dowdy

## **Background Information:**

Dickinson High School had 23 students audition in October for a place in the All-Region Choir. Of those 23, 15 choir students earned a spot, which is the largest number of DHS students recognized in the All-Region Choir in 10 years.

We would like to recognize the following students for their hard work in earning a place in the All-Region Choir.

### Region 17 Honor Choir

<b>Madilyn Pena</b>	Soprano
<b>Chloe Robles</b>	Soprano
<b>Samaya Carr</b>	Soprano
<b>Lucero Benitez</b>	Soprano
<b>Jolie Luna</b>	Alto
<b>Tristan Perez</b>	Baritone

### Region 17 Treble Choir

<b>Abigail Lord</b>	Soprano
<b>Liam Albarran</b>	Soprano
<b>Naomi Cortez</b>	Alto
<b>Mia Reyes</b>	Alto

### Region 17 Mixed Choir

<b>Bryce Powell</b>	Tenor
<b>Luke Lawrence</b>	Bass

In addition to placing in the Region 17 Mixed Choir, the following students will also represent DHS in the Pre-Area round of competition this month.

<b>Isaac Cubias</b>	Tenor
<b>Axel Bernal</b>	Tenor
<b>Dustin Vaughan</b>	Bass

The Dickinson High School Choir program is led by Head Choral Director **Zachary Foster**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 6, 2021

**Item Title:** Calder Road 2021 National Blue Ribbon School

**Agenda Item:** Tammy Dowdy

**Background Information:**

Calder Road Elementary was recognized in November as a 2021 National Blue Ribbon School by the United States Department of Education. They are the first school in Dickinson ISD history to receive this prestigious honor.

Only 26 schools in Texas and 325 schools across the United States were selected this year for the National Blue Ribbon School honor. Initiated by the USDE in 1982, the National Blue Ribbon Schools program recognizes public and private elementary, middle, and high schools that have high student achievement and/or highlights where exemplary progress has been made in closing achievement gaps among student subpopulations. Since the programs founding, 9,000 schools across the nation have received this honor.

In Calder Road's case, the school is being recognized as an Exemplary Achievement Gap-Closing School for being among the state's highest performing schools in closing achievement gaps between a school's student groups and all students.

Texas public schools are considered for the nomination based on student performance on the first administration of the previous year's STAAR assessments, which in this case was the Spring 2019 STAAR assessment since the 2020 administration was cancelled due to the COVID-19 pandemic. Each school must have an economically disadvantaged population of 25 percent or more, which Calder Road surpasses with 57 percent of the student population identified as economically disadvantaged.

Representing Calder Road Elementary are Principal Sophia Acevedo, Assistant Principal Jennifer Heard and several members of the school staff who have worked at the campus since it opened in 2010.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 6, 2021

**Item Title:** USDE Terrel H. Bell Award for Outstanding School Leadership

**Agenda Item:** Tammy Dowdy

**Background Information:**

The United States Department of Education selected Calder Road Elementary Principal Sophia Acevedo as a 2021 recipient of the Terrel H. Bell Award for Outstanding School Leadership.

This special award is named in memory of former United States Secretary of Education Terrel H. Bell, and it is presented to only eight principals across the United States. The award recognizes outstanding school leaders and the vital role they play in guiding students and schools to excellence. The principals receiving this award are committed to fostering successful teaching and learning at their schools and do “whatever it takes” to help their students meet high standards.

Acevedo was presented with this special award during the National Blue Ribbon Schools ceremony on November 4 in Washington, D.C.

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** December 6, 2021

**Item Title:** Big Impact Award

**Agenda Item:** Kimberly Rich

### **Background Information:**

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify these attributes:

1. Provides outstanding service to others
2. Assists others beyond normal expectations
3. Creates a positive impression of their department
4. Sacrifices their time and energy for the "Gator" good
5. Acts with honesty and integrity at all times

**Amber Heryford**, PreK Paraprofessional, KE Little Elementary School

- Amber wears multiple hats on campus and helps the preK teachers at KE Little and never complains.
- Amber Heryford is a Paraprofessional at KELES. She goes above and beyond for the students and her campus/co-workers. When asked she does not hesitate. When needed she is there. She is known on campus as Ms.H. There is no doubt that Ms. H should receive the Big Impact Award, just ask anyone at KELES.

**Mary Gonzales**, Diagnostician/Assessment Specialist, Special Programs

- Mary Gonzales is an integral part of the Special Programs LSSP leadership team. She supports new staff and goes above and beyond for all staff. The goal for the LSSP team is to grow the capacity of new team members. With five LSSP interns, there is lots of growing to do to meet the needs of students. Not only does she provide the support they need, she goes above and beyond to build up the more seasoned members of the team. She builds the capacity of the returning staff by seeking out their strengths and encouraging them to share their knowledge with new people. She comes in early, stays late, and works on weekends to make sure the team gets the information needed to ensure we meet students' needs. Mary truly thrives for excellence- she understands that merely doing the job will not meet the needs of our diverse staff and student population.

- Mary has been a rock. I think she sees it as a challenge to build up the new staff both intellectually and emotionally. She does not accept stagnation and expects staff to grow and learn each and every day. That is what our students need! Mary has made a BIG IMPACT and continues to do so each and every day.

**Chelsey Burkland**, Dispatcher, Transportation

- Chelsey is a gem. She is a dedicated employee and supports the entire Transportation Department. She is intuitive and compassionate. All of her actions are filled with love and devotion.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Public Comment: Agenda Items

**Agenda Item:** Carla Voelkel

**Background Information:**

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Open Forum

**Agenda Item:** Carla Voelkel

**Background Information:**

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** December 6, 2021

**Item Title:** Executive Session

**Agenda Item:** President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

**Time To Executive Session:** \_\_\_\_\_

**Time Out of Executive Session:** \_\_\_\_\_

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** December 6, 2021

**Item Title:** Personnel Action

- Employment
- Resignations/Retirement

**Agenda Item:** Kimberly Rich

- We have five (5) resignations: one (1) Nurse at Silbernagel Elementary, one (1) Nurse at Hughes Road Elementary, one (1) Teacher at Calder Road Elementary, one (1) Nurse at Calder Road Elementary, one (1) Teacher at Kranz Junior High
- We have one (1) retirement: one (1) Instructional Technologist in Technology Services

**Recommendation:**

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Consider and discuss administration's recommendation to propose the termination of a teacher at Lobit Middle School term contract

**Agenda Item:** Robert Cobb

**Background Information:**

Parent, student, and teacher complaints regarding a teacher at Lobit Middle School led to an investigation that found violations of district policy.

**Recommendation:**

The Superintendent and Assistant Superintendent for Administration recommend approval of administration's recommendation to propose the term contract termination.

**Action Item:**     Yes                       No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021  
**Item Title:** Purchase of Real Property  
**Agenda Item:** Carla Voelkel

**Background Information:**

Consider and approve purchase of Approximately 19.02 Acres of Real Property on FM 3436 for Future Campus and/or Other District Facilities and Delegate Authority to the Superintendent Related to the Purchase.

**Recommendation:**

The Superintendent and Executive Director for Facility Planning & Construction recommend the purchase of Approximately 19.02 Acres of Real Property on FM 3436 for Future Campus and/or Other District Facilities and Delegate Authority to the Superintendent Related to the Purchase.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Final GMP

**Agenda Item:** Jim Rubach

**Background Information:**

Included in the 2020 bond program is the addition of a 3<sup>rd</sup> Jr High School. Package A and B have already been approved at previous Board meetings. This item is for package C and the final Guaranteed Maximum Price (GMP).

Drymalla Construction Company LLC has evaluated the proposals to assure that the District will receive the best value from reputable subcontractors. Total cost is\_\_\_\_\_.

**Recommendation:**

The Superintendent and Executive Director of Facilities and Planning recommend approving the GMP for JH #3 (Dickinson Junior High) from Drymalla Construction Company LLC.

**Action Item:**   X   Yes \_\_\_\_\_ No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

**Background Information:**

Written Reports

- Monthly Tax Collection Report-Kelly Logsdon
- Student Attendance Report for 2<sup>nd</sup> Six Weeks-Dr. Jeff Pack

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**

The Monthly Tax Collection Report for October, 2021 and year to date is attached.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     No

Dickinson Independent School District  
Monthly Tax Collections Report  
Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2021	\$5,614,689,470	\$1.312	\$73,664,726	\$1,088,340	1.48%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2017	\$3,390,794,185	\$1.520	\$52,218,230	\$51,140,065	97.94%										
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340											\$1,088,340		
YTD % Collected	0.00%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	1.48%	
Prior Years Tax	\$62,609	\$122,577											\$185,186		
Subtotal Taxes	\$62,609	\$1,210,917	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,273,526	1.73%	
Penalty & Interest	\$35,037	\$47,711											\$82,748		
Total Taxes & P&I	\$97,645	\$1,258,628	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,356,273	1.84%	
Attorney Fees	\$18,740	\$40,603											\$59,343		
Total Collections	\$116,385	\$1,299,231	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,415,616	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	
2017 Tax Year	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Totals:	% To Total	
Current Year Tax	Pending Billing	\$187,352	\$2,763,831	\$21,998,802	\$19,021,683	\$7,891,945	\$1,072,658	\$543,284	\$471,494	\$357,831	\$365,201	\$321,043	\$54,995,123		
YTD % Collected	0.00%	0.33%	5.26%	44.49%	78.42%	92.49%	94.40%	95.37%	96.21%	96.85%	97.50%	98.07%	98.07%	98.07%	
Prior Years Tax	\$200,336	\$135,217	\$62,894	\$83,240	\$64,886	\$61,495	\$65,875	\$58,143	\$48,631	\$40,850	\$38,184	\$204,591	\$1,064,342		
Subtotal Taxes	\$200,336	\$322,569	\$2,826,725	\$22,082,041	\$19,086,569	\$7,953,440	\$1,138,534	\$601,427	\$520,125	\$398,681	\$403,384	\$525,634	\$56,059,466	99.97%	
Penalty & Interest	\$49,273	\$44,823	\$17,838	\$23,288	\$18,997	\$78,141	\$73,420	\$44,898	\$55,366	\$46,319	\$57,711	\$48,275	\$558,349		
Total Taxes & P&I	\$249,608	\$367,392	\$2,844,563	\$22,105,330	\$19,105,567	\$8,031,580	\$1,211,954	\$646,325	\$575,491	\$445,000	\$461,095	\$573,909	\$56,617,814	100.97%	
Attorney Fees	\$49,872	\$35,006	\$13,496	\$20,231	\$10,986	\$10,396	\$8,938	\$17,883	\$17,233	\$12,983	\$45,535	\$46,595	\$289,154		
Total Collections	\$299,481	\$402,398	\$2,858,059	\$22,125,561	\$19,116,553	\$8,041,977	\$1,220,891	\$664,208	\$592,724	\$457,983	\$506,631	\$620,504	\$56,906,968	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT**

**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Student Attendance Report for Second Six Weeks

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is data from the second six-week reporting period for 2021-2022 and comparison data from the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Little Elementary School</b>										
First six weeks	624.90	96.50%	625.50	96.30%	620.70	95.10%	474.76	91.83%	503.20	90.00%
Second six weeks	628.40	95.30%	624.70	96.20%	619.10	94.30%	515.66	92.82%	524.83	92.71%
Third six weeks	615.00	94.60%	625.60	95.80%	588.00	90.70%	520.70	92.30%		
Fourth six weeks	605.70	93.40%	628.10	95.10%	581.07	94.76%	519.30	91.70%		
Fifth six weeks	608.10	94.10%	632.40	94.20%	COVID-19	COVID-19	530.04	93.50%		
Sixth six weeks	606.10	94.60%	642.40	94.50%	COVID-19	COVID-19	522.00	91.30%		
<i>Yearly Average</i>	<b>614.70</b>	<b>94.75%</b>	<b>629.78</b>	<b>95.35%</b>	<b>609.12</b>	<b>93.90%</b>	<b>513.74</b>	<b>92.24%</b>	<b>514.02</b>	<b>91.36%</b>
<b>Lobit Elementary School</b>										
First six weeks	508.40	96.30%	522.10	96.90%	595.40	97.10%	593.36	97.55%	667.31	92.40%
Second six weeks	503.60	96.60%	533.80	96.50%	592.90	95.70%	585.68	95.49%	690.84	93.95%
Third six weeks	500.10	95.20%	532.10	95.50%	593.60	95.10%	583.40	94.50%		
Fourth six weeks	510.10	95.90%	539.50	96.10%	589.89	96.01%	596.10	94.80%		
Fifth six weeks	517.70	96.40%	544.20	95.80%	COVID-19	COVID-19	612.69	95.40%		
Sixth six weeks	517.40	96.20%	545.80	95.90%	COVID-19	COVID-19	618.00	95.20%		
<i>Yearly Average</i>	<b>509.55</b>	<b>96.10%</b>	<b>536.25</b>	<b>96.12%</b>	<b>593.86</b>	<b>95.98%</b>	<b>598.21</b>	<b>95.49%</b>	<b>679.08</b>	<b>93.18%</b>
<b>Silbernagel Elementary School</b>										
First six weeks	674.70	96.40%	612.90	96.10%	593.90	96.50%	533.74	94.13%	532.47	92.90%
Second six weeks	668.40	95.80%	615.20	96.30%	604.10	95.80%	551.45	94.29%	547.92	93.86%
Third six weeks	658.70	94.50%	611.00	96.00%	595.30	94.20%	556.50	94.90%		
Fourth six weeks	649.20	94.30%	604.90	95.90%	560.90	94.60%	557.40	94.30%		
Fifth six weeks	660.60	94.90%	601.20	95.10%	COVID-19	COVID-19	571.22	94.70%		
Sixth six weeks	662.60	94.90%	604.50	95.30%	COVID-19	COVID-19	571.06	94.10%		
<i>Yearly Average</i>	<b>662.37</b>	<b>95.13%</b>	<b>608.28</b>	<b>95.78%</b>	<b>594.61</b>	<b>95.21%</b>	<b>556.90</b>	<b>94.40%</b>	<b>540.20</b>	<b>93.38%</b>
<b>Hughes Road Elementary School</b>										
First six weeks	559.00	96.70%	588.30	94.90%	612.90	95.50%	599.80	94.42%	593.52	91.80%
Second six weeks	552.30	96.10%	601.00	95.80%	617.00	94.80%	601.40	93.44%	610.14	93.00%
Third six weeks	547.30	95.00%	595.90	95.00%	611.40	93.00%	609.60	94.90%		
Fourth six weeks	546.50	95.10%	603.00	95.30%	630.40	94.86%	606.40	94.60%		
Fifth six weeks	555.80	95.10%	599.60	94.50%	COVID-19	COVID-19	607.25	94.20%		
Sixth six weeks	554.60	95.10%	608.20	95.20%	COVID-19	COVID-19	609.22	93.60%		
<i>Yearly Average</i>	<b>552.58</b>	<b>95.52%</b>	<b>599.33</b>	<b>95.12%</b>	<b>616.69</b>	<b>94.59%</b>	<b>605.61</b>	<b>94.19%</b>	<b>601.83</b>	<b>92.40%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Bay Colony Elementary School</b>										
First six weeks	686.20	96.70%	649.80	96.60%	633.10	96.50%	599.05	95.61%	601.27	93.30%
Second six weeks	672.90	95.70%	639.80	95.90%	625.00	95.10%	605.87	94.63%	604.02	92.97%
Third six weeks	666.60	95.10%	637.40	94.70%	615.00	93.50%	609.00	94.70%		
Fourth six weeks	678.30	95.40%	649.20	95.80%	626.55	95.27%	607.30	94.00%		
Fifth six weeks	679.50	95.60%	650.70	95.50%	COVID-19	COVID-19	609.01	94.00%		
Sixth six weeks	675.40	95.20%	652.60	95.30%	COVID-19	COVID-19	603.47	93.60%		
<i>Yearly Average</i>	<b>676.48</b>	<b>95.62%</b>	<b>646.58</b>	<b>95.63%</b>	<b>623.67</b>	<b>95.14%</b>	<b>605.62</b>	<b>94.42%</b>	<b>602.65</b>	<b>93.14%</b>
<b>San Leon Elementary School</b>										
First six weeks	644.50	96.40%	637.00	96.00%	639.70	96.20%	591.73	93.16%	539.37	91.30%
Second six weeks	643.90	95.50%	629.90	94.70%	629.80	94.60%	616.07	93.67%	563.28	92.07%
Third six weeks	638.40	95.10%	622.90	95.10%	624.30	93.20%	617.40	94.30%		
Fourth six weeks	650.80	95.20%	616.80	95.20%	610.07	94.96%	601.80	92.70%		
Fifth six weeks	645.90	95.00%	618.60	94.30%	COVID-19	COVID-19	594.98	93.20%		
Sixth six weeks	643.60	95.20%	621.50	94.40%	COVID-19	COVID-19	593.11	93.70%		
<i>Yearly Average</i>	<b>644.52</b>	<b>95.40%</b>	<b>624.45</b>	<b>94.95%</b>	<b>633.74</b>	<b>94.77%</b>	<b>602.52</b>	<b>93.46%</b>	<b>551.33</b>	<b>91.69%</b>
<b>Calder Road Elementary</b>										
First six weeks	499.40	96.20%	515.30	96.20%	581.50	96.30%	558.97	95.42%	606.63	92.40%
Second six weeks	488.90	96.10%	517.80	95.90%	582.30	94.90%	589.30	95.21%	628.28	93.88%
Third six weeks	481.80	94.90%	508.00	94.60%	576.00	94.40%	599.70	95.40%		
Fourth six weeks	474.70	95.20%	522.10	96.20%	564.01	94.61%	607.70	94.70%		
Fifth six weeks	481.10	95.80%	521.40	95.40%	COVID-19	COVID-19	609.21	94.60%		
Sixth six weeks	479.80	95.30%	522.90	95.20%	COVID-19	COVID-19	611.05	94.20%		
<i>Yearly Average</i>	<b>484.28</b>	<b>95.58%</b>	<b>517.92</b>	<b>95.58%</b>	<b>578.80</b>	<b>94.95%</b>	<b>595.99</b>	<b>94.92%</b>	<b>617.46</b>	<b>93.14%</b>
<b>Dunbar Middle School</b>										
First six weeks	650.10	96.40%	618.40	96.00%	592.50	96.00%	608.58	95.96%	582.59	91.60%
Second six weeks	644.90	95.30%	620.50	95.70%	585.50	94.90%	599.80	94.53%	602.60	93.41%
Third six weeks	641.60	94.80%	618.30	94.90%	581.50	93.50%	603.20	94.70%		
Fourth six weeks	631.00	94.40%	601.10	94.30%	580.41	94.33%	588.00	93.10%		
Fifth six weeks	626.70	94.80%	601.30	94.40%	COVID-19	COVID-19	588.57	92.80%		
Sixth six weeks	632.50	94.60%	597.20	93.80%	COVID-19	COVID-19	591.94	92.90%		
<i>Yearly Average</i>	<b>637.80</b>	<b>95.05%</b>	<b>609.47</b>	<b>94.85%</b>	<b>583.79</b>	<b>94.68%</b>	<b>596.68</b>	<b>94.00%</b>	<b>592.60</b>	<b>92.51%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Barber Middle School</b>										
First six weeks	625.50	97.50%	683.20	97.40%	697.90	97.10%	685.08	98.52%	544.27	93.20%
Second six weeks	628.80	97.40%	684.60	96.80%	696.30	96.50%	685.00	96.88%	558.34	95.33%
Third six weeks	621.00	95.80%	677.70	96.20%	691.60	95.80%	683.40	96.70%		
Fourth six weeks	625.00	95.40%	679.40	96.40%	695.27	95.97%	665.40	95.60%		
Fifth six weeks	630.10	95.50%	679.40	95.80%	COVID-19	COVID-19	664.86	95.40%		
Sixth six weeks	633.20	96.10%	681.80	95.60%	COVID-19	COVID-19	657.94	94.80%		
<i>Yearly Average</i>	<b>627.27</b>	<b>96.28%</b>	<b>681.02</b>	<b>96.37%</b>	<b>693.86</b>	<b>96.34%</b>	<b>673.61</b>	<b>96.32%</b>	<b>551.31</b>	<b>94.27%</b>
<b>Lobit Middle School</b>										
First six weeks	414.40	97.00%	420.00	97.00%	436.80	96.50%	461.04	98.62%	472.62	91.70%
Second six weeks	405.50	95.90%	421.10	96.60%	440.70	96.20%	451.77	95.60%	494.79	94.70%
Third six weeks	406.10	95.60%	422.20	96.50%	435.90	94.90%	455.00	96.60%		
Fourth six weeks	410.90	96.20%	420.70	96.10%	442.12	95.55%	459.20	96.10%		
Fifth six weeks	408.90	95.80%	421.80	95.40%	COVID-19	COVID-19	454.75	95.30%		
Sixth six weeks	408.80	95.50%	426.80	96.10%	COVID-19	COVID-19	450.62	95.10%		
<i>Yearly Average</i>	<b>409.10</b>	<b>96.00%</b>	<b>422.10</b>	<b>96.28%</b>	<b>437.31</b>	<b>95.78%</b>	<b>455.40</b>	<b>96.22%</b>	<b>483.71</b>	<b>93.20%</b>
<b>McAdams Junior High School</b>										
First six weeks	1504.40	95.80%	726.40	96.30%	843.60	96.50%	872.75	98.64%	825.62	92.20%
Second six weeks	1484.50	94.60%	726.70	95.50%	844.10	95.40%	846.83	95.45%	850.04	93.52%
Third six weeks	1466.20	93.40%	722.60	94.80%	827.40	93.80%	843.80	94.30%		
Fourth six weeks	1472.30	93.60%	729.50	95.00%	829.29	94.48%	833.00	93.10%		
Fifth six weeks	1477.10	94.00%	728.10	94.50%	COVID-19	COVID-19	828.96	93.10%		
Sixth six weeks	1446.10	92.00%	731.40	94.20%	COVID-19	COVID-19	805.53	90.60%		
<i>Yearly Average</i>	<b>1475.10</b>	<b>93.90%</b>	<b>727.45</b>	<b>95.05%</b>	<b>834.43</b>	<b>95.03%</b>	<b>838.48</b>	<b>94.20%</b>	<b>837.83</b>	<b>92.86%</b>
<b>Kranz Junior High School</b>										
First six weeks			884.20	96.00%	964.90	96.40%	916.58	96.66%	873.11	92.10%
Second six weeks			873.80	94.70%	964.60	95.70%	926.54	94.91%	905.56	94.04%
Third six weeks			871.20	94.10%	949.20	94.20%	922.30	94.20%		
Fourth six weeks			873.20	94.60%	950.41	95.15%	891.70	92.00%		
Fifth six weeks			867.00	93.70%	COVID-19	COVID-19	883.72	92.00%		
Sixth six weeks			864.80	94.20%	COVID-19	COVID-19	877.56	91.20%		
<i>Yearly Average</i>			<b>872.37</b>	<b>94.55%</b>	<b>954.71</b>	<b>95.42%</b>	<b>903.07</b>	<b>93.50%</b>	<b>889.34</b>	<b>93.07%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Dickinson High School</b>										
First six weeks	2815.70	95.80%	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%
Second six weeks	2756.60	94.20%	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%
Third six weeks	2720.90	93.90%	2824.80	94.70%	2950.20	94.10%	3017.80	90.90%		
Fourth six weeks	2664.10	92.90%	2759.10	93.50%	2907.38	93.91%	2680.20	84.60%		
Fifth six weeks	2642.40	92.80%	2752.70	94.10%	COVID-19	COVID-19	2736.94	87.80%		
Sixth six weeks	2642.00	93.80%	2748.60	94.40%	COVID-19	COVID-19	2781.00	89.70%		
<i>Yearly Average</i>	<b>2706.95</b>	<b>93.90%</b>	<b>2796.27</b>	<b>94.40%</b>	<b>2951.39</b>	<b>94.57%</b>	<b>2919.07</b>	<b>90.38%</b>	<b>3186.68</b>	<b>91.87%</b>
<b>Dickinson Continuation Center</b>										
First six weeks	68.10	93.00%	59.20	88.20%	60.30	92.70%	65.08	95.13%	68.85	88.90%
Second six weeks	64.20	90.90%	57.90	87.40%	56.20	90.40%	61.97	86.59%	59.38	85.67%
Third six weeks	61.10	92.80%	52.70	86.00%	48.60	90.90%	54.60	84.40%		
Fourth six weeks	62.60	90.20%	55.10	88.40%	57.54	89.02%	137.00	87.00%		
Fifth six weeks	55.40	90.60%	47.70	87.00%	COVID-19	COVID-19	115.93	80.30%		
Sixth six weeks	43.60	92.70%	39.20	89.20%	COVID-19	COVID-19	92.44	80.30%		
<i>Yearly Average</i>	<b>59.17</b>	<b>91.70%</b>	<b>51.97</b>	<b>87.70%</b>	<b>55.66</b>	<b>90.79%</b>	<b>87.84</b>	<b>85.62%</b>	<b>64.12</b>	<b>87.29%</b>
<b>Transforming Lives Cooperative</b>										
First six weeks	8.80	98.80%	5.30	100.00%	8.80	97.60%	6.08	96.69%	8.00	100.00%
Second six weeks	8.10	100.00%	8.30	99.20%	8.90	100.00%	7.27	100.00%	8.66	99.60%
Third six weeks	8.30	95.10%	10.40	93.20%	9.70	98.80%	8.00	100.00%		
Fourth six weeks	8.40	99.10%	8.90	96.50%	8.46	90.13%	5.60	100.00%		
Fifth six weeks	9.20	99.30%	7.80	100.00%	COVID-19	COVID-19	5.93	100.00%		
Sixth six weeks	7.50	100.00%	7.00	99.10%	COVID-19	COVID-19	6.62	99.10%		
<i>Yearly Average</i>	<b>8.38</b>	<b>98.72%</b>	<b>7.95</b>	<b>98.00%</b>	<b>8.86</b>	<b>95.01%</b>	<b>6.58</b>	<b>99.30%</b>	<b>8.33</b>	<b>99.80%</b>
<b>Galveston County Detention Facility</b>										
First six weeks	12.10	99.50%	15.60	98.00%	23.10	99.40%	7.42	99.44%	13.81	98.20%
Second six weeks	23.50	99.60%	15.20	98.90%	21.40	96.20%	12.43	100.00%	17.13	99.81%
Third six weeks	18.70	99.80%	11.80	99.30%	21.00	92.10%	7.40	100.00%		
Fourth six weeks	13.90	98.70%	22.30	99.80%	23.85	93.05%	7.30	100.00%		
Fifth six weeks	15.20	99.10%	24.70	99.70%	COVID-19	COVID-19	9.11	100.00%		
Sixth six weeks	13.50	99.80%	20.10	98.00%	COVID-19	COVID-19	12.15	100.00%		
<i>Yearly Average</i>	<b>16.15</b>	<b>99.42%</b>	<b>18.28</b>	<b>98.95%</b>	<b>21.90</b>	<b>92.65%</b>	<b>9.30</b>	<b>99.91%</b>	<b>15.47</b>	<b>99.01%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Coastal Alternative Program</b>										
First six weeks	5.60	79.10%	5.30	78.50%	2.30	64.30%	0.00	0.00%	1.00	92.90%
Second six weeks	3.70	47.90%	5.50	75.60%	3.10	73.00%	0.00	0.00%	1.58	78.85%
Third six weeks	4.50	54.80%	5.10	83.70%	3.10	63.40%	0.50	72.20%		
Fourth six weeks	3.80	77.60%	4.10	72.40%	3.65	62.66%	0.50	52.00%		
Fifth six weeks	2.80	65.80%	3.70	76.30%	COVID-19	COVID-19	1.24	63.20%		
Sixth six weeks	2.50	60.00%	2.00	45.50%	COVID-19	COVID-19	2.36	84.80%		
<i>Yearly Average</i>	<b>3.82</b>	<b>64.20%</b>	<b>4.28</b>	<b>72.00%</b>	<b>3.03</b>	<b>67.21%</b>	<b>1.15</b>	<b>68.05%</b>	<b>1.29</b>	<b>85.88%</b>
<b>DISTRICT TOTAL</b>										
First six weeks	10301.80	96.20%	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%
Second six weeks	10178.10	95.20%	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%
Third six weeks	10055.70	94.40%	10349.60	95.00%	10721.70	93.90%	10694.00	93.60%		
Fourth six weeks	10007.20	94.20%	10316.90	94.90%	10783.56	94.58%	10357.50	91.10%		
Fifth six weeks	10016.50	94.40%	10302.10	94.60%	COVID-19	COVID-19	10424.41	92.00%		
Sixth six weeks	9969.00	94.30%	10316.60	94.70%	COVID-19	COVID-19	10404.11	92.20%		
Actual ADA for School Year	<b>10088.05</b>	<b>94.78%</b>	<b>10353.65</b>	<b>95.08%</b>	<b>10795.43</b>	<b>94.95%</b>	<b>10567.48</b>	<b>93.20%</b>	<b>10737.31</b>	<b>92.56%</b>
Projected ADA for School Year	*10350		*10500		*10800		*11000		*11400	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** STEM to STEAM

**Agenda Item:** Dr. Leone Clark

**Background Information:**

A presentation about transitioning the STEM Academy to a STEAM Academy will be provided.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** 22-23 DHS Academic Handbook

**Agenda Item:** Dr. Jeff Pack and Dr. Billye Smith

**Background Information:**

The 22-23 Dickinson High School Academic Handbook will be presented for your review and approval.

**Recommendation:**

The Superintendent, Deputy Superintendent of Educational Services, and the Dickinson High School Principal recommend approval of the 22-23 DHS Academic Handbook.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

DICKINSON HIGH SCHOOL

**DICKINSON**  
INDEPENDENT SCHOOL DISTRICT

# ACADEMIC HANDBOOK

**2022 - 2023**



**9<sup>th</sup> - 12<sup>th</sup> GRADE**

*On Time. On Task. On Mission.*

**DICKINSON HIGH SCHOOL**

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# Dickinson High School

## Promoting Excellence and Equity

### Academic Handbook 2022-23

This guide has been designed to provide curriculum information for the 2022-23 school-year. Since it is the responsibility of students and parents to ensure that all graduation requirements are met, please refer to this guide for information regarding course selections that will meet student goals for the future and satisfy graduation requirements. The guide is designed to provide students with information about courses they will need to meet the increasingly demanding challenges in the work place or a university program.

All students are expected to complete the Foundation Plan with an endorsement to graduate from Dickinson High School. Even though each student receives the same diploma, the transcript is the official record of all grades earned and all credits awarded. This transcript indicates which state-mandated graduation program the student has achieved. Please see Section 2 for an explanation of the types of graduation programs required by the Texas Education Agency (TEA).

Students must also pass ELA 1, ELA 2, Algebra I, Biology, and US History STAAR EOC assessments as part of their graduation requirement.

### **Notification to Parents/Guardians about Teacher and Paraprofessional Qualifications**

As a parent/guardian of a student in Dickinson Independent School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct your child. The federal law requires that the school district provide this information to you in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's teachers and paraprofessionals:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches;
- Whether the teacher is teaching under emergency or professional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether the paraprofessionals provide services to your child, and, if so, their qualifications.

If you would like to receive any of this information, please contact your child's school.



Dear Dickinson High School Parents and Students,

Welcome to our Dickinson High School Academic Handbook and Course Selection Guide. Dickinson High School offers many opportunities and a variety of career pathways so that our students develop their full potential and are well-prepared academically, socially, and emotionally for post high school success. We want to partner with our parents, our community, and our business/industry partners to ensure the success of every student. This Academic Handbook and Course Selection Guide will assist you and your student in making strategic choices that will prepare your student for the rapidly changing economic, technological, and social world in which we live and work.

The Dickinson High School Academic Handbook provides an outline of courses, a variety of programs of study, and career ready endorsement plans that are closely aligned to the College, Career, and Military Readiness standards. The academic decisions that your student makes in high school will significantly impact his or her future options in college and/or the work place. We encourage our students to take the most challenging courses available while in high school.

Our Academic Handbook serves as your student's personal, four-year high school planning guide. It is our hope that our students will use it as a roadmap to their future and as a way of recording their accomplishments and lessons learned along the way. Our Dickinson High School administrators, counselors, and teachers are available to provide specific information regarding courses and to provide on-going guidance as students progress through their chosen pathways and endorsement plans. With your parental support and with the outstanding professional guidance counseling from our staff, there are no limits or boundaries to what your student can accomplish at Dickinson High School. We look forward to working and learning with your student.

Sincerely,

Billye Smith, Ed.D.  
Dickinson High School Principal





## OUR MISSION

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

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## OUR VISION

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

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## OUR OBJECTIVES

All students will learn and apply life skills to meaningfully engage and impact their community.

All students will graduate college, career, and/or military ready.

All students will develop the communication skills necessary to work in a collaborative environment.

All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

All students will demonstrate social and emotional skills and model positive character traits.



Visit [www.dickinsonisd.org/strategicplan](http://www.dickinsonisd.org/strategicplan) or scan the QR code on the left for more information on Dickinson ISD's Strategic Plan and Action Plan!



[www.dickinsonisd.org](http://www.dickinsonisd.org)

# Dickinson High School Academic Handbook

2022-2023

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# **SECTION ONE**



# **GENERAL INFORMATION**

# PROFILE OF A DICKINSON ISD **LEARNER**

## **THINKER**

- Identifies current problems and develops innovative and divergent solutions
- Reflects on and learns from struggles, failures, and successes
- Understands growth and achievement are the result of hard work

## **ACHIEVER**

- Displays grit and resilience in the face of challenges
- Sets measurable goals and develops a plan to achieve them
- Maintains curiosity and pursues knowledge throughout life

## **EXPLORER**

- Embraces challenges, opportunities, and differences while taking strategic actions
- Seeks a deeper understanding of how, why, and what if
- Leverages technology as a tool to enhance learning

## **CONTRIBUTOR**

- Values diversity and models mutual respect for all
- Connects with peers and teachers resulting in a stronger sense of community
- Communicates effectively and actively listens
- Demonstrates integrity, compassion, and ethical responsibility through acts

## **SELF ADVOCATOR**

- Engages in positive practices for mental and physical health
- Understands the social and emotional needs and capabilities of one's self and others
- Identifies and articulates academic goals and needs



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# PROFILE OF HIGH-QUALITY **INSTRUCTION**

## **EQUITABLE**

- Instruction is culturally responsive to the needs of all students.
  - Barriers are eliminated so all students engage in meaningful learning experiences.
  - Instruction, intervention, enrichment, and assessment are well-planned to ensure success for all students.
- 

## **SUPPORTIVE**

- Teaching meets the social and emotional needs of individual students.
  - Strong relationships are developed through collaborative learning experiences.
  - Learning opportunities challenge and promote student growth and high levels of learning.
  - Campus and classroom climate includes positive behavioral supports.
- 

## **INTENTIONAL**

- Lessons are strategically aligned with state standards and planned with specific outcomes.
- Strategies, activities, materials, and assessments are research-based and aligned to the learning objective.
- Technology is integrated as a tool to enhance learning.
- Instructional planning provides collaborative educational experiences and multiple means of engagement, representation, action, and expression.

## **THOUGHTFUL**

- Student centered goals are addressed through differentiated instruction and strategies.
- Time is provided for in-the-moment reflection and adjustments.
- Students are empowered with responsibility, choice, control, and ownership of learning within a culturally responsive and accepting environment.



Visit [www.dickinsonisd.org/strategicplan](http://www.dickinsonisd.org/strategicplan) or scan the QR code on the left for more information on Dickinson ISD's Strategic Plan and Action Plan!

# College, Career, and Military Readiness Standards

All Dickinson  
High School  
students are  
expected to  
meet one of  
these  
standards  
upon  
graduation.

## College Credit

- Score a 3+ on any AP Exam in any subject
- 3 Dual Credit hours in ELA or math
- 9 hours Dual Credit in any subjects
- Complete an OnRAMPS dual enrollment course + earn UT college credit
- Earn an associate's degree while in high school

## TSI Criteria: Reading & Math

- Meet the college-ready criteria on **either** the TSI/SAT/ACT for reading & math (highest score); **or**
- Successfully complete and earn credit for a college prep course as defined in TEC 28.014 for reading & math; **or**
- Any combination of the above for reading and math (i.e. SAT for Reading but CP course for math)

## U.S. Armed Forces

- Enlist/intention to enlist in the U.S. Armed Forces

## Industry-Based Certifications

- Earn an approved industry-based certification **or**
- Complete aligned pathway of courses\*\**

# CREDIT INFORMATION

## Local vs. State Credits

State credit means the state of Texas recognizes the course as a credit towards graduation requirements. Local credit is awarded to students taking courses that are locally approved but not recognized by the state of Texas for graduation.

## Transfer of Credits

Dickinson ISD recognizes and accepts credits from state accredited public and private high schools. Students entering Dickinson High School from non-accredited public, private, or parochial schools, including home schools, shall validate high school credits for transfer by testing. A student who falls into this category will work with his/her counselor to validate transfer credits.

## Credit Opportunities

The following opportunities require counselor's approval, may not be included in the GPA, and may require a fee for enrollment.

- **Correspondence Course:** Students may take courses through distance learning options such as Texas Virtual School Network, Texas Tech, or other approved program. **Counselor approval is required prior to enrollment.**
- **Credit by Exam with Prior Instruction:** This exam is for students who have had prior instruction and failed the class. A score of 70 or above on the exam is required for credit. Each exam is equivalent to a semester course. See counselor for more information.
- **Credit by Exam without Prior Instruction:** Students may earn credit for a course in which they have received no prior instruction in the subject by taking an exam in December, March, June or July. A grade of 80% is required to receive credit for the respective course. See counselor for registration form.
- **Online Credit Recovery:** An online credit recovery program is available at DHS. Students may also work on the online courses from home. Courses are self-paced and require students to be self-motivated. Counselors recommend students for the course. Students receive credit for the courses successfully completed. The grades will not be calculated in the GPA. *Note to Student Athletes: Online credit recovery courses cannot be used to reinstate UIL eligibility nor are they recognized by the NCAA Eligibility Center.*
- **Night School or Summer School:** See counselor for information on approved night school and summer school programs. Classes must meet all TEA guidelines.

# STUDENT GRADE LEVEL

## Grade Classification

Grade classification is based on the total number of credits a student has accumulated:

Tenth Grade	6.0
Eleventh Grade	12.0
Twelfth Grade	19.0

# GRADES and GRADING

## Grading System

Progress report grades are reported for each student every 3 weeks. At the end of each 9 weeks grading period, grades are numerically reported for each student. At the end of each semester, a student receives credit for a course if the semester average for the course is a 70 or above. In order to receive credit, the student must be in attendance for more than 95% of the time that a course meets. The semester grade is calculated using the following formula:

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1<sup>st</sup> Semester Grade  
Third 9 Weeks (45%) + Fourth 9 Weeks (45%) + Semester Exam (10%) = 2<sup>nd</sup> Semester Grade

## Grade Averaging to Receive Credit

Grade averaging will be utilized for year- long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

**Exception to the rule:** Math and year one foreign language courses. These courses will only be eligible for grade averaging if the student earns a grade of 60-69 during the first semester and a grade of 71 or higher second semester. Courses must be taken during same school year. Should a student pass the first semester of the math or foreign language I course but fail the second semester, grade averaging is not permitted, and .5 credits will be awarded only for the first semester.

Example:

<u>Course</u>	<u>1<sup>st</sup> Semester</u>	<u>2<sup>nd</sup> Semester</u>	<u>Credit Earned</u>
English	63.	78	1.0
History	78	62.	1.0
Algebra 1	78	62	0.5
Spanish 1	78	65	0.5

## Grade Points/Grade Point Averaging for Class Ranking

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7<sup>th</sup> semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the 7<sup>th</sup> semester ranking. No distinction is made between four-year and three-year graduates.

All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scales based on the year student started 9<sup>th</sup> grade:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP/ On Ramps (4 point weighted scale)	Honors/ CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

\*Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale. On Ramps courses will also be calculated on the 6.0 scale starting the 2021-22 school year.

\*\*Some advanced CTE courses will be on the 5.0 scale beginning with Freshman starting 2020-21 school year and thereafter. Courses are designated in *Section 3: Course Descriptions* of this handbook.

## Determining Class Rank

Class rank will be based on a cumulative GPA of grades 9, 10, 11, and 12. The GPA is determined by dividing the total number of grade points earned by the total number of semester units attempted.

### Example:

Course	1 <sup>st</sup> Semester	Grade Points	Credit Attempted	Credit Earned
English	90	3.5	.5	.5
Algebra	60	0.0	.5	0
Science AP	88	5.0	.5	.5
History	75	2.0	.5	.5

Total Grade Points/ Semester Units Attempted= GPA or  $10.5 / 4 = 2.63$

## Class Rank

First ranking of a class occurs spring semester of freshman year (around February). Ranks and GPAs are updated at the close of each semester. Students may get their GPA and rank from Skyward. The final ranking occurs after the student's 7<sup>th</sup> semester. DCC students are not included in the DHS ranking.

## Criteria For Valedictorian And Salutatorian

Additional criteria for determining and recognizing the valedictorian and salutatorian are as follows:

- Must have been enrolled in Dickinson High School for at least three consecutive years.
- Must be a full time student at Dickinson High School during his/her entire senior year. Students graduating through the Collegiate High School program, DCC program, or other alternative programs are not eligible for recognition as valedictorian or salutatorian.
- No distinction will be made between four-year and three-year graduates when determining which students to recognize.
- The eligible student having the highest grade point average resulting from the 7<sup>th</sup> semester calculation only shall be recognized as the valedictorian.
- The eligible student with the second highest GPA resulting from the 7<sup>th</sup> semester calculation only shall be recognized as the salutatorian.
- Should a tie develop for valedictorian or salutatorian, the GPA of the students involved will be recalculated based on the numerical grades earned in each course.

## Honor Graduates

Students will be designated the following honor graduate status based on their 7<sup>th</sup> semester cumulative GPA:

Magna Cum Laude: Top 5%

Cum Laude: Top 6-15%

## Top 10%

Senate Bill 510 C §51.803 requires that each Texas public institution of higher education automatically admit students who graduated from high school in the top 10% of students in the graduating class based on grade point average. (University of Texas will be limiting their automatic admissions to the top 6% effective 2019). **To be considered for admission, one must complete the application process to the intended college. Students must complete Algebra 2 and complete an endorsement to be eligible for automatic admissions.**

# TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9<sup>th</sup> grade. Students who need an official transcript sent to an educational institution or scholarship committee must make a request on Naviance. All students have a Skyward and Naviance account. Students may go to the College and Career Center for assistance with these accounts. Transcripts cost \$2 each and will not be processed until payment has been received. Payments for transcripts are to be made in the College and Career Center. Transcripts are processed within 5-10 business days upon payment. **Student fees must be cleared in order to fulfill transcript requests.** Seniors are allowed to request four (4) transcripts at no charge during the school year and then one (1) final transcript upon graduation.

# EXIT LEVEL TEST

Students will be required to take the STAAR EOC assessments as part of their graduation requirement. Students must meet the level 2 score for each subject area in order to graduate. Students may take the STAAR EOC assessments as many times as they need in order to achieve required passing score. Required STAAR assessments are:

- English Language Arts I
- English Language Arts II
- Algebra I
- Biology
- US History

## REQUIREMENTS TO PARTICIPATE IN THE GRADUATION CEREMONY

Only those students who have met all requirements for graduation, including passing all required STAAR assessments (or met IGC requirements) and attended mandatory graduation practices shall be allowed to participate in graduation exercises. Students who have passed all course requirements with the exception of STAAR/ IGC requirements, may participate in graduation upon request. Students must write a letter to the principal committing to taking the needed STAAR tests until requirements are met.

**All students participating in the graduation ceremony must attend all mandatory graduation practices set by the Principal. Students who do not participate in practices will not participate in the ceremony.**

Students who have a **parent** who is also an employee of Dickinson ISD may request to have their parent present their diploma to them during graduation. These requests must be **made in writing by the student and submitted to the Principal by May 1 or the first business day in May.** Parents are asked to follow the protocol outlined by the campus administration so that the ceremony is not interrupted or delayed.

## FINANCIAL AID APPLICATION REQUIREMENT

Each high school senior in a Texas public school district or open enrollment charter school must complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA) as a state requirement for graduation. Texas Education Code §28.0256 allows a student to opt out of the financial aid application graduation requirement by submitting a signed form that authorizes the student to decline. To authorize a student to opt out of the financial aid application graduation requirement, the Financial Aid Application Opt-Out Form must be signed by one of the following:

- OPTION I: A student age 18 years or older or emancipated minor under Chapter 31, Texas Family Code  
OPTION II: The student's parent or guardian and the student.

## Financial Aid Application Opt-Out Form

Financial aid applications inform postsecondary institutions' decisions about student eligibility for federal, state, and institutional funds. Financial aid awards can help students pay for their educational expenses after high school.

Each high school senior in a Texas public school district or open enrollment charter school must complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA) as a state requirement for graduation. [Texas Education Code §28.0256](#) allows a student to opt out of the financial aid application graduation requirement by submitting a signed form that authorizes the student to decline.

To authorize a student to opt out of the financial aid application graduation requirement, the Financial Aid Application Opt-Out Form must be signed by one of the following:

OPTION I: A student age 18 years or older or emancipated minor under Chapter 31, Texas Family Code

OPTION II: The student's parent or guardian and the student

OPTION III: A school counselor, for good cause as determined by the school counselor, and the student

*Students under 18 years of age may only be authorized to decline under OPTION II or OPTION III.*

**Student Printed Name:**

**Date of Birth:**

**District/Charter School:**

**Campus:**

**Submitting a *Financial Aid Application Opt-Out Form* does not prohibit a student from completing and submitting a financial aid application at any time in the future.**

### OPTION I: STUDENT AUTHORIZATION

My signature below certifies that **I am 18 years of age or older or an emancipated minor** and am authorized to decline to complete and submit a financial aid application on my own behalf.

**Student Signature:**

**Date:**

### OPTION II: PARENT AUTHORIZATION

My signature below authorizes my child to decline to complete and submit a financial aid application.

**Parent/Legal Guardian Signature:**

**Date:**

**Parent/Legal Guardian Printed Name:**

I am under the age of 18 and with my parent's authorization, I decline to complete and submit a financial aid application.

**Student Signature:**

**Date:**

### OPTION III: COUNSELOR AUTHORIZATION

My signature below certifies that reasonable efforts to fulfill obligations to the student have been made, but for good cause I have authorized the student to decline to complete and submit a financial aid application.

**School Counselor Signature:**

**Date:**

**School Counselor Printed Name:**

I am under the age of 18 and with my counselor's authorization, I decline to complete and submit a financial aid application.

**Student Signature:**

**Date:**

# ADDITIONAL REQUIREMENTS

## **§74.38. Requirements for Instruction in Cardiopulmonary Resuscitation (CPR).**

§74.38. Requirements for Instruction in Cardiopulmonary Resuscitation (CPR). (a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR). The instruction: (1) may be provided as a part of any course; and (2) must be provided to each student at least once before graduation from high school. (b) CPR instruction must include training that has been developed: (1) by the American Heart Association or the American Red Cross; or (2) using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction. (c) A school district or an open-enrollment charter school may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide CPR instruction and training under this section. Except as specified in subsection (d) of this section, an instructor of this training is not required to be certified in CPR. (d) Instruction provided under this section is not required to result in certification by a student in CPR. If instruction is intended to result in certification in CPR, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association. (e) A school district or an open-enrollment charter school may waive the requirement under this section for a student, who due to a disability, is unable to complete the requirement. The determination regarding a student's ability to complete the CPR requirement will be made by: (1) the student's ARD committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A; or (2) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973. (f) This section applies to any student who entered Grade 7 in the 2010-2011 school year and thereafter. Statutory Authority: The provisions of this §74.38 issued under the Texas Education Code, §28.0023. Source: The provisions of this §74.38 adopted to be effective August 25, 2014, 39 TexReg 5384.

**§74.39. Requirements for Instruction on Proper Interaction with Peace Officers.** §74.39. Requirements for Instruction on Proper Interaction with Peace Officers. (a) A school district or open-enrollment charter school shall provide instruction in one or more courses to students in Grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters. The required instruction: (1) may be provided as a part of any course or courses; and (2) must be provided to each student at least once before graduation from high school. (b) The instruction must include all of the following information: (1) the role of law enforcement and the duties and responsibilities of peace officers; §74.C. Other Provisions Page 18 March 2020 Update (2) a person's rights concerning interactions with peace officers; (3) proper behavior for civilians and peace officers during interactions; (4) laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and (5) how and where to file a complaint against or a compliment on behalf of a peace officer. (c) A school district or open-enrollment charter school shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the State Board of Education, and the Texas Education Agency. (d) A school district or open-enrollment charter school may tailor the instruction developed under this section as appropriate for the district's or school's community. In tailoring the instruction, the district or school shall solicit input from local law enforcement agencies, driver training schools, and the community. (e) In accordance with §74.5 of this title (relating to Academic Achievement Record (Transcript)), a school district or an open-enrollment charter school shall clearly indicate on the transcript or academic achievement record the year in which the instruction was provided to the student. (f) This section applies to any student who enters Grade 9 in the 2018-2019 school year and thereafter. Statutory Authority: The provisions of this §74.39 issued under the Texas Education Code, §§7.102, 28.012, and 28.025. Source: The provisions of this §74.39 adopted to be effective August 27, 2018, 43 TexReg 5523.  
<https://www.texasgateway.org/resource/flashing-lights-senate-bill-30>

# STUDENT SCHEDULES

## Schedule Process

During the second semester, students register for classes they will need the following year. It is important for students to plan their choices carefully since class size and staffing decisions will be determined from their choices.

**January- March:** Students are given access to the updated Academic Handbook and sample course selection sheet during class presentation. Students meet with counselors to complete course request based on endorsement pathway.

**March-April:** Parents and students can view course requests in Skyward. Parents may request updates/ changes by emailing the student's counselor. It will be implied that all courses meet the approval of both the student and parent if the counselor is not notified of any changes.

**June:** All changes will be reflected in Skyward.

## Schedule Changes

Once school starts, schedule changes will be made for the following reasons by using the Schedule Change Request Form (available in the counseling office on the 2<sup>nd</sup> day of school).

- Data entry error such as missing classes or too many classes scheduled (will receive immediate attention).
- Student needs remedial coursework for state assessment.
- Student already received credit for a class on schedule.
- Student is scheduled in an inappropriate course i.e. male in female PE class.
- Student is enrolled in a course for which they have not completed the appropriate prerequisite i.e. in Spanish II without earning credit in Spanish I.
- Student is a senior and needs particular courses for graduation.
- Student has a duplicate course on schedule i.e. PE and Athletics.
- Student has been accepted or dismissed from a program i.e. athletics, fine art, CTE, etc.

## Teacher Change Request

Per Texas Education Code Sec. 26.003. A parent is entitled to reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The Dickinson High School procedures to request a teacher change is as follows:

1. Parent, teacher, and student must conference to discuss concerns and possible resolutions.
2. If the problem is not resolved after a reasonable amount of time and effort, you can petition the student's assistant principal for a schedule change.
3. Assistant principal will determine if the teacher change is needed based on situation, space, and availability of course/ teacher as stated in TEC Sec 26.003.
4. A class change must be for the same credit.

# SECTION TWO



# GRADUATION PLANS

# State Graduation Plans

Foundation Plan* 22 Credits		Foundation Plan* + Endorsement 26 Credits		
<b>English — 4 credits</b> English 1, 2, 3 and one advanced English credit		<b>English — 4 credits</b> English 1, 2, 3, and one advanced English credit		
<b>Math — 3 credits</b> Algebra I, Geometry, and one advanced Math credit		<b>Math — 4 credits</b> Algebra I, Geometry, and two advanced Math credits**		
<b>Science — 3 credits</b> Biology and two advanced Science credits		<b>Science — 4 credits</b> Biology and three advanced Science credits		
<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics		<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics		
<b>Languages other than English — 2 credits</b>		<b>Languages other than English — 2 credits</b>		
<b>Fine Arts — 1 credit</b>		<b>Fine Arts — 1 credit</b>		
<b>Physical Education — 1 credit</b>		<b>Physical Education — 1 credit</b>		
<b>Electives — 5 credits</b>		<b>Electives — 7 credits</b> See Endorsement 4 -year plan		
		<b>Distinguished Level of Achievement</b> -Student must take Algebra 2 as an advanced math**		
<b>Endorsements</b> Please refer to the course plans for specific course requirements necessary to earn each endorsement.				
Arts & Humanities	Business & Industry	Public Services	STEM (Science, Technology, Engineering, & Math)	Multidisciplinary Studies
<ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• Foreign Languages &amp; Cultural Studies</li> <li>• Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food &amp; Natural Resources</li> <li>• Arts, Audio Video Technology &amp; Communications</li> <li>• Business, Marketing, and Finance</li> <li>• Information Technology (COM)</li> <li>• Manufacturing</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul>	<ul style="list-style-type: none"> <li>• AFJROTC</li> <li>• Education &amp; Training</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Law and Public Service</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Advanced Math</li> <li>• Advanced Science</li> </ul>	Student selects courses from each endorsement area and earns credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
State Assessments Required for Graduation (EOC)		Performance Acknowledgements		
English I	English 2	<b>Outstanding Performance:</b> Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT		<b>Certification:</b> State, Nationally, or Internationally recognized business or industry certificate or license
Algebra I	US History			
Biology				

\*Algebra 2, World History and English 4 are highly recommended for college bound students. It is the student’s responsibility to check prospective college requirements.

\*\*Algebra 2 is required to be eligible for automatic admissions if in top 10% (6% for UT-Austin). The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts to notify parents that state graduation requirements do not require a student to complete an Algebra II course to graduate under the Foundation High School Program. Students who does not complete an Algebra II course will not be eligible for— automatic college admission or certain financial aid including: TEXAS grant program and Texas Educational Opportunity Grant Program.

# 4-Year Personal Graduation Plan (Sample)

**Endorsement:**

- Arts & Humanities
- Business & Industry
- Public Services
- STEM
- Multidisciplinary

Foundation Plan- 22 Credits	Endorsements- 26 credits	Planning for the Future
<p><b>English — 4 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English 1</li> <li><input type="checkbox"/> English 2</li> <li><input type="checkbox"/> English 3</li> <li><input type="checkbox"/> Advanced English</li> </ul> <p><b>Math — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Algebra I</li> <li><input type="checkbox"/> Geometry</li> <li><input type="checkbox"/> Advanced Math</li> </ul> <p><b>Science — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Advanced Science</li> <li><input type="checkbox"/> Advanced Science</li> </ul> <p><b>Social Studies — 3 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Geography or</li> <li><input type="checkbox"/> World History</li> <li><input type="checkbox"/> U.S. History</li> <li><input type="checkbox"/> Government</li> <li><input type="checkbox"/> Economics</li> </ul> <p><b>LOTE — 2 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LOTE 1</li> <li><input type="checkbox"/> LOTE 2</li> </ul> <p><b>Fine Arts- 1 credit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____</li> </ul> <p><b>Physical Education — 1 credit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> _____</li> </ul> <p><b>Electives — 5 credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> <li><input type="checkbox"/> Elective 3</li> <li><input type="checkbox"/> Elective 4</li> <li><input type="checkbox"/> Elective 5</li> </ul>	<p><b>Arts &amp; Humanities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Business &amp; Industry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Public Services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul> <p><b>Multidisciplinary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4<sup>th</sup> Math</li> <li><input type="checkbox"/> 4<sup>th</sup> Science</li> <li><input type="checkbox"/> Elective 1</li> <li><input type="checkbox"/> Elective 2</li> </ul>	<p><b>Testing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TSI</li> <li><input type="checkbox"/> PSAT</li> <li><input type="checkbox"/> SAT</li> <li><input type="checkbox"/> ACT</li> </ul> <p><b>College Readiness Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul> <p><b>Post- Secondary Applications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Texas</li> <li><input type="checkbox"/> Common Application</li> <li><input type="checkbox"/> Military Recruiter</li> <li><input type="checkbox"/> Technical School</li> <li><input type="checkbox"/> Local Employer</li> </ul> <p><b>Financial Aid</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> FAFSA/ TAFSA</li> <li><input type="checkbox"/> Local Scholarship Application</li> <li><input type="checkbox"/> Naviance</li> <li><input type="checkbox"/> Financial Aid Night</li> </ul>
	<b>Distinguished- Eligible for Top 10% Automatic Admission</b>	<b>STAAR EOC Checklist</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Algebra 2 (must be one of the student’s math credits)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> English 1</li> <li><input type="checkbox"/> English 2</li> <li><input type="checkbox"/> Algebra 1</li> <li><input type="checkbox"/> US History</li> <li><input type="checkbox"/> Biology</li> </ul>

# Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance in at least one of the following areas:

- **Dual Credit**
  - Complete 12 hours of dual credit courses with a 3.0 **OR**
  - Complete an associate degree (Collegiate High School)
- **Bilingualism and Biliteracy**
  - Exit ESL and score Advanced High on TELPAS **AND**
  - Maintain an 80+ average in English Language Arts courses **AND**
  - Complete 3 credits of same language with an 80+ average **OR**
  - Complete Level 4 for of language other than English with an 80+ **OR**
  - Score a 3 or higher on an AP Exam for language other than English
- **Advanced Placement (AP) Exam**
  - Score a 3 or above on any AP Exam
- **PSAT, SAT, or ACT**
  - Earning a score on the PSAT that qualifies for recognition as a commended scholar or higher by the College Board National Merit Scholarship Corporation, National Hispanic Recognition Program, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Program. **OR**
  - Earning at least a 410 on reading and 520 on mathematics on the SAT **OR**
  - Earning a composite score on the ACT of 28 (excluding the writing subscore)
- **National, International or State Certification or License**

<b>Program of Study</b>	<b>Certifications/Licenses offered at DHS</b>
<b>Agriculture, Food &amp; Natural Resources</b>	OSHA 30 Hours General Industry
	Texas State Floral Association Floral Skills Knowledge Based Certifications
	Texas State Floral Association Level One Floral Certification
	Feed-yard Technician & Cattle Care & Handling
Wildlife, Fisheries, and Ecology Management	Texas Parks and Wildlife Boater Safety Texas Parks and Wildlife Hunter's Education
<b>Arts, Audio/Video Technology &amp; Communications</b>	Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop)
	Adobe Certified Associate (ACA) - Premier Pro (Digital Video Using Adobe Premier Pro)
<b>Business, Marketing, &amp; Finance</b>	Microsoft Office Specialist (MOS) Word
	Microsoft Office Specialist (MOS) Excel
	Microsoft Office Specialist (MOS) PowerPoint
<b>Education &amp; Training</b>	Educational Aide 1
<b>Engineering</b>	Certified SolidWorks Associate
	FAA Part 107 Remote Drone Pilot

<b>Health Science</b>	Certified EKG Technician
	Certified Pharmacy Technician
	Medical Laboratory Technician
	Patient Care Technician
	Registered Dental Assistant
<b>Human Services</b>	Barber Operator License
	Cosmetology Operator License
<b>Law, Public Safety, Corrections &amp; Security</b>	Emergency Medical Technician (TBD)
	International Academy of Emergency Dispatch Emergency Telecommunicator
	Non-Commissioned Security Officer Level II
<b>Manufacturing</b>	AWS D1.1 Structural Steel
	AWS D9.1 Sheet Metal
	NCCER Core Curriculum
	NCCER Welding I
	Non-Destructive Testing (NDT)
<b>Transportation, Distribution &amp; Logistics</b>	ASE Engine Repair
	ASE Automatic Transmission/Transaxle
	ASE Automobile Service Technology
	ASE Maintenance and Light Repair
	ASE Brakes
	ASE Electronic/Electrical Systems
	ASE Engine Performance
	ASE Heating and A/C
	ASE Manual Drive Train and Axels
	ASE Diesel Engines

# Arts and Humanities Endorsement

Endorsement Pathways	9th Year	10th Year	11th Year	12th Year
<b>Fine Arts</b>	Art 1	Art 2	Art 3	Art 4
	Band 1	Band 2	Band 3	Band 4
	Choir 1	Choir 2	Choir 3	Choir 4
	Dance 1	Dance 2	Dance 3	Dance 4
	Dance Team 1	Dance Team 2	Dance Team 3	Dance Team 4
	Musical Theater 1 or Theater Arts 1 or Technical Theater 1 or Theater Productions 1	Musical Theater 2 or Theater Arts 2 or Technical Theater 2 or Theater Productions 2	Musical Theater 3 or Theater Arts 3 or Technical Theater 3 or Theater Productions 3	Musical Theater 4 or Theater Arts 4 or Technical Theater 4 or Theater Productions 4
<b>Languages Other Than English (LOTE)</b>	Spanish 1	Spanish 2	Spanish 3	Spanish 4
	French 1	French 2	French 3	French 4
<b>Social Studies</b>	World Geography or Human Geography	World History	US History	Government and Economics
	Plus 1 Social Studies elective credit from: African American Studies, Personal Financial Literacy, History of Sports in the US, Psychology, or Sociology			

# Arts & Humanities Endorsement

## Career Pathway for Fine Arts

Art, Band, Choir, Dance or Theater Arts

26 credits

Job Opportunities in this Career Pathway:

Artist, Art Director, Painter & Illustrator, Multimedia Artist, Animator, Photographer, Graphic Designer, Art Gallery Manager, Curator, Set Designer, Exhibit Designer, Art Teacher, Theater Arts Teacher, Dancer, Production Manager, Actor, Choreographer, Director, Designer, Set Designer, Makeup Artist, Actor, Performer, Director, Lighting Technician, Play Writer, Editor, Sound Engineering Technician, Cinematographer, Music Director, Composer, Singer, Musician, Production Manager, Performer, Choir Teacher, Music Teacher, Sound Engineer Technician

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Fine Art 2
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Fine Art 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Fine Art 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Arts & Humanities Endorsement

## Career Pathway for Foreign Language/Cultural Studies

26 credits

Job Opportunities in this Career Pathway:

Translator, Immigration and Customs, Interpreter, Journalist, International Law, Public Relations, Foreign Travel Advisors, Customer Service, Teacher, Peace Corps, Diplomatic Corps, United Nations

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Foreign Language 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Foreign Language 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Arts & Humanities Endorsement

## Career Pathway for Social Studies

26 credits

Job Opportunities in this Career Pathway:

Teacher or professor, Consultant in Business or Government, Public Official, Ecologist, Geographic Information Systems, Market Researcher, International Business, Satellite/Aerial Photo Analyst, Political Scientist, Urban Planner, Customs Agent, Political Risk Analyst, Urban Planner, Policy Researcher, Manager of Government Organizations

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History * IPC or Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Social Studies Elective Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Business and Industry Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
<b>Agriculture, Food, and Natural Resources</b>	<b>Animal Science</b>	Principles of Agriculture, Food, and Natural Resources	Small Animal Management/ Equine Science	Livestock Production <b>or</b> Vet Medical Applications	Advanced Animal Science <b>or</b> Practicum in Agriculture, Food, and Natural Resources (Vet Med)
	<b>Applied Agriculture Engineering</b>	Principles of Agriculture, Food, and Natural Resources	Agricultural Mechanics and Metal Technologies	Agricultural Structures Designs and Fabrications	Practicum in Agriculture, Food, and Natural Resources
	<b>Environmental and Natural Resources</b>	Principles of Agriculture, Food, and Natural Resources	Wildlife, Fisheries, and Ecology Mgmt.	Practicum in Agriculture, Food, and Natural Resources	
	<b>Plant Science</b>	Principles of Agriculture, Food, and Natural Resources	Horticulture Science	Floral Design	Advanced Floral Design + Environmental Plant & Soil Science
<b>Arts, Audio Video Technology, and Communications</b>	<b>Design and Multimedia Arts (Video Game Design)</b>	Principles of Arts, A/V Technology, And Communications	Video Game Programming	Advanced Video Game Programming	Career Preparation
	<b>Design and Multimedia Arts (Commercial Photography)</b>	Principles of Arts, A/V Technology, And Communications	Commercial Photography	Commercial Photography 2	Practicum in Commercial Photography
	<b>Design and Multimedia Arts (Graphic Design/ Illustration)</b>	Digital Design & Media Production	Graphic Design and Illustration 1	Graphic Design and Illustration 2	Practicum in Graphic Design and Illustration
	<b>Digital Communications</b>	Principles of Arts, A/V Technology, And Communications	Audio/Video Production	Audio/Video Production 2	Practicum in Audio/Video Production

<b>Endorsement Pathways</b>	<b>Specialization</b>	<b>9th Year</b>	<b>10th Year</b>	<b>11th Year</b>	<b>12th Year</b>
<b>Business, Marketing, and Finance</b>	<b>Marketing and Sales</b>	Principles of Business, Finance, and Marketing	Sports and Entertainment Marketing (.5) & Social Media Marketing (.5)	Sports Entrainment & Marketing 2 (.5) & Advertising (.5)	Career Preparation
	<b>Business Management</b>	Principles of Business, Marketing, & Finance	Business Information Management 1	Business Information Management 2	Career Preparation
<b>Manufacturing</b>	<b>Advanced Manufacturing and Machinery Mechanics</b>	Principles of Applied Engineering	Robotics 1	Robotics 2	Career Preparation
	<b>Welding</b>			Welding 1	Welding 2
<b>Transportation, Distribution, and Logistics</b>	<b>Automotive</b>	Automotive Basics	Automotive Technology 1	Automotive Technology 2	Practicum in Transportation Systems

# Business & Industry Endorsement

## Career Pathways for Agriculture, Food & Natural Resources

General Agriculture or Veterinary Application

26 credits

Job Opportunities in this Career Pathway:

Horticulturist, Floral Designer, Master Florist, Greenhouse Manager, Floral Department Supervisor, Custom Floral Decorating, Floral Sales, Retail Owner, Landscape Management, Turf Grass Management, Nursery Owner, Wholesale Grower, Animal Breeders, Fishery Workers, Farmers, Assistant Feedlot Manager, Livestock Sales, Animal Facility Manager, Agriculture Product Sales, Farm/Ranch Manager, Soil Scientist, Plant Scientist, Certified Crop Adviser, Agricultural Researcher, Agricultural Technician, Farm Equipment Mechanic, Agricultural Equipment Operators, Small Business Owner, Veterinarian Technician, Game Warden, Animal Control

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Agriculture, Food, and Natural Resources	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Ag Course 2
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Ag Course 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Ag Course 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

## Business & Industry Endorsement

### Career Pathway for Arts, A/V Technology & Communications

26 credits

Job Opportunities in this Career Pathway:

Producer, Director, Public Relations Specialist, Multimedia Artist and Animator, Graphic Designer, Broadcast Technician, Sound Engineering Technician, Photographer, Audio and Video Equipment Technician, Camera Operator for Television, Video, and Motion Pictures, Multimedia Artist and Animator, Video game Designer, Computer Programmer, Computer Hardware Engineer, Database Administrator, Computer Systems Analyst, Multimedia Artist and Animator, Network Systems and Data Communications Analyst, Computer Support Specialist, Desktop Publisher

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Arts, A/V Technology and Communications <u>or</u> Digital Design & Media Production	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Video Game Programming <u>or</u> Commercial Photography 1 <u>or</u> A/V Production <u>or</u> Graphic Design & Illustration 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Advanced Video Game Programming <u>or</u> Commercial Photography 2 <u>or</u> A/V Production 2 <u>or</u> Graphic Design & Illustration 2 Elective (if Video Game Programming or Commercial Photography)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Practicum in Commercial Photography <u>or</u> Practicum in A/V Production <u>or</u> Practicum in Graphic Design & Illustration

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Business, Marketing, and Finance

26 credits

Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Business, Marketing, and Finance	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Sports and Entertainment Marketing/ Social Media Marketing <u>or</u> Business Information Management 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Sports Entertainment Marketing 2/ Advertising <u>or</u> Business Information Management 2 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Manufacturing

26 credits

### Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Applied Engineering <u>or</u> Elective	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Robotics 1 <u>or</u> Introduction to Welding Fine Art
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Robotics 2 <u>or</u> Welding 1 Elective Elective (if in Robotics 2)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Welding 2

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Transportation, Distribution, and Logistics

26 credits

Job Opportunities in this Career Pathway:

Air pilot, Co-Pilot, and Flight Engineer, Aerospace Engineering, Aircraft Mechanic, Service Technician, Automotive Service Technician and mechanic, Flight Attendant, Automotive Glass Installer, Motorboat Operator, Refuse and recyclable Material Collector, Sailor and Marine Oiler

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Automotive Basics	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Automotive Technology 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Automotive Technology 2 Fine Art	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Transportation Systems

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Education and Training	Teaching and Training	Principles of Education and Training	Child Development	Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)
Health Science	Healthcare Therapeutics (EMT)	Principles of Health Science	Medical Terminology	Health Science Theory	Emergency Medical Technician
	Healthcare Therapeutics (PCT)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (PCT)
	Healthcare Therapeutics (Pharmacy)	Principles of Health Science	Medical Terminology	Pharmacology	Practicum in Health Science (Pharmacy)
	Healthcare Therapeutics (Dental)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Dental)
	Healthcare Diagnostics	Principles of Health Science	Medical Terminology	Medical Microbiology	Anatomy & Physiology
Human Services	Barbering		Principles of Barbering	Barbering 1/ Lab	Barbering 2/ Lab
	Cosmetology		Introduction to Cosmetology	Cosmetology 1/ Lab	Cosmetology 2/ Lab
Law, Public Safety, Corrections, and Security	Law Enforcement	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement 1	Law Enforcement 2	Correctional Services and Forensic Science
Junior Reserve Officer Training Corps (JROTC)	JROTC	JROTC 1	JROTC 2	JROTC 3	JROTC 4

# Public Services Endorsement

## Career Pathways for Education and Training

26 credits

Job Opportunities in this Career Pathway:

Teacher, Before/After School Assistant, Coach/Physical Education Instructor, Community Youth Services Aide, Corporate Trainer, Day Care Director, Distance Learning Coordinator, Educational, Guidance, School and Vocational Counselor, Fitness and Wellness Coordinator, Fitness Trainer and Aerobics Instructor, Instructional Coordinator, Librarian, Library Assistant, Post-Secondary Instructors/Professors, Preschool Aide/Worker, Private Instructor, Recreation and Fitness Studies Teachers, Recreational Aide, School/Office Assistant, Summer Camp Counselor, Teacher Assistant, Child Care Worker, Day Care Director, School Principal, Superintendent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Education and Training	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Child Development
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Instructional Practice in Educational Training (RST1)	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Education and Training (RST2)

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Health Sciences

26 credits

Job Opportunities in this Career Pathway:

Family and General Practitioner, Dentist, Audiologist, Physical Therapist, Medical and Health Services Manager, Dietitian and Nutritionist, Registered Nurse, Medical Laboratory Technician, Radiation Therapist, Licensed Vocational Nurse, Medical Records and Health Information Technician, Massage Therapist, Pharmacist, Pharmacy Technician, Psychiatric Technician, Nursing Aide, Radiologist, Home Healthcare, Psychologist, Paramedic

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Health Science	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art 1 Medical Terminology
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science <u>or</u> Medical Micro Biology Health Science Theory <u>or</u> Pharmacology <u>or</u> Medical Micro Biology Elective Elective	English 4 Advanced Math Government/ Economics Anatomy and Physiology Elective Practicum in Health Science (Emergency Medical Technician, PCT, Pharmacy, or Dental)

\*Algebra 2 and World History are recommended for college bound students.

**Public Services Endorsement**  
**Career Pathways for Human Services**  
 26 credits

Job Opportunities in this Career Pathway:

Skincare Specialist, Cosmetologist, Barber, Manicurist, Pedicurist

Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Introduction to Cosmetology or Principles of Barbering Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Cosmetology 1 or Barbering 1	English 4 Advanced Math Government/ Economics Advanced Science Elective Cosmetology 2 or Barbering 2

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Law, Public Safety, Corrections and Security 26 credits

Job Opportunities in this Career Pathway:

Lawyer, Mediator, Judge, Social Worker, Paralegal, Court Reporter, Detective, Criminal Investigator, Private Detective, Police Officer, Fish and Game Warden, Firefighter, Bailiff, Jailer, Security Guard, Emergency Medical Technician

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Law, Public Safety, Corrections & Security	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Law Enforcement 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Law Enforcement 2 Elective Elective	English 4 Advanced Math Government/ Economics Forensic Science Correctional Services Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Junior Reserve Officer Training Corps (JROTC)

26 credits

Job Opportunities in this Career Pathway:

Aviation, Combat Operations, Communications Equipment Technologist, Engineering, Scientific Research, Environmental Health and Safety, Intelligence Specialist, Computer Systems Officer, Interpreter, Translator, Military Police, Aircraft Mechanic, Ship Engineer, Seaman, Sonar Technician, Food Service Manager, Cargo Specialist, Comptroller

### Sample Graduation Plan

9 <sup>th</sup> Grade\	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 ROTC 1 Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 ROTC 2 Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science ROTC 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science ROTC 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# STEM Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Engineering	Engineering	Introduction to Engineering Design (PLTW)	Engineering Science	Engineering Design and Presentation 1	Engineering Design and Presentation 2
	Engineering (Aerospace)	Introduction to Engineering Design (PLTW)	Engineering Science	Aerospace Engineering (PLTW)	Practicum in Information STEM
	Programming and Software Development	Fundamentals of Computer Science	Computer Science 1	Computer Science 2	Practicum in Information Technology
Math	Math	Algebra 1* or Geometry	Geometry and/or Algebra 2	PreCalculus	Advanced Math
Science	Science	Biology* or Chemistry	Chemistry or Physics	Physics and/or Advanced Science	Advanced Science

\*May be taken in 8<sup>th</sup> grade

# STEM Endorsement

## Science, Technology, Engineering, and Mathematics Career Pathways for Engineering 26 credits

Job Opportunities in this Career Pathway:

Engineer (Aerospace, Biomedical, Chemical, Civil, Electrical, Mechanical, Petroleum, etc),  
Geographer, Biological Technician, Chemical technician, Engineering technician, Surveying  
and Mapping Technician

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Introduction to Engineering Design <u>or</u> Fundamentals of Computer Science	English 2 Geometry World History* or Elective Chemistry Foreign Language 2 Fine Art Engineering Science <u>or</u> Computer Science 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Algebra 2 US History Physics Engineering Design and Presentation 1 <u>or</u> Aerospace Engineering <u>or</u> Computer Science 2 Elective	English 4 Advanced Math Government/ Economics Advanced Science Engineering Design and Presentation 2 <u>or</u> Practicum in Information STEM <u>or</u> Practicum in Information Technology

\*Algebra 2 and World History are recommended for college bound students.

# STEM Endorsement

Science, Technology, Engineering, and Mathematics  
 Career Pathways for Math  
 26 credits

Job Opportunities in this Career Pathway:

Engineer, Mathematics Professor/ Teacher, Geophysical Mathematician, Environmental Mathematician, Inventory Strategist, Actuary, Mortgage Broker, Computer Science

## Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I or Geometry World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry and/ or Algebra 2 World History* or Elective Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Algebra 2 or Precalculus US History Physics Elective Elective Elective	English 4 Advanced Math Advanced Math or Elective Advanced Science Government/ Economics Elective Elective

\* World History is recommended for college bound students.

# STEM Endorsement

## Science, Technology, Engineering, and Mathematics Career Pathways for Science 26 credits

Job Opportunities in this Career Pathway:

Aquacultural Manager, Aquarist, Climate Change Analyst, Environmental Compliance Inspector, Environmental Scientist, Geographer, Geoscientist, Hydrologist, Industrial Health & Safety Engineer, Meteorologist, Park Ranger, Soil and Water Conservationist, Soil Scientist, Surveyor, Water & Liquid Waste Treatment Plant & System Operator, Astronomer, Aviation Inspector, Chemical Technician, Chemist, Chemistry Teacher, Electrician, Food Scientist, Forensic Science Technician, Nuclear Monitoring Technician, Nuclear Power Reactor Operator, Occupational Health & Safety Specialist, Physicist, Physics Teacher, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology or Chemistry	Chemistry or Physics
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3	English 4
Algebra 2	Advanced Math
US History	Advanced Science
Physics or Advanced Science	Advanced Science or Elective
Elective	Government/ Economics
Elective	Elective
Elective	Elective

\*World History is recommended for college bound students.

# Multidisciplinary Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
4 Courses in each subject area	4x4	Four credits in each of the four foundation subject areas (English, Math, Science, and Social Studies) to include English 4 and Chemistry and/ or Physics			
Advanced Placement and/ or Dual Credit Courses	AP or Dual Credit	Four credits in Advanced Placement or Dual Credit courses			
Multiple Endorsement Areas	Multiple Endorsement Areas	Multiple endorsement area courses that are not in a coherent sequence (see other endorsement pathway courses)			

# Multidisciplinary Endorsement

26 credits

Options:

- \* Multiple endorsement area courses that are not in a coherent sequence
- \* AP Courses and/or Dual Credit Courses
- \* Four courses in each subject area (ELA, Math, Science, and Social Studies)

## Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective from Options Elective from Options
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Chemistry or Physics Elective from Options Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective from Options Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# **SECTION THREE**



# **COURSE DESCRIPTIONS**

# English Language Arts

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
English 1-4	1	9-12	Taken in sequence
English 1-4 EOC	1	9-12	Coordinator approval
English 1-2 for Speakers of Other Languages (ESOL)	1	9-10	Taken in sequence
English 1-2 Honors	1	9-10	Taken in sequence. See Advanced Courses Entrance Criteria in Section 4.
AP English 3-4	1	11-12	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
College Prep English	1	12	English 3, Counselor approval
English 1301/1302 and 2322/2323 (Dual Credit)	1	11-12	Must meet COM requirements. See Dual Credit information in Section 4.
AP Seminar	1	10-12	English 1 and/or 2 PAP/Honors
Academic Decathlon 1-3 Honors	1	9-12	Instructor approval
Analysis Visual Media	0.5	9-12	None
Creative Writing	0.5	9-12	None
Creative Writing EB	1	9	Taken concurrently with ESOL 1 and Reading 1 EB
Practical Writing EB	1	10-12	Taken concurrently with ESOL 2 or Reading EB
Reading 1	1	9	Coordinator approval
Reading 1-3 EB	1	9-12	Taken concurrently with ESOL 1-2

# ELA Course Descriptions

## English 1- 4

English 1-4 integrates the strands of traditional language arts skills: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. Each year, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

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## English 1- 4 EOC

These courses are designed for English 1-4 students who have yet to pass one or more English STAAR test. In each of these classes, students will meet the demands of the on level class that corresponds with the course. Students will focus on the expository and persuasive writing process in relation to the STAAR test. Students will also read extensively in multiple genres to deepen reading comprehension skills needed to be successful on the English 1 and/or English 2 STAAR test.

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## English 1 and 2 for Speakers of Other Languages (ESOL)

These courses are for students whose primary language is a language other than English. This course will meet the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. It includes state-mandated essential knowledge in four areas: listening, speaking, reading, and writing and is designed to accelerate proficiency in English. Students' cultural backgrounds are considered and incorporated with instruction. This course will count as English I or English II credit toward graduation.

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## English 1 and 2 Honors

Advanced courses are designed to prepare the highly language proficient student for the AP classes offered at the junior and senior levels. With emphasis on close reading and literary analysis of English language and literature that begins with a summer reading assignment, students read extensively in multiple genres, learn about various literary and rhetorical forms, analyze texts for author's craft, participate in research activities, speak effectively and with purpose, listen attentively, and refine grammar skills. Short analytical responses, essays, timed writings, presentations, discussions, and projects comprise the majority of assessments in addition to the STAAR End of Course exam and the Mock AP exam in May.

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## AP English 3 and 4

AP English Language and Literature courses are taught at the college-level using Advanced Placement materials. The student must be a fluent reader, self-motivated achiever, a diligent worker, and a proficient writer. The junior year focuses on writing with appropriate language and style as well as critical reading of novels and plays. Students write a documented literary research paper in MLA format during the second semester. The senior year focuses on the critical analysis of literature and include exercises in writing exposition, argument, and comparison-contrast as well as a documented literary paper and timed writings. Students engage in reading selections of recognized literary merit from world literature and develop critical standards for independent appreciation of literature. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## College Prep English

This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. The focus of this course will be to apply critical thinking skills for organizing, analyzing, and retaining material. Students will learn to write effective, logical essays, utilizing textual support. Students will develop reading comprehension strategies to analyze, synthesize, and make value judgments using critical thinking. Students that successfully complete this course with an 80 or better, make at least an 80 on the final writing assignment, and an 80 on the final exam will fulfill the TSI requirements for reading and writing.

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## Dual Credit English (1301/1302 and 2322/2323)

These college courses are offered at DHS in conjunction with College of the Mainland. They offer students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and their parents. See Dual Credit information in Section 4.

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## AP Seminar

AP Capstone Seminar is a foundational course that engages students in cross-curricular conversations that explore academic and real-world topics by analyzing different perspectives. In this writing-intensive course, students learn to synthesize information from multiple sources and develop their own perspectives through individual and team inquiry. Students will develop multi-disciplined skills through the design and delivery of oral and visual presentations, both individually and as part of the team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. ***This course is a pre-requisite to AP Capstone Research which is required to receive the AP Capstone Diploma***

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## **Academic Decathlon (Independent Study in Speech) 1-3 Honors**

Academic Decathlon is designed to prepare students for the Academic Decathlon contest. The purposes of Academic Decathlon are to: encourage students to develop a greater respect for knowledge, to promote wholesome competition in academic areas of study and interest, and to stimulate intellectual growth and achievement. **Independent Study in Speech may count as the fourth-year English requirement.**

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### **Analysis Visual Media**

Analysis of Visual Media is an elective course that examines advertising, photography, television and film. Students will learn the history of the development of visual media, the purpose of visual media, and the collective effects of visual media on American culture. Throughout the course students will view several examples of each form of media, all to be watched with a critical eye.

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### **Creative Writing**

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

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### **Creative Writing EB**

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

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### **Practical Writing EB**

Practical Writing is a supplemental class for students whose primary language is a language other than English. This course meets the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. State-mandated essential knowledge and skills are addressed in the domains of reading, writing, listening, and speaking with an additional concentration being placed upon the writing domain. Instruction focuses on writing mechanics, writing fluency, and real world writing applications. Students' cultural and language backgrounds are considered and integrated into instruction.

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## **Reading 1**

Recommended for students who did not pass a portion of the ELA EOC. Reading will help students develop the necessary comprehension and evaluation skills to be successful on the TEA exit assessment. Students will be selected by a teacher, counselor, or assistant principal.

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## **Reading 1-3 EB**

These Reading courses are designed for students whose primary language is a language other than English. Students at the beginning and intermediate level of English language proficiency will focus on language development as well as reading skills. Reading selections for various world literature incorporated with students' own cultural backgrounds will be utilized for accelerated English language proficiency in the listening, speaking, reading, and writing domains of language development.

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# Math

Course Title	Credit	Grade	Prerequisite
Algebra 1	1	9	None
Algebra 1 EOC	1	9	Coordinator approval
Geometry	1	9-10	Algebra 1
Geometry EOC	1	9-10	Algebra 1, Coordinator approval
Geometry Honors	1	9-10	Algebra 1, See Advanced Courses Entrance Criteria in Section 4.
Math Models with Applications	0.5	10-11	Coordinator approval
Algebraic Reasoning	1	11-12	Algebra 1, Geometry, Passed Algebra 1 STAAR
Algebra 2	1	10-12	Algebra 1 and Geometry
Algebra 2 Honors	1	10-12	Algebra 1 and Geometry. See Advanced Courses Entrance Criteria in Section 4.
Algebra 2 OnRamps (.5 Dual Credit)	1	10-12	Algebra 1 and Geometry; See OnRamps info in Section 4
College Prep Math	1	12	Algebra 1, Geometry and Algebra 2; Counselor approval
Precalculus	1	11-12	Algebra 1, Geometry, and Algebra 2
Precalculus OnRamps (.5 Dual Credit)	1	11-12	Algebra 1, Geometry, and Algebra 2; See OnRamps info in Section 4
Precalculus Honors	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
AP Calculus AB	1	11-12	Algebra 1, Geometry, Algebra 2, and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
AP Calculus BC	1	12	Algebra 1, Geometry, Algebra 2, and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
Statistics	1	11-12	Algebra 1 and Geometry
AP Statistics	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.

# Math Course Descriptions

## Algebra 1

Algebra 1 includes concepts, skills and applications of algebra. Problems are solved numerically, graphically, and algebraically. Students will use a graphing calculator to solve problems in relevant situations. Topics include linear and quadratic functions, equations, inequalities, and polynomials. Algebra 1 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Geometry

Geometry topics will integrate algebra skills with geometry models. Strong emphasis will be placed on vocabulary, models, and problem solving. Topics will include inductive reasoning, segments and angles, properties of geometric figures, properties of geometric solids, testing and proving conjectures. Students will use technology to solve relevant problems including SAT activities. Geometry will emphasize college and career readiness (CCRS) to prepare for success in job or college opportunities after graduation.

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## Geometry Honors

In addition to topics covered in Geometry, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects, advanced placement and SAT activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Mathematical Models with Applications

Mathematical Models with Applications includes topics in algebra and geometry. Relevant applications will involve money, data, patterns, music, design, and science. Math Models with Applications will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Algebraic Reasoning

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, numeric and algebraic methods, and modeling from data using tools that build to workforce and college readiness. **This course is not NCAA approved.**

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## Algebra 2

Algebra 2 topics will extend Algebra 1 skills. Students will solve relevant problems with and without technology. Topics include graphing relations and functions, polynomials, rational functions, matrices, quadratics, exponential and logarithmic functions, conic sections, probability, and geometry. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

### Required Notification Regarding Algebra 2

The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts, not later than September 1 of each school year, to notify by regular mail or e-mail the parents or guardians of each student enrolled in grade nine or above that state graduation requirements do not require a student to complete an Algebra 2 course to graduate under the Foundation High School Program. The notification must explain that if a student does not complete an Algebra 2 course, a student will not be eligible for—automatic college admission or certain financial aid including: the TEXAS grant program under Subchapter M, Chapter 56; and the Texas Educational Opportunity Grant Program under Subchapter P, Chapter 56.

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## Algebra 2 Honors

In addition to topics covered in Algebra 2, students will extend applications of problem solving. Higher level thinking skills are stressed through projects, advanced placement and SAT activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Algebra 2 OnRamps (Dual Credit)

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

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## College Prep Math

The course is taught in a partnership with College of the Mainland and will follow their course outline for their 0310 and 0320 classes. Students getting a passing grade both semesters and passing the final exam with a minimum score of 64 will be granted admission directly into college algebra. This course is designed to develop skills and understanding in the following areas: equations, graphing, exponents, polynomials, factoring, radicals, systems of linear equations, relations and functions, inequalities, and algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. Online assignments are required.

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## Precalculus

Precalculus will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. Students will strengthen algebra and geometry, and extend applications of linear, quadratic, exponential, polynomial, and trigonometric functions and identifies exponential and logarithmic functions

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## Precalculus Honors

In addition to topics covered in Precalculus, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects and advanced placement activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Precalculus OnRamps (Dual Credit)

In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

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## AP Calculus AB

AP Calculus-AB is an advanced placement (AP) course in mathematics covering topics as presented in a one semester college calculus course. Topics include functions, and differential and integral calculus with applications. AP Calculus AB will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## AP Calculus BC

AP Calculus-BC is an advanced placement (AP) course in mathematics covering up to two semesters of introductory college calculus material. Calculus BC is a course in single-variable calculus that includes all the content of Calculus AB plus additional topics including parametric equations, polar functions, and vector analysis. Additional techniques and applications for differentiation and integration will be developed. Polynomial approximations will be explored through the Maclaurin and Taylor Series. Convergence and divergence of sequences and series will be investigated. Appropriate technology will be incorporated while algebraic, numerical, and graphical representations are emphasized throughout the course. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **Statistics**

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8. Students will broaden their knowledge of variability, probability, 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.

---

## **AP Statistics**

AP Statistics topics will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making inferences based upon statistics. In May, students enrolled in the course will be required to take the College Board AP Examination.

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# Science

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Biology</b>	1	9	None
<b>Biology Honors</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>AP Biology</b>	1	11-12	Pre-AP/H Biology, Pre-AP/ H Chemistry and Anatomy & Physiology recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>IPC</b>	1	10	None
<b>Chemistry</b>	1	10-12	Algebra 1 and Biology. Pass Algebra I EOC.
<b>Chemistry Honors</b>	1	10-12	Algebra 1 and Biology; See Advanced Courses Entrance Criteria in Section 4.
<b>STEM Chemistry Honors</b>	1	9	Coordinator approval
<b>AP Chemistry</b>	1	11-12	Pre-AP/H Chemistry and Pre-AP/H Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>Physics</b>	1	11-12	Algebra 2 (Concurrent) or Precalculus recommended
<b>Physics Honors</b>	1	10-12	Algebra 2 (Concurrent) or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Physics 1-Algebra Based</b>	1	11-12	Pre-AP/H Physics and Pre-AP/H Algebra 2 recommended and concurrent enrollment in Precalculus Honors; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Physics 2- Algebra Based</b>	1	11-12	Pre-AP/H Physics and Pre-AP/H Precalculus strongly recommended. Concurrent enrollment in AP Calculus; See Advanced Courses Entrance Criteria in Section 4.
<b>Forensic Science</b>	1	11-12	Biology and Chemistry
<b>Aquatic Science</b>	1	11-12	Biology and Chemistry, Physics recommended
<b>Aquatic Science Honors</b>	1	11-12	Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4.

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Astronomy</b>	1	11-12	Biology and 1 other science
<b>Anatomy and Physiology Honors</b>	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
<b>Medical Microbiology</b>	1	11-12	Biology and Chemistry
<b>Environmental Plant &amp; Soil Science</b>	1	11-12	Biology and 1 other science
<b>AP Environmental Science</b>	1	11-12	Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
<b>Earth, Wind &amp; Fire OnRamps (.5 Dual Credit)</b>	1	12	Biology, Chemistry and Physics; See OnRamps info in Section 4
<b>PHYS 1403 Stars &amp; Galaxies (Dual Credit)</b>	1	12	Biology, Chemistry and Physics; Must meet COM requirements; See Dual Credit information in Section 4.

# Science Course Descriptions

## Biology

In Biology 1 students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology 1 study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and environment.

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## Biology Honors

Biology 1 Honors focuses on providing a strong foundation in biology for those pursuing a science/medical, mathematics, and/or engineering career. Students utilize laboratory investigations, scientific methods, critical thinking, and problem-solving to make informed decisions on biological issues. Topics include: biochemistry, genetics, microbiology, evolution, taxonomy, ecosystems, structures and functions of cells, and levels of biological systems. Major units are the same as regular Biology but taught in depth. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades during 2<sup>nd</sup> and 3<sup>rd</sup> nine weeks. A substantial amount of out-of-class time will be required for study and the individual projects.

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## AP Biology

This course is designed to provide high school students with a college level course taken by life science majors where future geneticists, ecologists, biology teachers, evolutionary biologists, and doctors begin their studies. The four big ideas of AP Biology are: evolution, cellular processes, genetics, and biological system interaction. Students may receive college credit for this course based on their AP Exam score. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Integrated Physics and Chemistry (IPC)

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informal decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Recommended for students who have not passed Biology and/or Algebra I STAAR.

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## Chemistry

Students are given a rigorous foundation in chemistry. Mathematical calculations such as ratios, proportions, percents, and logarithms are absolutely essential to explore important concepts in chemistry; therefore algebra I is a **prerequisite** of this course. Chemistry encompasses a diverse range of topics including: significant figures, classification of matter, atomic theories, atomic structure, chemical periodicity, bonding, molecular geometry, moles, stoichiometry, thermochemistry, acids, bases, solutions, and properties of chemical reactions. Students will investigate how chemistry is an integral part of daily life.

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## Chemistry Honors

### STEM Chemistry Honors

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table of elements, behavior of gases, bonding, nuclear fusion and nuclear fission, oxidation reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. Students will investigate chemistry as an integral part of daily life. Major units are the same as regular Chemistry but will be taught in more depth and at a faster pace. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of class time will be required for study and the individual project. This course can be taken concurrently with Biology, Biology Honors, Physics, or Physics Honors.

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## AP Chemistry

Chemistry AP is a course designed to cover the material found in a standard first-year course in college chemistry, both lecture and laboratory. Topics covered during the course are the following: elements and compounds, chemical reactions, thermochemistry, atomic structure and periodicity, chemical bonding and molecular structure, gases and their behavior, intermolecular forces; solutions and their behavior; kinetics; equilibrium; acids, bases and their reactions; precipitation reactions; entropy and free energy; and electrochemistry. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Physics

A lab based course where students use scientific problem solving skills with an emphasis on applied algebra, to develop an analytical understanding of physical relationships in physics. Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Students must understand basic algebra to be successful.

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## Physics Honors

Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. Physics Honors is recommended for those who plan to major in science or engineering in college. Individual projects are required each nine weeks and count as a major grade for the nine weeks summative grade. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of out-of-class time will be required for study and the individual project.

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## AP Physics 1- Algebra Based

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## AP Physics 2- Algebra Based

AP Physics 2 is the equivalent to a second semester college course in algebra -based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

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## Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

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## Aquatic Science

Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips. The projects will require students to do research, utilize technology, equipment, and work in a group setting. **Fee: \$20 per semester for field observations and hands on activities.**

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## Aquatic Science Honors

In Aquatic Science students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips throughout the school year. The projects will require students to do research, utilize technology, equipment, and work in a group setting. Students will write a full formal lab report after wetland restoration project. **Fee: \$20 per semester for field observations and hands on activities.**

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## Astronomy

This course presents an introduction to the field of Astronomy. It includes the familiarity of the sky, our place in space, reasons for the seasons, history of astronomy, astronomy as a physical science, properties of light, telescopes, structure and evolution of the Sun, planets, moons, and other bodies in the Solar System. Students will study the age and origin of the Solar System, characteristics and cycle of stars, variety and properties of galaxies, scientific theories of cosmology and black holes. Discussion topics will include the benefits and challenges of space exploration, the study of the universe, and the possibility of life on other planets.

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## Medical Microbiology Honors

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. This course provides an introduction to bacteriology, virology, mycology, and parasitology. Students must meet the 40% laboratory and fieldwork requirement which includes working with bacteria and parasites. This course satisfies a high school science graduation requirement.

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## Anatomy and Physiology Honors

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance.

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## **Environmental Plant & Soil Science**

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

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## **AP Environmental Science**

Students will look at a variety of topics including but not limited to: population, terrestrial and aquatic biodiversity, soil, pesticides, air, water, atmosphere, renewable and nonrenewable resources, energy and waste management. This course will provide laboratory investigations which allow students to learn about the environment through first-hand and field observations. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

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## **Earth, Wind & Fire OnRamps (Dual Credit)**

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems — the lithosphere, atmosphere, hydrosphere, and biosphere — interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require the skills of geologic thinking to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem solving skills, as applied to 21st century scientific problems.

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## **PHYS 1403 Stars & Galaxies (Dual Credit)**

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

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# Social Studies

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>World Geography</b>	1	9	None
<b>World Geography Honors</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>AP Human Geography</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>World History</b>	1	10	None
<b>World History Honors</b>	1	10	See Advanced Courses Entrance Criteria in Section 4.
<b>AP World History</b>	1	10	Pre-AP/H World Geography or AP Human Geography recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>United States History</b>	1	11	None
<b>AP United States History</b>	1	11	Pre-AP/H World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>HIST 1301/1302 (Dual Credit)</b>	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
<b>United States Government</b>	0.5	12	None
<b>AP United States Government</b>	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
<b>GOVT 2305 Dual Credit</b>	0.5	12	Must meet COM requirements. See Dual Credit information in Section 4.
<b>Economics</b>	0.5	12	None
<b>AP Macroeconomics</b>	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
<b>African American Studies</b>	1	11-12	None
<b>Sociology</b>	0.5	11-12	None
<b>Psychology</b>	0.5	11-12	None
<b>AP Psychology</b>	0.5	10-12	See Advanced Courses Entrance Criteria in Section 4.
<b>PSYCH 1300/2301 Dual Credit</b>	1	10-12	Must meet COM requirements. See Dual Credit information in Section 4.

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>History of Sports in the United States (Special Topics in Social Studies)</b>	0.5	9-12	None
<b>Personal Financial Literacy</b>	0.5	9-12	None

# Social Studies Course Descriptions

## World Geography

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the political, economic, and social processes that shape cultural patterns of regions; patterns of settlement; and relationships among people, places, and environments. Students analyze how location affects economic activities and identify the processes that influence political divisions of the planet. Students compare how culture shapes the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

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## World Geography Honors

The curriculum focuses on the world's people, places, and environments. Knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using primary and secondary sources in the form of texts, maps, globes, graphs, pictures, stories, diagrams, charts, current news, a variety of geographic inquiry/research skills, and technology skills, students consider the relationships between people and places while asking and answering geographic questions. In this rigorous course students will begin to develop the reading, writing and thinking skills necessary to succeed in high school AP courses. Higher level thinking skills and essay writing techniques will be extensively practiced. Participation in History Fair is required.

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## AP Human Geography

The purpose of the AP Human Geography course is to introduce 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 applications. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Fee: \$15 for materials.**

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## World History

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students identify and analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions, and analyze the connections between major developments in science and technology and the growth of industrial economies, using the process of historical inquiry to research, interpret, and use multiple sources of evidence.

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## World History Honors

Students investigate continuity and change in the human experience, exploring great traditions that have developed around the world. This class includes content of the standard World History course but is adapted so that content is presented in greater depth allowing students to use tools and methods of historians to analyze issues in world history. Students are required to participate in extended reading, writing, and research activities that integrate topics from the social sciences, art, music, literature, and science. Students in this class are preparing for Advanced Placement Social Studies courses such as AP U.S. History in 11th grade or other college level work offered through DHS. Participation in History Fair is required.

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## AP World History

The World History AP course is designed to develop a greater understanding of the evolution of global process and contacts and to analyze the interaction between different types of human societies. The course emphasizes the nature of change, its causes and consequences, as well as comparisons of major societies. The class will cover all societies and cultures with no special emphasis of one over another. Extensive outside reading and research is required. Outside papers are assigned and essay tests are given. Students are expected to engage in college-level work. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The Ways of the World (3<sup>rd</sup> ed.)* by R. Strayer (Purchased by student.)

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## United States History

In United States History Studies Since 1877, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

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## AP United States History

The U.S. History AP course prepares students to take the AP exam for college credit. It covers American history in its entirety. The course will contain an extensive outside reading and research component. Students will be working with original sources and examining controversial issues in American history. They will be expected to become familiar with the work of prominent historians and a variety of historical perspectives. They may be expected to produce History Fair projects. Coursework includes outside papers and essay based exams. Students will be engaged in college-level coursework. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The American Story* by H.W. Brands (5<sup>th</sup> ed.) (Purchased by student.)

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## HIST 1301/1302 Dual Credit

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

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## United States Government

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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. 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. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

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## **AP United States Government**

U.S. Government AP covers every major element of a college course in American government. This course is designed to provide the skills and knowledge necessary to pass the AP Exam. Solid reading and writing skills are required along with a willingness to be challenged. Emphasis is placed on critical and evaluative thinking skills in the interpretation of both governmental policy making and how government functions in the political arena. In May, students enrolled in the course will be required to take the College Board AP Examination. Students should be willing to attend Saturday and lunch reviews

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## **GOVT 2305**

This course is offered in conjunction with College of the Mainland in order to give students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents. See Section 4 for more information.

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## **Economics**

Economics focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the U.S. and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy as well as types of business ownership and market structures. 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.

## **AP Economics**

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Economics AP is a one-semester course that covers every major element of a college course in macroeconomics and is designed to provide the skills and knowledge necessary to pass the AP Economics Exam in the spring. Emphasis is placed on critical and evaluative thinking skills in the interpretation of economic principles, data and current events. Students are expected to engage in college-level work. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *Naked Economics* by Wheelan and *Naked Money* by Wheelan (Purchased by student.)

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## Sociology

This elective course serves as an introduction to the study of Sociology. This social science studies various groups of people and the society in which we live. Sociology focuses on how groups create and even define a society. Sociologists generate theories about social issues such as the role of gender, crime, age, racism and culture through three theoretical perspectives: Functionalist, Conflict and Symbolic Interactionist. Over the course of the semester students will learn to view various themes in sociology through these theoretical perspectives as well as develop skills for understanding and navigating our ever changing world.

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## Psychology

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

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## AP Psychology

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## PSYCH 1300/2301

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents

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## African American Studies

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African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history.

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## **History of Sports in the United States (Special Topics in Social Studies)**

This elective will allow students to learn about US History through the evolution of a variety of sports starting at the beginning and developing into the major professional leagues of today. Sports eras of 1860 to 1940, 1940-1980, and to present day will be studied. Students will learn about sports heroes, mascots (and the history behind the names), movement of teams, impact of media, change in opportunities for women and minorities in athletics, the role of athletics on the high school and college campus, and the role of the U.S. in the Olympics. Connections will be drawn between the sports event and events that occur congruent in the U.S. during the same time period.

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## **Personal Financial Literacy**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

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## Languages Other Than English (LOTE)

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>French 1-4</b>	1	9-12	Taken in sequence
<b>French 1-3 Honors</b>	1	9-12	Taken in sequence; See Advanced Courses Entrance Criteria in Section 4.
<b>AP French Language and Culture</b>	1	11-12	Pre-AP/H French 3; See Advanced Courses Entrance Criteria in Section 4.
<b>Spanish for Native Speakers</b>	2	9-10	Fluent verbal and writing skills in Spanish Language; Counselor approval
<b>Spanish 1-4</b>	1	9-12	Taken in sequence
<b>Spanish 1-3 Honors</b>	1	9-12	Taken in Sequence; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Spanish Language and Culture</b>	1	10-12	Pre-AP/H Spanish 3; See Advanced Courses Entrance Criteria in Section 4.

# LOTE Course Descriptions

## French 1

The French 1 student will demonstrate communication skills such as listening, speaking, reading, and writing. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

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## French 2

The French 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase accuracy of expression.

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## French 3

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. This course is designed to further students' knowledge of the French language by studying intermediate-level grammar as well as more specific vocabulary. Students will study various cultural and historical topics related to the Francophone world. The course is conducted almost entirely in French.

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## French 4

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in French.

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## **French 1 Honors**

Students will demonstrate communication skills such as listening, speaking, reading, and writing in French. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for French 2 Honors.

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## **French 2 Honors**

This course is a continuation of French 1 with an emphasis on higher learning skills. The course presents the same conversational material as French 2 with an emphasis on grammar to prepare students for French 3 Honors.

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## **French 3 Honors**

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. The course prepares student for French 4 AP.

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## **AP French Language and Culture**

The French 4 AP student will read a variety of literary works that reflect the culture of the French-speaking world. Preparation for the French AP Exams will be emphasized through the study of history, novels, poetry, plays, composition, and grammatical structures. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **Spanish for Native Speakers**

The student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. Student will receive credit for Spanish 1 and Spanish 2.

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## **Spanish 1**

The Spanish 1 student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

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## **Spanish 2**

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

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## **Spanish 3**

The Spanish 3 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression. This course is designed for the student who wants to earn a 3<sup>rd</sup> year of credit but does not want to follow the AP Spanish plan.

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## **Spanish 4**

In Spanish 4, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

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## **Spanish 1 Honors**

The Spanish 1 Honors student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for Spanish 2 Honors language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

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## **Spanish 2 Honors**

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

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## **Spanish 3 Honors**

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. This course is designed for the student who wants to prepare for AP credit in Spanish.

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## **AP Spanish Language and Culture**

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Fine Arts

Course Title	Credit	Grade	Prerequisite
Art 1	1	9-12	None
Art Mentor 1-4	1	9-12	Application and Interview; Instructor approval
Rodeo Art 1-3	1	9-12	Instructor approval
Fibers 1-3	1	9-12	Art 1 and Instructor approval, Taken in sequence
Drawing 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 2-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Painting 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
Sculpture 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 3-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Floral Design	1	9-12	None
AP Art History	1	11-12	AP/ H W Geography or W History
Color Guard Band 1-4	1	9-12	Band; Audition; Taken in sequence
Concert Band (A) 1-4	1	9-12	Director approval based on audition; Taken in sequence
Concert Band (B)1-4	1	9-12	Director approval based on audition; Taken in sequence
Instrumental Ensemble 1-4	1	9-12	Enrolled in band; Director approval based on audition
Symphonic Band 1-4	1	9-12	Director approval based on audition; Taken in sequence
Band 3-4 Honors	1	11-12	Band; Director approval based on audition
AP Music Theory	1	9-12	Enrolled in choir or band; Director approval based on audition; See Advanced Courses Entrance Criteria in Section 4.
Freshman Girls' Choir	1	9	None

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Concert Singers Choir 1-4</b>	1	9-12	Taken in sequence
<b>Advanced Women's Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Men's Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Varsity Mixed Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Choir 3-4 Honors</b>	1	11-12	Application and exam
<b>Dance 1</b>	1	10-12	None
<b>Dance 2-4</b>	1	9-12	Dance 1; Taken in sequence
<b>Dance Mentor 1-4</b>	1	9-12	Instructor approval; Taken in sequence
<b>Diamonds Dance Team 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Diamonds Dance Officer</b>	1	10-12	Audition
<b>Dance Team 3-4 Honors</b>	1	11-12	Application and Dance terminology exam
<b>Musical Theater 1</b>	1	9-12	None
<b>Musical Theater 2-4</b>	1	9-12	Musical Theater 1; Taken in sequence
<b>Technical Theater 1</b>	1	9-12	None
<b>Technical Theater 2-4</b>	1	9-12	Tech Theater 1; Audition; Taken in sequence
<b>Advanced Technical Theater 2-4</b>	1	10-12	Tech Theater 1; Audition; Taken in Sequence
<b>Theater Arts 1</b>	1	9-12	None
<b>Theater Arts 2-4</b>	1	9-12	Theater 1; Audition; Taken in sequence
<b>Advanced Theater Arts 1-2</b>	1	9-10	Audition
<b>Theater Production 1-4</b>	1	10-12	Audition each semester
<b>Theater Production Mentor 1-4</b>	1	9-12	Instructor approval; Taken in sequence
<b>Theater 3-4 Honors</b>	1	11-12	Application and essay

# Fine Arts Course Descriptions

## Art 1

This course is an overview of the Elements and Principles of Art using various mediums and techniques with a concentration on two-dimensional work. It includes exposure to many different ways of creating art. The class requires a small supply list to be provided by the student and will also have a few homework assignments. Creative expression, production skills, and quality of finished product are stressed. This class will compete in various contests including Houston Livestock Show and Rodeo Art contest and possibly Visual Arts Scholastic Event (VASE).

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## Art Mentor 1-4

Art Mentor is a peer assisting art program. Selected students work under the direction and supervision of the art instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct art lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel.

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## Rodeo Art

In Rodeo Art, students work on advanced drawing problems that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through “Western” themed design projects with a variety of materials. Students will be required to exhibit their work and participate in Western themed art shows including HLS&R and Galveston County Rodeo Art Shows. **Fee \$25**

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## Fibers 1-3

This is an advanced art class that focuses on fiber and textile arts. In this course, students will cover weaving, embroidery, basket weaving, knitting, macrame, dying, sewing, and basic garment construction. Students will also explore 2-D textiles, 3-D textile sculptures, and using textile and fiber processes on alternative surfaces and materials. Students will learn the history of fiber arts and craft and how it relates to art. This course is for highly motivated art students who have a strong interest in textiles. Students will have the opportunity to explore careers in the fashion and textile industry and have the opportunity to showcase artwork in the community as well as compete in art competitions such as Visual Art Scholastic Event, Texas City Art Show, and many more! **Fee \$25**

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## Drawing 1-3

Students work on advanced drawing problems such as portraiture, architecture, and drawing from life that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through design projects with a variety of materials. Independent research will be required for creative ideas. Students will be required to exhibit their work and participate in competitive shows. Students will be required to exhibit their work, and participate in competitive shows. **Fee: \$25**

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## AP 2-D Design

The Advanced Placement Program in Studio Art enables highly motivated students to do college-level art work in Studio Art while still in high school. AP Studio Art conforms to the national standards required by the College Board. Students who select Studio Art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Exam.

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## Painting 1-3

Painting is a visual art course where students will explore and experience a variety of painting techniques, media, and historical approaches to art. Painting is a problem-solving course dealing with form, color, line, and texture (figurative and abstract). Students will work on perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through the use of the world outside the classroom, models, drawings, photographs, and imagination, students interpret and express the painter's world in a variety of materials including acrylic and tempera paint, watercolor, ink, paper and canvas as well as a variety of experimental media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Independent research will be required for creative ideas. Work will be studio based to build up the art portfolio. Painting 4 Students will be required to exhibit their work and participate in competitive shows. **Fee: \$25**

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## Sculpture 1-3

Sculpture students use knowledge and skills from their foundations course, working on advanced three-dimensional projects using a variety of media such as clay, wire, plastiscine, paper and found objects. Composition and problem solving are stressed as well as conceptual works that create an artistic statement. Students will be required to exhibit their work and participate in competitive shows. **Fee: \$25**

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## AP 3-D Design

The Advanced Placement Program in 3 dimensional art enables highly motivated students to do college-level art work in 3-D art while still in high school. AP 3-D Art conforms to the national standards required by the College Board. Students who select AP art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement. Fee: \$80 (Can be paid by student or student can sell a floral arrangement subscription).**

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## AP Art History

This advanced art class expands upon the elements of art and principles of design with continued exploration of art media and techniques not previously covered, such as mixed media, collage, relief, fibers, and textiles. This course is designed for the highly motivated art student. Students will develop an ability to talk about their work and the work of others in classroom critiques. Students will have the opportunity to explore careers in the arts and to showcase artwork in the community as well as compete in art competitions such as Visual Art Scholastic Event, Rodeo Art, local art shows, and many more! **Fee \$25**

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## **Band Color Guard 1-4**

The Revolutionary Lyrical Company uses ballet and modern dance technique to visually represent any style of music/soundtrack. Members of the company may dance, or manipulate equipment during performances. Shows that the company will participate in include but are not limited to, marching show contests, Sports Events, Solo and Ensemble Contests, and different spring shows.

**Fee: Varies**

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## **Band 1-4**

The Band program is open to students who have a basic to advanced skills of tone production, tone control, rhythm, reading, and sight reading. Membership is determined by audition. Competitive and after school activities are required. In the first semester, Band members participate in marching band which satisfies one half of a PE credit. **Fee: Varies**

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## **Instrumental Ensemble 1-4**

Instrumental Ensemble is designed to provide students an opportunity to study the TMEA and UIL music in a more individual or small group setting. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

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## **Band 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

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## **AP Music Theory**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

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## **Choir 1-4**

The choir program is open to students who have basic to advanced choral skills. Instruction leads students to a better understanding of vocal and sight-singing skills. Course placement is based on audition. Students are required to perform in events based on the choir course/level such as: concerts, musicals, community and after school events, pop show, and UIL contest. Participation at all after school rehearsals for designated concerts is required. Participation and uniform fees vary.

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## **Choir 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

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## **Dance 1-4**

The Dance program provides a progressing curriculum that emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. Ballet, jazz, theatrical dance, modern and choreography are the dance elements that will be emphasized. Students will have the opportunity to perform a variety of dance styles and techniques. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

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## **Dance Mentor 1-4**

Dance Mentor is a peer assisting dance program. Selected students work under the direction and supervision of the dance instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct dance lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

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## **Diamonds Dance Team**

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

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## **Diamonds Dance Officer**

The Diamonds Dance team officers receive a credit for Dance Production for coordinating dance performances for the Diamonds Dance Team. The officers work with the team on learning performances.

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## **Dance Team 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus. The student will perform at least one originally choreographed piece and research project as outlined in the course syllabus.

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## **Musical Theater 1-4**

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will focus on research for musicals, choreography for class numbers & leadership skills. Students will also focus on directing and choreography. Students will be expected to put together a night of song and dance at the end of each semester. All students are required to see the department's live theatre productions.

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## **Technical Theater 1-4**

The Technical Theater classes provide sets for student productions. Topics include basic building, painting techniques, lighting applications, sound perspective, prop production, costume design, and publicity design, scene construction, technical paperwork, drafting, and beginning design work in scenery and lighting. Students develop a higher level of technical responsibility and are able to serve as crew heads and stage managers for productions if they choose to do so. The classes are required to attend the main stage productions that are produced by the department.

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## **Theater Arts 1**

Theater Arts 1 is a basic introduction to Theater arts. Topics include terminology, basic stage movement, pantomime, improvisation, overcoming stage fright, evaluating Theater productions, Theater etiquette, and basic performance skills including character development and script structure. All students are required to see the live stage productions produced by the department.

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## **Advanced Theater Arts 1-2**

Advanced Theater Arts is offered to those students who took a theater course during their 8<sup>th</sup> grade year and want to further their acting and theater career. Students will be reviewed in basic theater topics such as stage and acting terminology, basic stage movement, pantomime, improvisation, evaluating theater productions, theater etiquette, and basic performance skills including character development and script structure. Students will also participate in their own class one act play that will be performed for the public. All students are required to see the live stage productions produced by the department.

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## **Theater Arts 2-4**

Theater Arts 2 is a continuation of Theater Arts 1 and is designed for students with a genuine interest in Theater. Topics include advanced stage movement, voice and diction development, audition techniques, advanced character analysis, and Theater history. Students are introduced to a variety of techniques and theories that are put in to practice through memorized monologues, duets, and one act plays that are performed for the public each semester. Students will also begin basic directing work on individual scenes. Theater Arts 4 students will direct a one act play. All Theater arts students are required to see the live stage productions produced by the department. Performance work consists of scripted work as well as self-written work. Theater Arts students are expected to attend the live stage productions produced by the department. Students are highly encouraged to audition for productions as well.

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## **Theater Production 1-4**

Theater Production 1-4 is designed to prepare actors and technicians for a variety of dramatic productions. Skills learned in the Technical Theater and Theater Arts classes will be utilized in this class during rehearsals for the department's productions. Students are required to be involved in all productions during the semester in which they are enrolled. Performances include Black Box shows, Improvisation shows, Outreach performances, at district elementary and middle schools and community performances. Involvement includes onstage and offstage positions. Students enrolled in a Production course are strongly encouraged to be enrolled in either an upper level Theater Arts Course or Technical Theater Course as well. **Fees:** Vary

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## **Theater Production Mentor 1-4**

Theater Production Mentor is a peer assisting theater program. Selected students work under the direction and supervision of the theater director in direct instructional roles with structured learning high school students. Students learn to plan and direct theater lessons, assist and mentor structured learning students, and complete other responsibilities of theater education personnel. Students in this program are given the opportunity to work with a variety of students in a variety of settings.

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## **Theater Arts 3-4 Honors**

The student will maintain a portfolio and complete a project in the area of acting, directing, or technical theater. Requirements for the Honors level project options are outlined in the course syllabus.

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# Health and Physical Education

Course Title	Credit	Grade	Prerequisite
Health	.5	9-12	None
Athletics	1	9-12	Tryout
Cheerleading	1	9-12	Tryout
Diamonds Dance Team	1	9-12	Audition
Foundations of Personal Fitness	1	9-12	None
Physical Education (Individual or Team Sports)	.5-1	9-12	None
Sports Medicine 1	1	9-12	Interest in Health-related profession/Sports Medicine
Sports Medicine 2	1	9-12	Sports Medicine 1; Concurrent enrollment Student Trainer
Student Trainer	1	9-12	Tryout; Instructor approval
Weight Training and Conditioning	.5-1	9-12	None

## Courses that substitute PE credits

Students may substitute certain courses for the required PE credit. Each semester of the following courses will count as a semester of PE:

- |                 |             |                    |
|-----------------|-------------|--------------------|
| 1. Athletics    | 3. Diamonds | 5. Marching band   |
| 2. Cheerleading | 4. AFJROTC  | 6. Student Trainer |

# Health and Physical Education

## Health

In Health, topics include personal health, safety and well-being, consumer health, care of the human body, nutrition, mental health, prevention of disease, chronic health conditions, environment and community health, accident prevention, and family life.

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## Athletics

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

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## Cheerleading

Cheerleading is available to all students who make the cheerleading squad. Students will be required to perform for a panel of judges and are selected by their scores. It is a UIL violation to be enrolled in this course and athletics concurrently. **Fee:** Varies

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## Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

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## Foundations of Personal Fitness

The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

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## Physical Education (Individual or Team Sports)

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. **Fee:**\$20 uniform

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## **Sports Medicine 1-2**

This is an innovative elective course designed to introduce Sports Medicine and Athletic Training concepts.

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## **Student Trainer**

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

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## **Weight Training and Conditioning**

Physical education course will allow students to learn and apply weight training principles with an individualized approach as well as learn to design and implement a weight training program tailored to their own personal fitness goals. **Fee:** \$20 uniform

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## Electives

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Advanced Via Individual Determination (AVID) 1-4</b>	1	9-12	Application; Taken in sequence
<b>Gator Aide (local)</b>	.5-1	12	Counselor approval
<b>Peer Coaching for AVID Students Honors</b>	1	11-12	Application and Interview
<b>PSAT Prep Honors (Fall Only)</b>	.5	10-11	Counselor approval
<b>SAT Prep Honors (Spring Only)</b>	.5	11	Counselor approval
<b>Off Period</b>	0	12	Counselor approval; Must have transportation.

# Electives Course Description

## **Advanced Via Individual Determination (AVID) 1-4**

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

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## **Gator Aide**

Senior counselor screens applicants for service to main office, assistant principals, and counselors. Student's attendance and discipline record will be reviewed. This credit does not count towards graduation requirements.

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## **Peer Coaching for AVID Students Honors**

This course is designed for qualifying junior and senior students to assist in weekly AVID tutorials and as well as tutor at-risk students with a major emphasis in the core subject areas. Peer tutors will be assigned to a particular class and work directly with individual or small group tutorial sessions. Tutors are not to be considered teacher aides. All student tutors are to meet and maintain academic and citizen/conduct requirements stipulated by the course description and application guidelines. Peer tutors must be free of any major attendance issues. Peer tutors are selected through an application process during the spring prior to the year in which they serve as a peer tutor. Tutors must complete tutor training provided by AVID Elective teachers before they may begin peer tutoring. This course is on the Honors grading scale.

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## **PSAT Prep Honors**

Students will be selected for the PSAT prep course based on their PSAT score. This course prepares students for the PSAT and SAT exams and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. This course is on the Honors grading scale.

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## **SAT Prep Honors**

This course prepares students for the SAT college entrance exam and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. Students will be selected based on academic potential and post-secondary goals. This course is on the Honors grading scale.

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## **Off Period**

Seniors who have room in their schedule may have up to two off periods at the end of the day (7<sup>th</sup> only or 6<sup>th</sup> and 7<sup>th</sup> periods). Students must have transportation to leave campus immediately after their last class period. Students who do not have transportation and are on campus during the scheduled off times will be assigned classes during that time. Students do not receive credit for off periods.

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# Business and Industry

Course Title	Credit	Grade	Prerequisite
Principles of Agriculture, Food, and Natural Resources	1	9-12	None
Small Animal Management	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Equine Science	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Livestock Production	1	11-12	Principles of Agriculture, Food, and Natural Resources
Advanced Animal Science	1	12	Biology, Chemistry or IPC, Algebra 1 and Geometry, and Livestock Production
Agricultural Mechanics and Metal Technologies	1	10-12	Principles of Agriculture, Food, and Natural Resources
Agricultural Structures Designs and Fabrications	1	11-12	Agricultural Mechanics and Metal Technologies
Horticulture Science	1	10-12	Principles of Agriculture, Food, and Natural Resources
Floral Design	1	9-12	Horticulture
Advanced Floral Design	1	12	Floral Design
Environmental Plant & Soil Science	1	11-12	Biology and 1 other science
Professional Communications	.5	9-12	None
Wildlife, Fisheries, and Ecology Management	1	10-12	Principles of Agriculture, Food, and Natural Resources
Veterinary Medical Applications	1	11-12	Equine Science, Small Animal Management, or Livestock Production
Practicum in Agriculture, Food, and Natural Resources	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Practicum in Agriculture, Food, and Natural Resources (Vet Med)	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Principles of Arts, A/V Technology, And Communications	1	9-12	None
Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications
Advanced Video Game Programming	1	11-12	Video Game Programming
Commercial Photography	1	10-12	Principles of Arts, A/V Technology, And Communications

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Commercial Photography 2</b>	1	11-12	Commercial Photography
<b>Practicum in Commercial Photography</b>	2	12	Commercial Photography 2
<b>Audio/Video Production</b>	1	10-12	Principles of Arts, A/V Technology, And Communications
<b>Audio/Video Production 2</b>	2	11-12	Audio/Video Production
<b>Practicum in Audio/Video Production</b>	2	12	Audio/Video Production 2
<b>Digital Design &amp; Media Production</b>	1	9-12	None
<b>Graphic Design &amp; Illustration 1</b>	1-2	10-12	Digital Media or Journalism
<b>Graphic Design &amp; Illustration 2</b>	2	11-12	Graphic Design & Illustration 1
<b>Practicum in Graphic Design &amp; illustration</b>	2	12	Graphic Design & Illustration 2
<b>Principles of Business, Finance, and Marketing</b>	1	9-12	None
<b>Sports and Entertainment Marketing</b>	.5	10-12	Principles of Business, Finance, and Marketing
<b>Social Media Marketing</b>	.5	10-12	Principles of Business, Finance, and Marketing
<b>Sports and Entertainment Marketing 2</b>	.5	11-12	Sports and Entertainment Marketing
<b>Advertising</b>	.5	11-12	Social Media Marketing and Sports Entertainment Marketing
<b>Business Information Management 1</b>	1	10-12	Principles of Business, Finance, and Marketing
<b>Business Information Management 2</b>	1	11-12	Business Information Management 1
<b>Career Prep</b>	2-3	12	None
<b>Principles of Applied Engineering</b>	1	9-10	None
<b>Robotics 1</b>	1	10-12	Principles of Applied Engineering
<b>Robotics 2</b>	1	11-12	Robotics 1
<b>Welding 1</b>	2	11-12	Introduction to Welding; Algebra 1
<b>Welding 2</b>	2	12	Welding 1

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Automotive Basics</b>	1	9-10	None
<b>Automotive Technology 1</b>	2	10-12	Automotive Basics and Algebra 1
<b>Automotive Technology 2</b>	2	11-12	Automotive Technology 1, Algebra 1, and Geometry
<b>Practicum in Transportation Systems</b>	2	12	Automotive Technology 2

# Business and Industry Course Descriptions

## Principles of Agriculture, Food, and Natural Resources

In Agriculture, Food, and Natural Resources, students will develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

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## Small Animal Management

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

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## Equine Science

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

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## Livestock Production

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

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## Advanced Animal Science

In Advanced Animal Science, students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This course counts as a 4<sup>th</sup> science.**

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## Agricultural Mechanics and Metal Technologies

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

### Required Safety Equipment (provided by student)

- Safety glasses (z87 coded)
  - Leather gauntlet style gloves no cloth, rubber or garden gloves of any kind
  - Leather boots
  - Blue jeans (no holes)
  - Long sleeve shirt with no pocket or pockets with flap cover (**cotton or fire retardant only**)
  - Welding hood preferable auto darkening (Available at Harbor Freight)
  - Welding cap
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## Agricultural Structures Designs and Fabrications

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

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## Horticulture Science

In Horticultural Science, students will develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

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## Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement. Fee: \$80 (Can be paid by student or student can sell a floral arrangement subscription).**

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## Advanced Floral Design

In Advanced Floral Design, students will further develop their ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Students will extensively develop skills that focus on leadership, communication, employer-employee relations, and problem solving as they relate to entrepreneurship, marketing, and business practices in the floral and event planning industry.

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## Environmental Plant & Soil Science

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

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## Wildlife, Fisheries, and Ecology Management

Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. The Wildlife, Fisheries, and Ecology Management course allows students to earn a Texas Parks and Wildlife Boater's Safety and Hunter's Education certifications. **Fee: \$35 for certifications**

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## Professional Communications

In Professional Communications, students will primarily focus on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

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## Veterinary Medical Applications

This course provides training in the veterinary assistant field. Students have the opportunity to develop technical skills in health, nutrition, examinations, diseases, sanitation, and regulatory programs of small and large animals through collaboration, innovation and self-direction. The course includes, but is not limited to: animal handling and restraint, health and safety, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injections techniques, and veterinary office procedures. Students in this course will begin preparation for the Veterinary Medical Assistant certification. **Fee: \$20**

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## **Practicum in Agriculture, Food, and Natural Resources**

In Practicum in Agriculture, Food, and Natural Resources students experience a supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Principles of Arts, A/V Technology, and Communications**

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

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## **Video Game Programming**

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

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## **Advanced Video Game Programming**

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

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## **Commercial Photography**

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

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## **Commercial Photography 2**

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will document different programs on campus such as the football, choir and dance, etc.

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## **Practicum in Commercial Photography**

The student develops an increased understanding of commercial photography. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Audio/ Video Production**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

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## **Audio/ Video Production 2**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology and Communication Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production in the audio/video industry. Audio/Video Production 2 has an emphasis on live production. This class records the Gator Nation News program as well as various live productions for the school such as the video board at Sam Vitanza Stadium.

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## **Practicum in Audio/ Video Production**

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Digital Design & Media Production**

Students will demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

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## **Graphic Design & Illustration 1**

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

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## **Graphic Design & Illustration 2**

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

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## **Practicum in Graphic Design & Illustration**

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Principles of Business, Finance, and Marketing**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

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## **Sports and Entertainment Marketing**

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

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## **Social Media Marketing**

Students will gain the knowledge and skills needed to utilize social media to market a business. Students will learn the principles necessary to begin, operate, and market a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

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## **Sports and Entertainment Marketing 2**

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries.

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## **Advertising**

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

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## **Business Information Management 1**

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word- processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software

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## **Business Information Management 2**

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Career Prep**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

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## **Principles of Applied Engineering**

In Principles of Applied Engineering, students will be exposed to various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

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## **Robotics 1**

In Robotics I, students will transfer academic skills to component designs in a project- based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

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## Robotics 2

In Robotics 2, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## Welding 1

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. Students are able to acquire AWS and API welding certification cards.

### **Required Safety Equipment (provided by student)**

- Safety glasses (z87 coded)
  - Leather gauntlet style gloves no cloth, rubber or garden gloves of any kind
  - Leather boots
  - Blue jeans (no holes)
  - Long sleeve shirt with no pocket or pockets with flap cover (**cotton or fire retardant only**)
  - Welding hood preferable auto darkening (Available at Harbor Freight)
  - Welding cap
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## Welding 2

Advanced Welding builds on knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students are able to acquire AWS certifications using Stick, Tig, and Mig processes. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. Students must follow College of the Mainland's Registration procedures.

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## Automotive Basics

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Automotive Technology 1**

Automotive Technology 1 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Automotive Technology 2**

Automotive Technology 2 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. The course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Practicum in Transportation Systems**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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# Public Services

Course Title	Credit	Grade	Prerequisite
Principles of Education and Training	1	9-12	None
Child Development	1	10-12	Principles of Education and Training
Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development
Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)
Principles of Health Science	1	9-10	None
Medical Terminology	1	10-12	Principles of Health Science
Health Science Theory	1	11-12	Medical Terminology and Biology
Pharmacology	1	11-12	Medical Terminology, Biology, Chemistry
Emergency Medical Technician (Basic)	2	11-12	Health Science Theory
Practicum in Health Science (PCT/EKG)	2	12	Health Science Theory
Practicum in Health Science (Pharmacy)	2	12	Health Science Theory
Practicum in Health Science (Dental)	2	12	Health Science Theory
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Medical Microbiology	1	11-12	Biology and Chemistry
Introduction to Cosmetology	1	10	Attendance, grades, and attend mandatory parent meeting
Principles of Barbering	1	10	Attendance, grades, and attend mandatory parent meeting
Barbering 1 (2 Periods)	3	11-12	Introduction to Cosmetology
Barbering 2	3	12	Barbering 1 with 500 clock hours
Cosmetology 1 (2 Periods)	3	11-12	Introduction to Cosmetology
Cosmetology 2	3	12	Cosmetology 1 with 500 clock hours
Principles of Law, Public Safety, Corrections, and Security	1	9-12	None
Law Enforcement 1	1	10-12	Principles of Law, Public Safety, Corrections, and Security
Law Enforcement 2	1	11-12	Law Enforcement 1
Correctional Services	1	11-12	Law Enforcement 1 or 2
Forensic Science	1	11-12	Biology and Chemistry
Junior Reserve Officer Training Corps (JROTC) 1-4	1	9-12	Permission of Senior Aerospace Science Instructor; Taken in sequence

# Public Services Course Descriptions

## Principles of Education and Training

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

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## Child Development

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

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## Instructional Practices in Education and Training (RST1)

Instructional Practices in Education and Training is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities.

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## Practicum in Education and Training (RST2)

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Principles of Health Science**

The Principles of Health Science provides an overview of health organizations, various health careers, medical terminology, and systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively.

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## **Medical Terminology**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, and combining forms in their singular and plural forms, in addition to medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

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## **Health Science Theory**

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will participate in hands-on experiences for continued knowledge and skill development for career preparation.

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## **Pharmacology**

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

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## **Emergency Medical Technology (Basic) Dual Credit**

Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. Students must follow College of the Mainland's application and registration process.

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## Practicum in Health Science

The Practicum in Patient Care Technician/EKG, Pharmacy Technician, Medical Assistant, or Dental Assistant is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. Industry certifications are required in these courses at the student's expense. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Students will be required to purchase uniforms through the program, show proof of a negative TB test within the last year, and show proof of a negative urine drug screen test.**

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## Anatomy and Physiology Honors

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance.

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## Medical Microbiology Honors

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. This course provides an introduction to bacteriology, virology, mycology, and parasitology. Students must meet the 40% laboratory and fieldwork requirement which includes working with bacteria and parasites. This course satisfies a high school science graduation requirement.

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## Introduction to Cosmetology

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. **Optional: There is a \$25 Registration fee for a student permit issued by TDLR toward their certification. The \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations.**

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## Principles of Barbering

In Principles of Barbering, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology/barbering careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. **Optional: There is a \$25 Registration fee for a student permit issued by TDLR toward their certification. The \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations.**

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### Barbering 1/ Lab

Barbering 1 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. Course may require time outside of school to earn required clock hours. Students must wear barbering uniform. **Fee: approx. \$557 for barbering smock, supply kit, and permit. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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### Barbering 2/ Lab

Barbering 2 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Fee: \$200 to take the State Board Test for Licensure. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Cosmetology 1/ Lab

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Course may require time outside of school to earn required clock hours. Students must wear Cosmetology uniform. **Fee: approx. \$485 for supply kit, \$50 for smock, and \$25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Cosmetology 2/ Lab

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. Students must wear Cosmetology uniform. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Fee: \$200 to take the State Board Test for Licensure and \$40 for examination kit supplies. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Principles of Law, Public Safety, Corrections, and Security

Principles of LPSCS is the beginning course of the Criminal Justice program. This course is the **Prerequisite** for all other courses offered. Students will gain information about the different career opportunities available in the law, public safety, corrections and security fields. This course provides an overview of the responsibilities and duties of police, corrections, private security, legal and fire services.

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## Law Enforcement 1

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, the classification and elements of crime, restraint and defensive tactics, arrest procedures and other various law enforcement related topics. This class is the introduction of law enforcement for those interested in a career in policing. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

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## Law Enforcement 2

Law Enforcement II expands the previous first course in preparing a student for a career in law enforcement. This course includes additional education in law enforcement topics and special assignments to include: crime scene investigation, trial and courtroom, crime classifications and punishment. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

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## Correctional Services

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

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## Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

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## **AEROSPACE SCIENCE**

### **Air Force Junior Reserve Officer Training Corps (AFJROTC)**

AFJROTC is a leadership and citizenship program that helps students develop leadership skills that will carry them through any post-high school career. It is a cadet-run organization, which means that students (cadets) may advance in rank, therefore putting them in leadership positions and eventually run the Corps. The Aerospace Science Instructors teach the academic portions of the program, but guide and teach the cadet leaders to manage the Corps effectively.

A mandatory requirement for successful completion of AFJROTC is to wear the AFJROTC uniform on designated days and abide by all AFJROTC grooming standards, including hair length, usually once a week. Failure to do so will result in dismissal from AFJROTC.

AFJROTC has a very active extracurricular program consisting of competitive and performance teams such as Armed and Unarmed Drill Teams, Color Guard, Saber Team, Rocketry Team, Physical Training Team, and Music Corps. Participation in these teams is not mandatory, but is highly desirable.

### **Aerospace Science 1: Introductory Aerospace Science**

Aerospace Science 1 focuses on wear and care of the uniform, customs and courtesies, drill and ceremonies, history, mission, purpose, goals, objectives, and organization of AFJROTC. The Aerospace Science component covers "Milestones in Aviation History." This component focuses on the development of flight throughout the centuries, from ancient civilizations through modern days. It emphasizes civilian and military contributions to aviation, the development and modernization of the United States Air Force, and a brief history of astronomy and space exploration. The Leadership Education component covers "Principles of Management." This component covers managers and management basics, theories, and approaches. It will also focus on the foundations of planning, decision making, organizing, and leading. The Wellness/Physical Fitness portion will incorporate the Cadet Health and Wellness Program. This is an exercise program focused on individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender.

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### **Aerospace Science 2: Basic Aerospace Science**

Aerospace Science 2 expands on lessons and skills taught during Aerospace Science 1 by giving limited leadership opportunities to rising cadets. These leadership positions will prepare these cadets for more demanding leadership positions offered during Aerospace 3 and 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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## **Aerospace Science 3: Intermediate Aerospace Science**

Aerospace Science 3 builds on lessons and skills taught during Aerospace Science 2 by giving expanded leadership opportunities to rising cadets. These leadership positions will “test” their leadership skills and prepare these cadets for the most demanding leadership positions available during Aerospace 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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## **Aerospace Science 4: Advanced Aerospace Science**

Aerospace Science 4 is the capstone AFJROTC course. It puts cadets into demanding leadership positions where they will be in charge of, and responsible for, the entire Dickinson High School AFJROTC. These leadership positions will “test” their leadership skills and prepare these cadets for the rigors of post-high school pursuits such as college or the beginning of a chosen career. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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# STEM

Course Title	Credit	Grade	Prerequisite
<b>Introduction to Engineering Design (PLTW)</b>	1	9-11	Algebra 1 or Concurrent enrollment
<b>Engineering Science</b>	1	10-12	Introduction to Engineering Design (PLTW) and Algebra 1
<b>Engineering Design and Presentation 1</b>	1	11-12	Engineering Science
<b>Engineering Design and Presentation 2</b>	2	12	Engineering Design and Presentation 1
<b>Aerospace Engineering (PLTW)</b>	1	11-12	Engineering Science
<b>Practicum in STEM</b>	2	11-12	Aerospace Engineering
<b>Fundamentals of Computer Science</b>	1	9-12	None
<b>Computer Science 1</b>	1	10-12	Fundamentals of Computer Science and Algebra 1
<b>Computer Science 2</b>	1	11-12	Computer Science 1
<b>Practicum in Information Technology</b>	2-3	12	Computer Science 2

# STEM Course Descriptions

## Introduction to Engineering Design (PLTW)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

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## Engineering Science

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

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## Engineering Design and Presentation 1

Engineering Design and Presentation 1 is a continuation of the knowledge and skills learned in PLTW: IED and POE. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## Engineering Design and Presentation 2

Engineering Design and Presentation 2 is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Aerospace Engineering (PLTW)**

In this specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Practicum in STEM**

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Fundamentals of Computer Science**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

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## **Computer Science 1**

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

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## **Computer Science 2**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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## **Practicum in Information Technology**

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology- driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation. This course is on the Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

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# SECTION FOUR



# PROGRAM GUIDELINES

# Honors and Advanced Placement Program

## Equity and Access to Honors and AP Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Advanced Placement (AP) and Honors courses are open and made available to ALL Dickinson High School students. Since Honors and AP courses are designed as college preparation and/or college level courses, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Honors and AP courses, have considerably higher success in college.

## Benefits of Honors Courses

*A Different Kind of Class:*

- Through increased rigor, Honors courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- An Honors classroom is different from an academic class. Instruction in the Honors classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Honors courses provide preparation for success in the subsequent AP course and toward earning a qualifying score on the corresponding College Board AP Exam.

## Advanced Placement (AP) Courses

*A Different Kind of Class:*

- AP courses are highly rigorous courses for which college credit may be earned.
- The course syllabus is approved by College Board.
- Teachers are highly trained through College Board workshops and institutes.
- AP courses conclude with a final examination written and scored by College Board.
- AP courses require a high level of student commitment and academic engagement.

## Considerations for Entry into Honors and AP Courses

*Student's willingness and ability to:*

- Prioritize time and interests
- Commit a minimum of three hours of out-of-class time per week for each course
- Approach challenging coursework with a positive attitude
- Complete summer and outside reading and writing assignments
- Maintain a strong work ethic
- Maximize independent study habits
- Critically question and discuss complex concepts
- Monitor and evaluate progress
- Meet expectations on state assessments
- Adhere to the district's class exit procedures and timelines

## Honors/ AP Admission Criteria

In an effort to place students in appropriate level classes, admission criteria have been established for Honors and AP courses. The academic records for all students who register for an Honors and/or AP course will be evaluated against the following criteria when students complete their course selections for the following school year:

1. **Previous Academic Performance.** Yearly average of current school year course immediately preceding requested course.

Grade	Current course	Requested course
80	Academic	Honors or AP
75	Pre-AP	Honors or AP
75	AP	AP

2. **STAAR, End of Course (EOC) Assessment, and PSAT.** It is highly recommended that students score “Meets” or “Masters” level on the relevant STAAR/EOC or meet the college readiness benchmarks on PSAT for entry into Honors or AP courses. Demonstrated academic achievement on these assessments indicate that the student has the knowledge and skills necessary for success in the rigorous college preparatory and college level (AP) courses. The chart on the following page identifies the relevant STAAR/ EOC and PSAT score recommended for entry into Honors/AP courses.

**Appeal of Criteria.** Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student's counselor, and/or campus administrator. Appeal forms are available in the counselor's office and will be due by the first Friday of the first week of school.

## Expectations

**Mandatory Parent Meeting in Spring.** All parents are required to participate in the parent meeting held during the Spring semester.

**Commitment Statement.** A contract signed by both student and parent will be due the first week of school or upon enrollment for new students.

**AP Exams.** The purpose of AP courses is to earn college credit. Students enrolled in AP courses are expected to register and take the respective AP Exam(s) in May. Registration will be in October/November. Cost per exam ranges from \$40 to \$87 depending on state approved reductions. Students eligible for the free/reduced meal program will receive the reduced rate. Payment is due upon registration.

State assessments or PSAT scores may be used in determining eligibility. Students are expected to achieve “Meets” or “Masters” level on STAAR/EOC or meeting College Readiness Benchmark requirements set by CollegeBoard. The following scores and previous academic performance will be used to determine eligibility.

Assessment Score				Entry Into Course
STAAR	Score	PSAT	Score	
Grade 8 Reading	Meets	Reading + Writing	390	Honors English I Honors W. Geography Honors Biology Honors Spanish/ French AP Human Geography
Grade 8 Math	Meets	Math	430	Honors Algebra I
Grade 8 Science	Meets	Reading + Writing	390	Honors Biology
Grade 8 Social Studies	Meets	Reading + Writing	390	Honors W. Geography AP Human Geography
English I EOC	Meets	Reading + Writing	410	Honors English II Honors Physics Honors Spanish/French Honors World History AP World History AP Seminar
Algebra I EOC	Meets	Math	450	Honors Geometry Honors Algebra II Honors Pre-Calculus AP Calculus AP Statistics
Algebra 1 EOC	Meets	Reading	410	Honors / AP Chemistry Honors/AP Physics
		Math	450	
Biology EOC	Meets	Reading	410	AP Biology Honors / AP Chemistry Honors Anatomy and Physiology AP Environmental Systems Honors Aquatic Science
		Math	450	
English II EOC	Meets	Reading + Writing	430	AP English III Language AP English IV Literature AP Spanish/French AP US History AP Government AP Psychology AP Art History
English II EOC	Meets	Reading	430	Honors/AP Physics AP Economics
		Math	480	

## Exit from an Honors/AP Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete an Honors/AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in an Honors/AP course is given higher consideration than one who earns an "A" in an academic course. For this reason, DHS counselors, administrators, and teachers strongly advise Honors/AP students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

- **Exit Point #1.** Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students prior to the last day of school. Students may request a course request change during this time. A parent/primary caregiver signature is required for the change.
- **Exit Point #2 End of the First Semester.** Any student who fails an Honors/AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Honors/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

Additionally- Honors/AP students who are failing the Honors/AP course the end of the first 9 weeks are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Honors/AP students who are failing an Honors/AP course at the end of the first 9 weeks will be moved to the respective academic course as long as space and availability permits. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Honors/AP teacher about failing grade and course of action at the end of the 9 weeks.

# Career and Technical Education (CTE) Courses

Dickinson Independent School District's Career and Technical Education Department strives to equip their students with the tools that will help them to be successful in today's business world and in post-secondary education. We offer a wide variety of career clusters for our students to choose from for their career paths. We emphasize rigor and relevance through problem solving and hands-on experience on real life projects. We also provide the opportunity for our students to receive industry certifications. The courses in this department are designed to move students through a set or sequence of courses that will lead toward a foundation in a specific career; toward an industry certification OR both! Students who have taken courses in a specific cluster should contact their current/former teacher to determine which course is the next in the sequence. Our students have received state and national recognition in our vocational clubs and UIL contests. Students can also take a Tech Prep class that merits college credit while they are in a CTE course at DHS. The courses are designed to move students from an introductory course in 9<sup>th</sup>/10<sup>th</sup> grade and have them working along with professionals in the final course through an internship or practicum by 12<sup>th</sup> grade. Some of the CTE courses have class size restrictions for safety and/or state law. If class size is restricted and more students request a course than we have spaces; the counselors will work together to determine which students are closest to filling graduation requirements and potential course certification requirements. We would look at seniors first then juniors, sophomores third and freshmen fourth. Some of the courses may offer credit in Science, Math, or English. Courses are organized in the Career Clusters created by the state also known as Achieve Texas. We are using their icons so you may easily research careers and potential workforce trends as you, the student, set your future goals. Some CTE courses have fees however, need based fee waivers are available.

## **Nondiscrimination Clause**

The Dickinson Independent School District (DISD) offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mechanics; as well as Transportation, Distribution and Logistics. Admission to these programs is based on student interest, student needs and grade level requirements set by the Texas Education Agency. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. DISD works to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

## **Notificación Publica de No Discriminación en Programas Vocacionales**

El Distrito Escolar Independiente de Dickinson ofrece programas de carrera y educación técnica en Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Artes; Tecnología y Comunicaciones de Audio/Video; Gerencia y Administración de Empresas; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencia Médica; Servicios Humanos; Informática; Derecho; Seguridad Pública; Correcciones y Seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y Mecánica; así como también Transportación, Distribución y Logística. La admisión para estos programas toma en cuenta el interés del estudiante, necesidades del estudiante y requerimientos de nivel académico impuestos por la Agencia de Educación de Texas.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. El Distrito Escolar Independiente de Dickinson trabaja para garantizar que la falta de habilidades en el idioma Inglés no sea una barrera para la admisión y participación en todos los programas educacionales. Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

# Collegiate High School

Collegiate High School (CHS) helps students earn an associate degree while simultaneously completing a high school diploma. Students save time and money on higher education. College of the Mainland (COM) waives 40 percent of tuition and fees for CHS students.

CHS is an exciting place for responsible, mature teens who are ready for the academic challenge of college-level courses. Students entering this program are considered college students. High school procedures will not be followed in the college classes and college professors follow their own grading and attendance procedures. Professors do not send progress reports and other parental notifications home. Students must be mature and self-motivated to be successful. Dickinson High School will require a student determined to be unsuccessful in the Collegiate High School Program to return to Dickinson High School in order to ensure high school graduation.

**Review requirements:**

- o DHS students must meet the requirements below to have application considered. Students may apply for junior or senior year.

Requirements	
GPA	Must be higher than a 3.0
Grades	Must PASS ALL current courses
Teacher rec.	Must have 2 Positive teacher recommendations
TSI	Have TSI Exemption/Waiver or meet required TSI scores outlined in chart below
Attendance	Must meet 90% attendance for semester 1
STAAR EOC	Must have passed ALL STAAR EOCs and Pass future EOCs to remain

- o Participants in the CHS program are ineligible for valedictorian or salutatorian recognition.
- o Discuss whether you are prepared for this academically advanced program.
- o For additional details, visit <https://www.com.edu/collegiate-high-school>.

**Complete CHS and COM Applications:**

- o COM Online application- [www.goapplytexas.org](http://www.goapplytexas.org)
- o CHS Google form application available after Spring Open House in eligible student's DISD email and posted to Skyward

**Essay 200 - 300 words (Typed):**

- o Include why you believe you would be a good candidate and why you should be selected for the CHS program.
- o Career goals and personal aspirations should be an integral part of this essay.

**Required Test Scores: Must meet one of the test requirements below for English and Math**

	Test Score	
	English	Math
<b>TSI Scores</b>	CRC score $\geq$ 945 and Essay $\geq$ 5 OR CRC < 945 and Diagnostic level of 5 or 6 and Essay $\geq$ 5	CRC score $\geq$ 950 OR CRC score < 950 and Diagnostic level $\geq$ 6
<b>PSAT Scores</b>	EBRW $\geq$ 460	Math $\geq$ 510
<b>SAT Scores</b>	EBRW $\geq$ 480	Math $\geq$ 530
<b>ACT Scores</b>	English $\geq$ 19	Math $\geq$ 19
<b>STAAR Scores</b>	English 2 $\geq$ 4000	Algebra 1 $\geq$ 4000 with passing grade in Algebra 2

\* Due to possible governing board amendments, the chart above is subject to change.

**Application Deadline:**

- o Deadline to submit all pieces of the application including testing is May 1 or next school day.
- o Google Form application will open following the Spring Open House.
- o **Application that do not meeting the deadline, do not meet the requirements above, or are incomplete will not be considered.**

Complete Application Checklist	
<input type="checkbox"/> COM GoApplyTexas Application submitted	CHS Google Form Application
<input type="checkbox"/> COM ID received to start Google Form Application	
	<input type="checkbox"/> Typed Essay Uploaded <input type="checkbox"/> TSI scores (or exemption scores) Uploaded <input type="checkbox"/> High School Transcript Uploaded <input type="checkbox"/> Recommendation Email addresses entered <input type="checkbox"/> Immunization Record with current Meningitis Vaccination (Last 5 years) Uploaded <input type="checkbox"/> Free Lunch letter from Food and Nutrition Department if qualified Uploaded <input type="checkbox"/> Latest State Assessment (STAAR) Score Report Uploaded

**Interview-**

- o Expect an email or call for an interview once your application is verified and submitted to CHS.
- o Follow-up regarding application should be directed to the Collegiate High School office at College of the Mainland- (409) 933-8169

**Questions?** Visit the College and Career Center in D101 or email [hjackson@dickinsonisd.org](mailto:hjackson@dickinsonisd.org)

# Dual Credit

## What is Dual Credit?

Dual Credit is a program that allows high school students to enroll in college classes for credit prior to high school graduation that can be applied towards high school and college graduation. The college credits can be transferred to other colleges or universities. Check prospective colleges transfer policy prior to registering for dual credit.

### Steps to Enroll in Dual Credit

- High School GPA- 3.0 or higher**
- Apply to COM at [www.goapplytexas.org](http://www.goapplytexas.org).**
  1. First-time users, click on “Create your Account now”.
  2. After creating your profile,
    - a. Click on “My Applications” tab
    - b. Start a New Blank Application”
    - c. “2-year school”
    - d. Select College of the Mainland and select “YES” for dual credit
  3. If you need assistance, visit the College and Career Center in D101
- TSI 2 Test**
  1. Please refer to the chart below to see if you are exempt or waived from taking the TSI 2
    - a. Provide your exempting or waived Test score report by email to [ldeluna@com.edu](mailto:ldeluna@com.edu)
  2. If not exempt or waived...
  3. After receiving your COM ID #, Go to: <https://www.com.edu/testing-center/tsi-assessment.html> and complete the Pre-Assessment.
    - a. TSI testing opportunities will be available at DHS for Dual Credit students who complete the application a week prior to the first offered testing date
    - b. Students who miss the deadline to test at DHS, will need to get a voucher from D101 to test at COM’s testing center.
    - c. Three TSI failed attempts in one academic year will result in disqualification for that registration period
- Register and Pay before published Deadline**
  1. Registration form with eligible classes with parent, student, high school counselor, and college official signature turned into D101.
    - a. Payments accepted via online via COM Web Advisor account or at COM’s Administration/Enrollment Center.
    - b. Tuition and Fees 2022-2023
      - i. \$200 for 1-2 classes per semester
      - ii. \$75 for each additional class
      - iii. Online Fee \$35, hybrid fee \$25
      - iv. Books are NOT included and must be purchased separately
      - v. Additional fees for classes may be required.

Grade Level	10 <sup>th</sup>		11 <sup>th</sup> Grader		12 <sup>th</sup> Graders			
Term	Fall	Spring	Fall	Spring	Fall (1 <sup>st</sup> Period)		Spring (1 <sup>st</sup> Period)	
<b>Offered Courses</b>	PSYC 1300	PSYC 2301	ENGL 1301 HIST 1301 PSYC 1300	ENGL 1302 HIST 1302 PSYC 2301	ENGL 1301 OR ENGL 2328	MUSI 1310, PHYS 1403 OR GOVT 2305	ENGL 1302 OR ENGL 2323	MUSI 1310, PHYS 1403, OR GOVT 2305
					Fall (Elective in schedule)		Spring (Elective in schedule)	
					PSYC 1300		PSYC 2301	
<b>Possible TSI 2 Exemptions</b>								
<b>PSAT Score</b>	EBRW- 460							
<b>SAT Score</b>	EBRW- 480							
<b>ACT Score</b>	English- 19							
<b>Possible TSI 2 Waiver (TSI 2 will be waived until successful completion of Dual Credit coursework)</b>								
<b>STAAR</b>	English 2- 4000							
<b>TSI 2 Score Requirement if exemption and waiver not met</b>								
<b>ELAR TSI 2 Score</b>	CRC- 945 and Essay- 5 OR CRC- < 945 and Diagnostic level- 5 or 6 and Essay- 5							

\* Due to class/instructor availability and possible governing board amendments, the chart above is subject to change.

# Dual Credit Guidelines

## Student Eligibility

High School Counselor's signature on Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student must have a 3.0 GPA to enroll in academic (core curriculum) courses.
2. Student cannot have excessive absences during the current school year.
3. Student cannot have any severe behavior incidents during the current school year.
4. Senior students must have their own transportation to school due to the earlier start time for senior level dual credit courses.

## Student Enrollment Process

College of the Mainland's signature on the Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student has attended a Dual Credit Advising Session or completed an individual advising session with a College Connections Advisor. Signed DC Advising Matrix on file.
2. Only the first three attempts on the TSI assessment will be used for student placement during a specific registration period (fall, spring or summer). Any scores received after the first three attempts will not be reviewed for that specific registration period. Students may retest on TSI again for future registration periods.

## Student Registration

1. The deadline to register for dual credit for the fall semester will be July 1<sup>st</sup> or the first business day following July 1<sup>st</sup> if it falls on a weekend or holiday.
2. All new dual credit students must attend a Dual Credit Orientation Session. "CR" will be posted on student's record once completed.

## Dual Credit Probation

If a dual credit student receives a grade of "D" or below in a college class or drop a college course, the student will not be eligible to register for additional college courses the following semester. The student may only register for the course in which they were unsuccessful with the next opportunity for the course possibly falling in a summer session. Once the student successfully completes the course, he will be eligible to register for additional college courses.



# COLLEGIATE HIGH SCHOOL DUAL CREDIT CROSSWALK

UPDATED JUNE 2021



COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Principles of Financial Accounting	ACCT 2301	3	64	Accounting II	13016700	ACCOUNT2	1.0
Introduction to Accounting I	ACNT 1303	3	48	Accounting I	13016600	ACCOUNT1	1.0
Design Communication II	ARTC 2347	3	96	Art II, Art & Media Comm II	3500230	ART2MCOM2	1.0
				Graphic Design & Illustration II	13008900	GRAPHDI2	1.0
Art Appreciation	ARTS 1301	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
Art History I	ARTS 1303	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Art History II	ARTS 1304	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Design I	ARTS 1311	3	96	Art I	03500100	ART1	1.0
Drawing I	ARTS 1316	3	96	Art II Drawing	03500500	ART2DRAW	1.0
Drawing II	ARTS 1317	3	96	Art III Drawing	03501300	ART3DRAW	1.0
Design Communications I	ARTS 2313	3	96	Art I, Art & Media Comm. I	03500120	ART1MCOM	1.0
				Graphic Design & Illustration I	13008800	GRAPHDI1	1.0
Painting I	ARTS 2316	3	96	Art II Painting	03500600	ART2PATG	1.0
Painting II	ARTS 2317	3	96	Art III Painting	03501400	ART3PATG	1.0
Sculpture I	ARTS 2326	3	96	Art II Sculpture	03501000	ART2SCLP	1.0
Ceramics I	ARTS 2346	3	96	Art II Ceramics	03500900	ART2CRMCM	1.0
Ceramics II	ARTS 2347	3	96	Art III Ceramics	03501800	ART3CRMCM	1.0
Photography I	ARTS 2356	3	96	Art II Photography	03501200	ART2PHTO	1.0
Photography II	ARTS 2357	3	96	Art III Photography	03502200	ART3PHTO	1.0
Business Computer Applications	BCIS-1305	3	64	Business Information Mgt I	13011400	BUSIM1	1.0
				Bus Info Mgmt I/Bus Lab	13011410	BUSMLAB1	2.0
Nutrition & Diet Therapy	BIOL 1322	3	48	Lifetime and Wellness	13024500	LNURTWEL	0.5
Biology for Sci Majors I	BIOL 1406	4	96	Biology A or B	03010200	BIO	0.5
				Scientific Research & Design	13037200	SCRIRD	1.0
Biology for Sci Majors II	BIOL 1407	4	96	Biology A or B	03010200	BIO	0.5
				Scientific Research & Design	13037200	SCRIRD	1.0
Biology for Non Science Majors I	BIOL 1408	4	96	Scientific Research & Design	13037200	SCRID	1.0
				Biology A or B	03010200	BIO	0.5
Biology for Non Science Majors II	BIOL 1409	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Biology A or B	03010200	BIO	0.5
Anatomy & Physiology I	BIOL 2401	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Anatomy & Physiology II	BIOL 2402	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Microbiology	BIOL 2420	4	96	Medical Microbiology	13020700	MICRO	0.5
Principles of Management	BMGT 1327	3	48	Business Management	13012100	BUSMGMT	1.0
Business Principles	BUSI 1301	3	48	Principles of Business, Marketing, & Finance	13011200	PRINBMF	1.0
				Business Law	13011700	BUSLAW	1.0
Business Report Writing & Correspondence	BUSI 2304	3	48	Business English	13011600	BUSENGL	1.0
				English III	03220300	ENG 3	1.0
				English IV	03220400	ENG 4	1.0
Introductory Chemistry I (PTAC)	CHEM 1405	4	96	Scientific Research and Design	13037200	SCRID	1.0
Introductory Chemistry I	CHEM 1406	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037200	SCRIRD	1.0
General Chemistry I	CHEM 1411	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037200	SCRID	1.0
General Chemistry II	CHEM 1412	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037220	SCRID	1.0
Introduction to Computing	COSC 1301	3	64	Principles of Information Tech	13027200	PRINIT	1.0
Programming Fundamentals I	COSC 1436	4	64	Computer Science I	03580200	TACS1	1.0
Programming Fundamentals II	COSC 1437	4	64	Computer Science II	03580300	TACS2	1.0
Introduction to Criminal Justice	CRIJ 1301	3	48	Law Enforcement I	13029300	LAWENF1	1.0
Court Systems & Practices	CRIJ 1306	3	48	Courts Systems and Practices	13029600	COURTSP	1.0
Fundamentals of Criminal Law	CRIJ 1310	3	48	Legal Research & Writing	N1303014	LEGRW	1.0
Correctional Systems & Practices	CRIJ 2313	3	48	Correctional Services	13029700	CORRSRVS	1.0
Police Systems and Practices	CRIJ 2328	3	48	Law Enforcement II	13029400	LAWENF2	1.0
Principles of Skin Care	CSME 1348	3	96	Esthetics	N1302533	ESTHE	2.0
Orientation to Cosmetology	CSME 1401	4	128	Intro to Cosmetology	13025100	INTRCOSM	1.0
Fundamentals of Cosmetology	CSME 1405	4	160	Cosmetology II	13025300	COSMET2	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Introduction to Haircutting & Related Theory	CSME 1410	4	160	Cosmetology I	13025200	COSMET1	2.0
Manicuring and Related Theory	CSME 1443	4	128	Nail Care, Enhancements & Spa Services	N1302531	NCESS	2.0
Artistry of Hair, Theory & Practice	CSME 1451	4	160	Principles of Cosmetology Design & Color Theory	13025050	PRICOSMO	1.0
Chemical Reformation & Related Theory	CSME 1453	4	160	Practicum in Human Services/ Extended Practicum	13025015	EXPRHUS2	3.0
Salon Development	CSME 2343	3	96	Cosmetology II C	13025300	COSMET2	0.5
Principles of Hair Coloring & Related Theory	CSME 2401	4	160	Practicum in Human Services/ Extended Practicum	13025005	EXPRHUS1	3.0
Preparation for the State Licensing Examination	CSME 2441	4	160	Cosmetology II B	13025300	COSMET2	0.5
Unit Operations	CTEC 2445	4	144	Manufacturing and Engineering	13032900	MANUENG	2.0
Technical Drafting	DFTG 1305	3	96	Engineering Design and Presentation	13036500	ENGDSR	1.0
Rehearsal & Performance I	DRAM 1120	1	48	Theatre Production I	03250700	TH1PROD	0.5
Rehearsal & Performance II	DRAM 1121	1	48	Theatre Production I	03250700	TH1PROD	0.5
Introduction to Theater	DRAM 1310	3	48	Theater Arts I	03250100	TH1	1.0
Stagecraft I	DRAM 1330	3	96	Technical Theater I	03250500	TH1TECH	1.0
Acting I	DRAM 1351	3	96	Theatre Arts I	03250100	TH1	1.0
Acting II	DRAM 1352	3	96	Theatre Arts II	03250200	TH2	1.0
Rehearsal & Performance III	DRAM 2120	1	48	Theatre Production II A	03250800	TH2PROD	0.5
Rehearsal & Performance IV	DRAM 2121	1	48	Theatre Production II B	03250800	TH2PROD	0.5
Acting III	DRAM 2351	3	96	Theatre Arts III	03250300	TH3	1.0
Principles of Macroeconomics	ECON 2301	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Principles of Microeconomics	ECON 2302	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Clinical Emergency Medical Technology/Tech	EMSP 1260	2	64	Practicum in Health Science	13020500	PRACHLSC	1.0
Emergency Medical Technician-Basic	EMSP 1501	5	176	Practicum in Health Science	13020500	PRACHLSC	1.0
Composition I	ENGL 1301	3	48	English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
Composition II	ENGL 1302	3	48	English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Creative Writing	ENGL 2307	3	48	Creative/Imaginative Writing	03221200	CREAT WR	0.5
				English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
				English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Technical Writing	ENGL 2311	3	48	Research/Technical Writing	03221100	TECH WR	0.5
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature I	ENGL 2322	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature II	ENGL 2323	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature I	ENGL 2327	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature II	ENGL 2328	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature I	ENGL 2332	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature II	ENGL 2333	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Forms of Literature	ENGL 2341	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Mexican American Literature	ENGL 2351	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Physical Geology	GEOL 1403	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Historical Geology	GEOL 1404	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Environmental Science	GEOL 1405	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Meteorology	GEOL 1447	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Federal Government Constitution & Topics	GOVT 2305	3	48	United States Govt	03330100	GOVT	0.5
Texas Government	GOVT 2306	3	48	Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History I	HIST 1301	3	48	U.S History A	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History II	HIST 1302	3	48	U.S History B	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
Medical Terminology I	HITT 1305	3	48	Medical Terminology	13020300	MEDTERM	1.0
Intro to the Humanities I	HUMA 1301	3	48	Humanities	03221600	HUMANIT	0.5
Intro to the Humanities II	HUMA 1302	3	48	Humanities	03221600	HUMANIT	0.5
Integrated Software Applications I	ITSC 1309	3	64	Business Information Mgt. II	13011500	BUSIM2	1.0
College Algebra	MATH 1314	3	64	Algebra II	03100600	ALG 2	1.0
				Pre-Cal	03101100	PRE CALC	1.0
				Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Math for Business and Social Science	MATH 1324	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Business Calculus	MATH 1325	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Contemporary Mathematics (Quantitative Reasoning)	MATH 1332	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Advanced Quantitative Reasoning	03102510	ADQUANR	1.0
Elementary Statistical Methods	MATH 1342	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Math for Teachers I	MATH 1350	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Math for Teachers II	MATH 1351	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Linear Algebra	MATH 2318	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Differential Equations	MATH 2320	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Pre-Calculus	MATH 2412	4	64	Pre-Calculus	03101100	PRECALC	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMT 2	1.0
Calculus I	MATH 2413	4	80	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre-Calculus	03101100	PRE CALC	1.0
Calculus II	MATH 2414	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre Cal	03101100	PRE CALC	1.0
Calculus III	MATH 2415	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Human Disease/Pathophysiology	MDCA 1302	3	96	Pathophysiology	13020800	PATHO	1.0
Medical Law & Ethics	MDCA 1305	3	80	World Health Research	13020900	WORLDHR	1.0
A & P for Medical Assistants	MDCA 1309	3	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
Administrative Procedures	MDCA 1321	3	96	Business Information Management I	13011400	BUSIM1	1.0
Procedures in a Clinical Setting	MDCA 1417	4	128	Health Science Theory/Clinical	13020410	HLSCCLIN	2.0
Medical Insurance	MDCA 1443	4	112	Health Informatics	13020960	HLTHINF	1.0
Pharmacology & Administration of Medications	MDCA 1448	4	96	Pharmacology	13020950	PHARMC	1.0
Medical Assistant Lab Procedures	MDCA 1452	4	96	Principles in Health Science	13020200	PRINHLSC	1.0
Principles of Marketing	MRKG 1311	3	48	Principles of Business, Marketing and Finance	13011200	PRINNBMF	0.5
				Applied Music I	03152500	MUS1APL	0.5
Private Lessons	MUAP 11XX	1	16	Applied Music I	03152500	MUS1APL	0.5
Private Lessons II	MUAP 12XX	2	32	Applied Music I	03152500	MUS1APL	0.5
Private Lessons III	MUAP 21XX	1	16	Applied Music II	03152600	MUS2APL	0.5
Private Lessons IV	MUAP 22XX	2	32	Applied Music II	03152600	MUS2APL	0.5
Concert Band	MUEN 1121, 1122,						

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Jazz Ensemble	2121,2122	1	48	Music, Band, Levels IA, IIA, IIIA or IVA	03150X00	MUSXBAND	0.5
Mixed Chamber Ensemble	MUEN 1125,1126, 2125, 2126	1	64	Music, Jazz Band A Levels I, II, III or IV	03151X00	MUSXJZBN	0.5
Woodwind Ensemble	MUEN 1131,1132, 2131, 2132	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Jazz Combo	MUEN 1133, 2133	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Guitar Ensemble	MUEN 1135, 1136, 2135, 2136	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Mainland Chorale	MUEN 1139,1140, 2139, 2140	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Duck & Cover A Capella	MUEN 1141,1142, 2141, 2142	1	48	Music, Choir Levels I, II, III, or IV	0315XX00	MUSXCHR	0.5
Men's Vocal Ensemble	MUEN 1153, 1154, 2153, 2154	1	48	Music, Vocal Ensemble Levels I, II, III, or IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training I	MUEN 1155, 1156, 2155, 2156	1	48	Music, Vocal Ensemble Levels, I, II, III IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training II	MUSI 1116	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Opera Workshop I	MUSI 1117	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Class Piano I	MUSI 1157	1	48	Applied Music I	03152500	MUST1APL	0.5
Class Piano II	MUSI 1181	1	48	Music I, Piano I	03154200	MUST1PIA	1.0
Class Voice	MUSI 1182	1	48	Music II, Piano II	03154300	MUS2PIA	1.0
Fundamentals of Music	MUSI 1183	1	48	Music I, Applied Music I	03152500	MUST1APL	1.0
Music Appreciation	MUSI 1192	1	48	Music I, Guitar I	03154600	MUST1GTR	1.0
Music Literature	MUSI 1303	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
American Music	MUSI 1306	3	48	Music Studies, Music Appr'n I	03155600	MUSSMA1	1.0
Music Theory I	MUSI 1307	3	80	Music Studies, Music and Media Communications I	03156400	MUSSMP1	1.0
Music Theory II	MUSI 1310	3	48	Music Studies, Music Appr'n II	03155700	MUSSMA2	1.0
Sight Singing and Ear Training III	MUSI 1311	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Sight Singing and Ear Training IV	MUSI 1312	3	48	Music Studies, Music Theory II	03155500	MUSSMT2	1.0
Class Piano III	MUSI 2116	1	48	Music Theory II	03152800	MUS2THY	0.5
Class Piano IV	MUSI 2117	1	48	Music Theory II	03152800	MUS2THY	0.5
Music Theory III	MUSI 2181	1	48	Music III, Piano III	03154400	MUS3PIA	1.0
Music Theory IV	MUSI 2182	1	48	Music IV, Piano IV	03154500	MUS4PIA	1.0
Aerobic Dance	MUSI 2311	3	48	Music Theory IIA	03152800	MUS2THY	0.5
Weight Training	MUSI 2312	2	48	Music Theory IIA	03152800	MUS2THY	0.5
Hatha Yoga	PHED 1109	1	48	Aerobic Activities	PES00054	PEAA	0.5
Weight Control	PHED 1110	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Basketball	PHED 1111	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Volleyball I	PHED 1112	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Soccer	PHED 1121	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Intro to Recreational Sports	PHED 1122	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Run/Walk	PHED 1126	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Cross Training	PHED 1130	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Kickboxing	PHED 1133	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Introduction to Physical Fitness & Wellness	PHED 1143	1	48	Aerobic Activities	PES00054	PEAA	0.5
Personal & Community Health	PHED 1145	1	48	Aerobic Activities	PES00054	PEAA	0.5
Pharmacy Technician Certification Review	PHED 1146	1	48	Aerobic Activities	PES00054	PEAA	0.5
Compounding Sterile Preparations	PHED 1164	1	48	Foundations of Personal Fitness	PES00052	PEFOUND	0.5
Clinical: Pharmacy Technician/Assistant	PHRA 1304	3	48	Health Education	03810100	HLTH ED	0.5
Introduction to Pharmacy	PHRA 1243	2	32	Practicum in Health Science/ Extended Practicum in Health Science	13020515	EXPRHLS2	3.0
Pharmaceutical Mathematics I	PHRA 1445	4	80				
Pharmaceutical Mathematics II	PHRA 2360	3	180				
Pharmacotherapy & Disease Process	PHRA 1301	3	48	Principles in Health Science 13020500		PRINHLS2	1.0
	PHRA 1309	3	48	Mathematics for Medical Professional 13020970		MTHMEDPR	1.0
	PHRA 1347	3	48	Practicum in Health Science 13020500		PRACHLS1	2.0
	PHRA 1404	4	96	Pathophysiology	13020800	PATHO	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Pharmacy Drug Therapy & Treatment	PHRA 1441	4	80	Pharmacology	13020950	PHARMC	1.0
Compounding Sterile Preparations	PHRA 1445	4	80	Practicum in Health Science If class is taken alone	13020510	PRACHLS2	2.0
Institutional Pharmacy Practice	PHRA 1449	4	64	Health Science Theory/Health Science Clinical	13020410	HLSCLIN	2.0
College Physics I	PHYS 1401	4	96	Physics A	03050000	PHYSICS	1.0
College Physics II	PHYS 1402	4	96	Scientific Research and Design	03037200	SCRID	1.0
				Physics B	03050000	PHYSICS	1.0
Stars & Galaxies	PHYS 1403	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Astronomy	03060100	ASTRMY	1.0
Solar System	PHYS 1404	4	96	Earth and Space Science	03060200	ESS	1.0
				Astronomy	03060100	ASTRMY	1.0
Applied Physics	PHYS 1410	4	96	Earth and Space Science	03060200	ESS	1.0
				Principles of Technology	13037100	PRINTECH	1.0
University Physics I	PHYS 2425	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Scientific Research and Design	13037200	SCRID	1.0
University Physics II	PHYS 2426	4	96	Scientific Research and Design	13037200	SCRID	1.0
Career Exploration & Planning	POFT 1300	3	48	Career Preparation I	12701300	CAREERP1	2.0
Psychology for Success	PSYC 1300/ EDUC 1300	3	48	Special Topic in Social Studies	03380022	SPTSS	0.5
				College Readiness and Study Skills	3270100	CRSS	0.5
General Psychology	PSYC 2301	3	48	Psychology	03350100	PSYCH	0.5
Lifespan Growth and Development	PSYC 2314	3	48	Human Growth and Development	13014300	HUGRDEV	1.0
Statistical Methods in Psychology	PSYC 2317	3	48	Psychology	003350100	PSYCH	0.5
				Independent Studies in Math	0310250X	INSTUMATH	0.5
				Statistics	03102530	STATS	1.0
Introduction to Process Technology	PTAC 1302	3	48	Introduction to Process Technology	N1300262	INTRPT	1.0
Safety, Health, & Environment I	PTAC 1308	3	64	Petrochemical Safety, Health, Environment	N1300264	SHAE	1.0
				Practicum in Manufacturing	13033000	PRACMAN1	2.0
Process Tech I - Equipment	PTAC 1310	3	80	AC/DC Electronics	13036800	ACDCELEC	1.0
Process Tech. Instrumentation I	PTAC 1332	3	64	Manufacturing and Engineering	13032900	MANUENG	1.0
Industrial Economics (PTAC students only)	PTAC 1350	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Quality	PTAC 2314	3	48	Manufacturing and Engineering Technology I	13032900	MANENGT1	1.0
				Practicum in Manufacturing II	1033310	PRACMAN2	2.0
Process Troubleshooting	PTAC 2346	3	96	Practicum in Manufacturing	13033000	PRACMANU1	2.0
Process Technology II-Systems	PTAC 2420	4	96	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Process Technology III – Operations	PTAC 2438	4	96	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Introduction to Sociology	SOCI 1301	3	48	Sociology	03370100	SOC	0.5
Beginning Spanish I	SPAN 1411	4	64	Spanish II	03440200	SPAN2	1.0
				Spanish I (if no prior Spanish taken)	03440100	SPAN1	1.0
Beginning Spanish II	SPAN 1412	4	64	Spanish III	03440300	SPAN3	1.0
				Spanish II (if no prior Spanish taken)	03440200	SPAN2	1.0
Intermediate Spanish I	SPAN 2311	3	48	Spanish III (if no prior Spanish taken)	03440300	SPAN3	1.0
				Spanish IV	03440400	SPAN4	1.0
Intermediate Spanish II	SPAN 2312	3	48	Spanish V	03440500	SPAN5	1.0
				Spanish IV (if no prior Spanish taken)	03440400	SPAN4	1.0
Public Speaking	SPCH 1315	3	48	Public Speaking	03240900	PUBSPKG1	0.5-1.0
				Prof. Communications	13009900	PROFCOMM	0.5
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Interpersonal Communication	SPCH 1318	3	48	Professional Communications	13009900	PROFCOMM	0.5
				Independent Study in Speech	03241200	INDSPCH	0.5-1.0
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Child Growth and Development	TECA 1354	3	48	Child Development	13024700	CHILDDEV	0.5
Technical Algebra & Geometry	TECM 1343	4	96	Engineering Mathematics	13036700	ENGMATH	1.0
Introduction to Welding Fundamentals	WLDG 1421	4	112	Welding I	13032300	WELD1	1.0
Introduction to Oxy-Fuel Welding and Cutting	WLDG 1425	4	112	Welding I	13032300	WELD1	1.0

### Dual Credit Workforce Programs

Students may participate in dual credit workforce programs offered at College of the Mainland. Students may earn a certificate and/ or work on requirements towards a degree. Students must meet admission criteria for College of the Mainland. The courses outlined below are taken at College of the Mainland. Students must have transportation. The courses are based on the COM schedule below. The course descriptions and application can be accessed at [www.com.edu](http://www.com.edu). Dual credit workforce courses are on the regular 4.0 grade scale. The following dual credit workforce programs offered at College of the Mainland:

- Cosmetology
- Welding

<b>Cosmetology High School Operator</b>					
The High School Operator Certificate is designed to provide current high school students with a quality education in the Cosmetology field and prepare the student to pass the Texas Department of Licensing and Regulation Examination for licensing. The Operator Certificate covers all areas of cosmetology including hair, nails, and skin. High school students must complete requirements before graduation from high school, and must pass all academic classes at the high school.					
Semester	Course	Credit	Days	Times	Tuition (In/Out District)
Year 1 - Fall (two 8 week classes)	CSME 1401 CSME 1451	4 / 4/	M-F	1:00-5:00	\$200 / \$250
Year 1 – Spring (two 8 week classes)	CSME 2401 CSME 1410	4 / 4/	M-F	1:00-5:00	\$200 / \$250
Year 2 – Fall (two 8-week classes)	CSME 1405 CSME 1443	4/ 4/	M-F	1:00-5:00	\$200 / \$250
Year 2 – Spring (two 8-week classes)	CSME 1348 CSME 1453	3/ 4/	M-F	1:00-5:00	\$200 / \$250
Textbook Bundle: (\$416.35) must be purchased to start program, used through entire program. Kit: (\$900-1,000) must be purchased to start program, used through entire program.					
Credential: Certificate – Cosmetology: High School Operator Eligible to take Texas Department of Licensing and Regulation Examination for Cosmetology Operator License.					
COM additional programs					
<ul style="list-style-type: none"> <li>• Esthetic Specialty Certificate</li> <li>• Associate of Applied Science Degree – Cosmetology Instructor</li> </ul>					

### Welding

After completing the Entry Level Welding Certificate, students will take a certification test on QC10. Upon passing the exam, students will receive a Certified Entry Level Welder certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Entry Level Welding.

Semester	Course	Credit Hours Contact Hours	Days	Times	Tuition (In/Out District)
Year 1 - Fall	WLDG 1421	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 1 - Spring	WLDG 1425	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 – Fall	WLDG 1457	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 - Spring	WLDG 1434	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee

**Equipment, textbook and workbook used through entire program.**

**Equipment: (\$150) must be purchased through AirGas to start program.**

**Textbook: Welding Principles and Applications (\$167.75) must be purchased to start program.**

**Lab Manual: Welding Principles and Applications (\$97.25) must be purchased to start program.**

**Credential:**

**Employable, but two courses (8 hours) shy of Entry Level Welding certificate.**

**COM Next Steps – Stackable Credentials:**

- **Complete WLDG 1430 & WLDG 1435 to obtain Entry Level Welding Certificate**
- **Complete WLDG 1412, WLDG 2451, WLDG 2406 & WLDG 2413 to obtain Advanced Level Welding Certificate**

**After completing the Advanced Level Welding Certificate, student will take a certification test on QC11. Upon passing the exam, student will receive an Advanced Certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Advance Level Welding.**



Most students who graduate from high school never complete a college degree. This problematic national trend can be reversed for students who engage in high-quality college-level learning experiences early in their academic career.

OnRamps offers distance education courses through a dual enrollment model. Using best-in-class resources, materials, and instructional strategies OnRamps also provides intensive, yearlong professional development and support that improves instructional quality in hundreds of classrooms throughout the state for a widespread benefit to Texas high school students.

Key outcomes of early exposure to postsecondary education include:

- aligning high school students to the academic and social expectations of college;
- accelerating student matriculation, retention and time to degree; and
- increasing the number and diversity of students who are fully prepared to follow a path to college and career success.

UT OnRamps courses are dual-enrollment courses. This means that a student has the opportunity to earn both high school and college credit by taking a college level course. OnRamps courses are taught by Dickinson High School teachers who have been trained by a UT professor in specific course curriculum. Students learn the same rigorous content that is being taught by the UT professor. OnRamps college credit is accepted at all public colleges and universities in Texas, and beyond.

Student criteria to participate in OnRamps courses:

- Meet same eligibility requirements as Pre-Advanced Placement and Advanced Placement courses as outlined in this section
- Completed prerequisites for course
- Recommendation from current teacher of respective On Ramps subject area
- Technology device and internet available at home

Eligible students will be invited to an informational meeting about the OnRamps courses in the Spring. Course tuition for UT will apply based on available funding.

Courses offered at Dickinson High School:

<b>Subject</b>	<b>OnRamps College Course Title</b>	<b>Prerequisites</b>	<b>High School Credit</b>	<b>Texas Common Core College Course Equivalent</b>
Math	College Algebra	Geometry	Algebra 2	MATH 1314
Math	Discovery Precalculus	Algebra 2	Precalculus	MATH 2312
Science	Earth, Wind, & Fire	Biology and Chemistry	Earth & Space Science	N/A

# Dickinson Continuation Center (DCC)

The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12<sup>th</sup> grade high school for students “at risk” of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed, and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal or academic needs to remain in school and pursue a high school diploma. Students are not included in the DHS ranking and are not eligible to be recognized as Valedictorian or Salutatorian. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students have the opportunity to address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

Students who are interested applying to DCC may pick up an application from their counselor.

# SPECIAL PROGRAMS

Dickinson High School offers a variety of specially designed instruction for students with individual needs. These programs include screening for special programs, dyslexia, English for Speakers of Other Languages (ESOL), 504/Americans with Disabilities Act (ADA) and federal programs mandated by the Individuals with Disabilities Act (IDEA). Each program includes specific guidelines for qualification.

## ESL Program

### Program Design

Dickinson ISD will promote a consistent district-wide educational program that focuses on meeting the individual needs of students through a challenging cognitive and linguistic curriculum. Classroom instruction will focus on transitioning student to the English language as quickly as possible. Education services support will focus on the content and delivery of an effective program.

### Program Goals

The DISD Bilingual/ESL program will:

- Provide challenging instruction at an appropriate level of difficulty for each student;
- Promote bi-literacy with an ultimate goal that each student will become a confident learner in the English language curriculum;
- Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
- Ensure proficiency in the areas of:
  1. Listening;
  2. Speaking (including aligned vocabulary development);
  3. Reading
  4. Writing
- Encourage parental support and involvement;
- Help students understand and appreciate culture and heritage while accepting the importance of collaboration of different cultures,
- Foster self-esteem;
- Provide opportunities for social interaction in bilingual and monolingual English language settings;
- Transition student as quickly as possible from bilingual classes to Emergent Bilingual instructional classes.

### Dickinson High School ESL Program: (TEA definitions)

**Content-Based (EB Sections)**- The vast majority of the classes at DHS focus on the content area TEKS with ESL students acquiring English as they learn the TEKS. ESL students receive accommodations in all classes. Most classes are a mix of ELs and Non-ELs. Emergent Bilingual (EB) cohort classes typically have more ESL students and may have a paraprofessional translator.

**Pull-Out** - ESOL I & II, EB Practical Writing, and EB Reading classes only have ESL students and are designed for rapid English language acquisition.

# Gifted and Talented

At the high school, students' gifts and talents are served within our advanced academic courses (Honors, AP, On Ramps or dual credit) or within the accelerated pathway at Collegiate High School beginning in grade 11. Courses in the Honors or AP curriculum offer challenging learning experiences and maintain national standards set by the College Board. Students who meet specific criteria set by each college or university on an AP Exam receive credit for specific college courses. Dual Credit and On Ramps courses or acceleration through Collegiate High School offer students an opportunity to also earn transferrable college credits for their advanced coursework in high school in partnership with the University of Texas and College of the Mainland, respectively.

Students who are identified as gifted and talented must continue to receive services through high school, and must enroll in courses designated as Honors, AP, On Ramps or dual credit. Students may also apply to attend Collegiate High School in grade 11. Any GT student who elects to not receive GT services through advanced coursework in grades 9-12 will be recommended for furlough or exit from the GT Program. Additional information about GT services can be found on the DISD website under Educational Services.

## Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. The Rehabilitation Act of 1973 is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and it applies to all programs and entities that receive federal funding. However, school districts do not receive federal money specifically for this Act. This Act was amended in 1990 to substitute "individual with disabilities" for "handicapped." Thus, Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Specifically, § 504 of this act applies to students in public schools to ensure that students with disabilities have educational opportunities and benefits equal to students without disabilities. Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]. Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

# Special Education

In accordance with federal and state laws, DISD provides special education to students who are evaluated with a full, individual evaluation (FIE) and determined by an Admissions, Review and Dismissal (ARD) committee to meet the Texas Education Agency (TEA) eligibility criteria as having a disability condition and to need specialized instruction to receive a free and appropriate education (FAPE) in the student's least restrictive environment (LRE).

Entry into special education:

There are three primary ways a student is determined eligible for special education

1. Child Find Process

- a. [ECI](#) transition (also known as Project Launch)
- b. Monthly [child find](#) screenings conducted by DISD Child Find Assessment Team

2. Campus Rtl Referral Team

- a. A campus [Rtl](#) may refer a student for a full, individual evaluation (FIE) which is conducted by a multi-disciplinary team led by either a speech language pathologist (SLP), an LSSP (licensed professional in school psychology) or an educational diagnostician. Upon completion of the FIE, the student's ARD committee will meet to review the evaluation, determine eligibility for services, and, if eligible, plan the student's individualized education plan (IEP).

3. Transfer from another district

- a. Students who are eligible for special education in another Texas district or from another state are entitled to immediate special education services upon enrollment in DISD. The parent should bring a copy of the most recent ARD or IEP paperwork to the campus ARDC facilitator. If the parent is able to provide sufficient information, or the facilitator is able to obtain enough information from the sending district, then the "verification of IEP" form is completed and DISD attempts to match services as closely as possible. Otherwise, a "transfer" (or temporary) ARD is held and services are implemented pending receipt of full records. Within 30 school days of the initial verification or transfer ARD, the student's ARD committee will meet to do a full ARD to finalize evaluation, goals, objectives, services and placement.

Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

# Special Education Courses

## **WAVE (Woven Academics and Vocational Education)**

Students in the WAVE program will earn the academic credits required for state graduation, and they will focus on developing skills in the areas of socialization, employment, and daily living. Students will also learn how to use community resources to prepare them for successful independent and/or assisted adult living in our community.

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## **TIDES (Teaching Independence, Developmental Experiences, and Skills)**

TIDES is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care assistance.

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## **DEAR (Dickinson Education, Acceleration, Recovery)**

DEAR is designed for students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self-contained environment taught by a special education teacher who is also a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process.

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## **RISE (Modified) (Restructured Individualized Special Education)**

RISE instructional support focuses primarily on reading, writing and mathematics instruction while focusing on specific learning techniques for students who have below grade level academic skills in one or more core subjects. The ARD committee determines which RISE subjects the student should participate (math, English, science and/ or social studies).

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## **ABCD (Adaptive Behavior Class in Dickinson)**

ABCD is a self-contained class designed for students with intense behavioral needs who have not achieved success in the PASS setting. Student interaction is restricted from the rest of the school population during the initial phase of the program who progress on a highly structured acquisition system as the student demonstrates success. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.

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## **BLP (Behavior Learning Program)**

BLP focuses on teaching/coaching students to behave appropriately in general education or resource classrooms with the help of a specially trained teacher(s) and paraprofessionals. BLP is a comprehensive, campus-based approach consistent with NCLB and IDEA, for positive behavior supports and student placement back into mainstream classrooms.

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## **WAVE 18+ (Woven Academics and Vocational Education)**

Students in the WAVE 18+ program will focus on individualized academic and community based instruction that will enable the student to reach their maximum level of independence in self-help and advocacy, accessing public services and transportation, and employability skills with the primary goal of competitive paid employment. Students will receive the majority of their instruction in a community setting.

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# DISD Family Guide to Response to Intervention (RtI)

DISD schools are committed to helping all children succeed. Campuses have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RtI) is one form of support.

This guide reviews the basic components of any RtI process and includes questions you might ask to learn more about their RtI process. Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

## What is RtI?

Response to Intervention is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.” (National Association of State Directors of Special Education, 2006).

## What are the benefits of RtI?

RtI provides structure; it holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities are identified, supported and served early and effectively. An essential assumption of RtI is that all students can learn, and will, given the right opportunities.

## What does RtI look like?

**The Tiered Delivery Model is central to RtI.** It is a model of support designed to improve the delivery of instruction to all students. It is more than a campus intervention team ... it is a problem-solving system which empowers educators to identify and provide intervention and support to students who are experiencing educational difficulties. Each level represents a grouping of students whose differing needs are met with more intensive (sometimes different) instructional approaches. Parents are involved in all Tiers of the RtI process.

- In **Tier 1**, the base or largest level, represents the majority of students, largely served by the core instructional program (general education classroom), which is monitored for effectiveness.
- In **Tier 2** represents a smaller grouping of students who may require additional help—*interventions*—in addition to (though not replacing) core instruction, to achieve the learning rate necessary to meet grade level expectations.
- In **Tier 3** represents a still smaller group who need even more assistance—*intensive* interventions—to achieve the same goals.

## Who do I contact about how RtI works in my child’s school?

For more information about RtI at your child’s campus please contact the grade level assistant principal.

# University Interscholastic League (UIL) Eligibility and Extracurricular Activity

The University Interscholastic League (UIL) uses the following guidelines at the beginning of each school year to determine participation in any school-sponsored activity. Credit requirement for eligibility during first six weeks:

- Grade 9: Students **must be promoted** to the 9<sup>th</sup> grade for UIL participation
- Grade 10: 5 accumulated credits
- Grade 11: 10 accumulated credits, or student must have earned at least 5 credits within the last 12 months
- Grade 12: 15 accumulated credits, or student must have earned at least 5 credits within the last 12 months

Students must maintain a minimum of 70 in every course at the beginning of each nine-week period to remain eligible for participation in UIL and extracurricular activities. If a student fails a course, he/she is ineligible for the following three-week period. Ineligibility becomes effective seven days after the end of the nine-week period. The student will regain eligibility for competition seven days after the three-week period if the student has passing grades of a 70 or above in all courses at that time. Dickinson High School publishes a UIL calendar showing all relevant dates for participation. **The UIL Calendar can be found on [www.dickinsonisd.org](http://www.dickinsonisd.org) under the Calendars tab.**

Students who participate in an advanced course (Advanced, AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The waiver is available from the coach/sponsor. The form will be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only AP, Dual Credit, and Honor classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.

If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three- week grade check immediately following the nine-week grading period in ALL classes in order to maintain eligibility.

# **SECTION FIVE**



# **COLLEGE PLANNING**

## College Planning Year by Year

### Grade 8

#### SPRING

DONE	TASK
	Consult 8th grade counselor and teachers for appropriate high school course selections.
	Choose an endorsement for your graduation plan.
	Attend student/parent evening programs for high school/college planning.
	Learn about opportunities to earn college credit through an advanced placement course.

### Grade 9 – Freshman Year

#### THROUGHOUT THE YEAR

DONE	TASK
	Maintain good grades.
	Begin researching your career choices and the educational requirements of each.
	Search for information from colleges with degree programs that interest you and plan your high school program of studies accordingly.
	Develop good study habits.
	Participate in a variety of extracurricular activities.
	Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Attend a College Fair
	Meet with college representatives as they visit your school.
	Attend a military academy presentation in your regional area.
	Create your Résumé: list awards, extracurricular activities, work experience, and other pertinent information.
	Refer to <i>Helpful Internet Resources</i> for additional information.

#### SPRING

DONE	TASK
	Check your 1 <sup>st</sup> semester cumulative GPA
	Plan your high school program of studies with your parents.
	Choose your 10th grade year courses wisely!

### Grade 10 – Sophomore Year

#### THROUGHOUT THE YEAR

DONE	TASK
	Continue taking appropriate courses.
	Maintain good grades.
	Continue to review career choices.
	Gather and review information about colleges.
	Investigate costs of various college programs.
	Meet with college representatives as they visit your school.
	Participate in community activities and add your hours served to your Résumé.
	Seek ways to develop your leadership skills.
	Update your Résumé: list awards, extracurricular activities, work experience
	Refer to <i>Helpful Internet Resources</i> for additional information.

**SUMMER**

DONE	TASK
	Check your 2 <sup>nd</sup> semester cumulative GPA
	Check credits to make sure you are on schedule for graduation requirements.
	Check to make sure your course choices meet college entrance requirements.

**AUGUST/SEPTEMBER**

DONE	TASK
	Study for the PSAT/NMSQT. Use Khan Academy official practice and study guide. Review additional materials at <a href="http://www.collegeboard.com">www.collegeboard.com</a> .

**OCTOBER/NOVEMBER**

DONE	TASK
	Take the PSAT for practice for the SAT. On the test form, check the box which will put you on the mailing list for college information. *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.
	Attend a College Fair
	Attend Financial Aid Night with parents.

**DECEMBER/JANUARY**

DONE	TASK
	Check your 3 <sup>rd</sup> semester cumulative GPA
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend programs about Dual Credit options at your high school campus.

**FEBRUARY/MARCH**

DONE	TASK
	Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Consider taking an SAT course to prepare for upcoming SATs.
	Choose courses that satisfy high school graduation and future college plans.
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend District Financial Aid Night with your parents.
	Attend programs about Dual Credit options at your high school campus.
	Choose 11 <sup>th</sup> grade year courses wisely!

**Grade 11 – Junior Year****THROUGHOUT THE YEAR**

DONE	TASK
	Look for volunteer opportunities.
	Request information about college application requirements, financial aid information, and specific information about your proposed major area of study.
	Check college websites for SAT, SAT Subject Tests or ACT requirements.
	Refer to <i>Helpful Internet Resources</i> for additional information.

## SUMMER

DONE	TASK
	Check your 4th semester cumulative GPA
	Review high school coursework and activity plans. Remember, colleges are looking for the following: Challenging coursework, Strong GPA, Involvement in extracurricular activities

## AUGUST/SEPTEMBER

DONE	TASK
	Put together a list of 10 colleges you are interested in. Add them to “Colleges Your Thinking About” in Naviance
	Talk to your parents and high school counselor about where you want to go to school.
	Study for the PSAT/NMSQT. Check out additional practice materials at <a href="http://www.collegeboard.com">www.collegeboard.com</a> .

## OCTOBER

DONE	TASK
	Take the PSAT/NMSQT. (Remember to take your calculator.)  *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.

## NOVEMBER/DECEMBER

DONE	TASK
	Attend a College Fair.

## JANUARY

DONE	TASK
	Check your 5 <sup>th</sup> semester cumulative GPA.
	Review your PSAT/NMSQT score report. Use the College Board website to interpret and understand your score.
	Plan to take the SAT, SAT Subject Tests, or ACT exams if necessary. Visit the College and Career Center to register.
	Visit the web sites of the 3-5 colleges that interest you most. Plan college visits.

## FEBRUARY

DONE	TASK
	Register and study for the SAT and/or ACT exams.
	Register for AP tests as appropriate

## MARCH/APRIL

DONE	TASK
	Plan a college visit during Spring Break.
	Begin investigating outside funding resources such as financial aid and scholarships.
	Check credits to make sure you are on schedule for graduation.
	Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Choose courses that satisfy high school graduation and future college plans.
	Register for college entrance tests (SAT, ACT, SAT Subject Tests).

**MAY**

<b>DONE</b>	<b>TASK</b>
	Take both the SAT and ACT tests to determine which style of test is best for you. It is critical to take a college admissions test before your senior year for University applications.
	Take SAT Subject test if needed for college applications.
	Take any registered AP exams
	Consider scheduling college visits for summer months.

**SUMMER**

<b>DONE</b>	<b>TASK</b>
	Check your 6 <sup>th</sup> semester cumulative GPA.
	Obtain a summer job that might be related to your career interests.
	Save money, if possible, to help pay for college costs.
	Visit colleges you will apply to in the Fall of senior year
	Keep a record of the advantages and disadvantages of each college.
	Create a list of persons who you will ask to write a letter of recommendation for you.
	Identify if the colleges you will apply to in the Fall require an essay. Get started writing.
	Apply for a congressional nomination if wanting to attend a military academy.
	Update your Résumé: list awards, extracurricular activities, work experience, and other information

**Grade 12 – Senior Year****THROUGHOUT THE YEAR**

<b>DONE</b>	<b>TASK</b>
	Apply for scholarships posted in Naviance.
	Maintain good grades.
	Refer to <i>Helpful Internet Resources</i> for additional resources.

**AUGUST/SEPTEMBER**

<b>DONE</b>	<b>TASK</b>
	Meet with counselor for your graduation agreement meeting.
	Check college websites for application deadlines for admissions, housing, financial aid, and SAT or ACT score submissions.
	Register with NCAA Clearinghouse if planning to play college sports. <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
	Register for SAT, SAT Subject tests, or ACT if necessary. (Missing the first Fall test date may make sending scores by your college application deadlines not possible.)
	Narrow college choices to a few schools and begin their online applications. Your selection should include at least one that you feel will definitely accept you.
	If you are a candidate for early decision, complete your application in time to meet that deadline.
	Use the post-secondary check lists on the following pages to complete the process for your after high school plans.
	Choose an English teacher to review your college essay before submitting it.
	Review your Résumé one more time before using it in a college application or giving it to your recommenders.
	Talk with teachers and other individuals who know you well regarding recommendations.
	Continue preparation for SAT or ACT tests.
	Schedule college tours. Check the colleges calendar for open house or preview dates. Use your two college visit absences if needed.
	Meet with college representatives when they visit your high school.

**OCTOBER**

<b>DONE</b>	<b>TASK</b>
	FAFSA, TASFA and CSS Profile open October 1. Complete the appropriate application for your residency status and college choices. Ask your parents to begin gathering their financial information.
	Continue applying to colleges and submitting any additional documents to complete your applications. Teachers and counselors are asked to write numerous recommendations – always allow at least two weeks for them to complete recommendations.
	Request initial transcripts in Naviance and arrange for recommendations to be sent to colleges. Provide a stamped, self-addressed envelope, if needed.
	Meet application deadlines for early decision or early action (as early as November 1). Early applications can lead to more scholarship and housing options.
	Take/retake the SAT or ACT, if necessary.
	Find out the SAT Subject Tests requirements of your college choices. If required, register to take SAT subject tests on a date when you will NOT be taking the SAT. You are not permitted to take the SAT and SAT Subject Tests on the same date.

**NOVEMBER**

<b>DONE</b>	<b>TASK</b>
	Continue to study hard because your first semester senior year grades are very important. Some colleges request a copy of your 1st semester senior grades for admission consideration.
	Continue to complete college applications for admissions. Follow up on letters of recommendation.
	Request transcripts on Naviance as needed.
	Take/retake ACT, SAT or SAT Subject Tests if necessary.
	All recommendations that have deadlines through January 15 must be requested from the counselor by December 1.

**DECEMBER**

<b>DONE</b>	<b>TASK</b>
	Look back over your post-secondary checklist to be sure you have completed each step in the college admissions process.
	Most application(s) should be completed before January 1st.
	Request that SAT or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, send them from your College Board or ACT account.

**JANUARY**

<b>DONE</b>	<b>TASK</b>
	Begin verifying your financial aid with your college.
	Email or upload any supplemental financial forms required by the colleges of your choice.
	Research scholarships and loans.
	Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

**FEBRUARY**

<b>DONE</b>	<b>TASK</b>
	Keep your grades up, remember that you will be accepted to college “Pending the successful completion of your 12th grade course work.”
	Check deadline dates for financial aid/scholarship grants

**MARCH**

<b>DONE</b>	<b>TASK</b>
	Register for AP tests as appropriate.

**APRIL**

<b>DONE</b>	<b>TASK</b>
	Look for college acceptance notices. They may come to your email or posted to your colleges portal.
	Carefully choose your college, verify your acceptance of their admissions. College should be notified before May 1.
	Notify College Career Center of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical— NOT LOANS.)
	Decline acceptances to colleges you will not be attending (also before May 1).
	If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
	If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.
	Finalize plans for housing, financial aid, and/or scholarships.
	Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for Fall term. Be sure to check with your college for their exact requirements.

**MAY**

<b>DONE</b>	<b>TASK</b>
	Make your final choice of college or university, if you have not already done so. Decision Day- May 1
	Complete all details concerning registering for college classes.
	Complete SENIOR EXIT SURVEY on Naviance indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.
	Take AP test(s) as previously decided.

**JUNE**

<b>DONE</b>	<b>TASK</b>
	Attend graduation ceremonies and celebrate. HAVE A HAPPY GRADUATION!
	When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.
	Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.
	Consider taking College Level Examination Program (CLEP) exams when you get to college.

# University, Community College, Trade School Checklist

## Decide

- University- (Bachelor's degree)
  - In Texas or out of state?
  - Which universities offer my degree?
- Community College (Associate's degree or basics to transfer)
  - Local? Out of town?
  - What am I looking for?
    - work force training, certification, licensure, or an associate degree
- Technical or Trade School (Associate's degree, certificate, or license)
  - In Texas or out of state?
  - Which school offers training in my career area?

Check the university, community college, or trade school website for important information such as admission requirements and application deadlines. You can also use Naviance.



## Apply

- University, Community College, and Trade Schools
  - Complete the institution's application.
  - All public colleges and universities in Texas utilize the same application at [www.goapplytexas.org](http://www.goapplytexas.org).
  - Some private colleges and universities utilize [www.commonapp.org](http://www.commonapp.org) or [www.mycoalition.org](http://www.mycoalition.org)
- Does the application require a Counselor Recommendation Letter? **If No-skip to the next item.**
  - Communicate with assigned counselor through email to request a recommendation
  - Complete your Brag Sheet and Résumé on Naviance. Submit your typed résumé in person or through email to your counselor if not in Naviance.
  - Turn in to counselor at least 2 weeks prior to recommendation due date.
- Request an initial transcript on Naviance. You will need to have your transcript sent directly to the university. You will also need to request your final transcript to be sent at the end of the year.
  - If you took Dual Credit courses, you need a transcript sent from the college too (i.e. College of the Mainland).
  - Some college may require a SRAR (Self-Report of Academic Record) which will require an unofficial transcript obtained in student's Skyward under the portfolio tab to complete.
- If you are applying to colleges in the state of Texas, you must submit a shot record.
  - The shot record must include meningitis shot within the last 5 years. Get this done now.

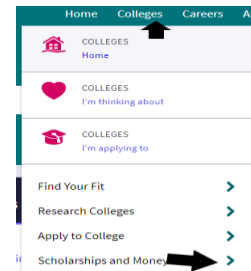


## Entrance and Placement Tests

- University
  - Take the SAT and/ or ACT
    - SAT- register at [www.sat.org](http://www.sat.org)
    - ACT- register at [www.act.org](http://www.act.org)
    - Make sure you designate where you want your scores sent during registration. After the test it will cost \$12 per school to have your scores sent.
    - Although Community colleges do not require an SAT or ACT score, some scholarships do require that information.
- University and Community College
  - Take the TSI 2 Assessment if not exempt based on SAT or ACT
    - TSI 2 used to determine if you need to take a remedial Math or English classes.
    - The test is offered at Universities and community colleges.
    - Check College of the Mainland website for testing information: [www.com.edu/testing-center](http://www.com.edu/testing-center)
- Technical or Trade School
  - If getting an associate's degree, Take the TSI 2 Assessment if not exempt based on SAT or ACT
    - See TSI 2 assessment information above

## Scholarships

- Complete scholarship applications (check Naviance).
- Check the college's website for scholarships.
- Complete DHS Local Scholarship Application for seniors (available November senior year).



## Financial Aid

- Start the FAFSA or TASFA- available **October 1<sup>st</sup>** senior year
- Go to [www.fafsa.gov](http://www.fafsa.gov) or pick up a TASFA application in D101
- For FAFSA, create an FSA ID for you and parent (username and password you use on federal student aid website)
- Get help filling out FAFSA or TASFA in College and Career Center (D101)
  - Priority Deadline – varies depending on which college student will attend
  - Check colleges for specific deadline
  - Check your Student Aid Report for the FAFSA to see if you were selected for verification
    - Follow up with each college to submit additional documents for financial aid.



## Athletes

- Do you plan to participate in a sport in college? **If No- Skip**
  - Register with the National Collegiate Athletic Association Clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

## List of local Universities

University	Website	Tuition & Fees per Year *	Cost to Attend per Year **
Baylor University	<a href="http://www.baylor.edu">www.baylor.edu</a>	\$50,432	\$68,782
Prairie View A & M University	<a href="http://www.pvamu.edu">www.pvamu.edu</a>	\$11,299	\$26,011
Rice University	<a href="http://www.rice.edu">www.rice.edu</a>	\$52,895	\$71,745
Sam Houston State University	<a href="http://www.shsu.edu">www.shsu.edu</a>	\$11,034	\$26,686
Stephen F. Austin University	<a href="http://www.sfasu.edu">www.sfasu.edu</a>	\$10,600	\$25,268
Texas A&M University	<a href="http://www.tamu.edu">www.tamu.edu</a>	\$12,744	\$31,428
Texas A&M University-Galveston	<a href="http://www.tamug.edu">www.tamug.edu</a>	\$12,382	\$32,946
Texas State University	<a href="http://www.txstate.edu">www.txstate.edu</a>	\$11,860	\$27,000
University of Houston	<a href="http://www.uh.edu">www.uh.edu</a>	\$12,086	\$29,650
University of Houston-Clear Lake	<a href="http://www.uhcl.edu">www.uhcl.edu</a>	\$9,227	\$30,530
University of Texas at Austin	<a href="http://www.utexas.edu">www.utexas.edu</a>	\$13,576	\$31,612

## List of local community colleges

Community College	Website	Cost per 15 credit hours
Alvin Community College	<a href="http://www.alvincollege.edu">www.alvincollege.edu</a>	\$3,440 – out of district
College of the Mainland	<a href="http://www.com.edu">www.com.edu</a>	\$1,773 – in district
Galveston College	<a href="http://www.gc.edu">www.gc.edu</a>	\$2,950 – out of district
San Jacinto Community College	<a href="http://www.sanjac.edu">www.sanjac.edu</a>	\$2,025 – out of district

\* Includes Tuition and Fees according to the Minnie Piper Stevens Compendium of Texas Colleges and Financial Aid Calendar.

\*\*The estimated cost to attend per year includes tuition, fees, housing, food and living expenses.

## List of area schools with technical and trade programs

Technical/ Trade School	Website
Alvin Community College*	<a href="http://www.alvincollege.edu">www.alvincollege.edu</a>
College of the Mainland*	<a href="http://www.com.edu">www.com.edu</a>
Galveston College*	<a href="http://www.gc.edu">www.gc.edu</a>
Houston Community College	<a href="http://www.hccs.edu">www.hccs.edu</a>
MediaTech Institute	<a href="http://www.mediatech.edu">www.mediatech.edu</a>
Remington College	<a href="http://www.remingtoncollege.edu">www.remingtoncollege.edu</a>
San Jacinto College*	<a href="http://www.sanjac.edu">www.sanjac.edu</a>
Texas State Technical College	<a href="http://www.tstc.edu">www.tstc.edu</a>
The Art Institute	<a href="http://www.artinstitutes.edu">www.artinstitutes.edu</a>
Universal Technical Institute	<a href="http://www.uti.edu">www.uti.edu</a>
Vet Tech Institute	<a href="http://www.houston.vettechinstitute.edu">www.houston.vettechinstitute.edu</a>

\*Community colleges also offer technical and trade certifications.

These websites have information for additional colleges in Texas:

Minnie Stevens Piper Compendium

[www.collegeforalltexas.com](http://www.collegeforalltexas.com)



# Military Checklist



- Investigate the different branches and what they have to offer.
- Decide which branch of the military you are interested in.
- Talk to a recruiter from the branch. Get contact information in D101.
- Ask about careers and training available through that branch.
- Take the ASVAB test.
  - The ASVAB test may be scheduled through the recruiter.
  - On campus ASVAB offered by registration (check DISD email)

## Financial Aid and Scholarships

- Armed Services provide financial aid benefits for soldiers that want to pursue a college education.

Military Branch	Website
Air Force	<a href="http://www.airforce.com">www.airforce.com</a>
Army	<a href="http://www.goarmy.com">www.goarmy.com</a>
Army National Guard	<a href="http://www.nationalguard.com">www.nationalguard.com</a>
Coast Guard	<a href="http://www.gocoastguard.com">www.gocoastguard.com</a>
Marines	<a href="http://www.marines.com">www.marines.com</a>
Navy	<a href="http://www.navy.com">www.navy.com</a>

Military academies are universities and have a rigorous, multi-step application process that takes several months and may require a congressional nomination.

Military Academy	Website
United States Air Force Academy	<a href="http://www.usafa.af.mil">www.usafa.af.mil</a>
United States Coast Guard Academy	<a href="http://www.uscga.edu">www.uscga.edu</a>
United States Merchant Marine Academy	<a href="http://www.usmma.edu">www.usmma.edu</a>
United States Military Academy at West Point (Army)	<a href="http://www.usma.edu">www.usma.edu</a>
United States Naval Academy	<a href="http://www.usna.edu">www.usna.edu</a>



## What are the differences?

**Air Force:** The Air Force defends the United States through control and exploration of air and space. The Air Force flies and maintains aircraft, such as long-range bombers, supersonic fighters, Airborne Warning and Control System (AWACS) aircraft and many others to protect the interests of America and American allies.

**Army:** The Army's mission is to protect the security of the United States and its vital resources. The Army is constantly ready to defend American interests and the interests of our allies through land-based operations anywhere in the world.

**Army National Guard:** The federal mission of the Army National Guard is to be prepared to be called to active duty as a reserve of the Army.

**Coast Guard:** The Coast Guard mission is to protect America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining light houses and promoting boat safety.

**Marines:** The Marine Corps has grown to become one of the most elite fighting forces in the world. Approximately 174,000 officers and enlisted Marines fly planes and helicopters, operate radar equipment, drive armored vehicles, and gather intelligence along with hundreds of other jobs.

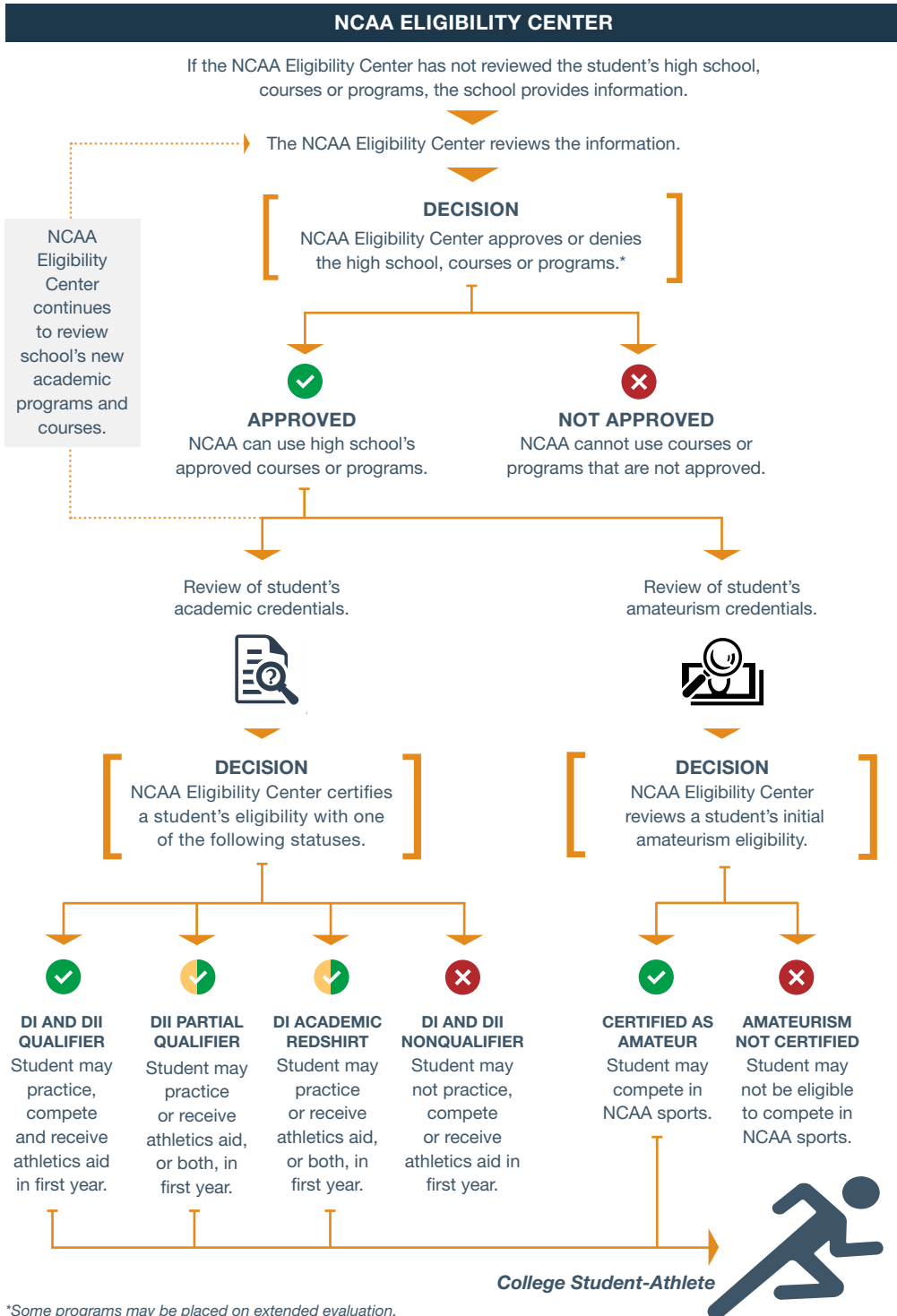
**Merchant Marines:** Merchant mariners move cargo and passengers between nations and within the United States, operate and maintain deep-sea [merchant ships](#) and other waterborne craft on the oceans, the [Great Lakes](#), [rivers](#), [canals](#), [harbors](#), and other waterways. In time of war, the Merchant Marine is capable of being an auxiliary to the [Navy](#), and can be called upon to deliver troops and supplies for the military.

**Navy:** Navy plays an important role in helping to maintain the freedom of the United States. The Navy defends the right to travel and trade freely on the world's oceans and protects our country and national interests overseas during times of international conflict.

# NCAA INITIAL-ELIGIBILITY PROCESS

This chart presents a general overview to help you, students and parents to better understand the components of the initial-eligibility process. Please see detailed information throughout the rest of the guide to supplement this overview.

***NCAA institution recruits students by placing him/her on their institutional request list, which begins a request for certification from the NCAA Eligibility Center.***



## GRADE 9

- Student asks counselor for a list of high school's core courses to ensure he or she takes the right classes.

## GRADE 10

- Student registers with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

## GRADE 11

- Students checks with counselor to make sure he or she will graduate on time with all required NCAA core courses.
- Student takes the ACT or SAT, submitting his or her scores to the NCAA using code **9999**.
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

## GRADE 12

- Student finishes last NCAA core courses.
- Student takes the ACT or SAT again, if necessary, submitting his or her scores to the NCAA using code **9999**.
- After April 1, student requests final amateurism certification decision from the NCAA Eligibility Center.
- After graduation, counselor provides student's final official transcript with proof of graduation to the NCAA Eligibility Center.

## ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you as you create an account at [eligibilitycenter.org](http://eligibilitycenter.org):

### VALID EMAIL FOR STUDENT

To register, you need a valid email address that you check regularly and will have access to *after* high school. The NCAA Eligibility Center uses email to update you about your account throughout the process.

**Please note:** If you have a sibling who has previously registered, you will need to use a different email address than the one in your sibling's account.

### BASIC STUDENT PERSONAL INFORMATION

This includes information such as your name, gender, date of birth, primary and secondary contact information, address and mobile number for texting.

### BASIC STUDENT EDUCATION HISTORY

We will ask you to provide details about all secondary and high schools and additional programs you have attended in the United States and internationally. Be sure to include all schools, regardless of whether you received grades or credits. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list the ninth-grade school.

### STUDENT SPORTS PARTICIPATION HISTORY

Select the sport(s) you plan to participate in at an NCAA

school. For Certification accounts, we will ask you to provide details for any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated. We also ask about any individuals who have advised you or marketed your skills in a particular sport. This information helps the **Eligibility Center** certify your amateur status when requested by you or an NCAA school.

### PAYMENT (CERTIFICATION ACCOUNTS ONLY)

Your Certification account registration is complete only after your registration fee is paid (or upon submission of a fee waiver, if you are eligible). You may pay online by debit, credit card or e-check. The registration fee for students in the United States, U.S. territories (includes American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands) and Canada is \$90. The fee for all other international students is \$150. Profile Page accounts do not have a fee.

*All fees are nonrefundable once you have successfully registered. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund of the duplicate registration fee. To receive a refund, you will need to complete and submit an **NCAA refund form**.*

## Fee Waiver

If you qualified for a waiver of the SAT/ACT fee (*not* the same as a U.S. state voucher), you are eligible for a waiver of the Certification account registration fee. After you complete your registration, ask an authorized official from your current high school to submit your fee waiver documentation online.

**Please note:** You must be a U.S. citizen or a foreign national taking the SAT/ACT in the United States or its territories. Students from countries other than the United States or its **territories** are not eligible for a fee waiver.

### SAT

In order to be eligible for an SAT fee waiver, you must meet one of these indicators of economic need:

- » You are enrolled in a program for the economically disadvantaged such as **AVID** or **TRIO**.
- » Your family's annual income falls within the levels listed by the **U.S. Department of Agriculture (USDA)** for free or reduced-price lunches.
- » Your family receives public assistance.
- » Your family lives in federally subsidized public housing.
- » You live in a foster home.

### ACT

In order to be eligible for an ACT fee waiver, you must meet one of these indicators of economic need:

- » Your family receives low-income public assistance.
- » Your family income is at or below the Bureau of Labor Statistics Low Standards Budget.
- » You are a ward of the state.
- » You live in a foster home.
- » You are homeless.
- » You participate in free or reduced-price lunch program at school.
- » You participate in a federally funded **TRIO Program** such as Upward Bound.

### Home School Students

If you are a **home school student** in the United States or U.S. territories who cannot afford to pay the test fees, you must provide proof of eligibility to your local high school or agency administrator. Only a school or agency administrator can provide you with the fee waiver card for the appropriate test.

# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an SAT or ACT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ENGLISH</b></p> </div> <p>4 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>MATH</b> (Algebra I or higher)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL</b> (English, math or natural/physical science)</p> </div> <p>1 year</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>SOCIAL SCIENCE</b></p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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### DIVISION II

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ENGLISH</b></p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>MATH</b> (Algebra I or higher)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL</b> (English, math or natural/physical science)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>SOCIAL SCIENCE</b></p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your **grade-point average** based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncaa.org/test-scores](https://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code **9999** to send your scores directly to us from the testing agency. We accept official scores only from the SAT or ACT, and cannot use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score. More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall\\_B](https://on.ncaa.com/COVID19_Fall_B).



# HIGH SCHOOL TIMELINE

## 9<sup>TH</sup> GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).
- Sign up for a free Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

## 10<sup>TH</sup> GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

## 11<sup>TH</sup> GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the SAT/ACT and submit your scores to the NCAA Eligibility Center using code **9999**.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

## 12<sup>TH</sup> GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the SAT/ACT again, if necessary, and submit your scores to the NCAA Eligibility Center using code **9999**.

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 10<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 11<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 12<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

Follow us: @ncaaec

@playcollegesports

@ncaaec

## Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university.

A college course taken after high school graduation may be used toward your initial eligibility and awarded 0.5 units

from your college transcript (unless awarded one full unit on your home high school transcript). It must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements. For more information on the impact of COVID-19 and initial-eligibility requirements, visit [on.ncaa.com/COVID19\\_FALL2022](https://on.ncaa.com/COVID19_FALL2022).

## Sliding Scale for Division I

Division I uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on [page 15](#) or visit [ncaa.org/test-scores](https://ncaa.org/test-scores). More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).

DIVISION I FULL QUALIFIER SLIDING SCALE					
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

\*Full sliding scale research between the new SAT and ACT is ongoing.

## Sliding Scale for Division II

Division II uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on [page 15](#) or visit [ncaa.org/test-scores](https://ncaa.org/test-scores). More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).



## DIVISION II

### FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

\*Full sliding scale research between the new SAT and ACT is ongoing.

# Helpful Internet Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ACT On-line Registration	X															
ACT Sample Question/Test	X															
ACT National Test Date	X															
AP Exam Information, Practice, and Test Dates				X												
Career Search		X		X		X				X						X
College Admission Requirements					X	X				X				X		
College Applications			X			X										
College Planning	X	X		X	X	X			X	X	X	X	X	X		
College Search				X	X	X				X				X		
Cost of Education						X	X	X	X				X	X		
CSS Financial Aid Profile				X												
Degrees Offered										X				X		
FAFSA Help						X	X									
Financial Aid		X		X	X	X	X	X				X	X			
NCAA Guidelines and Information											X					
SAT Registration				X												
SAT Sample Question/Test				X												
SAT National Test Dates				X												
SAT (Sending Test Scores)				X												
Scholarships				X		X		X	X	X			X			
Scholarships for Undocumented Students													X			
TSIA 2 (Accuplacer)				X										X		

1	American College Testing	<a href="http://www.act.org">www.act.org</a>
2	Adventures in Education	<a href="http://www.aie.org">www.aie.org</a>
3	College Applications	<a href="http://www.goapplytexas.org">www.goapplytexas.org</a> ; <a href="http://www.commonapp.org">www.commonapp.org</a> ; <a href="http://www.coalitionforcollegeaccess.org">www.coalitionforcollegeaccess.org</a>
4	College Board	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
5	College For All Texans	<a href="http://www.collegeforalltexas.com">www.collegeforalltexas.com</a>
6	DHS College and Center	Scan the QR Code ⇒
7	FAFSA	<a href="http://www.fafsa.gov">www.fafsa.gov</a>
8	FASTWEB	<a href="http://www.fastweb.com">www.fastweb.com</a>
9	Financial Aid	<a href="http://www.finaid.org">www.finaid.org</a>
10	NAVIANCE	<a href="http://student.naviance.com/dickinsonhs">http://student.naviance.com/dickinsonhs</a>
11	NCAA	<a href="http://www.ncaa.org">www.ncaa.org</a> ; <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
12	Sallie Mae	<a href="http://www.salliemae.com">www.salliemae.com</a>
13	Scholarships for Undocumented Students	<a href="http://www.theanheloproject.org">www.theanheloproject.org</a> ; <a href="http://www.goldendoorscholars.org">www.goldendoorscholars.org</a> ; <a href="http://www.thedream.us">www.thedream.us</a>
14	Texas Higher Education Coordinator Board	<a href="http://www.theccb.state.tx.us">www.theccb.state.tx.us</a>
15	Khan Academy	<a href="http://www.khanacademy.org">www.khanacademy.org</a>
16	O*Net	<a href="http://www.onetonline.org">www.onetonline.org</a>



SCAN ME



### **Dickinson High School Alma Mater**

It's all for Dickinson's honor  
And for Dickinson's fame  
For our dear old high school  
We'll fight to win this game  
And when the day is done  
We'll still go marching onward  
For the blue and white  
We'll ever be loyal to our  
Gator Team  
Fight-Fight

### **Gator Fight Song**

Lyrics by John Anthony Carona

Fight, fight Gators  
Fight'em through  
We're all in back of you  
We're here again  
To win again  
So fight, until the end  
Loyal and true, we'll ever be  
To dear old DHS  
We're here again  
To win a again for  
Dickinson's blue and white

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Discuss and adopt a new Board of Trustees redistricting plan

**Agenda Item:** Robert Cobb

**Background Information:** The Board of Trustees and district administration have worked with a demographer and attorney to develop a new Board of Trustees' Single Member District map to adjust for population growth and changes throughout Dickinson ISD boundaries. The district posted two maps (Plan 1 and Plan 5) on the district website and held a public hearing on November 30, 2021 to receive input from our citizens. The Board of Trustees will need to adopt either Plan 1 or Plan 5.

**Recommendation:**

The Superintendent and Assistant Superintendent for Administration recommend the adoption of either Plan 1 or Plan 5 for the Board of Trustees Single Member Districts.

**Action Item:**     Yes                       No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_



# Data for Proposed Map No. 1

2020 CENSUS TOTALS - CURRENT DISTRICT BOUNDARIES												
Trustee District	TOTAL POPULATION						TOTAL POPULATION PERCENTAGES					
	Anglo	Asian	Black	Hispanic	Other	Total	Anglo	Asian	Black	Hispanic	Other	Total
1	3,262	92	614	5,125	416	9,509	34.3%	1.0%	6.5%	53.9%	4.4%	100.0%
2	3,853	312	1,908	3,473	398	9,944	38.7%	3.1%	19.2%	34.9%	4.0%	100.0%
3	4,859	215	481	3,789	425	9,769	49.7%	2.2%	4.9%	38.8%	4.4%	100.0%
4	4,997	264	779	3,099	413	9,552	52.3%	2.8%	8.2%	32.4%	4.3%	100.0%
5	5,320	502	1,207	2,514	433	9,976	53.3%	5.0%	12.1%	25.2%	4.3%	100.0%
6	5,227	495	1,282	2,542	408	9,954	52.5%	5.0%	12.9%	25.5%	4.1%	100.0%
7	4,224	291	1,833	2,771	420	9,539	44.3%	3.1%	19.2%	29.0%	4.4%	100.0%
<b>TOTALS</b>	<b>31,742</b>	<b>2,171</b>	<b>8,104</b>	<b>23,313</b>	<b>2,913</b>	<b>68,243</b>	<b>46.5%</b>	<b>3.2%</b>	<b>11.9%</b>	<b>34.2%</b>	<b>4.3%</b>	<b>100.0%</b>
			<b>7 DIST AVG</b>	<b>9,749</b>		<b>4.9% Percent Differential *</b>						

Trustee District	VOTING AGE POPULATION (VAP) PERCENTAGES						CITIZEN VOTING AGE POPULATION (CVAP) PERCENTAGES					
	Anglo	Asian	Black	Hispanic	Other	Total	Anglo	Asian	Black	Hispanic	Other	Total
1	39.5%	1.2%	6.4%	48.9%	3.9%	100.0%	59.8%	1.9%	7.9%	27.9%	2.4%	100%
2	43.6%	3.4%	18.9%	30.6%	3.5%	100.0%	48.8%	4.6%	22.5%	22.6%	1.5%	100%
3	55.4%	2.7%	4.5%	33.3%	4.0%	100.0%	70.1%	2.9%	2.9%	23.8%	0.3%	100%
4	57.9%	3.1%	7.7%	27.1%	4.2%	100.0%	69.8%	4.9%	6.4%	16.6%	2.4%	100%
5	56.6%	5.6%	11.4%	22.6%	3.9%	100.0%	66.8%	4.5%	10.1%	13.5%	5.0%	100%
6	56.5%	5.3%	12.7%	22.2%	3.3%	100.0%	75.1%	4.7%	7.4%	11.5%	1.3%	100%
7	48.2%	3.4%	18.3%	25.8%	4.3%	100.0%	65.1%	1.9%	11.1%	18.5%	3.4%	100%
<b>TOTALS</b>	<b>51.2%</b>	<b>3.5%</b>	<b>11.5%</b>	<b>29.9%</b>	<b>3.9%</b>	<b>100.0%</b>	<b>65.4%</b>	<b>3.6%</b>	<b>9.4%</b>	<b>19.4%</b>	<b>2.2%</b>	<b>100%</b>

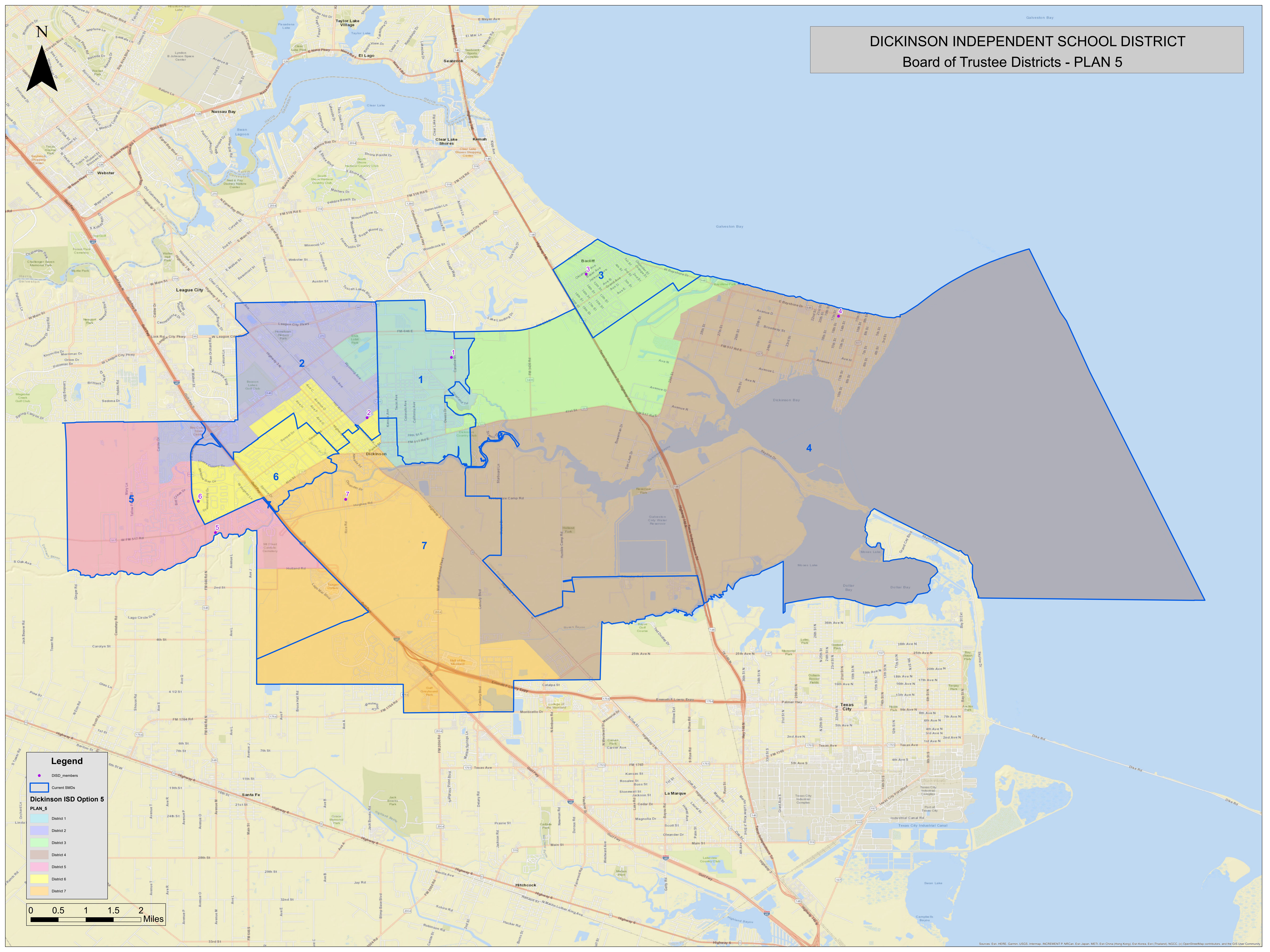
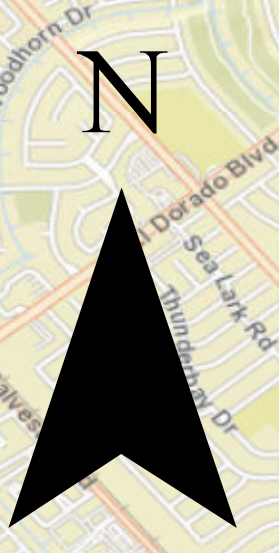
VAP: Voting Age Population

SOURCE: Total Population and Voting Age Population summarized from 2020 Census PL 94-171 Redistricting Data at the block level.

Citizen Voting Age Population data was extrapolated from 2010 Block Group Data using the 2015-2019 American Community Survey

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## Board of Trustee Districts - PLAN 5



**Legend**

- DSD\_members
- ▭ Current SMDs

**Dickinson ISD Option 5  
PLAN\_5**

- ▭ District 1
- ▭ District 2
- ▭ District 3
- ▭ District 4
- ▭ District 5
- ▭ District 6
- ▭ District 7

0 0.5 1 1.5 2 Miles

# Data for Proposed Map No. 5

## 2020 CENSUS TOTALS - Plan 5

Trustee District	TOTAL POPULATION						TOTAL POPULATION PERCENTAGES					
	Anglo	Asian	Black	Hispanic	Other	Total	Anglo	Asian	Black	Hispanic	Other	Total
1	3,276	111	634	4,912	395	9,328	35.1%	1.2%	6.8%	52.7%	4.2%	100.0%
2	4,927	520	1,342	2,861	433	10,083	48.9%	5.2%	13.3%	28.4%	4.3%	100.0%
3	4,468	219	647	3,900	406	9,640	46.3%	2.3%	6.7%	40.5%	4.2%	100.0%
4	5,171	225	535	2,843	406	9,180	56.3%	2.5%	5.8%	31.0%	4.4%	100.0%
5	5,293	552	1,203	2,471	413	9,932	53.3%	5.6%	12.1%	24.9%	4.2%	100.0%
6	4,237	224	1,849	3,374	400	10,084	42.0%	2.2%	18.3%	33.5%	4.0%	100.0%
7	4,370	320	1,894	2,952	460	9,996	43.7%	3.2%	18.9%	29.5%	4.6%	100.0%
<b>TOTALS</b>	<b>31,742</b>	<b>2,171</b>	<b>8,104</b>	<b>23,313</b>	<b>2,913</b>	<b>68,243</b>	<b>46.5%</b>	<b>3.2%</b>	<b>11.9%</b>	<b>34.2%</b>	<b>4.3%</b>	<b>100.0%</b>
			<b>7 DIST AVG</b>	<b>9,749</b>			<b>9.8% Percent Differential *</b>					

Trustee District	VOTING AGE POPULATION (VAP) PERCENTAGES						CITIZEN VOTING AGE POPULATION (CVAP) PERCENTAGES					
	Anglo	Asian	Black	Hispanic	Other	Total	Anglo	Asian	Black	Hispanic	Other	Total
1	40.4%	1.5%	6.7%	47.4%	3.9%	100.0%	59.6%	3.6%	8.5%	26.7%	1.6%	100%
2	52.4%	5.3%	13.3%	25.4%	3.6%	100.0%	59.7%	6.1%	12.6%	19.8%	1.9%	100%
3	52.0%	2.8%	6.4%	34.9%	3.9%	100.0%	67.7%	2.7%	3.7%	25.6%	0.3%	100%
4	61.8%	2.7%	5.5%	25.8%	4.2%	100.0%	73.7%	3.4%	4.6%	16.0%	2.4%	100%
5	56.5%	6.2%	11.5%	22.2%	3.7%	100.0%	67.2%	5.3%	10.0%	12.6%	4.9%	100%
6	46.6%	2.5%	18.1%	29.3%	3.5%	100.0%	64.6%	2.7%	15.7%	15.6%	1.4%	100%
7	47.7%	3.5%	18.0%	26.4%	4.4%	100.0%	63.4%	1.9%	11.5%	19.5%	3.7%	100%
<b>TOTALS</b>	<b>51.2%</b>	<b>3.5%</b>	<b>11.5%</b>	<b>29.9%</b>	<b>3.9%</b>	<b>100.0%</b>	<b>65.4%</b>	<b>3.6%</b>	<b>9.4%</b>	<b>19.4%</b>	<b>2.2%</b>	<b>100%</b>

**RESOLUTION AND ORDER**  
**By the Board of Trustees of the**  
**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**Concerning the Establishment of Redistricting Criteria**

WHEREAS, under Section 11.052 of the Texas Education Code, members of the Dickinson Independent School District Board of Trustees are currently elected from seven single-member districts;

WHEREAS, Section 11.052(i) of the Texas Education Code provides that not later than the 90th day before the date of the first regular election at which trustees may officially recognize and act on the last preceding federal census, the Board shall re-divide the District into the appropriate number of trustee districts if the census data indicates that the population of the most populous district exceeds the population of the least populous district by more than ten percent;

WHEREAS, the Board wishes to ensure compliance with all state and federal laws in connection with reconfiguring the single-member districts of the District;

THEREFORE, under Sections 11.051-11.053 of the Texas Education Code, and all other applicable law, BE IT RESOLVED and ORDERED by the Board of Trustees of the Dickinson Independent School District, the following criteria shall be observed to the greatest extent possible in reconfiguring the District's single-member districts:

1. Easily identifiable geographic and political boundaries shall be followed when possible;
2. Single-member districts shall be as nearly as practicable of equal population in terms of total population according to the 2020 census;
3. The District shall keep the total deviation between the largest and smallest single-member district at or within ten percent;
4. Single-member districts shall be compact to the extent possible and composed of contiguous territory;
5. Single-member districts shall preserve incumbent-constituency relations by placing the residence of existing trustees in separate single-member districts;
6. Where possible, the proposed map shall maintain communities of interest within single-member districts and attempts should be made to avoid splitting neighborhoods when redrawing single-member district lines;
7. Single-member districts shall be drawn to avoid splitting county election precincts to the extent possible;
8. The racial and language minority status of residents shall be considered only to the narrow extent needed to avoid violating the Fifteenth Amendment and Equal

Protection Clause of the Fourteenth Amendment to the United States Constitution, the Voting Rights Act of 1965, as amended, and the aforementioned provisions of the Texas Education Code (i.e., avoid retrogression of minority voting rights by drawing a plan where minority voting strength is not diminished relative to the existing plan);

- 9. Existing single-member district boundaries shall be preserved to the extent possible.

On motion of Trustee \_\_\_\_\_, and seconded by Trustee \_\_\_\_\_, the above Resolution and Order was adopted by the Board of Trustees at its meeting on \_\_\_\_\_ 2021, and it was so ordered.

ATTEST:

\_\_\_\_\_  
COREY MAGLIOLO, PRESIDENT  
BOARD OF TRUSTEES

\_\_\_\_\_  
VEANNA VEASEY, SECRETARY  
BOARD OF TRUSTEES

**RESOLUTION AND ORDER**  
**By the Board of Trustees of the**  
**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**Adopting Redistricting Map \_\_\_\_\_**

WHEREAS, the Dickinson Independent School District currently elects all seven of its trustees from single-member districts; and

WHEREAS, based on the 2020 decennial federal census, the population of the most populous single-member district exceeds the population of the least populous district by more than 10%, and thus requires the Board of Trustees of the Dickinson Independent School District to redraw its single-member district boundaries to conform to the one-person, one-vote constitutional principle as codified in Section 11.052(i) of the Texas Education Code; and

WHEREAS, the Board of Trustees of the Dickinson Independent School District employed and instructed a demographer and redistricting legal counsel to develop redistricting maps in accordance with applicable state and federal laws; and

WHEREAS, the Board of Trustees of the Dickinson Independent School District has adopted the criteria attached as **Exhibit A** to follow in developing a redistricting map; and

WHEREAS, the Board of Trustees of the Dickinson Independent School District recognizes the importance of providing notice of the redistricting of its single-member district boundaries, of attempting to obtain input from the public, and of providing access to the public concerning redistricting; and

WHEREAS, the Board of Trustees of the Dickinson Independent School District provided public notice of redistricting and proposed redistricting maps on its website beginning on November 11, 2021, and conducted a public hearing on November 30, 2021 to obtain public input and

WHEREAS, Texas Education Code Section 11.053 allows the Board of Trustees of an independent school district that adopts a redistricting map to provide for the trustees in office when the map is adopted to serve for the remainder of their terms; and

WHEREAS, not later than the 90th day before the date of the first election after each redistricting, the Board shall determine the order in which trustee positions will be filled.

THEREFORE, PURSUANT TO SECTIONS 11.051-11.053 OF THE TEXAS EDUCATION CODE, AND ALL OTHER APPLICABLE LAW, BE IT RESOLVED AND ORDAINED BY THE BOARD OF TRUSTEES OF THE DICKINSON INDEPENDENT SCHOOL DISTRICT THAT:

- 1) All of the above paragraphs are incorporated into and made part of this Resolution and Order.
- 2) The current single-member district map of the Dickinson Independent School District is hereby repealed and no longer in effect for future elections.
- 3) The Board hereby adopts the map designated as Map \_\_\_\_\_, attached hereto as **Exhibit B**, which satisfies the redistricting criteria adopted by the Board.
- 4) Future trustee elections of the Dickinson Independent School District shall be conducted pursuant to Map \_\_\_\_\_.
- 5) Current trustees shall serve out the remainder of their current terms, and the new map shall be phased-in as the staggered terms of the trustees currently in office expire:
  - a) The election for single-member districts 5, 6, and 7 shall be held in May 2022, May 2025, May 2028, and in three-year intervals thereafter.
  - b) The election for single-member districts 1 and 2 shall be held in May 2023, May 2026, May 2029, and in three-year intervals thereafter.

- c) The election for single-member districts 3 and 4 shall be held in May 2024, May 2027, May 2030 and in three-year intervals thereafter.

On motion of Trustee \_\_\_\_\_, and seconded by Trustee \_\_\_\_\_, the above Resolution and Order was adopted by the Board of Trustees at its meeting on \_\_\_\_\_ 2021, and it was so ordered.

ATTEST:

\_\_\_\_\_  
COREY MAGLIOLO, PRESIDENT  
BOARD OF TRUSTEES

\_\_\_\_\_  
VEANNA VEASEY, SECRETARY  
BOARD OF TRUSTEES

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** November DIP Update

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

An update of the progress of the strategies in the 21-22 District Improvement Plan will be provided.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Approval of Agenda Item A-B

**Agenda Item:** Carla Voelkel

**Background Information:**

Agenda Items:

- A. GCAD Board of Directors-Voting on Candidates
- B. Consent Agenda Items

**Recommendation:**

The Superintendent recommends approval of Agenda Item A-B.

**Action Item:**     Yes                     No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** GCAD Board of Directors – Voting on Candidates

**Agenda Item:** Carla Voelkel

**Background Information:**

Galveston County Superintendents have discussed how to optimize school district votes to ensure that the interests of local districts are represented.

Attached is a Ballot Resolution and Ballot to cast votes for candidate(s) to serve on the 2022-2023 Galveston Central Appraisal District Board of Directors. The resolution and ballot must be returned before December 15, 2021.

**Recommendation:**

The Superintendent recommends that Dickinson ISD place 409 votes on Donald Gartman.

**Action Item:**  Yes  No



9850 Emmett F. Lowry Expressway, Suite A  
Texas City, Texas 77591

Phone: (409) 935 - 1980  
Fax: (409) 935 - 4319

Tommy Watson, Chief Appraiser

*2022-2023 Board of Directors Election*

**BALLOT**

Number of Votes Taxing Unit is Eligible to Cast:  <p style="text-align: center; font-size: 1.2em;">409</p>	Voting Unit:  <p style="text-align: center; font-size: 1.2em;">Dickinson Independent School District</p>
--	--

CANDIDATES	VOTES
Brast, Scott	
Clawson, Bruce	Due to Medical Issues does not wish to run
Doyle, Matt	
Farmer, Thomas E.	
Gartman, Donald	409
Harris, John	
Johnson, Cheryl E.	
Tressler, Chad	

- ◆ RESOLUTION MUST BE ATTACHED TO THIS BALLOT
- ◆ DEADLINE: *before December 15<sup>th</sup>, 2021*

A RESOLUTION OF

Dickinson Independent School District

VOTING IN THE ELECTION OF MEMBERS OF THE BOARD OF DIRECTORS  
OF THE  
GALVESTON CENTRAL APPRAISAL DISTRICT  
2022-2023

**RESOLUTION** No. \_\_\_\_\_

WHEREAS, this is selection year for the Board of Directors of the Galveston Central Appraisal District; and

WHEREAS, the Board of Directors consists of five members who serve two-year terms, beginning January 1, 2022 through December 31, 2023; and

WHEREAS, The Dickinson Independent School District is a voting unit entitled to vote for up to five candidates from a ballot submitted by the Galveston Central Appraisal District, if so desired.

NOW THEREFORE, BE IT RESOLVED BY THE PRESIDING BODY OF THIS VOTING UNIT, THAT:

The number of votes cast for the candidate(s), as exhibited in the attached ballot, is submitted by the Dickinson Independent School District to the Galveston Central Appraisal District.

PASSED AND APPROVED by Dickinson Independent School District,  
This 6 day of DECEMBER, 2021.

\_\_\_\_\_  
Presiding Officer

ATTEST:

\_\_\_\_\_  
Signature and Title

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 6, 2021

**Item Title:** Consent Agenda Items

**Agenda Item:** Carla Voelkel, Superintendent

**Background Information:**

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for November 4, 11, 18, and December 2, 2021
- November 1, 2021 Minutes
- Donation to DHS FFA-Prestige Charitable & Educational Corp., Richard Seume
- Donation to DHS Gamers-Gavin Deem
- Campus Fundraising Request-KJHS Library, DHS Drama, DHS E-Sports, DHS School Store
- November 15, 2021 Minutes
- Campus Fundraising Request-DHS DECA
- Approval of Proposals Received-Contracted Services RFP 21-09-1145
- Dual Credit Partnership Agreement between COM and DISD 2021-22 thru 2025-26
- November 30, 2021 Minutes

**Recommendation:**

The Superintendent recommends the Board's ratification of the above consent items.

**Action Item:**     Yes                     No