Mission: To better our community’s quality of life by producing students who are personally, socially, academically, and skillfully ready for the workforce, military, technical school, college or university.

Vision: Rusk High School wishes to perpetuate the quality of life and community that has made us a magnet for families around our state. We will continue to develop and implement learning environments and facilities to maximize student potential.

Beliefs: Rusk High School faculty believes that every student has the innate ability and desire to learn and be productive. It is Rusk High School’s responsibility to build relationships with the student, parent(s) community, and area business/industry to build learning environments, and facilities for the individual learner to grow and develop their natural talents and abilities.
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*Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.

** Please check the Rusk ISD course Catalog online for updated information.

Assurance of Nondiscrimination  No student shall be denied the right to participate in any school program, education service, or activity because of the student’s race, religion, sex, national origin, or disability. The district has designated Grey Burton to coordinate its efforts to comply with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 as amended, and Section 504 of the Rehabilitation Act of 1973 dealing with rights of students with disabilities. All complaints shall be handled through established channels and procedures. This process begins with the campus principal, followed by appeal to the Administrative Office, and finally the Board of Trustees.

The Rusk Independent School District does not discriminate on the basis of a disability by denying access to the benefits of District services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact the campus principal.
Planning your course of study during high school is an important step in planning your future. The decisions you make, along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness.

College students change their majors an average of three times. This is typical, and you, too, will probably reconsider your career goals several times. The decisions you make now, regarding both your program of study and the activities in which you engage, will impact your options beyond high school. It is best to pursue a broad, well rounded program of study that will prepare you for a variety of opportunities. Rusk High School offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, or the workforce. As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your needs.

The following pages contain information on graduation programs, graduation requirements, and information on career planning. The catalog contains course descriptions, information on prerequisites and applicable fees.

Please use this book as a guide to planning your coursework and your future. You have many important decisions to make – take them seriously and make them count!

**8th Grade**
- **Review** choices offered under the **Foundation High School Program** and the **Endorsements** to decide on your future academic path.
- **Select** the endorsement that best fits your area of personal interest and the major you plan to study in college.
- **Recognize** that most college entrance requirements include rigorous advanced courses including Algebra 2, higher-level science courses and languages other than English.
- **Use** Career Cruising to investigate and explore career interests and to investigate schools/colleges that offer training in the programs you are interested in.
- **Use** Career Cruising to document all school, community, and church volunteer, and extracurricular work and accomplishments.

**9th /10th Grade**
- **Monitor** high school credits; be sure to meet all **local and state** requirements by the end of the senior year.
- **Take dual enrollment** or **Advanced Placement courses** if possible to earn college credit while still in high school.
Keep list of awards, honors, and extracurricular activities for scholarship and college applications.

Research colleges or universities you are interested in attending. Check admission and application requirements and timelines.

Attend College Days/Nights hosted by area Jr. Colleges and high schools. Talk with school representatives about the types of financial aid available.

Take the PLAN/ASPIRE during your sophomore year.

Take your TSI exam if you are going to participate in the dual credit program.

Use Career Cruising to investigate and explore career interests and to investigate schools/colleges that offer training in the programs you are interested in.

Use Career Cruising to document all school, community, and church volunteer, and extracurricular work and accomplishments.

11th / 12th Grade

Take dual credit or AP courses if possible to earn college credit while you are still in high school.

Check with your counselor’s office to learn about available scholarships in the fall of your senior year. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.

Use Career Cruising to investigate and explore career interests and to investigate schools/colleges that offer training in the programs you are interested in.

Consider taking an SAT/ACT preparation class.

Sign up and take the ACT or SAT test in June after your Junior year, or after you have completed Algebra 2. You will need to take one of these exams no later than the fall of your senior year.

Take the TSI exam if you didn’t do so during your Sophomore year.

Apply to college during the fall of your senior year.

Fill out the FAFSA (Free Application for Federal Student Aid) early in the spring of your senior year.

Apply for scholarships in the Spring of your senior year.

Use Career Cruising to document all school, community, and church volunteer, and extracurricular work and accomplishments.
Enrollment

Welcome to Rusk Independent School District. A student enrolling in the district for the first time must be accompanied by a primary family member and must provide proof of residence, birth certificate, social security number and satisfactory evidence of required immunizations. With online registration, family members of enrolled students can complete required registration documents prior to enrolling their child for the school year. To access online registration, you must have a Family Access Login. If you do not have a Family Access Login, please contact the campus office or the Rusk ISD administrative office. It is very important to check, and when necessary, update contact information and email addresses of primary guardians in Family Access.

Placement of Transfer Students from Accredited Schools

New resident students entering the district after grade 1 from accredited public, private, or parochial schools shall provide evidence of prior schooling outside the district. They shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate district personnel, the principal shall determine the final grade placement.

For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education.

Grades received from an accredited school that are designated by letter only (A, B, C, D, F, P) will be assigned the following number grades, unless proof of number grade is verified by the previous school district:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>77</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>65</td>
</tr>
<tr>
<td>P</td>
<td>77</td>
</tr>
</tbody>
</table>
Placement of Transfer Students from Non-accredited Schools

Students entering the district from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement may include:

1. Achievement test(s) scores, which may be administered by appropriate district personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Honors, Pre AP or AP credit will be accepted on verification from the previous school district and only for those courses recognized as Pre-Advanced Placement, and Advanced Placement at Rusk High School.
# Texas High School Graduation Plans

## Foundation Plan, Foundation Plus Endorsement, Distinguished Plan

### Foundation

- 4 - English Language Arts (English 1, 2, 3 & 1 Advanced English)
- 4 - Mathematics (Algebra 1, Geometry and 2 Advanced Math)
- 4 - Science (Biology + 3 Additional Science)
- 3 - Social Studies (World History, US History, and Government/Economics)
- 2 - Foreign Languages (Spanish or French)
  - 1 - Fine Art
  - 1 - Physical Education
- 5 - Electives

### Foundation + Endorsement(s) – 26 Credits

<table>
<thead>
<tr>
<th>STEM</th>
<th>Business &amp; Industry</th>
<th>Public Services</th>
<th>Arts &amp; Humanities</th>
<th>Multidisciplinary</th>
</tr>
</thead>
</table>

### Distinguished and Foundation + Endorsement(s) – 26 Credits

## Graduation Planning

Students are encouraged to design their personal graduation plans so that they graduate with 26 credits and at least one endorsement. At Rusk High School, a student has the potential to graduate with 28 credits. This will allow a student to strategically create their 4-year plan to include more than one endorsement and optimize their course considerations and heighten their high school experience. In addition to strategic planning, a student’s senior year is of the utmost importance. Seniors will use their last year of high school to prepare for the transition from high school to post-secondary learning in the form of technical training or college. This will mean taking a full load of courses, completing graduation requirements, completing testing requirements for high school and college, and possibly taking dual credit and or certification tests.
RHS recommends all students complete the Foundation plus endorsement or the DLA* and Foundation plus endorsement plan. Algebra 2 is required to earn the Distinguished Level of Achievement (DLA*).

### Foundation Program plus Endorsement (26 credits)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>(4 Credits)</td>
<td>English 1: English 1P or English 110 (1)</td>
</tr>
<tr>
<td></td>
<td>English 2: English 21P or English 210 (1)</td>
</tr>
<tr>
<td></td>
<td>English 3: English 31D or English 31A or English 310 (1)</td>
</tr>
<tr>
<td></td>
<td>ADV English: English 41D or English 41A or English 410 or Bus English 410 (1)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>(4 Credits)</td>
<td>Algebra 1: Algebra 112 or Algebra 110 (1)</td>
</tr>
<tr>
<td></td>
<td>Geometry: Geometry 112 or Geometry 110 (1)</td>
</tr>
<tr>
<td></td>
<td>ADV Math: Algebra 21P* or Algebra 210* or Alg Reason 110 or Math Models 110</td>
</tr>
<tr>
<td></td>
<td>or Ag Math 110 or Statistics 112 or Statistics 110 or Precal 1AP/Precal 1BP</td>
</tr>
<tr>
<td></td>
<td>or Precal 1A/Precal 1B0 or Calculus 11A (1)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>(4 Credits)</td>
<td>Biology: Biology 11P or Biology 110 (1)</td>
</tr>
<tr>
<td></td>
<td>IPC/ADV Sci: Chemistry 11P or Chemistry 110 or IPC 110 or Physics 110 (1)</td>
</tr>
<tr>
<td></td>
<td>ADV Science: Chemistry 11P or Chemistry 110 or Physics 110 or Env Science 110</td>
</tr>
<tr>
<td></td>
<td>or Biology 2AA/2BA or Biology 2AD/Biology 2BD or Animal Sci 110 or Plant Sci</td>
</tr>
<tr>
<td></td>
<td>110 or A&amp;P 110 or A&amp;P Intro 1AD/A&amp;P 1BD or Forensics 110 (1)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>(3 Credits)</td>
<td>World History: World History 11P or World History 110 (1)</td>
</tr>
<tr>
<td></td>
<td>US History: US History 11D or US History 110 (1)</td>
</tr>
<tr>
<td></td>
<td>Government/ Economics: US Govt 1AD/Economics 1AD or US Govt 1A0/Economics 1A0</td>
</tr>
<tr>
<td><strong>Languages other than English (LOTE),</strong></td>
<td></td>
</tr>
<tr>
<td>(2 credits – must be same language)</td>
<td>Spanish 110 or French 11V (1)</td>
</tr>
<tr>
<td><strong>Physical Ed</strong></td>
<td></td>
</tr>
<tr>
<td>(1 Credit)</td>
<td>Physical Ed: Aerobic 110 or Outdoor Ed 110 or March Band 1A0 &amp; March Band 2A0</td>
</tr>
<tr>
<td></td>
<td>or Athletics 8 110/Athletics G 110(1)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td></td>
</tr>
<tr>
<td>(1 Credit)</td>
<td>Fine Arts: Art 110 or Band 1B 280 &amp; Band 280 or Theatre 110 or Tech Th 110</td>
</tr>
<tr>
<td></td>
<td>or Floral Design 110 (1)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>(5 Credits)</td>
<td>Choose from Endorsement or Other Electives (1)</td>
</tr>
<tr>
<td><strong>Endorsement</strong></td>
<td></td>
</tr>
<tr>
<td>(2 Credits Minimum)</td>
<td>Arts &amp; Humanities: LOTE</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities: Multilanguage</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities: Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Business &amp; Industry: Ag, Food and Nat Res</td>
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<td></td>
<td>Business &amp; Industry: Welding</td>
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<td></td>
<td>Business &amp; Industry: Finance</td>
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<td></td>
<td>Public Services: Cosmetology</td>
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<td>Public Services: Education</td>
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<td></td>
<td>Public Services: Medical Careers</td>
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<tr>
<td></td>
<td>STEM: ADV Science</td>
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<td></td>
<td>STEM: ADV Math</td>
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<tr>
<td></td>
<td>Multidisciplinary: 4X4</td>
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<tr>
<td></td>
<td>Multidisciplinary: ADV Multi</td>
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<tr>
<td></td>
<td>STEM Generalist</td>
</tr>
<tr>
<td></td>
<td>Multidisciplinary: AP/Dual Credit</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>26</td>
</tr>
</tbody>
</table>
Endorsements Options for Foundation Plan plus Endorsement / DLA and Foundation Plan Plus Endorsement

Endorsements
Endorsements may be earned in the following areas:

- **Endorsement: Arts and Humanities ★**
  - Creating, exhibiting, performing, and publishing multimedia content
  - Providing training in advanced language studies
  - Providing training in human studies including human history and behavior
    - Option: Advanced Social Studies
    - Option: Languages Other Than English (LOTE)
    - Option: LOTE Multilanguage
    - Option: Fine Arts

- **Endorsement: Business and Industry ★**
  - Organizing, directing, and evaluating functions essential to productive business operations.
  - Processing, production, distribution, financing, and development of agricultural commodities and natural resources.
  - Designing, managing, building, and maintaining the construction environment.
  - Planning finances and investments, managing banking, insurance, and business finances.
  - Designing, supporting, and managing hardware, software, multimedia, and systems integration.
  - Managing movement of people, materials, and goods by road, pipeline, air, rail, and water
    - Option: Ag, Food & Natural Resources
    - Option: Welding
    - Option: Graphic Arts, AV Technology & Communications
    - Option: HVAC
    - Option: Technology Applications
    - Option: Business Management & Administration
    - Option: Automotive
    - Option: Finance
    - Option: Business & Industry Generalist

- **Endorsement: Public Services ★**
  - Providing for families and human need; education, training, and related learning support services, diagnostic and therapeutic service, health information, support services, and biotechnology research and development.
    - Option: Cosmetology
    - Option: Education & Training
    - Option: Introduction to Medical Careers
Endorsement: STEM
- Performing scientific research and professional technical services.
  - Option: Advanced Science
  - Option: Advanced Math
  - Option: Electronic Controls Technology
  - Option: STEM Generalist

Endorsement: Multidisciplinary
- Providing a variety of advanced learning experiences
  - Option: AP/Dual Credit
  - Option: Multidisciplinary 4x4
  - Option: Advanced Multidisciplinary

See Appendix E for Rusk High School Graduation Plan Guidance Documents. These documents may be used with the previous Foundation plus Endorsement/DLA and Foundation plus Endorsement planning chart and the following Endorsement planning sheets. Each student will declare 1 or 2 endorsement(s) and endorsement option(s). Selected courses will meet the declared endorsement option(s).
## Arts & Humanities

Choose endorsement focus: Advanced Social Studies, Languages Other Than English (LOTE), LOTE Multilanguage or Fine Arts.

### Advanced Social Studies
5 Credits

- World History 11P or World History 110 (1)
- US History 11D or US History 110 (1)
- US Govt 1AD or US Govt 1A0 (.5)
- Economics 1AD ADV or Economics 1A0 ADV(.5)
- Social Studies Topics 1AD ADV (1)
- Psychology 1AD ADV (.5)
- Sociology 1AD ADV (.5)
- W Geography 1A0/ W Geography 1B0 (1)

### Languages Other Than English (LOTE)
(Same Language)
4 Credits

- Spanish 110 (1)
- Spanish 210 (1)
- Spanish 310 ADV or Spanish 310 V ADV (1)

### LOTE Multilanguage
(2 languages)
4 Credits

- Spanish 110 (1)
- Spanish 210 (1)
- French 11V (1)

### Fine Arts (1 or 2 Disciplines)
4 Credits

- March Band 1A0/Band 2B0 (1)
- March Band 1A0/Band 2B0 (1)
- Band 310 ADV (1)
- Band 410 ADV (1)
- Art 110 (1)
- Art 210 Drawing or Art 210 Paint or Art 210 Ceramic (1)
- Art 310 Drawing ADV or Art 310 Paint ADV or Art 310 Ceramic ADV (1)
- Art 410 Drawing ADV or Art 410 Paint ADV or Art 410 Ceramic ADV (1)
- Theatre 110 or Tech Th 110 or Theatre Production 110 (1)
- Tech Th 210 or Theatre Production 210 (1)
- Tech Th 310 ADV or Theatre Production 310 ADV (1)
- Tech Th 410 ADV or Theatre Production 410 ADV(1)
### Business & Industry

Choose endorsement focus: Ag, Food & Natural Resources, Welding, Graphic Arts, HVAC, Tech Apps, Business Management & Admin, Automotive, Finance, or Business & Industry Generalist.

<table>
<thead>
<tr>
<th>Tech Apps</th>
<th>4 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Design 110 (1)</td>
<td></td>
</tr>
<tr>
<td>Digital Com 110 (1)</td>
<td></td>
</tr>
<tr>
<td>3D Modeling 110 (1)</td>
<td></td>
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<tr>
<td>Digital Des 110 ADV (1)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Welding (TJC West Campus)</th>
<th>6 Credits (Requires at least 1 Advanced Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Welding 11D (1)</td>
<td></td>
</tr>
<tr>
<td>Welding 12D ADV (2)</td>
<td></td>
</tr>
<tr>
<td>Welding 23D ADV (3)</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Offering: Basic Welding, Advanced Welding

<table>
<thead>
<tr>
<th>Automotive (TJC West Campus)</th>
<th>6 Credits (Requires at least 1 Advanced Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Basics 11D (1)</td>
<td></td>
</tr>
<tr>
<td>Auto Tech 12D ADV (2)</td>
<td></td>
</tr>
<tr>
<td>Auto Tech 23D ADV (3)</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Offering: Engine, Chassis and Driveline

<table>
<thead>
<tr>
<th>HVAC (TJC West Campus)</th>
<th>6 Credits (Requires at least 1 Advanced Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC L 110 (1)</td>
<td></td>
</tr>
<tr>
<td>Construction 11D(1)</td>
<td></td>
</tr>
<tr>
<td>HVAC 11D ADV (1)</td>
<td></td>
</tr>
<tr>
<td>Electrical 11D (1)</td>
<td></td>
</tr>
<tr>
<td>HVAC 22D ADV (2)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance</th>
<th>4 Credits (Requires at least 1 Advanced Course)</th>
</tr>
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<tbody>
<tr>
<td>Money Matters 110 (1)</td>
<td></td>
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<tr>
<td>BIM 110 (1)</td>
<td></td>
</tr>
<tr>
<td>Accounting 110 ADV (1)</td>
<td></td>
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<tr>
<td>Accounting 21V ADV (1)</td>
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<thead>
<tr>
<th>Graphic Arts</th>
<th>4 Credits (Requires at least 1 Advanced Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Des 110 (1)</td>
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<tr>
<td>Graphic Des 120 (2)</td>
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</tr>
<tr>
<td>Graphic Des 210 ADV (1)</td>
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<tr>
<td>Graphic Des 220 ADV (2)</td>
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<tr>
<td>Animation 110 (1)</td>
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<td>Animation 120 (2)</td>
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<tr>
<td>Animation 210 ADV (1)</td>
<td></td>
</tr>
<tr>
<td>Animation 220 ADV (2)</td>
<td></td>
</tr>
</tbody>
</table>

Certificate Offering: Adobe Photoshop, Adobe Flash
### Business & Industry (Continued)

Choose endorsement focus: **Ag, Food & Natural Resources, Welding, Graphic Arts, HVAC, Tech Apps, Business Management & Admin, Automotive, Finance, or Business & Industry Generalist.**

#### Ag, Food & Natural Resources
4 Credits (Requires at least 1 Advanced Course)
- RJH Principles of Agriculture 110 (1)
- Livestock 110 (1)
- Wildlife 110(1)
- Floral Design 110 (1)
- Hort Sci 110 (1)
- Ag Mech 110 (1)
- Ag Fab 110 (1)
- Project Based Ag Power PB 110 (1)
- Plant Sci 110 ADV (1)
- Animal Sci 110 ADV (1)
- Ag Pract 120 ADV (2)
- Ag Pract 130 (3)
- Ag Pract 220 ADV (2)
- Ag Pract 230 (3)
- Ag Pr Based 110 ADV (1)
- Ag Pr Based 210 ADV (1)
- Ag Math 110 ADV (1)

Certificate Offering: **Floral Design**

#### Business Management & Admin
4 Credits (Requires at least 1 Advanced Course)
- RJH Touch System Data Entry 1A0 (.5)
- BIM 110 (1)
- BIM 210 (1)
- Business Pract 120 ADV (2)
- Business Pract 130 ADV (3)
- Business Pract 220 ADV (2)
- Business Pract 230 ADV (3)
- PB Yearbook 110 ADV (1)
- PB Yearbook 210 ADV (1)
- Business English 410 ADV (1)
- RJH Principles of Agriculture 1A0 (.5)
- Livestock 110 (1)
- Wildlife 110 (1)
- Floral Design 110 (1)
- Ag Math 110 ADV (1)
- Hort Sci 110 (1)
- Ag Mech 110 (1)
- Ag Fab 110 (1)
- Ag Power PB 110 (1)

Certificate Offering: **Microsoft Office Specialist (MOS)**

#### Business Industry Generalist
4 Credits (Requires at least 1 Advanced course)
- RJH Touch System Data Entry 1A0 (.5)
- BIM 110 (1)
- BIM 210 (1)
- Business Pract 120 ADV (2)
- Business Pract 130 ADV (3)
- Business Pract 220 ADV (2)
- Business Pract 230 ADV (3)
- PB Yearbook 110 ADV (1)
- PB Yearbook 210 ADV (1)
- Business English 410 ADV (1)
- RJH Principles of Agriculture 1A0 (.5)
- Livestock 110 (1)
- Wildlife 110 (1)
- Floral Design 110 (1)
- Ag Math 110 ADV (1)
- Hort Sci 110 (1)
- Ag Mech 110 (1)
- Ag Fab 110 (1)
- Ag Power PB 110 (1)

Certificate Offering: **Microsoft Office Specialist (MOS)**

#### Business Industry Generalist (Continued)
(Requires at least 1 Advanced course)
- Money Matters 110 (1)
- Accounting 110 ADV (1)
- Accounting 21V ADV (1)
- Graphic Des 110 (1)
- Graphic Des 110 (2)
- Graphic Des 210 ADV (1)
- Graphic Des 220 ADV (2)
- Animation 110 (1)
- Animation 120 (2)
- Animation 210 ADV (1)
- Animation 220 ADV (2)
- Auto Basics 11D (1)
- Auto Tech 12D ADV (2)
- Construction 11D (1)
- HVAC 11D ADV (1)
- Electrical 11D (1)
- Welding Int 11D (1)
- Welding 12D ADV (2)
### Public Services

Choose endorsement focus: Cosmetology, Education & Training or Introduction to Medical Careers

#### Cosmetology (Palestine High School)
6 Credits (Requires at least 1 Advanced Course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money 110 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIM 110 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology 13D (3)</td>
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<tr>
<td>Cosmetology 23D ADV (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Certificate Offering: Texas Cosmetology License

#### Education & Training
4 Credits (Requires at least 1 Advanced Course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIM 110 (1)</td>
<td></td>
<td></td>
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<tr>
<td>Human Grow 110 (1)</td>
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<tr>
<td>Inst Prac 120 (2)*</td>
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<tr>
<td>Ed Pract 120 ADV (2)</td>
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<td>Ed Pract 130 ADV (3)</td>
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<td>Ed Pract 230 ADV (3)</td>
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</table>

Certificate Offering: Texas Paraprofessional

*Required prerequisite for Pract

#### Introduction to Medical Career
4 Credits (Requires at least 2 Advanced Course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>Money 110 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Grow 110 (1)</td>
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<td></td>
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<tr>
<td>Bilth/Sp Med 110 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med Term* 110 ADV (1)</td>
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</tr>
<tr>
<td>A&amp;P Intro 1AD/A&amp;P 1BD ADV (1) or A &amp; P 110 ADV (1)</td>
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</table>

*Possible Certification Offering: Emergency Responders (Fees may apply; To be determined)
### Science, Technology, Engineering & Math (STEM)

Choose endorsement focus: Advanced Science, Advanced Math, Electronic Control Technology, STEM-Generalist

<table>
<thead>
<tr>
<th>STEM Endorsement Requires:</th>
<th>Algebra 2 Pap or Algebra 2 (1)</th>
<th>Chemistry</th>
<th>Physics</th>
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</thead>
<tbody>
<tr>
<td><strong>Advanced Science</strong></td>
<td></td>
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</tr>
<tr>
<td>2 Credits</td>
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<td></td>
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<tr>
<td>Forensics 110 ADV (1)</td>
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<tr>
<td>Env Science 110 ADV (1)</td>
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<tr>
<td>Animal Sci 110 ADV (1)</td>
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<tr>
<td>Plant Sci 110 ADV (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;P Intro 1AD/A&amp;P 1BD or A&amp;P 110 ADV (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Biology 2AA/Biology 2BA ADV or Biology 2AD/Biology 2BD ADV (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Advanced Math</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2 Credits</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PreCalculus 11P ADV or PreCalculus 110 ADV (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Calculus 11A ADV (1)</td>
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<tr>
<td><strong>Electronic Controls Technology (TJC West Campus)</strong></td>
<td></td>
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<tr>
<td>6 credits (Requires at least 1 Advanced Course)</td>
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<tr>
<td>AC/DC 11D ADV (1)</td>
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<tr>
<td>Solid State 11D ADV (1)</td>
<td></td>
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</tr>
<tr>
<td>Digital El 11D ADV (1)</td>
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</tr>
<tr>
<td>STEM Pract 13D (3)</td>
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<tr>
<td><strong>STEM Generalist (1 or 2 Disciplines)</strong></td>
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<tr>
<td>3 Credits</td>
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<tr>
<td>PreCalculus 11P ADV or Precalculus 110 ADV (1)</td>
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<tr>
<td>Forensics 110 ADV (1)</td>
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<tr>
<td>Env Science 110 ADV (1)</td>
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<tr>
<td>Animal Sci 110 ADV (1)</td>
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<tr>
<td>Plant Sci 110 ADV (1)</td>
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<tr>
<td>A&amp;P Intro 1AD/A&amp;P 1BD or A&amp;P 110 ADV (1)</td>
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<tr>
<td>Biology 2AA/Biology 2BA ADV or Biology 2AD/Biology 2BD ADV (1)</td>
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<tr>
<td>Solid State 11D ADV (1)</td>
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<tr>
<td>Digital El 11D ADV (1)</td>
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<tr>
<td>AC/DC 11D ADV (1)</td>
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</table>
**Multidisciplinary**

**Choose endorsement focus: AP/Dual Credit, 4x4 or Advanced Multidisciplinary**

<table>
<thead>
<tr>
<th>4X4 Core</th>
<th>4X4 Core Continued</th>
<th>AP/Dual Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Credits from each core subject: English, Math, Social Studies &amp; Science</td>
<td></td>
<td>4 Credits</td>
</tr>
<tr>
<td>4 English Credits</td>
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<td>English 31A ADV or English 31D ADV (1)</td>
</tr>
<tr>
<td>❑ English 11P or English 110 (1)</td>
<td>❑ World History 11P or World History 110 (1)</td>
<td>English 41A ADV or English 41D ADV (1)</td>
</tr>
<tr>
<td>❑ English 21P or English 210 (1)</td>
<td>❑ US History 110 (1) or US History 11D ADV (1)</td>
<td>Communication Applications 1AD ADV (.5)</td>
</tr>
<tr>
<td>❑ English 31A or English 31D or English 310 ADV(1)</td>
<td>❑ US Govt 1A0 ADV or US Govt 1AD ADV (.5)</td>
<td>A&amp;P Intro 1AD/A&amp;P 1BD ADV</td>
</tr>
<tr>
<td>❑ English 41A or English 41D or English 410 ADV(1)</td>
<td>❑ Economics 1A0 ADV or Economics 1AD ADV (.5)</td>
<td>Biology 2AD/Biology 2BD ADV or Biology 2AA/Biology 2BA ADV (1)</td>
</tr>
<tr>
<td>4 Math Credits</td>
<td></td>
<td>World Geography 110 (1)</td>
</tr>
<tr>
<td>❑ Algebra 112 or Algebra 110 (1)</td>
<td>❑ Special Topics in Social Studies 11D ADV (1)</td>
<td>Drama 1AD (.5)</td>
</tr>
<tr>
<td>❑ Geometry 112 or Geometry 110 (1)</td>
<td>❑ Psychology 1AD ADV (.5)</td>
<td>Art App 1AD (.5)</td>
</tr>
<tr>
<td>❑ Algebra 21P ADV or Algebra 210 ADV (1)</td>
<td>❑ Sociology 1AD ADV (.5)</td>
<td>Calculus 11A ADV (1)</td>
</tr>
<tr>
<td>❑ PreCal 1AP/PreCal 1BP ADV or PreCal 1A0/PreCal 1B0 ADV (1)</td>
<td></td>
<td>Psychology 1AD ADV (.5)</td>
</tr>
<tr>
<td>❑ Calculus 11A ADV (1)</td>
<td></td>
<td>Sociology 1AD ADV (.5)</td>
</tr>
<tr>
<td>❑ Math Models 110 ADV or Robotics 110 ADV or Ag Math 110 ADV (1)</td>
<td></td>
<td>Special Topics in Social Studies 1AD ADV (1)</td>
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<tr>
<td>❑ Statistics 112 ADV or Statistics 110 ADV (1)</td>
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<td>US Govt 1AD ADV (.5)</td>
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<tr>
<td>4 Science Credits</td>
<td></td>
<td>US History 11D ADV (.5)</td>
</tr>
<tr>
<td>❑ Biology 11P or Biology 110</td>
<td></td>
<td>Economics 1AD ADV (.5)</td>
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<tr>
<td>❑ IPC 110 (1)</td>
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<tr>
<td>❑ Chemistry 11P or Chemistry 110 (1)</td>
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<tr>
<td>❑ Physics 110 ADV (1)</td>
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<tr>
<td>❑ Env Science 110 ADV (1)</td>
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<tr>
<td>❑ Forensics 110 ADV (1)</td>
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<tr>
<td>❑ Plant Sci 110 ADV (1)</td>
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<tr>
<td>❑ Animal Sci 110 ADV (1)</td>
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<td></td>
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<tr>
<td>❑ Biology 2AA/Biology 2BA or Biology 2AD/Biology 2BD (1)</td>
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</tr>
<tr>
<td>❑ A&amp;P Int/A&amp;P 11D/A&amp;P HS 110 ADV (1)</td>
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</table>

4X4 Continued Next Column
### Multidisciplinary (Continued)

Choose endorsement focus: AP/Dual Credit, 4x4 or Advanced Multidisciplinary

<table>
<thead>
<tr>
<th>Advanced Multidisciplinary (Continued)</th>
<th>Advanced Multidisciplinary (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 31D or English 31A or English 310 ADV (1)</td>
<td>Drama 1AD ADV (.5)</td>
</tr>
<tr>
<td>English 41D or English 41A or English 410 ADV (1)</td>
<td>Art App 1AD ADV (.5)</td>
</tr>
<tr>
<td>Bus English 410 ADV (1)</td>
<td>Band 310 ADV (1)</td>
</tr>
<tr>
<td>Algebra 21P or Algebra 210 ADV (1)</td>
<td>Band 410 ADV (1)</td>
</tr>
<tr>
<td>PreCal 1AP/PreCal 1BP or PreCal 1AO/PreCal 1BO ADV (1)</td>
<td>PB Yearbook 110 ADV (1)</td>
</tr>
<tr>
<td>Math Models 110 ADV (1)</td>
<td>PB Yearbook 210 ADV (1)</td>
</tr>
<tr>
<td>Robotics 110 ADV (1)</td>
<td>Ag Pr Based 110 ADV (1)</td>
</tr>
<tr>
<td>Calculus 11A ADV (1)</td>
<td>Ag Pr Based 210 ADV (1)</td>
</tr>
<tr>
<td>Ag Math 110 ADV (1)</td>
<td>Auto Basics 11D ADV (2)</td>
</tr>
<tr>
<td>Env Science 110 ADV (1)</td>
<td>Auto Tech 12D ADV (2)</td>
</tr>
<tr>
<td>A&amp;P Intro 1A0/A&amp;P 1BD or A&amp;P HS ADV (1)</td>
<td>Graphic Des 210 ADV (1)</td>
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<tr>
<td>Forensics 110 ADV (1)</td>
<td>Graphic Des 220 ADV (2)</td>
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<tr>
<td>Animal Sci 110 ADV (1)</td>
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<td>HVAC 11D ADV (1)</td>
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<td>Physics 110 ADV (1)</td>
<td>Electrical 11D ADV (1)</td>
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<tr>
<td>Biology 2AA/Biology 2BA ADV or Biology 2AD/Biology 2BD ADV (1)</td>
<td>BIM 210 ADV (1)</td>
</tr>
<tr>
<td>US History 110 or US History 11D ADV (1)</td>
<td>Animation 210 ADV (1)</td>
</tr>
<tr>
<td>US Govt 1AD or US Govt 1A0 ADV (.5)</td>
<td>Animation 220 ADV (2)</td>
</tr>
<tr>
<td>Economic 1AD or Economics 1A0 ADV (.5)</td>
<td>Welding Int 12D ADV (2)</td>
</tr>
<tr>
<td>Special Topics in Social Studies 1AD ADV (1)</td>
<td>Welding 12D ADV (2)</td>
</tr>
<tr>
<td>Spanish 310 ADV or Spanish 31V ADV (1)</td>
<td>Cosmetology 13D ADV (3)</td>
</tr>
<tr>
<td>Spanish 41V ADV (1)</td>
<td>ELA C Prep 110 ADV (1)</td>
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<td>French 31V ADV (1)</td>
<td>Math C Prep 110 ADV (1)</td>
</tr>
<tr>
<td>French 41V ADV (1)</td>
<td>Accounting 110 ADV (1)</td>
</tr>
<tr>
<td>Art 310 Drawing ADV or Art 310 Paint ADV or Art 310 Ceramic ADV (1)</td>
<td>Accounting 21V ADV (1)</td>
</tr>
<tr>
<td>Art 410 Drawing ADV or Art 410 Paint ADV or Art 410 Ceramic ADV (1)</td>
<td>Com Apps 1AD ADV (.5)</td>
</tr>
<tr>
<td>Tech Th 310 ADV or Theatre Production 310 ADV (1)</td>
<td>AC/DC 11D ADV (1)</td>
</tr>
<tr>
<td>Tech Th 410 ADV or Theatre Production 410 ADV (1)</td>
<td>Solid State 11D ADV (1)</td>
</tr>
<tr>
<td>Advanced Multidisciplinary Continued Next Column</td>
<td>Digital EL 11D ADV (1)</td>
</tr>
</tbody>
</table>

* Courses earned for an Advanced Multidisciplinary Endorsement may not count to earn another endorsement.
Foundation Plan

This chart describes the Foundation Plan which is not the plan encouraged by Rusk ISD. RISD recommends all students complete the Foundation plus endorsement or the DLA and Foundation plus endorsement plan.

### Foundation Program (22 credits)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
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</tr>
<tr>
<td>(4 Credits)</td>
<td></td>
</tr>
<tr>
<td>English 1:</td>
<td>English 11P or English 110 or English 117 (1)</td>
</tr>
<tr>
<td>English 2:</td>
<td>English 21P or English 210 or English 217 (1)</td>
</tr>
<tr>
<td>English 3:</td>
<td>English 31D or English 31A or English 310 or English 317 (1)</td>
</tr>
<tr>
<td>ADV English:</td>
<td>English 41D or English 41A or English 410 or English 417 or Bus English 410 (1)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>(3 Credits)</td>
<td></td>
</tr>
<tr>
<td>Algebra 1:</td>
<td>Algebra 112 or Algebra 110 or Algebra 117 (1)</td>
</tr>
<tr>
<td>Geometry:</td>
<td>Geometry 112 or Geometry 110 or Geometry 117 (1)</td>
</tr>
<tr>
<td>ADV Math:</td>
<td>Algebra 21P or Algebra 210 or Alg Reason 110 or Math Models 110 or Math Models 117 or Robotics110 or Ag Math 110 or Statistics 112 or Statistics 110 or Precalculus 11P or Precalculus 110 or Calculus 11A (1)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>(3 Credits)</td>
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</tr>
<tr>
<td>Biology:</td>
<td>Biology 11P or Biology 110 or Biology 117 (1)</td>
</tr>
<tr>
<td>IPC/ADV Sci:</td>
<td>Chemistry 11P or Chemistry 110 or IPC 110 or IPC 117 or Physical Science 110 or Envi Sci 110 or Envi Sci 117 or Biology 2AA/Biology 2BA or Biology 2AD/Biology 2BD or Animal Sci 110 or Plant Sci 110 or A&amp;P 110 or A&amp;P intro 1AD/A&amp;P 1BD or Forensics 110 (1)</td>
</tr>
<tr>
<td>ADV Science:</td>
<td>Chemistry 11P or Chemistry 110 or Physical Science 110 or Envi Sci 110 or Envi Sci 117 or Biology 2AA/Biology 2BA or Biology 2AD/Biology 2BD or Animal Sci 110 or Plant Sci 110 or A&amp;P 110 or A&amp;P intro 1AD/A&amp;P 1BD or Forensics 110 (1)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
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</tr>
<tr>
<td>(3 Credits)</td>
<td></td>
</tr>
<tr>
<td>World History:</td>
<td>World History 11P or World History 110 or World History 117 (1)</td>
</tr>
<tr>
<td>US History:</td>
<td>US History 11D or US History 110 or US History 117 (1)</td>
</tr>
<tr>
<td>Government/Economics:</td>
<td>US Govt 11D/Economics 1AD or US Govt 1A0/Economics 1A0 or US Govt 1A7/Economics 1A7 (1)</td>
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<tr>
<td><strong>Languages other than English (LOTE), (2 credits – must be same language)</strong></td>
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<tr>
<td>LOTE 1:</td>
<td>Spanish 110 or French 11V (1)</td>
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<tr>
<td>LOTE 2:</td>
<td>Spanish 210 or French 21V (1)</td>
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<tr>
<td><strong>Physical Education</strong></td>
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<td>(1 Credit)</td>
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<tr>
<td>Physical Ed:</td>
<td>PE Aerobic 110 or Outdoor Ed 110 or March Band 1A0 &amp; March Band 2A0 or Athletics B 110/Athletics G 110 (1)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td></td>
</tr>
<tr>
<td>(1 Credit)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts:</td>
<td>Art 110 or Band 1B0 &amp; Band 2B0 or Theatre 110 or Tech Th 110 or Floral Design 110 (1)</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>(5 Credits)</td>
<td></td>
</tr>
<tr>
<td>Electives (1)</td>
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<td>Electives (1)</td>
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<td>Electives (1)</td>
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</tr>
<tr>
<td>Electives (1)</td>
<td></td>
</tr>
<tr>
<td>Electives (1)</td>
<td></td>
</tr>
</tbody>
</table>

Total 22

As of 1/2019 The High School Program
Benefits of Graduating with an Endorsement or Multiple Endorsements

**College Readiness** Colleges and universities require the foundation plan for admission. In addition, students ranked in the top 10 percent of the graduating class from an accredited Texas public high school are eligible for automatic admission to most Texas public universities, if they have completed the Distinguished Achievement Plan (DAP).

**Recognition** The Endorsement, Distinguished Achievement, and Performance Acknowledgement insignias will be affixed to the Diploma and Academic Achievement Record (transcript) of the student as required by law.

**Test Results** Research suggests that students who take additional English, Math, Science, and Social Studies courses make higher scores on TSI, SAT, and ACT college entrance exams. The Foundation plus Endorsement/DLA and Foundation plus Endorsement plans require additional math and science courses.

**Program Participation** The Texas Scholars program allows students who participate and graduate to be eligible for Graduation Honors and to compete for scholarships. Texas Scholars who qualify for financial assistance become eligible for a grant program passed by the Texas Legislature: the Texas Grant Program. This may provide all tuition and fees for public colleges and universities in Texas. However, grant funds are administered on a first-come, first serve basis. The Texas Scholars Program requires students to graduate under the Foundation Plan with an Endorsement.

### Distinguished Level of Achievement

**Distinguished Level of Achievement (26 Credits)**
To earn a distinguished level of achievement a student must successfully complete the foundation program and the curriculum requirements for at least one endorsement, including 4 credits in math to include Algebra II and 4 credits in Science.

The Distinguished Level of Achievement is the State of Texas’ most rigorous academic graduation program. Students complete all the course requirements of the Foundation High School Program as well as completing curriculum requirements for at least one Endorsement, including completing four credits in science and four credits in math to include Algebra 2. Students must complete this plan to be considered for eligibility in the Top Ten Percent of their graduation class and eligibility for Top Ten Percent Automatic Admission to Texas Public Colleges and Universities. A designation for completing this program will appear on the high school transcript.
Benefits of Choosing the Distinguished Level of Achievement

**Choices determine options**
Most of the very best jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

**Why it matters – Benefits**
The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

*Must be financially qualified

**What it means**
The Distinguished Level of Achievement requires more math and science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra 2;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

**Advantages**

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree
Top Ten Percent Required Admission Policy
All Texas public colleges and universities are required to admit students upon successful completion of all criteria.

Top Ten Percent Requirements
1. Have a grade point average that places the student in the top ten percent of their graduating class.
2. Apply no later than two years after graduating from a Texas high school.
3. Submit a completed application before the expiration of the college’s admission application filing deadline.

Students should be aware that colleges may add additional requirements such as essays, letters of recommendation, admission and placement tests, and transcript requirements. Students are responsible for knowing their chosen school’s requirements and deadlines.

Performance Acknowledgements
A student may earn a performance acknowledgement on their diploma and transcript for outstanding performance on any of the following:

- **Dual Credit**
  - Completing at least 12 hours of college academic courses including those taken as dual credit and advanced technical credit with a GPA of 3.0 or higher on a 4.0 scale.
  - Completing an associate degree while in high school

- **Bilingualism and Biliteracy**
  - Completing all English language arts requirements and maintaining a minimum grade point average of the equivalent of 80 on a scale of 100 AND
  - Completing a minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100 or demonstrating proficiency in the TEKS for Level 4 or higher in a language other than English with a minimum GPA of 80 on a scale of 100 or completing at least 3 credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100 or demonstrating proficiency in one or more languages other than English through an AP score of 3 or higher on a language other than English or performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In order for an English Language Learner (ELL) student to earn a Performance Acknowledgement in Bilingualism and Biliteracy, the ELL student must participate in and meet the exit criteria for the bilingual or ESL program and scores at the Advance High level on the Texas English Language Proficiency Assessment System (TELPAS).
• **College Board Advanced Placement**
  o Earning a score on the PSAT/NMSQT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation
  o Achieving the college readiness benchmark scores on at least two of the four subject tests on the ACT-PLAN examination
  o Earning a combined critical reading and mathematics score of at least 1250 on the SAT or
  o Earning a composite score on the ACT examination of 28 (excluding the writing subscore)

• **Business/Certification**
  o Performing on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification
  o Performing on an examination sufficient to obtain a government-required credential to practice a profession

---

**State Testing Requirements for Graduation**

In addition to successfully completing all graduation course requirements, students must meet certain state mandated testing requirements.

Students must meet STAAR testing requirements for graduation by meeting the Approaches, Meets or Masters level on the End-Of-Course (EOC) exams in:

- English 1
- English 2
- Algebra 1
- Biology 1
- US History

Original testing occurs yearly in April/May. Retest opportunities occur yearly in June and December.
Earning Credits for Graduation

Students are classified according to the number of credits they have earned. Required classification credits are listed below.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>9th</td>
<td>1-4 Credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>10th</td>
<td>5-9 Credits</td>
</tr>
<tr>
<td>Junior</td>
<td>11th</td>
<td>10-14 Credits</td>
</tr>
<tr>
<td>Senior</td>
<td>12th</td>
<td>15+ Credits</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td>22 Credits – Foundation Plan</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td>26 Credits – Foundation Plan + Endorsement(s)*</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td>26 Credits – Distinguished Level of Achievement (DLA) and Foundation Plan + Endorsement(s)*</td>
</tr>
</tbody>
</table>

Reclassifications are made at mid-year in January and at year-end in June. Determinations are made by the counselor and principal.

*RHS recommended plans for graduation

Retrieving Credit for Prior Instruction – Credit By Exam
A student who has failed a course may take credit by examination to regain credit. A grade of 70 or higher is required to regain credit for the course in which the exam was attempted. A student must have attempted the course for which the exam is being taken in the semester immediately prior to taking the CBE.

Earning Credit without Prior Instruction – Credit By Exam
- Student cannot take an exam for credit in a course in which they are currently enrolled.
- Student cannot take an exam for credit out of sequence, all prerequisites must be satisfied.
- Student must have written approval from their parent/guardian and a recommendation letter from their teacher before they will be allowed to register for a Credit By Exam.
- Students must score 90% or better on the Credit By Exam to be awarded credit.
- Credit By Exam score will be used for ranking and GPA purposes for the course in which the exam is taken and substituted for.
Rusk High School and Rusk ISD will administer Credit By Exams 4 times per year, once during each window listed below:
January 1- March 31
April 1 – June 30
July 1 – September 30
October 1 – December 31

Students must see their counselor for specific yearly dates.

Students wishing to take a Credit By Exam must notify their counselor by the first date of each testing window.

Credit By Exam is a fee based program. Fees are paid by the student/student’s family.

**Retrieving Credit for Prior Instruction – Learning Recovery**

Rusk High School provides credit recovery for students who wish to recover credits for graduation. On-campus credit recovery utilizes the E20/20 (Edgenuity) online educational program. This is a fee based program. All courses required in the Foundation Program are offered via the E20/20 program.

**Earning Additional Credits**

- Summer School for initial credit and for regaining credit is a fee based program. Students will use the E20/20 (Edgenuity) online educational program.
- Correspondence courses must be taken within the district’s guidelines. Rusk ISD accepts correspondence courses from The University of Texas and Texas Tech University.
- College dual credit taken within the school day – Rusk High School offers dual credit courses to students classified as 10th, 11th, and 12th graders respectively who meet college readiness and enrollment standards.
- College dual credit taken outside the school day – Rusk High School does accept courses taken outside the traditional school time frame for dual credit purposes. Rusk High School’s acceptance of this type of course requires prior approval from the counselor and principal.
PreAP/AP Courses Offered at Rusk High School

1. English 1 PreAP
2. English 2 Pre AP
3. English 3 AP/Dual
4. English 4 AP/Dual
5. Biology 1 PreAP
6. World History PreAP
7. Chemistry PreAP
8. Algebra 2 PreAP/Dual
9. Pre Calculus PreAP/Dual
10. Biology2 AP/Dual or Anatomy & Physiology Dual

PreAP and AP courses are more rigorous than regular classes. Freshman level PreAP courses require teacher and counselor approval. Most PreAP and AP courses require summer reading and independent study projects.

Texas Virtual School Network

The Texas Education Agency (TEA) provides online courses to eligible students through the Texas Virtual School Network (TxVSN). With counselor approval students may take the following courses through Texas Virtual School Network:

- French 1, 2, 3 & 4
- Spanish 3 & 4
- AP English Literature and Composition
- AP English Language and Composition
- Computer Science 1 & 2

A student enrolled in one of these courses and fails the course will be required to reimburse the district for the cost of the course.

Dual Credit Courses

With individual approval from the counselor, junior and senior students may take courses from area colleges, which will give them both high school and college credit. These are called dual credit concurrent credit courses.
In cooperation with the college, some courses may be offered on the Rusk High School campus as part of the regular school day. A Rusk teacher will teach these courses as AP-level classes, or the student will be enrolled in an online college course within the school day – Rusk High School now offers dual credit course for students who meet college readiness and enrollment standards. These include:

<table>
<thead>
<tr>
<th>RHS Course</th>
<th>Year Taken</th>
<th>TJC Course Fall/Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 3 Dual</td>
<td>11th Grade</td>
<td>ENGL 1301 &amp; 1302</td>
<td>3 Each</td>
</tr>
<tr>
<td>English 4 Dual</td>
<td>12th Grade</td>
<td>ENGL 2322 &amp; 2323</td>
<td>3 Each</td>
</tr>
<tr>
<td>Business English</td>
<td>12th</td>
<td>POFT 1301</td>
<td>3</td>
</tr>
<tr>
<td>US History Dual</td>
<td>11th Grade</td>
<td>HIST 1301 &amp; 1302</td>
<td>3 Each</td>
</tr>
<tr>
<td>Special Topics in Soc Studies</td>
<td>12th Grade</td>
<td>HIST 1301 &amp; 1302</td>
<td>3 Each</td>
</tr>
<tr>
<td>Biology 2 Dual</td>
<td>11th/12th Grade</td>
<td>BIOL 1406 &amp; 1407</td>
<td>4 Each</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>12th</td>
<td>BIOL 2404* &amp; 2401</td>
<td>4 Each</td>
</tr>
<tr>
<td>US Government Dual</td>
<td>12th</td>
<td>GOVT 2301</td>
<td>3</td>
</tr>
<tr>
<td>Economics Dual</td>
<td>12th</td>
<td>ECON 2301</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Dual</td>
<td>11th/12th Grade</td>
<td>PSYC 1301</td>
<td>3</td>
</tr>
<tr>
<td>Sociology Dual</td>
<td>11th/12th</td>
<td>SOCO1301</td>
<td>3</td>
</tr>
<tr>
<td>Communication App Dual</td>
<td>11th/12th Grade</td>
<td>COM1315</td>
<td>3</td>
</tr>
<tr>
<td>Art Appreciation Dual</td>
<td>11th/12th Grade</td>
<td>ART 1301</td>
<td>3</td>
</tr>
<tr>
<td>Drama Dual</td>
<td>11th/12th</td>
<td>DRAM 1301</td>
<td>3</td>
</tr>
<tr>
<td>Business Information Management 2</td>
<td>11th/12th</td>
<td>ITSC 1309</td>
<td>3</td>
</tr>
<tr>
<td>HVAC</td>
<td>11th/12th</td>
<td>See Course Listing</td>
<td>See Course Listing</td>
</tr>
<tr>
<td>Auto Technology</td>
<td>11th/12th</td>
<td>See Course Listing</td>
<td>See Course Listing</td>
</tr>
<tr>
<td>Electronic Controls</td>
<td>11th/12th</td>
<td>See Course Listing</td>
<td>See Course Listing</td>
</tr>
<tr>
<td>Welding</td>
<td>11th/12th</td>
<td>See Course Listing</td>
<td>See Course Listing</td>
</tr>
</tbody>
</table>

*BIO 1404 is a TJC Prerequisite for 1401 and is not transferrable from TJC.

The student is responsible for all tuition costs. Books are supplied for the courses listed above. For ANY college level course taken at Rusk High School that is NOT designated to award dual credit, the student is responsible for the purchase of all textbooks required.
Dual Credit Tuition Reimbursement Program

This program will be in effect based on the availability of high school allotment funds.

The following criteria must be met to pay tuition cost for a Rusk High School student:

1. The student must be a junior or a senior enrolled in the Foundation plus Endorsement or Distinguished Level of Achievement graduation plans at Rusk High School.
2. The student must have a “B” Average for all core courses (math, English, science, social studies) completed the previous semester at Rusk High School.
3. The student must have passed all parts of the state accountability test(s) administered to date.
4. The student must have no more than three (3) absences, excluding school-related activities and college visits for seniors, from any class for the previous semester.
5. The student must not have any major discipline issues for the previous semester, including, but not limited to, On Campus Intervention (OCI)/In School Suspension (ISS) or Out of School Suspension (OSS).

Those students who meet the above criteria and who are currently on the reduced or free lunch program will receive 1st priority. Funds will be distributed equally to these students for tuition costs up to two classes per semester. Any remaining funds will be distributed equally among the remainder of the students who meet the above criteria and are qualified to enroll in dual credit college courses. The amount of funds will be limited to the amount of tuition.

If a student receives tuition reimbursement and fails or drops the course(s), the student becomes ineligible for future tuition reimbursement.

**Post-Secondary Prep Testing**

**Tests for Military, Technical School, College, and University Bound Students** Bennett

<table>
<thead>
<tr>
<th>Test Code</th>
<th>Test Name</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical</td>
<td>Bennett Mechanical &amp; Aptitude Test</td>
<td>10th/11th/12th</td>
</tr>
<tr>
<td>TSI</td>
<td>Texas Success Initiative</td>
<td>10th/11th/12th</td>
</tr>
<tr>
<td>PLAN-ACT/ASPIRE</td>
<td>PLAN Test</td>
<td>10th Grade</td>
</tr>
<tr>
<td>PSAT/NMSQT</td>
<td>Preliminary Aptitude Test</td>
<td>11th Grade</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
<td>11th Grade</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Test</td>
<td>11th Grade</td>
</tr>
<tr>
<td>ASVAB</td>
<td>Armed Services Vocational Aptitude Battery</td>
<td>11th/12th Grade</td>
</tr>
</tbody>
</table>
Rusk ISD, parents, teachers and our community are heavily invested in the success of all students. Whether a student’s goal after graduating from high school is to go on to college, technical school, the military, or begin a career, Rusk ISD has implemented plans that specifically benefit the choices students make. Planning for High School begins in Jr. High. Resources for planning include Career Cruising Course Planner and Career Exploration.

**PLAN/ASPIRE Test for 10th Graders**

Sophomores in Rusk High School take the ASPIRE test to help measure current academic development, explore career/training options and make plans for the remaining years of high school and post-graduation years. Rusk ISD recognizes the importance of administering the ASPIRE to all students, as it focuses attention on both career preparation and improving academic achievement.

High school counselors will assist students to better understand themselves, their goals, high school programs and career options.

Most importantly, remember that current students will be leaving high school at a time in which information and technology are rapidly changing. Thus, students should take the most challenging program possible to be prepared for continued formal education and for life.

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**Post-Secondary Financial Aid Opportunities**

**Scholarships** – Financial award based on merit (academic or performance) or need based

**Grants** – Financial award that is need based and does not have to be repaid

**Loans** – Money loaned from a bank or financial institution for college expenses. It must be repaid, and does incur interest on the amount borrowed. Borrower must begin to pay the loan back within six months of the date of non-attendance in college whether a degree was earned or not. Clarification: if you drop out of any post-secondary school (technical school, community college, university) you still have to repay the loan in full.

**Work Study** – on and off campus jobs available to students through the college’s financial aid office
## College Readiness Placement Scores

**Tyler Junior College**

<table>
<thead>
<tr>
<th></th>
<th>SAT 500-680</th>
<th>ACT 19-25</th>
<th>SAT 690+</th>
<th>ACT 26+</th>
<th>SAT 720+</th>
<th>ACT 29+</th>
<th>Advanced Math Placement Test 103+</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI Assessment</td>
<td>335 or below</td>
<td>336-342</td>
<td>343-349</td>
<td>College ready 350+</td>
<td>Advanced Math Placement Test 86-94</td>
<td>Advanced Math Placement Test 95-102</td>
<td></td>
</tr>
<tr>
<td>Math Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>DMTH 0301</td>
<td>DMTH 0302</td>
<td>DMTH 0303</td>
<td>MATH 1314</td>
<td>MATH 1350</td>
<td>MATH 1325</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DMTH 0311</td>
<td>DMTH 0312</td>
<td>DMTH 0313</td>
<td>MATH 1342</td>
<td>MATH 1351</td>
<td>MATH 2413</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ABE)</td>
<td>DMTH 0322</td>
<td>DMTH 0323</td>
<td>MATH 1316</td>
<td>MATH 1316</td>
<td>MATH 1324</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math 1414</td>
<td>Math 1324</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Math 1332*</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Math 1333*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSI Assessment</td>
<td>Essay</td>
<td>2, 3, or 4</td>
<td>4</td>
<td>4</td>
<td>Essay 5+ or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence Skill</td>
<td>349 or below</td>
<td>350-362</td>
<td>363+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Placement</td>
<td>WRIT 0311 (ABE)</td>
<td>WRIT 0312</td>
<td>College Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSI Assessment</td>
<td>341 or below</td>
<td>342-350</td>
<td>351+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Placement</td>
<td>READ 0311 (ABE)</td>
<td>READ 0312</td>
<td>College Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NCBO Recommendations**

<table>
<thead>
<tr>
<th></th>
<th>TSI 349-350</th>
<th>Course Placement</th>
<th>***BENNETT MECHANICAL TEST</th>
<th>***Automotive, Welding Technology, and HVAC students are required to pass the Bennett before they register for classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essay 4 and</td>
<td>360-362</td>
<td>Passing: 42+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>340-342</td>
<td>DMTH 0312</td>
<td>Not Passing: 0-41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>347-349</td>
<td>DMTH 0313</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INRW 0312**

**If a student places in to the final level of developmental Writing and Reading, then they may opt to take the Integrated Reading and Writing course in order to become college ready in both areas.**

~Students within these test score ranges may choose to take Non-Course Based Options instead of traditional developmental courses before retesting for college readiness. Students who are exempt from testing based on TAKS are considered TSI complete and may enroll into college level courses, including math.
Career and Technical Education courses allow students to use academic knowledge and problem solving skills while acquiring occupationally specific skills as part of their high school curriculum. As technology has enhanced access, variety and exchange of information, completion of high school may not follow the traditional route to postsecondary institutions. The State of Texas implemented career and technology education as a means to expand and achieve competency-based learning. Various types of programs are offered: laboratory program classes, practicums, internships and a variety of courses centered on technology.

Certification and License Options

Students have the opportunity to earn industry-recognized certifications and licensures, leading to either more specialized instruction in a given field, or a leap forward on the path of post secondary education. Industry certifications are gaining importance in the business world as evidence of skill attainment. Earning a certification gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries. Industry certifications have been aligned with the Career Pathways. Certification opportunities are one avenue through which Career and Technology Education fulfills its goals under state law. The Texas Education Agency is providing as many opportunities as possible for student’s professional growth and development. CTE continues consultations with local businesses and industry to determine which certifications or licenses would be most sought after by area employees.

Certifications

Students may earn the following certifications while in Rusk High School:

- Basic Welding
- Automotive Engine, Chassis and Driveline
- Adobe Photoshop
- Microsoft Office Specialist
- Texas Cosmetology
- Emergency Responder*
- Advanced Welding
- OSHA
- Adobe Flash
- Texas Paraprofessional
- Floral Design
- *Setup in progress
Career and Technical Education Dual Credit Tuition Reimbursement Program

This program will be in effect based on the availability of state vocational funds.

The following criteria must be met to pay tuition costs for a Rusk High School student:
1. The student must be a junior or a senior enrolled at Rusk High School.
2. The student must have a “C” average for all core courses (math, English, science, social studies) completed at Rusk High School in the previous semester.
3. The student must have passed all parts of the state accountability test(s) administered to date.
4. The student must have no more than three (3) absences, excluding school-related activities and college visits for seniors, from any class for the previous semester.
5. The student must not have any major discipline issues for the previous semester, including, but not limited to, On Campus Intervention (OCI), In School Suspension (ISS), or Out of School Suspension (OSS).

Those students who meet the above criteria and who are currently on the reduced or free lunch program will receive 1st priority. Tuition costs for up to two classes per semester will be paid in full, half by Rusk ISD and half by TJC.

The remaining students who meet the above criteria will receive tuition reimbursement of $300 per semester, with the amount of the reimbursement limited to the amount of tuition paid.

If a student receives tuition reimbursement and fails or drops the course(s), the student becomes ineligible for future tuition reimbursement.
Endorsement Areas of Study
The Endorsement approach in the selection of high school courses of study for students brings associated courses and fields of career interest together. By choosing an endorsement to follow, students have the opportunity to explore the real “world of work” through practicum programs as paid or unpaid interns. Our Advanced Technical Credit (ATC) program is giving students college credit for courses taken within a pathway while in high school. CTE is a great way for students to prepare for the highly technological and competitive workplace of the 21st century.

Student Organizations
CTE has active student organizations involved in state and national competitions. Students are encouraged to join an organization associated with their career interest to practice the skills and knowledge gained in the lab and classroom setting. CTE students regularly compete and advance in nationally recognized competitions. RISD is fortunate to have students holding state and national offices in the past and present, highlighting the success of these initiatives.

<table>
<thead>
<tr>
<th>GRADING CRITERIA &amp; RANKING SYSTEM</th>
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<tbody>
<tr>
<td>Grading And Awarding of Credit</td>
</tr>
</tbody>
</table>

Grading Guidelines:
1. Every Student will be assigned a grade that reflects that student’s relative mastery of an assignment.
2. RHS will not require a classroom teacher to assign any minimum grade for an assignment.
3. Students will have a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade in all regular and special education classes. The grade received for redoing a failed assignment will not exceed a score of 70. Students may not be offered a chance to make up or redo failing grades awarded on major projects or laboratory assignments.
4. Teachers of Pre-AP, AP, or Dual Credit classes MAY offer an opportunity to make up or redo assignments for which the student receives a failing grade.
5. Teachers will record a minimum of three examination grades for each class per grading period.
All students are required to take examinations at the end of each semester in all subjects. The Rusk High School grading system for exams is as follows:

A = 90-100 Superior
B = 80-89 Good
C = 75-79 Average
D = 70-74 Passing
F = 0-69 Failure

* see chart on page for letter grades transferred from other school districts

Awarding Of Credit
The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed and displays appropriate graduation (plan) seals.

Students must earn a minimum of 22 credits for the Foundation Plan and 26 credits for the Distinguished Level of Achievement/Foundation + Endorsement, and Foundation + Endorsement Plans to graduate. Each semester of a course is worth ½ credit (.5). Therefore, each year a student should earn seven (7.0) credits for a total of 28 at the end of four years.

To receive credit for a course you must have a grade of 70 or above and be in attendance at least 90% of the total number of days of each semester.

The number of credits earned each school year determines a student's grade classification.

1. Sophomore .......... 5 credits
2. Junior .................. 10 credits
3. Senior .................. 15 credits
4. Graduate............. 22 credits for the Foundation Plan
5. Graduate............. 26 credits for the DLA + Endorsement, and Foundation + Endorsement Plans

Class Rank
All students who wish to graduate with a diploma from Rusk High School must pass all STAAR EOC tests as well as meet all State of Texas graduation requirements for their chosen graduation plan and endorsement area. If a student does not pass the EOC tests, he or she will receive a Certificate of Completion and be advised to continue taking the EOC test(s) until a passing score is achieved.

Any student wishing to qualify for Valedictorian, Salutatorian, or High Honor Graduate, or graduate in the top ten percent of his/her graduating class, must graduate on the Distinguished
Level of Achievement and follow the rules governing the completion of all PreAP/AP courses offered at Rusk High School.

To be considered as **Valedictorian, Salutatorian, or High Honor Graduate**, a student must be completing his/her eighth (including fall and spring) regular semester and must have been enrolled at Rusk High School for the last four of those semesters. Students that transfer from a state accredited high school before the beginning of the fall semester of their junior year are eligible for all graduation honors as long as they meet Rusk High School transfer student and class rank criteria, including completion of equivalent PreAP/AP course work. Students from private school, non-accredited high schools, home school, etc. will not be eligible for these honors.

**Valedictorian, Salutatorian, High Honor Graduate**, and students graduating in the Top Ten Percent will receive special recognition at graduation.

1. **Top Ten Graduates** will be defined as the top ten percent of the graduating class according to the highest grade average of those completing all 10 PreAP and AP classes, and completing the requirements for the Distinguished Level of Achievement (DLA). Top Ten percent will be calculated based on whole numbers; it will not be rounded up to the next ten.

   Example: If there are 97 graduates at the time of ranking, there will be 9 in the top ten percent, not 10. This is mandated by the State of Texas, not Rusk High School. Top Ten Percent graduates to Texas public high schools are guaranteed admission to all Texas public colleges and universities (except The University of Texas Austin). This provides guaranteed ADMISSION only, not payment of tuition or fees, nor does it guarantee admittance to a specific area within the college.

2. To be included in the Top Ten Percent of a graduating class, a student must complete the Distinguished Level of Achievement (DLA) which includes successful completion of Algebra 2 or Algebra 2 PAP and the Foundation Plus Endorsement Plan.

3. Rank will be determined based on the number of PreAP/AP courses completed by each student and completion of the Distinguished Level of Achievement (DLA). There are 10 PreAP/AP courses offered at Rusk High School. Students who successfully complete ALL 10 PreAP/AP courses offered at Rusk High School, and complete (DLA) requirements will be ranked FIRST according to their grade average, highest to lowest. Followed by those on the Foundation plus Endorsement Plan to include Algebra 2 (DLA) according to the number of PreAP and AP courses taken, then grade average, highest to lowest. Students completing the Foundation Plan without Algebra 2 will be the last group ranked according to their grade average highest to lowest. Students must complete a
minimum of 5 PreAP/AP courses and Algebra 2 or Algebra 2 PAP in order to be ranked above students on the Foundation + Endorsement Plan.

PreAP/AP Courses Offered at Rusk High School

1. English I PreAP
2. English 2 PreAP
3. English 3 AP/Dual
4. English 4 AP/Dual
5. Biology 1 PreAP
6. Biology 2 AP/Dual or Anatomy & Physiology Dual
7. World History PreAP
8. Chemistry PreAP
9. Algebra 2 PreAP
10. PreCalculus PreAP

Example/Clarification:

Tier 1 – DLA and Foundation + Endorsement Students completing all 10 PreAP/AP Course

Tier 2 – DLA and Foundation + Endorsement Students completing 9 PreAP/AP Courses

Tier 3 – DLA and Foundation + Endorsement Students completing 8 PreAP/AP Courses

Tier 4 – DLA and Foundation + Endorsement Students completing 7 PreAP/AP Courses

Tier 5 – DLA and Foundation + Endorsement Students completing 6 PreAP/AP Courses

Tier 6 – DLA and Foundation + Endorsement Students completing 5 PreAP/AP Courses

Tier 7 – DLA and Foundation + Endorsement Students

Tier 8 – Foundation + Endorsement Plan students

Tier 9 – Foundation Plan Students

4. For students on the Distinguished Level of Achievement (DLA) and Foundation + Endorsement, only the Fall semester of their 4th math (Pre Cal PreAP) will be used in the calculation of rank. The spring semester grade will be used ONLY for completion of the plan, not for ranking calculation.
5. The first attempt in a course will be used for ranking purposes.
6. When a required course (for completion of a plan of graduation) is taken over multiple times, at different levels (ex Band 1, 2,3,4 or Athletics 1,2,3,4) the student’s first grade earned will be used for preliminary AND final rank averages.
7. High School required courses completed while enrolled in High School count in rank and GPA calculation.
8. **Grade Average is used to calculate Rank.** Grade average is the raw calculated average of the grades earned in those courses designed as necessary to complete the chosen plan of graduation. NO ELECTIVES ARE INCLUDED IN THE AVERAGE CALCULATION.
9. **GPA IS NOT USED FOR RANK CALCULATION.** Grade Point Average (GPA) is the UNWEIGHTED AVERAGE OF THE GRADE POINT TOTAL OF ALL COURSES taken at Rusk High School. This average is calculated on a 4.0 scale. Semester grades from each course taken are included in GPA calculation. Each grade earned receives the following point value:

<table>
<thead>
<tr>
<th>Grade</th>
<th>90-100</th>
<th>80-89</th>
<th>75-79</th>
<th>70-74</th>
<th>69 –Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 Points</td>
<td>3 Points</td>
<td>2 Points</td>
<td>1 Point</td>
<td>0 Points</td>
</tr>
</tbody>
</table>
10. **Preliminary Rank** will be provided to students at the end of every spring semester completed at Rusk High School. This guarantees that every student knows his/her current class ranking at the end of each grade completed.
11. **Grades** used for calculating final rank will stop at the end of the fall semester of the senior year. Senior year spring semester grades are not used in calculating rank.
12. **Final rank** will be calculated based on student status as of the end of the Fall semester of the Senior year. If a student has not earned enough credits to be on track to complete the Foundation Plan plus Endorsement or the Distinguished Foundation Plan plus Endorsement by the end of the Fall semester of the senior year, the student’s rank will be affected. Students who have not or are not successfully completing courses required for either of these plans at the end of the Fall semester of the senior year will be ranked below Tier 8 students.
13. **Final Rank** is calculated using 1st semester and 2nd semester grades earned from the required courses within the chosen plan taken through the fall semester of the student's senior year. Only 4th year students classified as 12th graders and still enrolled as of the 4th week of the Spring semester will be included in final ranking. To be included in rank,
grades must be completed by the last Friday in January of the Spring semester of the senior year. Senior students will be informed of their final rank by the end of the first week in February.

14. The grade point average (GPA) is required by TEA standards to be posted on the student’s final transcript/academic achievement record.

15. A student who fails a class required for the foundation plan or for his/her selected endorsement, will NOT graduate on the current plan, but will default to the plan below or within the plan in which he/she successfully completes courses. The recognition of a student’s final rank can be denied by NOT SUCCESSFULLY COMPLETING A REQUIRED COURSE IN THE SPRING SEMESTER OF THE SENIOR YEAR. No PreAP or AP course work is offered in Credit Recovery or Drop Out Recovery programs.

16. In the event a student earns a failing grade in a course required for the foundation plan or endorsement and must repeat the course, the original failing grade will be used in determining the grade average for rank and GPA for the transcript record. The grade earned in the repeated class is not used, only recorded on the transcript to denote passing and credit(s) earned. This is denoted as a "P" on the AAR/Transcript as has no numeric value.

17. Determining Class Rank in the Event of a Tie
   A. Valedictorian, Salutatorian, and High Honor Graduate will be defined as the three students graduating in the Top Ten Percent with the highest grade average respectively.
   B. In the case of a tie, the affected students' grades that fall within the defined parameters will be averaged to the nearest ten-thousandth. Should a tie still exist, the student with the highest SAT/ACT score on the first test taken while enrolled at Rusk High School will be declared the winner. Only test scores on SAT/ACT test taken through the fall semester of the student's senior year will be used. A conversion table is available for students who choose to take only one of the tests. Should the students remain tied, dual awards will be given. If for some reason, an ACT nor SAT is taken, the title will be awarded to the student with valid ACT/SAT scores.
   C. Should the students remain tied, dual awards will be given.
**Selection Process and Criteria**
The Gerald Chapman Chapter of the National Honor Society was originally organized in 1956. Membership in the National Honor Society is one of the highest honors that can be awarded to a high school student. The NHS works to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community. No student is inducted into the society simply because of high academic average. Rather, the NHS strives to recognize the total student, one who excels in scholarship, leadership, character, and service.

Candidates eligible for membership must be progressing successfully in The Foundation plus Endorsement or the Distinguished Level of Achievement. Students with a minimum scholastic cumulative average of 85 for 5 semesters (11th grade) and 7 semesters (12th grade) are eligible for consideration. The faculty council then judges those qualifying in this area on their service, leadership, and character.

A student must attend Rusk High School for at least one semester before consideration as a member of NHS. Students who transfer to Rusk High School as an NHS member in good standing from their previous school will be accepted as members.

The National Honor Society also accepts 9th and 10th graders as members. These students will be reviewed for admission at some time following the 3rd 9 week period of the current school year. Those students who have been on the all “A” honor roll at least one of the nine week periods prior to this time and are progressing successfully in the Foundation Plus Endorsement Plan are given an opportunity to apply. Admission will be determined upon review by a faculty board. Freshmen who are admitted to NHS will begin their membership in their sophomore year. Continued membership in NHS is based upon students maintaining the standards under which they were admitted as members. Membership is subject to review on a yearly basis. The entire policy for admission may be reviewed by submitting a request to the chapter sponsor.

**Philosophy for Selection/Non-Selection of Members**

The philosophy for the selection/non-selection of members to the NHS in the high school(s) of RISD has been guided by the standards for selection/non-selection set forth in the NHS Handbook. The following are excerpts from the Handbook that govern selection/non-selection.
Selection

- Students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council in each school.
- Membership should never be considered on the basis of grades alone, even though a faculty council may consider scholarship as the most important of the four criteria.
- Evaluating potential members for leadership, service and character, the faculty council develops working definitions of these criteria. The leadership criterion is considered highly important for membership selection. Some faculty councils may wish to interpret leadership in terms of number of offices a student has held in school or community organizations, although it is important to recognize that leadership also exists outside of elected positions. Leadership roles in both the school and community may be considered, provided they can be verified.
- The criterion of service if often defined is terms of value of contributions. Common questions are:
  What contribution has the candidate made to school, classmates and community?
  What is the student’s attitude toward service? All judgments should be free of hearsay and rumor.

Non-Selection

- Chapters are not obligated, however, to share with parents and students information concerning specific students not selected for membership in the Society. Technical errors might include the inadvertent omission of a student’s name from the list of those qualified for induction, the erroneous averaging of grades, or the like.
- The principal must choose five persons in addition to the faculty advisor to serve on the faculty council in whom he/she can place a high degree of trust.
- In the absence of specific evidence to the contrary, however, the principal must assume that the members of the council are exercising their discretion in a legitimate manner and with the good faith expected of them.
- Reconsideration of a faculty council’s decision must be a rare occurrence if the council is to be expected to take its assignment seriously. It is important to uphold the integrity of Society standards and to recognize the potential danger of yielding to pressure tactics.

Honor Roll

The honor roll is published each grade period. To be listed on the Distinguished Honor Roll, a student must have earned an A in all non Pre AP/AP courses and at least a B in all PreAP/AP courses. To be considered on the Scholar Honor Roll, a student must have earned either an A or a B in all non-PreAP/AP courses and at least a C in all PreAP/AP courses. Earning a “U”
(unsatisfactory) in conduct during any six weeks period will exclude the student from the honor roll for the nine week period in which the “U” occurred.

**Honor Awards**

Honor awards will be issued to students in grades 9-12 who meet the following criteria at the end of the third nine week period:

1) Be enrolled in a minimum of one PreAP or AP course
2) Must be named to the Scholar Honor Roll every nine week period through the third nine week reporting period. Honor students will be recognized at the Academic Awards Program in May. The school counselor is responsible for determining whether a student qualifies as an honor student.

**Early Graduation – General Requirement**

A student may graduate in the spring of his/her junior year (third year of high school) provided he/she meets the following criteria:

1. A minimum of twenty-six credits must have been completed within the thirty-six (36) consecutive months prior to the date of graduation. Credits must have been awarded by an accredited Texas high school, university high school, or through dual credit.

2. The student must pass all EOC tests and any or all other assessments required by the state of Texas for graduation. The student must complete the Foundation-Algebra II Distinguished Plan of graduation and must not have failed a high school course or be currently failing a high school course in which he or she is enrolled.

3. A letter of intent to graduate early and attend an institution of higher education must be submitted to the counselor by October 1st of the student’s Sophomore year. A meeting between parents or legal guardians, student, and counselor will be scheduled, at which time a plan for completing required credits will be made, if approved. The meeting must be scheduled prior to November 1st of the student’s Sophomore year. A letter of agreement will be signed once the request and plan have been approved by the counselor and principal.

**Note:** The student will graduate subject to the district policies governing class rank and honor designation that apply to the class with which he/she is graduating.
Dyslexia and Related Disorders

In accordance with a program approved by the State Board of Education, enrolled students shall be tested for dyslexia and related disorders at appropriate times and any student determined to have dyslexia or a related disorder shall be provided with treatment.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student’s parent or guardian or another person standing in parental relation to the student.

Rusk Independent School District shall inform parents and guardians of students eligible under the Rehabilitation Act of 1973, Section 504 of all services and options available to the student under the statute.

Special Education

For students served by Special Education, graduation plan and course of study decisions are made in the ARD meeting. Courses for special education students may be modified for the Foundation Plan requirements, if determined applicable by the ARD. Courses for an endorsement may not be modified. End-of-Course testing graduation requirements must be met as required by law in order for a student to earn an endorsement. Questions regarding graduation, certifications and endorsements should be directed to the high school grade level counselor or special education representative.

Section §504

The Rehabilitation Act of 1973, commonly known in the schools as “Section 504” is a federal law passed by the United States Congress with the purposes of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered “disabled if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. §504 also applies to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if he/she are not truly disabled. Students can be considered disabled, and can receive services under § 504, even if they do not qualify for, or receive, special education services.
The purpose of the Notice is to inform parents and students of the rights granted them under § 504. The federal regulations that implement section 504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle parents of eligible students, and the students themselves, to the following rights:

1. You have a right to be informed about your rights under § 504 (this document represents written notice of rights as required under section 504). If you need further explanation or clarification of any of the rights described in the Notice, contact appropriate staff persons at the District’s § 504 office and they will assist you in understanding your rights.

2. Under § 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met {34CFR 104.34}.

3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of non-disabled students.

4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services {34CFR 104.34}.

5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students {34 CFR 104.34}.

6. The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under §504, and also before every subsequent change in placement {34 CFR 104.35}.

7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with requirements of § 504 regarding test validity, proper method of administration, and appropriate test selection. {34 CFR 104.35}

8. The District will consider information from a variety of sources in making its determinations, including, for example: aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, progress notes, parent observations, and scores on EOC exams, among others {34 CFR 104.35}.

9. Placement decisions regarding your child must be made by a group of persons (a 504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirements that to the maximum extent
appropriate, disabled children should be educated with non-disabled children {34 CFR 104.36}.

10. If your child is eligible for services under § 504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally, an evaluation will take place at least every three years {34 104.35}.

11. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child {34 CFR 104.36}.

12. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under § 504 {34 CFR 104.36}.

13. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child’s identification, evaluations, or placement under § 504 {34 CFR 104 36}.

14. If you wish to contest an action taken by § 504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District’s §504 Coordinator at the address below:

    Theresa Gates
    203 East 7th Street, Rusk, Texas 75785
    903.683.5592

    A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

15. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction (normally, your closest federal district court).

16. With respect to other issues surrounding your child’s education that do not specifically involve identification, evaluation, or placement, you have a right to present a grievance or complaint to the District’s section 504 Coordinator (or their designee), who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.

17. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers Texas is:

    Director
    Office for Civil Rights, Region VI
    1999 Bryan Street, Suite 2600
    Dallas, Texas 75201
    214.880.2459
Gifted and Talented

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic area.

Students shall be identified as gifted and talented by on-going screening and selection of students who perform or show potential for performing at remarkable high levels of accomplishment. Assessment measures will be collected from multiple sources according to areas defined in the Texas State G/T Plan for the education of gifted/talented student. Procedure for assessment and data collected will ensure that students from all populations in the district have access to assessment and, if identified, to services provided for the gifted and talented program.

A committee of at least three local district educators who have received training in the nature and needs of gifted students will be designed to make provisions for final selections. This committee will develop provisions regarding furloughs, reassessments, and exiting of students from program services, transfer students, and appeals of district decisions.

Students may be nominated for referral to the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Conferences shall be held with nominated students and their parents to determine if the students are interested in the program. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The district shall obtain written permission of the students and the parents before a student is placed in the gifted program.

Rusk ISD provides instruction geared toward the needs of our gifted and talented students. The policy for placement in the program as mandated by the State of Texas is available upon request through the counselor.

Rusk High School students will be offered gifted and talented instruction through PreAP/AP English 1, 2, 3, and 4, PreAP/AP Biology 1 and 2, PreAP Chemistry, Physics, PreAP Algebra 2, PreAP PreCalculus, and Calculus.
Rusk High School also provides extra-curricular activities including the Academic Decathlon, UIL Academic Event participation, UIL Band Event participation, and UIL One-Act Play participation to meet the special needs of G/T students.
A Detailed Guide to Rusk High School Courses

Course Descriptions are divided into content areas and are offered in grades nine through twelve at Rusk High School. Information about course content, grade, prerequisites and credits can be found in each section. Credit is awarded or denied at the end of each semester. Students are required to achieve a grade of seventy or higher and meet attendance requirement to receive credit in a course. Credit may be earned in a year-long course by attaining a combined semester 1 and semester 2 grade of seventy.

Foundation/Core Courses

English Language Arts

**English 11P (Grade 9-12)**

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<tr>
<th>Course Code</th>
<th>ENG11P</th>
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English 1 PAP offers differentiated processes, content and products. Students will use a variety of literature, including poetry, drama, novels, short stories, and nonfiction to apply oral and written language skills. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the PAP student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problems solving. Summer (prior to high school entry) reading is required.

Prerequisites: None

RHS Credits: 1

UIL Eligibility: No Count

**English 110 (Grade 9-12)**

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<th>Course Code</th>
<th>ENG110</th>
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English 1 offers an integrated approach to a variety of literature (poetry, drama, novels, short stories and nonfiction) through which students apply language skills orally and in writing. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Grades Offered: 9

Prerequisites: None

RHS Credits: 1

UIL Eligibility: Count

**English 117 (Grade 9-12)**

<table>
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<tr>
<th>Course Code</th>
<th>ENG117</th>
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English 117 offers an integrated approach to a variety of literature (poetry, drama, novels, short stories and nonfiction) through which students apply language skills orally and in writing. Emphasis will be placed on developing proficiencies in delivering clear verbal messages,
choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Counselor Approval
RHS Credits: 1
UIL Eligibility: Count

**English 21P (Grade 10-12)**

English 2 PAP stretches students’ reading, writing, listening, speaking and thinking skills, through the study of world literature. The course emphasizes critical and creative responses to works of fiction, nonfiction, poetry and drama as it concurrently provides occasions and audiences for all types of expository discourse. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the PAP student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving. Summer reading is required.
Prerequisites: English 1PAP or English 1 with counselor approval
RHS Credits: 1
UIL Eligibility: No Count

**English 210 (Grade 10-12)**

English 2 focuses on analyzing selected works of world literature, through which students apply language skills orally and in writing. Emphasis will be placed developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Prerequisites: English 1 PAP or English 1
RHS Credits: 1
UIL Eligibility: Count

**English 217 (Grade 10-12)**

English 217 focuses on analyzing selected works of world literature, through which students apply language skills orally and in writing. Emphasis will be placed developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as well as identifying,
analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Course content is modified and counselor approval is required for enrollment. Prerequisites: English 117 and Counselor Approval
RHS Credits: 1
UIL Eligibility: Count

**English 31D Advance Course** (Grade 11-12)  
In English 3, Dual students will read, analyze, synthesize, and evaluate selected examples of American and English prose and poetry, focusing on non-fiction argumentation and stylistic and rhetorical strategies. College level materials are used for this course. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving. Dual credit courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. Credit will be earned for TJC ENG1301 (Fall) and ENG1302 (Spring). Student must be TSI complete before enrollment in English 3 Dual. Prerequisites: English 2 PAP or English 2 with counselor approval and Reading/Writing TSI Complete. Summer reading is required.
RHS Credits: 1   
TJC Credits: 3.0 Each/6.0 Total   
UIL Eligibility: No Count

**English 31A Advance Course** (Grade 11-12)  
English 3 AP prepares students to complete the AP Language and Composition Examination. Students will read, analyze, synthesize, and evaluate selected examples of American and English prose and poetry, focusing on non-fiction argumentation and stylistic and rhetorical strategies. College level materials are used for this course. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Extra time is required on the part of the AP student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. AP students will participate in the AP exam offered upon course completion. Summer reading is required.
English 310 Advanced Course (Grade 11-12)  ENG310
In English 310, representative readings from American historical documents, essays, dramas, short stories, poetry and novels, integrate the study of grammar and vocabulary into meaningful writing experiences. A focal point is the research project, a requirement that give students experience synthesizing information from various verbal and written sources. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Prerequisites: English 2 PAP or English 2
RHS Credits: 1
UIL Eligibility: No Count

English 317 Advanced Course (Grade 11-12)  ENG317
In English 317, representative readings from American historical documents, essays, dramas, short stories, poetry and novels, integrate the study of grammar and vocabulary into meaningful writing experiences. A focal point is the research project, a requirement that give students experience synthesizing information from various verbal and written sources. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Course content is modified and counselor approval is required for enrollment.
Prerequisites: English 2 or English 217 and counselor approval
RHS Credits: 1
UIL Eligibility: Count

English 41D Advanced Course (Grade 11-12)  TJC  ENG41D
English 4 Dual is offered online and provides for an intensive study of selected world and British literature. Participants are encouraged to make reading and writing connections that reinforce their analysis, application and synthesis skills as they explore the human experience. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. College level materials are used for this course. Dual credit courses provide students with a learning experience.
equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. Credit will be earned for TJC ENG 2322 and ENG 2323. Student must be TSI complete before enrollment in English 4 Dual.
Prerequisites: English 3 Dual TJC ENG 1301
RHS Credits: 1 TJC Credits: 3.0 Each/6.0 Total ENG 2322 &2323
UIL Eligibility: No Count

**English 41A Advanced Course** (Grade 11-12)  
ENG41A
English 4 AP is offered online through the Texas Virtual School Network (TxVSN) and provides for an intensive study of selected world and British literature. Participants are encouraged to make reading and writing connections that reinforce their analysis, application and synthesis skills as they explore the human experience. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. College level materials are used for this course. Dual/AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. AP students will participate in the AP exam offered upon course completion.
Prerequisites: English 3 Dual or English 3 AP
RHS Credits: 1
UIL Eligibility: No Count

**English 410 Advanced Course** (Grade 11-12)  
ENG410
English 4 is an integrated study of English/World literature, composition, grammar and vocabulary reinforces the critical reading and writing skills essential for college entrance. This course affords senior students opportunities to connect America’s British roots to their contemporary world through various reading, writing, listening, speaking and thinking activities. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Prerequisites: English 3
RHS Credits: 1
UIL Eligibility: Count

**English 417 Advanced Course** (Grade 11-12)  
ENG417
This integrated study of English/World literature, composition, grammar and vocabulary reinforces the critical reading and writing skills essential for college entrance. This course
affords senior students opportunities to connect America’s British roots to their contemporary world through various reading, writing, listening, speaking and thinking activities. Emphasis will be placed on developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Course content is modified and counselor approval is required for enrollment.
Prerequisites: English 3 or English 317 and Counselor approval
RHS Credits: 1
UIL Eligibility: Count

**Bus English 410 Advanced Course** (Grade 11-12)

In **Business English**, students enhance reading, writing, computing, communications and reasoning skills and apply them to the business environment. Students will plan, draft and complete written compositions on a regular basis, edit papers for clarity, engaging language, and the correct use of conventions and mechanics. Emphasis will be placed developing proficiencies in delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results; applying valid critical-thinking and problem-solving processes well as identifying, analyzing, developing, and evaluating communication skills necessary for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
May be used to satisfy 4th year English requirement for Foundation plan.
Prerequisites: English 3 Dual, English 3 AP or English 3
RHS Credits: 1
UIL Eligibility: Count

**ELA C Prep 110 Advanced Course** (Grade 11-12)

**ELA College Prep** will prepare participants to take the English/Reading portion of the TSI exam as well as introduce ACT and SAT test content and test taking strategies. This is an Elective course.
Prerequisites: English 2 or English 2 PAP
RHS Credits: 1
UIL Eligibility: Count

**Com Apps 1AD Advanced Course** (Grade 11-12)

**Communications Applications Dual** emphasizes identifying, analyzing, developing and evaluating communications necessary for personal and professional success in personal and group interactions, as well as personal and professional presentations. This is an Elective course.
Prerequisites: Must be an 11th or 12th grader and TSI complete

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**As of 1/2019 Foundation/Core Courses 49**
Algebra 112 (Grade 9-12)  MAL112
Algebra 112 is a fast paced course where students develop in-depth algebraic thinking and symbolic reasoning skills. Students will study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of methods: concrete numeric, algorithmic, and graphic to represent meaningful mathematical situations. The use of graphing calculator facilitates understanding.
Prerequisites: Test scores, teacher recommendation, and counselor approval is required for enrollment in this course.
RHS Credits: 1
UIL Eligibility: Count

Algebra 110 (Grade 9-12)  MAL110
In Algebra 110, students develop algebraic thinking and symbolic reasoning skills. Students will study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of methods: concrete numeric, algorithmic, and graphic to represent meaningful mathematical situations. The use of graphing calculator facilitates understanding.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

Algebra 117 (Grade 9-12)  MAL117
In Algebra 117, students develop algebraic thinking and symbolic reasoning skills. Students will study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of methods: concrete numeric, algorithmic, and graphic to represent meaningful mathematical situations. The use of graphing calculator facilitates understanding. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Counselor approval
RHS Credits: 1  UIL Eligibility: Count

Geometry 112 (Grade 9-12)  MGE012
Geometry 112 is a fast paced course where students develop in depth spatial reasoning and geometric thinking skills. Students will analyze geometric figures, both two and three dimensional, and their properties. Students will apply concepts of congruence, similarity, and measurement in problem solving.
Prerequisites: Algebra 1 112 or Algebra 1. Grade in Algebra 1, test scores, teacher recommendation, and counselor approval are required for this course.
RHS Credits: 1
UIL Eligibility: Count
Geometry 110 (Grade 9-12) M GEO10
In Geometry 110, students develop spatial reasoning and geometric thinking skills. Students will analyze geometric figures, both two and three dimensional, and their properties. Students will apply concepts of congruence, similarity, and measurement in problem solving.
Prerequisites: Algebra 1 112 or Algebra 1
RHS Credits: 1
UIL Eligibility: Count

Geometry 117 (Grade 9-12) M GEO17
In Geometry 117, students develop spatial reasoning and geometric thinking skills. Students will analyze geometric figures, both two and three dimensional, and their properties. Students will apply concepts of congruence, similarity, and measurement in problem solving. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Algebra 1 and Counselor approval
RHS Credits: 1
UIL Eligibility: Count

Alg Reason 110 Advanced Course (Grades 11-12) MALR10
In Algebraic Reasoning 110, 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, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.
Prerequisites: Algebra 1 and Counselor approval
RHS Credits: 1
UIL Eligibility: Count

Algebra 21P Advanced Course (Grades 10-12) MAL21P
In Algebra 2 PAP, students examine the topics studied in Algebra 2 in more depth and/or at an accelerated pace. This will allow for a more extensive study of matrices, sequences and series, and probability. Graphing calculator used extensively. This course provides students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide.
Prerequisites: Geometry 112 or Geometry
RHS Credits: .5 or 1
UIL Eligibility: No Count
Algebra 210 Advanced Course (Grades 10-12) MAL210
Algebra 210 is an in-depth study of functions, including linear, quadratic, exponential, logarithmic, rational and radical functions, provides students with a means for analyzing and understanding relationships of quantities in meaningful contexts. Students use geometry to explore the relationship between algebraic and geometric concepts. Graphing calculator used extensively.
Prerequisites: Geometry
Credits: 1
UIL Eligibility: Count

Algebra 217 Advanced Course (Grades 10-12) MAL210
Algebra 217 is an in-depth study of functions, including linear, quadratic, exponential, logarithmic, rational and radical functions, provides students with a means for analyzing and understanding relationships of quantities in meaningful contexts. Students use geometry to explore the relationship between algebraic and geometric concepts. Graphing calculator used extensively. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Geometry and Counselor approval
Credits: 1
UIL Eligibility: Count

Math Models 110 Advanced Course (Grades 10-12) MMOD10
Students build on K-8 and Algebra 1 foundations as they expand their understanding through other mathematical experiences. Students solve problems from a wide variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts.
Prerequisites: Algebra 1
RHS Credits: 1
UIL Eligibility: Count

Math Models 117 Advanced Course (Grades 10-12) MMOD17
Students build on K-8 and Algebra 1 foundations as they expand their understanding through other mathematical experiences. Students solve problems from a wide variety of representations, tools, and technology to link modeling techniques and purely mathematical concepts. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Algebra 1 or Algebra 117 and Counselor approval
RHS Credits: 1
UIL Eligibility: Count

Robotics 110 Advanced Course (Grades 10-12) MROB10
Robotics Programming and Design provides students with opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will identify task requirements, plan search strategies and use robotic concepts to access, analyze, and
evaluate information needed to solve problems. Students will gain an understanding of the principles of robotics through the study of physics, automation and engineering design concepts.
Prerequisites: Algebra 1 112 or Algebra 1
RHS Credits: 1
UIL Eligibility: Count

Ag Math 110 Advanced Course (Grades 11-12) MAGM10
In Math Ag 110, students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. To prepare for success, students need opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.
Prerequisites: Algebra 1
RHS Credits: 1 Credit
UIL Eligibility: Count

PreCal 1AP/PreCal 1BP Advanced Course (Grades 11-12) MPCLAP/MPCLBP
Students will study in-depth concepts of PreCalculus at an accelerated pace. This allows for extensive study of parametric equations as it relates to motion in plane and trigonometric graphing. Students will analyze models of real world problem situations and use graphing calculators and data collection devices. College level materials are used for this course. PAP courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide.
Prerequisites: Algebra 2 PAP or Algebra 2
RHS Credits: 1 (1AP 0.5/1BP 0.5)
UIL Eligibility: No Count

PreCal 1A0/PreCal 1B0 Advanced Course (Grades 11-12) MPCLA0/MPCLB0
Students explore higher-level mathematics and prepare for the rigors of college mathematics. Use reasoning skills to extend understanding of polynomial and rational functions studies in algebra and explore trigonometric functions. Solve meaningful problems that involve conic sections, sequences and series, and vector analysis. Graphing calculator is used extensively.
Prerequisites: Algebra 2 PAP or Algebra 2
RHS Credits: 1 (1A0 0.5/1B0 0.5)
UIL Eligibility: No Count

Statistics 112 ADV Advanced Course (Grades 11-12) MSTA12
This is a fast paced course where students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation,
categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.
RHS Credits: 1
UIL Eligibility: Count

Statistics 110 ADV Advanced Course (Grades 11-12)  MSTA10
Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.
RHS Credits: 1
UIL Eligibility: Count

Calculus 11A Advanced Course (Grade 12)  MCAL1A
Calculus AP studies the functions, graphs, limits, derivatives and integrals and their applications. Students work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal and understand their connections. The graphing calculator is used extensively in this course. AP students will participate in the AP exam offered upon course completion.
Prerequisites: PreCalculus PAP/Dual or PreCalculus
RHS Credits: 1
UIL Eligibility: No Count

Math C Prep 110 Advanced Course (Grade 11-12)  MCPR10
Math College Prep will prepare participants to take the Math portion of the TSI exam and introduce ACT and SAT content and test taking strategies. This is an elective course.
Prerequisites: Algebra 2
RHS Credits: .5 Credit
UIL Eligibility: Count

Science

Science curriculum is designed for a minimum of 40% in laboratory preparation, exploration, experimentation and application.

Biology 11P (Grade 9-12)  SBO11P
Biology PAP is designed as the first of a two year program to prepare students for the AP Biology exam. In Biology PAP, students conduct field and laboratory, investigations, use scientific methods during investigations, and make informed decisions using critical-thinking...
and scientific problem-solving. Biology PAP is a comprehensive study of 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 in the environment. Extra time is required on the part of the PAP student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving.

Prerequisites: Counselor Approval
RHS Credits: 1
UIL Eligibility: No Count

Biology 110 (Grade 9-12)  
In Biology 110, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Topics 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; plants and the environment.

Prerequisites: None
RHS Credits: 1  UIL Eligibility: Count

Biology 117 (Grade 9-12)
In Biology 117, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Topics 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; plants and the environment. Course content is modified and counselor approval is required for enrollment.

Prerequisites: Counselor approval
RHS Credits: 1
UIL Eligibility: Count

IPC 110 (Grades 9-12)  
Integrated Chemistry & Physics is recommended for students who need extra preparation to meet the rigors of physics and chemistry and integrates the two disciplines with a strong emphasis on calculation in: motion, waves, energy transformation, properties/changes in matter and solution chemistry. IPC must be taken BEFORE Chemistry or Physics in order for science credit to be awarded.

Prerequisites: Biology 1
RHS Credits: 1
UIL Eligibility: Count
**IPC 117 (Grades 9-12)**

Integrated Chemistry & Physics is recommended for students who need extra preparation to meet the rigors of physics and chemistry and integrates the two disciplines with a strong emphasis on calculation in: motion, waves, energy transformation, properties/changes in matter and solution chemistry. IPC must be taken BEFORE Chemistry or Physics in order for science credit to be awarded. Course content is modified and counselor approval is required for enrollment.

Prerequisites: Biology 1 or Biology 117 and Counselor approval

RHS Credits: 1

UIL Eligibility: Count

**Chemistry 11P (Grade 10-12)**

Chemistry PAP is a fast-paced, more intensive presentation of the theories and concepts studied in chemistry. Topics include scientific processes, characteristics of matter, atomic theory, bonding and covalent compounds, chemical reactions, quantifying equations, solids, liquids, and solutions, and gas laws. This course is designed for the highly motivated and independent students and utilizes content and activities that stress higher level thinking skills, a rigorous, in-depth and sophisticated laboratory based approach and accelerated concept pacing. Extra time is required on the part of the PAP student for class preparation, outside reading, sophisticated writing assignments and completion of complex projects or labs.

Chemistry is a quantitative based science, so there will be a strong emphasis on mathematical problem solving.

Prerequisites: Biology 1 and Algebra 1

RHS Credits: 1

UIL Eligibility: No Count

**Chemistry 110 (Grades 10-12)**

Students study matter and the changes it undergoes. Chemistry students will study nomenclature, chemical reactions, stoichiometry, the behavior of gases, atomic history and structure, chemical bonding, nuclear fission and fusion as well as acid-base theories. A conceptual approach will be coupled with mathematical skills necessary to solve fundamental chemistry problems. The topics revolve around societal questions and how chemistry affects daily life.

Prerequisites: Algebra 1 112 or Algebra 1

RHS Credits: 1

UIL Eligibility: Count

**Chemistry 117 (Grades 10-12)**

Students study matter and the changes it undergoes. Chemistry students will study nomenclature, chemical reactions, stoichiometry, the behavior of gases, atomic history and structure, chemical bonding, nuclear fission and fusion as well as acid-base theories. A
conceptual approach will be coupled with mathematical skills necessary to solve fundamental chemistry problems. The topics revolve around societal questions and how chemistry affects daily life. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Algebra 1 or Algebra 117 and counselor approval
RHS Credits: 1
UIL Eligibility: Count

**Physics 110 Advanced Course** (Grades 11-12)  
SPHY10
Physics 110 provides students with conceptual framework, factual knowledge, analytical and scientific skills. Physics studies include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. In Physics, a strong emphasis is placed on conceptual and mathematical problem solving.
Prerequisites: Algebra 1
RHS Credits: 1
UIL Eligibility: Count

**Physics 117 Advanced Course** (Grades 11-12)  
SPHY10
Physics 110 provides students with conceptual framework, factual knowledge, analytical and scientific skills. Physics studies include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. In Physics, a strong emphasis is placed on conceptual and mathematical problem solving. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Algebra 1 or Algebra 117 and counselor approval
RHS Credits: 1
UIL Eligibility: Count

**Env Science 110 Advanced Course** (Grades 10-12)  
SENV10
In Environmental Science, students discover biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems will be covered.
Prerequisites: Biology 1
RHS Credits: 1
UIL Eligibility: Count

**Env Science 117 Advanced Course** (Grades 10-12)  
SENV17
In Environmental Science, students discover biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and
changes in populations and ecosystems will be covered. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Biology 1 or Biology 117 and counselor approval required
RHS Credits: 1
UIL Eligibility: Count

**Forensics 110 Advanced Course** (Grades 11-12)  
Students learn procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, and truth detection used to solve crimes. Students collect and analyze evidence through case studies and simulated crime scenes such as fingerprint, ballistics, and blood spatter analysis.
Prerequisites: Biology 1
RHS Credits: 1
UIL Eligibility: Count

**Animal Sci 110 Advanced Course** (Grades 11-12)  
Students acquire knowledge and skills related to animal systems and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allow for the application of scientific and technological aspects of animal science.
Prerequisites: Biology 1 and Chemistry or IPC; Algebra 1 and Geometry and Livestock Production
RHS Credits: 1
UIL Eligibility: Count

**Plant Sci 110 Advanced Course** (Grades 11-12)  
Plant and Soil Science provides a way of learning about the natural world. Students learn how plan and soil science is the basis for many other fields of science. Investigations, laboratory practices, and field exercises will be used to develop an understanding of current plant and soil science. This course prepares students for careers in the food and fiber industry.
Prerequisites: Biology 1
RHS Credits: 1
UIL Eligibility: Count

**Biology 2AD/Biology 2BD Advanced Course** (Grades 11-12)  
Biology Dual students focus on enduring, conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts and the development of reasoning skills. The course will cover: the process of evolution and how it drives diversity, how biological systems utilize free energy and molecular building blocks to carry out life processes, how living systems react to information necessary for life processes and the properties of biological
systems and how they interact. Extra time is required on the part of the Dual credit student for class preparation, outside reading, sophisticated writing assignments and completion of projects or labs with complex problem solving. Dual credit courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. Credit will be earned for TJC BIO1406 and BIO1407. Student must be TSI complete before enrollment in Biology Dual.
Prerequisites: Biology 1 PAP and TSI complete       TJC Credits: 4.0 Each/8.0 Total       BIO1406 & BIO 1407
RHS Credits: 1
UIL Eligibility: No Count

**Biology 2AA/Biology 2BA  Advanced Course** (Grades 11-12)  SBI21A
AP Biology focuses on enduring, conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts and the development of reasoning skills. The course will cover: the process of evolution and how it drives diversity, how biological systems utilize free energy and molecular building blocks to carry out life processes, how living systems react to information necessary for life processes and the properties of biological systems and how they interact. Extra time is required on the part of the AP students for class preparation, outside reading, sophisticated writing assignments and completion of projects or labs with complex problem solving. Students may choose to take the AP exam for this course. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide.
Prerequisites: Biology 1 PAP
RHS Credits: 1       UIL Eligibility: No Count

**A & P Intro 1AD/A & P 1BD Advanced Course** (Grades 11-12)  TJC SA&PAD/SA&PBD
**A & P 110 ADV Advanced Course** (Grades 11-12)  SA&P10
Students explore physiological systems and associated pathologies. At least 40% of instructional time involves lab investigations, using safe, environmentally appropriate, and ethical practices. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. This course may be taken for High School credit only or for dual credit. Dual courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. Credit will be earned for TJC Bio 2404 and Bio 2401. Student must be TSI complete before enrollment in A&P Dual.
Prerequisites: Biology 1 and TSI complete
RHS Credits: 1       TJC credits: 4.0 Each/8.0 Total       BIO2404 & BIO2401
UIL Eligibility: No Count
### Social Studies/Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W Geography 1A0/W Geography 1B0 (Grades 9-12)</strong></td>
<td>HWG1A0/HWG1B0</td>
<td>This course is designed to provide the learner with an understanding of the vast physical and cultural patterns found around the world. It includes in-depth studies of historical, industrial, and political geography, as well as human and environmental interactions. Emphasis will be placed on the use of mapping and graphic mediums to human and environmental relationships. Prerequisites: None  &lt;br&gt; RHS Credits: .5/.5  &lt;br&gt; UIL Eligibility: Count</td>
</tr>
<tr>
<td><strong>W Geography 117 (Grades 9-12)</strong></td>
<td>HWG117</td>
<td>This course is designed to provide the learner with an understanding of the vast physical and cultural patterns found around the world. It includes in-depth studies of historical, industrial, and political geography, as well as human and environmental interactions. Emphasis will be placed on the use of mapping and graphic mediums to human and environmental relationships. Course content is modified and counselor approval is required for enrollment.  &lt;br&gt; Prerequisites: Counselor approval  &lt;br&gt; RHS Credits: 1  &lt;br&gt; UIL Eligibility: Count</td>
</tr>
<tr>
<td><strong>World History 11P (Grade 10-12)</strong></td>
<td>HWH11P</td>
<td>The World History PAP course is an in depth study of the concepts presented in World History, including the study of man, civilization, culture, ideas, and institution from primitive beginnings to present time. Extra time is required on the part of the PAP student for class preparations, outside reading, sophisticated writing assignments and completion of complex projects or labs with complex problem solving.  &lt;br&gt; Prerequisites: None  &lt;br&gt; RHS Credits: 1 Credit  &lt;br&gt; UIL Eligibility: No Count</td>
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<tr>
<td><strong>World History 110 (Grade 10-12)</strong></td>
<td>HWH110</td>
<td>The World History course provides a study of man, civilization, culture, ideas and institution from primitive beginnings to present time. It traces the political, economic and social experiences of mankind. Students gain awareness of American Western Civilization and its relationship to world cultures in contemporary world affairs.  &lt;br&gt; Prerequisites: None  &lt;br&gt; RHS Credits: 1  &lt;br&gt; UIL Eligibility: Count</td>
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</tbody>
</table>
World History 117 (Grade 10-12)  
HWH117
The World History 117 course provides a study of man, civilization, culture, ideas and institution from primitive beginnings to present time. It traces the political, economic and social experiences of mankind. Students gain awareness of American Western Civilization and its relationship to world cultures in contemporary world affairs. Course content is modified and counselor approval is required for enrollment.
Prerequisites: Counselor approval
RHS Credits: 1
UIL Eligibility: Count

US History 11D Advanced Course (Grade 11-12)  
TJC  HUSH1D
US History Dual provides a study of America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of 1870 to the present. Participants must be TSI complete to participate in this course.
Prerequisites: World History or World History PAP and TSI complete
RHS Credits: 1  TJC Credit: 3.0 each/6.0  Total HIST 1301 & 1302
UIL Eligibility: No Count

US History 110 (Grade 11-12)  
HUSH10
Emphasis is given to America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of 1870 to the present.
Prerequisites: World History or World History PAP
RHS Credits: 1
UIL Eligibility: Count

US History 117 (Grade 11-12)  
HUSH17
Emphasis is given to America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of 1870 to the present. Course content is modified and counselor approval is required for enrollment.
Prerequisites: World History and Counselor approval
RHS Credits: 1
UIL Eligibility: Count

US Govt 1AD Advanced Course (Grade 11-12)  
TJC  HGOVAD
In US Government Dual, students explore political and governing processes, elements of political theories and governmental structures and functions at national, state and local governmental levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. Dual credit courses provide students with a learning experience
equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. A student in US Government Dual participates in an online course for TJC credit in USG 2301. With counselor approval this course may be taken in substitute for high school US Government. Student must be TSI complete before enrollment in US Government Dual.

Prerequisites: US History and TSI complete
RHS Credits: 1 TJC Credits: 3.0 GOVT 2301
UIL Eligibility: No Count

**US Govt 1A0 Advanced Course (Grade 11-12) HGOVA0**

In US Government, students explore political and governing processes, elements of political theories and governmental structures and functions at national, state and local governmental levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. This course will include instruction in interacting with law enforcement – particularly during traffic stops.

Prerequisites: US History
Credits: .5 Credit
UIL Eligibility: Count

**US Govt 1A7 Advanced Course (Grade 11-12) HGOVA7**

Students explore political and governing processes, elements of political theories and governmental structures and functions at national, state and local governmental levels; the political heritage; comparative economic systems; and international relations. Emphasis is placed on the free enterprise system, political participation, leadership, decision-making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. Course content is modified and counselor approval is required for enrollment. This course will include instruction in interacting with law enforcement – particularly during traffic stops.

Prerequisites: US History and Counselor approval
RHS Credits: .5
UIL Eligibility: Count

**Economics 1AD Advanced Course (Grade 11-12) HECOAD**

Economics Dual is an online TJC course designed to provide opportunities for students to identify characteristics, benefits and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, limited role of government, international economic relations, consumer economics and personal financial responsibility. Dual courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and
Economics 1A0 Advanced Course (Grade 11-12)  
This Economics course is designed to provide opportunities for students to identify characteristics, benefits and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, limited role of government, international economic relations, consumer economics and personal financial responsibility. This course will include instruction in interacting with law enforcement – particularly during traffic stops.
Prerequisites: US History
RHS Credits: .5
UIL Eligibility: Count

Economics 1A7 (Grade 11-12)  
This course is designed to provide opportunities for students to identify characteristics, benefits and goals of the American free enterprise system. Emphasis is given to the basic principles and theories of production, consumption, and distribution of goods and services. Essential elements of the course include private ownership of property, limited role of government, international economic relations, consumer economics and personal financial responsibility. This course will include instruction in interacting with law enforcement – particularly during traffic stops. Course content is modified and counselor approval is required for enrollment.
Prerequisites: US History and Counselor approval
RHS Credits: .5
UIL Eligibility: Count

SS Topics 1AD Advanced Course (Grade 11 or 12)  
Special Topics in Social Studies Dual is an online US History course which provides a study of America’s development as a nation built on free enterprise, a world power among nations, and a democratic society based on government by Constitutional laws in the time period of Colonization to the present. Dual courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. A student in Special Topics in Social Studies Dual participates in an online course for TJC credit in HIST 1301 and HIST 1302. With counselor approval this course may be taken in substitute for high school US History. Reading and Writing TSI must be completed before enrollment in Special Topics in Social Studies Dual.
Psychology 1AD Advanced Course (Grade 11-12)

Psychology Dual is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development. Dual courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. A student in Psychology Dual participates in an online course for TJC credit in PSY 2301. Student must be TSI complete before enrollment in Psychology Dual. This is an elective course.

Prerequisites: TSI complete
RHS Credits: .5   TJC Credit: 3.0   PSY2301   UIL Eligibility: No Count

Sociology 1AD Advanced Course (Grade 11-12)

Sociology Dual involves learning about institutions found in all societies, such as the family and community organizations as well as political and social activities. Broad areas of content include mobility of people, human relationships and factors in society that influence personality. Dual courses provide students with a learning experience equivalent to that obtained in most college introductory courses and will reflect the level of rigor and challenge that such a course would provide. Dual credit participants will be required to pay TJC tuition. A student in Sociology Dual participates in an online course for TJC credit in SOC 2301. Student must be TSI complete before enrollment in Psychology Dual. This is an elective course.

Prerequisites: TSI complete
RHS Credits: .5   TJC Credit: 3.0   SOC2301   UIL Eligibility: No Count

P Finance 1A0 (Grades 9-12)

The knowledge gained in this Personal Financial Literacy 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. This is an elective course.

Prerequisites: None
RHS Credits: 0.5   UIL Eligibility: Count
Languages Other Than English (LOTE)

Spanish 110 (Grade 9-12) LSP110
This introductory course enables the student to learn Spanish pronunciation, acquire vocabulary sufficient for simple conversations, and to practice basic structure patterns and to become aware of Spanish culture.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

Spanish 210 (Grade 10-12) LSP210
Spanish 2 continues emphasis in oral comprehension, improvement of reading skills, identification of basic grammar patterns in written/spoken materials and an examination of Spanish/Latin based cultures.
Prerequisites: Spanish 1
RHS Credits: 1
UIL Eligibility: Count

Spanish 310 Advanced Course (Grades 10-12) LSP310
This course exceeds the traditional survey course in Spanish by including a more in-depth study of the language, Spanish/Mexican/Latin American history, geography, culture and literature and by placing more stress on oral proficiency.
Prerequisites: Spanish 2
RHS Credits: 1
UIL Eligibility: No Count

Spanish 31V Advanced Course (Grades 10-12) LSP31V
This course exceeds the traditional survey course in Spanish by including a more in-depth study of the language, Spanish/Mexican/Latin American history, geography, culture and literature and by placing more stress on oral proficiency. This course is offered through Texas Virtual School Network (TxVSN).
Prerequisites: Spanish 2 and Counselor Approval
RHS Credits: 1
UIL Eligibility: No Count

Spanish 41V Advanced Course (Grades 10-12) LSP41V
This course, conducted mainly in Spanish, includes sophisticated reading assignments from Spanish classics and modern Spanish publications and requiring more advanced criticisms and
analyses written in Spanish. This course if offered through Texas Virtual School Network (TxVSN)
Prerequisites: Spanish 3 and Counselor Approval
RHS Credits: 1
UIL Eligibility: No Count

**French 11V** (Grade 9 – 12)  
LFR11V
This course emphasizes the practical mastery of skills necessary for understanding, speaking, reading and writing French; develops direct communication in the language through oral/aural techniques and materials; and uses varied activities and materials to create an awareness of French culture. This course if offered through Texas Virtual School Network (TxVSN).
Prerequisites: Counselor Approval
RHS Credits: 1
UIL Eligibility: Count

**French 21V** (Grades 10-12)  
LFR21V
This course continues to develop the student’s ability to understand, speak, read and write French with emphasis on vocabulary enrichment and continued activities to increase interest in and appreciation for French culture and heritage. This course if offered through Texas Virtual School Network (TxVSN).
Prerequisites: French 1 and Counselor Approval
RHS Credits: 1
UIL Eligibility: Count

**French 31V Advanced Course** (Grades 10-12)  
LFR31V
This course exceeds the third year course in French by including a more in-depth study of the language, French history, geography, culture, literature, and by placing more stress on oral proficiency. This course if offered through Texas Virtual School Network (TxVSN).
Prerequisites: French 2 and Counselor Approval
RHS Credits: 1
UIL Eligibility: No Count

**French 41V Advanced Course** (Grade 11-12)  
LFR41V
Conducted mainly in French, includes sophisticated readings from French classics and modern French publications as well as advanced writing assignments and study of French culture. This course if offered through Texas Virtual School Network (TxVSN).
Prerequisites: French 3 and Counselor Approval
RHS Credits: 1
UIL Eligibility: No Count

**Sp Tp Lang 110** (Grades 10-12)  
LSTL10
Special Topics in Language and Culture introduces students to other cultures. The learner will understand historical developments, geographical aspects, cultural aspects, and linguistic aspects of selected regions and countries.
Prerequisites: Counselor Approval
RHS Credits: 1
UIL Eligibility: Count

**Fine Arts**

**Art 110** (Grades 9-12)  
Art 1 offers experiences in various processes, structures, theories and historical developments. Activities include drawing, painting, print making, sculpture, mixed media, design and cultural arts.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

**Art Drawing 210** (Grades 10-12)  
Art 2 is an analytical approach based on various aspects of drawing skills. Multiple approaches to a variety of drawing techniques will be explored.
Prerequisites: Art 1
RHS Credits: 1
UIL Eligibility: Count

**Art Paint 210** (Grades 10-12)  
Art 2 Painting provides opportunities to develop more analytical approach to painting and is based on various aspects of painting skills. Participants will be exposed to multiple approaches to a variety of painting techniques.
Prerequisites: Art 1
RHS Credits: 1
UIL Eligibility: Count

**Art Ceramic 210** (Grades 10-12)  
Art 2 Ceramics will explore multiple approaches to a variety of techniques and media. The course will emphasize the study of the three dimensional aspects of art. Participants will use the potter’s wheel and will demonstrate more advanced throwing techniques, hand building, as well as other sculptural methods.
Prerequisites: Art 1
RHS Credits: 1
UIL Eligibility: Count

**Art Drawing 310 Advanced Course** (Grades 11-12)
Art 3 provides an in-depth study of the schools and styles of drawing and various associated art processes. Creative activities offer problem-solving techniques that will lead the students to develop their unique styles. Multiple approaches to a variety of techniques and media will be explored.
Prerequisites: Art 2 Drawing
RHS Credits: 1
UIL Eligibility: Count

**Art Paint 310 Advanced Course** (Grades 11-12)  FAP310
Art 3 Painting provides opportunities to develop more analytical approach to painting and is based on various aspects of painting skills. Participants will be exposed to multiple approaches to a variety of painting techniques.
Prerequisites: Art 2 Painting
RHS Credits: 1
UIL Eligibility: Count

**Art Ceramic 310 Advanced Course** (Grades 10-12)  FAC310
Art 3 Ceramics will explore multiple approaches to a variety of techniques and media. The course will emphasize the study of the three dimensional aspects of art. Participants will use the potter’s wheel and will demonstrate more advanced throwing techniques, hand building, as well as other sculptural methods.
Prerequisites: Art 2 Ceramics
RHS Credits: 1
UIL Eligibility: Count

**Art Drawing 410 Advanced Course** (Grade 12)  FAD410
Art 4 provides opportunities to explore and develop individual style in the art processes, technical skills and critical evaluating growth and development. Students select an area to explore in great detail, evaluating concepts and styles. Students’ styles reflect self-awareness and place in the environment. The elements and principles of design will be addressed through additive, subtractive and fabricated processes. A variety of approaches to representation, abstraction and expression may be a part of the student’s portfolio.
Prerequisites: Art 3 Drawing  RHS Credits: 1  UIL Eligibility: Count

**Art Paint 410 Advanced Course** (Grade 12)  FAP410
Art 4 Painting provides opportunities to develop more analytical approach to painting and is based on various aspects of painting skills. Participants will be exposed to multiple approaches to a variety of painting techniques.
Prerequisites: Art 3 Painting
RHS Credits: 1
UIL Eligibility: Count
**Art Ceramic 410 Advanced Course** (Grade 10-12) 

Art 4 Ceramics will explore multiple approaches to a variety of techniques and media. The course will emphasize the study of the three dimensional aspects of art. Participants will use the potter’s wheel and will demonstrate more advanced throwing techniques, hand building, as well as other sculptural methods.

Prerequisites: Art 3 Ceramics 
RHS Credits: 1 
UIL Eligibility: Count

**March Band 1A0 / Band 1B0** (Grade 9-12) 

Band 1 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition. First semester of Band 1 may be completed for .5 credits in PE (PE Marching Band PEB1AO)

Prerequisites: None 
RHS Credits: 1/5 
UIL Eligibility: Count

**March Band 2A0 / Band 2B0** (Grade 10) 

Band 2 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition. First semester of Band 2 may be completed for .5 credits in PE (PE Marching Band PEB2AO)

Prerequisites: Band 1 
RHS Credits: 1 
UIL Eligibility: Count

**Band 310 Advanced Course** (Grade 11) 

Band 3 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition.

Prerequisites: Band 2 
RHS Credits: 1 
UIL Eligibility: Count

**Band 410 Advanced Course** (Grade 12) 

Band 4 provides experiences in marching, concert playing, sight reading, small ensemble and individual instrumental technique. Public performance is an integral part of the band experience. Band students may participate in UIL competition.

Prerequisites: Band 3 
RHS Credits: 1 
UIL Eligibility: Count

**Theater 110** (Grade 9-12)
Theater Arts 1 combines theory and exercise in body control, voice, pantomime, interpretation, characterization and stage action and role study.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

**Tech Th 110 (Grades 10-12)**

This level of Technical Theatre class includes a study of stagecraft and involves activities covering safety, operation of lights, sound, set design, as well as learning essential knowledge of stage management. Design projects include the creative use of prop, costume, make-up, scenery, lighting and sound. This course also covers responsibilities of the technical crew and available careers in theatre production. Students are expected to take an active role during and after school hours to support the running show.
RHS Credits: 1
UIL Eligibility: Count

**Th Prod 110 (Grades 10-12)**

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.
RHS Credits: 1
UIL Eligibility: Count

**Tech Th 210 (Grades 10-12)**

This level of Technical Theatre class includes a more intensive study of stagecraft and involves intensive activities covering safety, operation of lights, sound, set design, as well as learning essential knowledge of stage management. Design projects include the creative use of prop, costume, make-up, scenery, lighting and sound. This course also covers responsibilities of the technical crew and available careers in theatre production. Students are expected to take an active role during and after school hours to support the running show.
Prerequisites: Theater Arts 1
RHS Credits: 1
UIL Eligibility: Count

**Th Prod 210 (Grades 10-12)**

Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.
Prerequisites: Theater Arts 1
Tech Th 310 Advanced Course (Grades 11-12)  
This level of Technical Theatre class includes a more intensive study of stagecraft and involves intensive activities covering safety, operation of lights, sound, set design, as well as learning essential knowledge of stage management. Design projects include the creative use of prop, costume, make-up, scenery, lighting and sound. This course also covers responsibilities of the technical crew and available careers in theatre production. Students are expected to take an active role during and after school hours to support the running show.
Prerequisites: Technical Theater 2
RHS Credits: 1
UIL Eligibility: Count

Th Prod 310 Advanced Course (Grades 11-12)  
Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.
Prerequisites: Theater Production 2
RHS Credits: 1
UIL Eligibility: Count

Tech Th 410 Advanced Course (Grades 12)  
This level of Technical Theatre class includes a more intensive study of stagecraft and involves intensive activities covering safety, operation of lights, sound, set design, as well as learning essential knowledge of stage management. Design projects include the creative use of prop, costume, make-up, scenery, lighting and sound. This course also covers responsibilities of the technical crew and available careers in theatre production. Students are expected to take an active role during and after school hours to support the running show.
Prerequisites: Technical Theater 3
RHS Credits: 1
UIL Eligibility: Count

Th Prod 410 Advanced Course (Grades 12)  
Theatre Production provides a laboratory learning experience for all aspects of stagecraft including the exploration, development, and synthesis of the elements and components of theatre through production activities. Participants will be required to participate in theatre productions.
Prerequisites: Theater Production 3
RHS Credits: 1
UIL Eligibility: Count
Floral 110 (Grades 10-12)  
FFD110  
Floral Design exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands on activities to involve the student in techniques required in the floral industry. Student may take floral design certification with approval of teacher at the completion of the course. Scholarship opportunities are available for covering some of the certification costs. Floral design may be used to satisfy the fine art credit required by all graduation plans.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

Physical Education/Athletics

Aerobic 110 (Grades 9-12)  
PEAA10  
This course is a study of physical fitness that enables the participant to maintain and improve physical fitness. Participants will be required to perform physical fitness activities.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

Outdoor Ed 110 (Grades 9-12)  
PEOE10  
This course emphasizes physical and social development through outdoor physical activity. Students will develop a respect for the environment while demonstrating competencies in archers, backpacking, boating, camping, hiking, orienteering, water sports, water safety and gaming and fishing laws. Archery skills and practices are also a part of this curriculum.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

Fitness 110 (Grades 9-12)  
PEPF10  
This course is a study of physical fitness that enables the participant to maintain and improve physical fitness levels. Participants will be required to perform physical fitness activities.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

Athletics B 110 (Grade 9)  
PAB110  
Athletics Boys is a study of physical fitness with emphasis on team sports.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count
<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Description</th>
<th>Prerequisites</th>
<th>RHS Credits</th>
<th>UIL Eligibility</th>
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<td>Athletics Girls</td>
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<td>1</td>
<td>Count</td>
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</tbody>
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March Band 1A0 (Grade 9)  PMB1A0
Marching Band 1 students receive PE credit in the fall and fine arts credit in the spring. A student must have two fall semesters of PE Marching Band to meet their PE credit. Marching is considered the physical activity that earns the PE credit.
Prerequisites: None
RHS Credits: .5 UIL Eligibility: Count

March Band 2A0 (Grade 10)  PMB2A0
Marching Band 2 students receive PE credit in the fall and fine arts credit in the spring. A student must have two fall semesters of PE Marching Band to meet their PE credit. Marching is considered the physical activity that earns the PE credit.
Prerequisites: PE Marching Band 1A0  RHS Credits: .5 UIL Eligibility: Count
Career and Technology Education Courses

Business and Industry

Technology Applications

Web Design 110 (Grades 9-12)  
TWEB10
Students will create a website using web editors and web authoring programs. Students will demonstrate knowledge and appropriate use of operating systems, software applications and communications, and networking components.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

3D Modeling 110 (Grades 10 – 12)  
T3DM10
This course’s curriculum has 6 strands based on the National Educational Technology stands for students. Through these 6 strands, students will develop college readiness skills applied to technology terminology, concepts and strategies.  
Prerequisites: Web Design  
RHS Credits: 1  
UIL Eligibility: Count

Digital Com 110 (Grades10-12)  
TDCM10
Digital Communications will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective products based on well researched issues. This will be required in order to thoughtfully process suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices and opinions.  
Prerequisites: Web Design  
RHS Credits: 1  
UIL Eligibility: Count

Digital Des 110 Advanced Course (Grades 11-12)  
TDDZ10
In Digital Design, students employ a creative design process to create original projects as they relate to purposes and audiences. Students apply design elements and typography standards using visual composition principles.  
Prerequisites: Web Design  
RHS Credits: 1  
UIL Eligibility: Count
### Welding – TJC West Campus

#### Welding Int 11D (Grades 11-12)  
Welding Intro Dual provides students with an awareness of knowledge, skills, and technologies required for employment in metal technology systems. Students will learn, reinforce, apply and transfer knowledge in a variety of setting and problems. This course is taken in conjunction with Welding 1 and offered at the TJC West campus.  
Prerequisites: Algebra I, Ag Mech and Counselor Approval  
RHS Credits: 1  
UIL Eligibility: No Count

#### Welding 12D Advanced Course (Grades 11-12)  
Welding 1 Dual provides students with in depth knowledge, skills, and technologies required for employment in metal technology systems. Student will learn, reinforce, apply and transfer knowledge in a variety of settings and problems. This course is taken on the TJC West Campus for TJC credit. Student participants are required to pay TJC tuition.  
Prerequisites: Algebra I, Ag Mech and Counselor Approval  
RHS Credits: 2  
TJC Credits: 21.0 WLDG 1204, 1312, 1313, 1428, 2443, 1317, 1430  
UIL Eligibility: No Count

#### Welding 23D Advanced Course (Grades 12)  
Welding 2 Dual builds on the in depth knowledge, skills, and technologies skills leaned in the local and Welding 1 courses. Students further develop their knowledge required for employment in metal technology systems. Students will reinforce, apply and transfer knowledge in a variety of settings and problems. This course is taken on the TJC West Campus for TJC credit. Student participants are required to pay TJC tuition.  
Prerequisites: Algebra I, Welding 1 and Counselor Approval  
Credits: 3  
TJC Credits: 18.0 WLDG 1327, 1435, 2453, 1434, 2451, ITSC 1309  
UIL Eligibility: No Count

### Automotive – TJC West Campus

#### Auto Basics 11D (Grades 11-12)  
This course offers job specific training for employment in the automotive technician career field. It includes the use of repair manuals, hands-on service, and the preparation for four of the Automotive Service Excellence (ASE certification: Engine Performance, Electrical/Electronic Systems, Suspension/Steering and Brakes. This course is taken in conjunction with Automotive Technology 1 and offered at the TJC West campus.  
Prerequisites: Ag Mech and Counselor Approval  
RHS Credits: 1  
TJC Credits: 15.0 AUTM 1305, 1419, 1407, 2417, 2434  
UIL Eligibility: No Count
**Auto Tech 12D Advanced Course** (Grades 11-12)

This course offers job specific training for employment in the automotive technician career field. It includes the use of repair manuals, hands-on service, and the preparation for four of the Automotive Service Excellence (ASE certification: Engine Performance, Electrical/Electronic Systems, Suspension/Steering and Brakes. This course is always taken in conjunction with Automotive Technology 1 and offered at the TJC West campus. Student participants are required to pay TJC tuition.

Prerequisites: Ag Mech and Counselor Approval

RHS Credits: 2  
TJC Credits: 15.0  
AUTM 1305, 1419, 1407, 2417, 2434

UIL Eligibility: No Count

**Auto Tech 23D Advanced Course** (Grades 12)

Students learn the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory. This course is advanced training and preparation for the Automotive Service Excellence (ASE) Certification in Engine Performance, Electrical/Electronic Systems, Suspension and Steering and Brakes. This course is offered at the TJC West campus for TJC credit. Student participants are required to pay TJC tuition.

Prerequisites: Automotive Technology 1 and Counselor Approval

RHS Credits: 3  
TJC Credits: 15.0  
AUTM 1410, 1416, 2425, 2413, 2380

UIL Eligibility: No Count

**HVAC – TJC West Campus**

**HVAC L 110 (1)** (Grades 11-12)

This course provides students with the introductory opportunity to gain knowledge and skills specific to the HVAC industry. Student will demonstrate knowledge and skills in safety, principles of HVAC theory, tools, codes and installation of equipment. This course is always taken in conjunction with Principles of Construction and HVAC 1. Course is offered at the TJC West campus.

Prerequisites: Ag Mech and Counselor Approval

Credits: 1 local credit

UIL Eligibility: No Count

**Construct 11D Advanced Course** (Grades 11-12)

**Principles of Construction** is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment. This course is always taken in conjunction with HVAC Local and HVAC 1. Course if offered at TJC West Campus. Student participants are required to pay TJC tuition.
HVAC 11D Advanced Course (Grades 11-12)  
This course provides students with the opportunity to gain knowledge and skills specific to the HVAC industry. Students will demonstrate knowledge and skills in safety, principles of HVAC theory, tools, codes and installation of equipment. This course is always taken in conjunction with HVAC local and Principles of Construction. Course is offered at the TJC West campus for TJC credit. Student participants are required to pay TJC tuition.
Prerequisites: Ag Mech and Counselor Approval
RHS Credits: 1  
TJC Credits: 18.0  
HART 1400, 1401, 1407, 1403, 1441, 2442  
UIL Eligibility: No Count

Electrical 11D Advanced Course (Grade 12)  
In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications. This course is taken in conjunction with HVAC 2 Dual. Course is offered at TJC West Campus. Student participants are required to pay TJC tuition.
Prerequisites: HVAC 1 and Counselor Approval
RHS Credits: 1  
TJC Credits: 18.0  
HART 1445, 2438, 2445, 2349, 2336, 2347  
UIL Eligibility: No Count

HVAC 22D Advanced Course (Grade 12)  
This course provides students with the opportunity to gain knowledge and skills specific to the HVAC industry. Students will demonstrate knowledge and skills in safety, principles of HVAC theory, tool, codes and installation of equipment. This course is offered at the TJC West Campus for TJC credit. Student participants are required to pay TJC tuition.
Prerequisites: HVAC 1 and Counselor Approval
RHS Credits: 2  
TJC Credits: 18.0  
HART 1445, 2438, 2445, 2349, 2336, 2347  
UIL Eligibility: No Count
**Finance**

**Money 110 (Grades 9-12)**  
This course allows students to investigate global economics within the scope of the free enterprise system. Students will gain knowledge and skills necessary to set short and long term financial goals. Ethics and personal responsibility in financial planning will be emphasized. Students will demonstrate fundamental principles of money, including financial exchange of cash, credit, debit and electronic funds transfer as well as understanding the different types of currency including paper money, coins, bank notes, governmental bonds and treasury notes.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count

**Accounting 110 Advanced Course (Grades 11-12)**  
Students investigate how accounting is impacted by industry, economic, financial, technological, international, social, legal and ethical factors. Students formulate and interpret financial information for use in management decision making. This online course if offered through Texas Virtual School Network (TxVSN).  
Prerequisites: Money Matters  
RHS Credits: 1  
UIL Eligibility: Count

**Accounting 21V Advanced Course (Grades 11-12)**  
Students use accounting tools, strategies and systems in real-world situations to maintain, monitor, control and plan the use of financial resources. Students communicate how accounting procedures affect financial statements and implement the information in assigned projects. This online course if offered through Texas Virtual School Network (TxVSN).  
Prerequisites: Accounting 110  
RHS Credits: 1  
UIL Eligibility: Count

**Graphic Arts, A/V Technology & Communication**

**Graphic Des 110 (1) (Grades 9-12)**  
In Graphic Design, students apply information, technology applications using information management, internet, email, wiring and publishing, spreadsheet or database applications for art and design projects. Exhibits ethical conduct related to client confidentiality, privacy, and proper credit for ideas.  
Prerequisites: None  
RHS Credits: 1 (GGR11O) or 2 (GGR12O)  
UIL Eligibility: Count
**Graphic Des 210 Advanced Course (Grades 10-12)** GDZ210

**Graphic Des 220 Advanced Course (2)** GDZ220

During Graphic Design, students apply knowledge using technology applications in design projects and analyze impact of visual communication on society, marketing and industry. Students also apply technical skills for efficiency.

Prerequisites: Graphic Design and Illustration 1

RHS Credits: 1 (GGR210) or 2 (GGR220)

UIL Eligibility: Count

**Animation 110 (1) (Grades 9-12)** GAN110

**Animation 120 (2)** GAN120

Students demonstrate appropriate use of hardware and software components, electronic storage devices and sound editing. Students create and modify solutions by combining graphics, images and sound while applying principles of design and demonstrate knowledge of publishing and delivering products in a variety of media formats.

Prerequisites: None

RHS Credits: 1 (GAN110) or 2 (GAN120)

UIL Eligibility: Count

**Animation 210 Advanced Course (1) (Grades 10-12)** GAN210

**Animation 220 Advanced Course (2)** GAN220

Animation 2 Advanced provides opportunities for students to develop a technical understanding of communication systems and use production elements including transitions, edits, framing, angle and lighting techniques. Students also learn advanced animation principles and application.

Prerequisites: Animation 1

Credits: 1 (GAN210) or 2 (GAN220)

UIL Eligibility: Count

**Ag, Food & Natural Resources**

**Wildlife 110 (Grades 10-12)** AWLF10

This course examines the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students will also examine the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs. Students may obtain their Hunter Safety Certification during the course.

Prerequisites: None

RHS Credits: 1

UIL Eligibility: Count
Livestock 110 (Grades 9-12)  ALIV10
During this course, students apply principles of livestock breeding and nutrition in predicting the impact of current advances in genetics and examine the interrelationship of plants and animals.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

Hort Sci 110 (Grades 9-12)  AHOR10
Horticulture Science focuses on the identification, production and care of plants. The students will study propagation, fertilizing, transplanting, and growing various plants. Students will also investigate the various career pathways within the horticulture industry.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

Ag Pract 120 Advanced Course (2) (Grades 11-12)  APR120
Ag Pract 130 Advanced Course (3)  APR130
Ag Practicum is designed to give students practical knowledge and skills via paid or unpaid experiences. Experience can be through employment, independent study, internships, mentorships and/or laboratories. Students taking Practicum in Agriculture 1 as a paid work-based learning experience must be employed by the 15th day of class to earn credit for the course.
Prerequisites: Ag Mech
RHS Credits: 2 (APR12O) or 3 (APR13O)
UIL Eligibility: Count

Ag Pract 220 Advanced Course (2) (Grades 12)  APR220
Ag Pract 230 Advanced Course (3)  APR230
Ag Practicum course is designed to give students practical knowledge and skills via paid or unpaid experiences. Experience can be through employment, independent study, internships, mentorships and/or laboratories. Students taking Practicum in Agriculture 2 as a paid work-based learning experience must be employed by the 15th day of class to earn credit for the course.
Prerequisites: Ag Mech
RHS Credits: 2 (APR22O) or 3 (APR23O)
UIL Eligibility: Count

Ag Mech 110 (Grades 9-12)  AMEC10
Ag Mechanics introduces students to careers in ag fab, structural and technical systems. Students also gain knowledge in appropriate work habits, ethical conduct, legal responsibilities, good citizenship skills, occupational health and safety, and first-aid practices.
Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count

**Ag Power PB 110** (Grades 10-12)

Ag Power Project Based is designed to develop and understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. It prepares the participant for careers in agricultural power, structural, and technical systems. Students will have the opportunity to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of school and agricultural settings.

Prerequisites: Ag Mechanics
RHS Credits: 2 (AGPW10) OR 2 (AGPW20)
UIL Eligibility: Count

**Ag Fab 110** (Grades 10-12)

Ag Fabrication prepares students for careers in mechanized agriculture and technical systems. Students will design and fabricate agriculture structures by developing plans, site development and building placement, estimate materials, select environmental control systems and use computer aided design software.

Prerequisites: Ag Mech
RHS Credits: 1
UIL Eligibility: Count

**Ag PR Based 110 Advanced Course** (Grades 11-12)

Ag PR Based 210 Advanced Course

In Ag Project Based Learning, students will develop a project related to the area of interest using the scientific method, conduct research, be paired with a mentor, compile findings and present a finished product to an audience in the specified area.

Prerequisites: Ag Mechanics
RHS Credits: 1
UIL Eligibility: Count

**Business**

BIM 110 (Grades 9-12)

In Business Info Management, students implement personal and interpersonal skills to strengthen individual performance in the workplace for successful transition to the workforce and postsecondary education. Students will build technical skills through work-processing, spreadsheet, database and electronic presentation software. This course begins preparation for Microsoft Office Specialist (MOS) certification.

Prerequisites: None
RHS Credits: 1
UIL Eligibility: Count
**BIM 210 Advanced Course** (Grades 10-12)

In Business Info Management, Students design solutions to mathematical business problems using technology to address business applications of emerging technologies. Student will learn to minimize project errors and manage a project team. This course continues preparation for Microsoft Office Specialist (MOS) certification. Student may take MOS certification with teacher approval. This course is an Advanced Technical Course. TJC credit is awarded once the student enters TJC, completes other courses and requests the articulated credit.

Prerequisites: Business Information Management 1
RHS Credits: 1 (BIM210)    TJC: 3.0    ITSC 1309
UIL Eligibility: Count

**Bus Pract 120 Advanced Course** (Grades 11-12)

In Business Practicum, students apply project management skills to improve work flow and minimize costs. Students will apply technical skills through word-processing, spreadsheet, database and electronic presentation software. Student may take Microsoft Office Specialist (MOS) certification with teacher approval. Students taking Business Practicum 1 as a paid work-based learning experience must be employed by the 15th day of class to earn credit for the course.

Prerequisites: Business Information Management 1
RHS Credits: 2 (BPR120) or 3 (BPR130)
UIL Eligibility: Count

**Bus Pract 220 Advanced Course** (Grade 12)

In Business Practicum, students implement personal and interpersonal skills to strengthen individual performance in the workplace and post-secondary education. Students will apply complex technical skills through word-processing and spreadsheet and developing electronic presentations using multimedia software. Students taking Business Practicum 2 as a paid work-based learning experience must be employed by the 15th day of class to earn credit for the course.

Prerequisites: Business Practicum 1
RHS Credits: 2 (BPR220) or 3 (BPR230)
UIL Eligibility: Count

**PB Yearbook 110 Advanced Course** (Grades 11-12)

This is a project based course with emphasis on producing a journalism document. Students will use various computer programs and interfaces to produce the high school year book.

Prerequisites: Business Information Management 1 and Director approval
RHS Credits: 1  UIL Eligibility: Count

**PB Yearbook 210 Advanced Course** (Grades 12)  
This is a project based course with emphasis on producing a journalism document. Students will use various computer programs and interfaces to produce the high school year book.  
Prerequisites: Project Based Research-Yearbook 1, Counselor, and Director approval  
RHS Credits: 1  
UIL Eligibility: Count

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**Cosmetology – Palestine High School**

**Cosmetology 13D Advanced Course** (Grades 11-12)  
This course provides classroom training to achieve the Texas Cosmetology license. Students will be able to work on outside clientele for hands-on training. This course is always taken in conjunction with Cosmetology Local and offered at Palestine High School and earns dual credit through Navarro Jr. College.  
Prerequisites: Money Matters and Counselor Approval  
RHS Credits: 3  
UIL Eligibility: No Count

**Cosmetology 23D Advanced Course** (Grade 12)  
Upon completion of the senior year and the required clock hours, students will have received classroom training needed to prepare them for their Cosmetologist Exam from the Texas Department of Licensing and Regulations. Students will also be able to work on outside clientele for hands-on training. This course is offered at Palestine High School and earns dual credit through Navarro Jr. College.  
Prerequisites: Cosmetology 1 and Counselor Approval  
RHS Credits: 3  
UIL Eligibility: No Count

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**Education and Training**

**Human Grow 110** (Grades 9-12)  
**Human Growth and Development:** Have you ever wondered what people who help others need to know? Teachers, psychologists, psychiatrists, doctors, nurses and other medical professionals will find this course useful as it examines human development from birth through old age. Normal development milestones are a focus. This course covers material that is generally taught in a college introductory course in developmental psychology or human development.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count
**Inst Prac 120** (Grades 10-12)  
**INPR20**

In *Instructional Practice*, students learn some of the basics of teaching theory and practice in preparation for Education Practicum. Classroom observations are made periodically at the Intermediate campus.

Prerequisites: Human Growth and Development  
RHS Credits: 2  
UIL Eligibility: Count

**Ed Pract 120 Advanced Course** (Grades 11-12)  
**IEP120**

**Ed Pract 130 Advanced Course**  
**IEP130**

This is the **Educational Practicum** class you’ve heard about where students get an opportunity to work in elementary, middle or high school classrooms. You will be paired with an exemplary experienced mentor teacher at a RISD campus. Students learn to plan and direct classroom activities, prepare instructional materials, and complete other responsibilities of teachers.

Prerequisites: Instructional Practice; Counselor Approval  
RHS Credits: 2 (IPR12O) or 3 (IPR13O)  
UIL Eligibility: Count

**Ed Pract 220 Advanced Course** (Grades 12)  
**IEP220**

**Ed Pract 230 Advanced Course**  
**IEP230**

If you couldn’t get enough of **Educational Practicum 1** in your first year working with children, this may be the class for you—Education Practicum 2. You will focus on additional teaching strategies, classroom management, and the learning environment. You will spend additional time in your field site classroom at one of RISD’s elementary, middle or high school campuses.

Prerequisites: Education Practicum 1; Counselor Approval  
RHS Credits: 2(IPR22O) or 3(IPR23O)  
UIL Eligibility: Count

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**Medical Careers**

**Hlth/Sp Med 110** (Grades 9-12)  
**XHSM10**

*This Principles of Health Science/Sports Medicine course is designed to provide for the development of advanced knowledge and skills related to health careers. Students will have hands-on experiences for continued knowledge and skill development. To pursue a career in the health science industry, students should recognize, 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.*  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: Count
**Med Term 110 Advanced Course (Grades 10-12)**

**Medical Terminology** is designed as an introduction to the medical field. Students develop a working knowledge of the language of medicine. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student’s ability to successfully secure employment or pursue advanced education in health care. This course may include preparation for the Emergency Responders certification.

RHS Credits: 1
Prerequisites: Biology 1
UIL Eligibility: Count

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**Electronic Controls – TJC West Campus**

**AC/DC 11D Advanced Course (Grades 11-12)**

**AC/DC Electronics** focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry. This course is taken in conjunction with AC/DC Electronics and Solid State Electronics. This course is offered at the TJC West campus for TJC credit. Student participants are required to pay TJC tuition.

Prerequisites: Ag Mech or Ag Power PB and Counselor Approval
RHS Credits: 1
TJC Credits: 27.0 TECM 1303, IEIR 1302& 1304, CETT 1321, ELPT 1325, INTC 1341, DFTG 1313, ELMT 1380, WLDG 1307
UIL Eligibility: No Count

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**Digital El 11D Advanced Course (Grades 11-12)**

**Digital Electronics** is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. This course is taken in conjunction with AC/DC Electronics and Solid State Electronics. Course if offered at TJC West Campus. Student participants are required to pay TJC tuition.

Prerequisites: Ag Mech or Ag Power PB and Counselor Approval
**Solid State 11D Advanced Course** (Grades 12)

In **Solid State Electronics**, students will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry. This course is taken in conjunction with AC/DC Electronics and Solid State Electronics. This course is offered at the TJC West campus for TJC credit. Student participants are required to pay TJC tuition.

**Prerequisites:** Ag Mech or Ag Power PB and Counselor Approval

**RHS Credits:** 1  
**TJC Credits:** 27.0 TECM 1303, IEIR 1302 & 1304, CETT 1321, ELPT 1325, INTC 1341, DFTG 1313, ELMT 1380, WLDG 1307

**UIL Eligibility:** No Count

**STEM Pract 13D Advanced Course** (Grades 12)

**STEM Practicum** is designed to give students supervised practical application of previously studied knowledge and skills.

**RHS Credits:** 3  
**TJC Credits:** 18.0 ELPT 1345, CETT 1325, ELPT 2305 & 2319, INCR 1302, ELPT 2347

**UIL Eligibility:** No Count
OTHER ELECTIVES

Drivers Ed 1A0/Drivers Ed 1B0 (Grades 9-12)  ODREA0/ODREBO
Drivers Ed students will participate in Texas Department of Transportation Driver’s Education curriculum. At the end of the course, students will take the TxDOT driver’s certification exam. If this test is passed, the student will earn their temporary permit to drive with a licensed adult. Attendance in this course is mandatory. Missing 3+ days will cause the student to be denied credit and ability take the certification exam. This is a one semester course offered during the Fall and Spring semester. Students must be 15 or turn 15 during participation of the course at least 1 week prior to taking the TxDOT certification exam. Additional cost: Driving portion of the course, estimated to be $200+ Prerequisites: None
RHS Credits: .5/.5
UIL Eligibility: Count

Drama 1AD Advanced Course (Grade 12)  TJC ODRMAD
This course may be taken for TJC credit in DRAMA 1310. Must pass the Reading and Writing sections of the TSI exam.
Prerequisites: Satisfactory completion of High School fine art credit, Counselor approval and TSI complete
RHS Credits: .5 Local Credit  TJC Credit: 3.0  DRAM 1310
UIL Eligibility: No Count

Sports Med 210 Advanced Course (Grades 10-12)  OSM210
Student athletic trainers will help run the training room during various athletic periods. Students will be expected to help treat, rehab and tape athletes. Students will also be expected to help setup for daily practices for the various sports.
Prerequisites: Sports Medicine 1
RHS Credits: 1
UIL Eligibility: Count

Sports Med 310 Advanced Course (Grades 11-12)  OSM310
Third year athletic training students will be the lead athletic training students for a sport. They will be responsible for practice and game setup. These students will be at practice and games through their assigned sports season. Students will manage and support the work of individuals and groups to create products to inform and promote their proposed saluting using appropriate communication skills and methods of delivery.
Prerequisites: Sports Medicine 2
RHS Credits: 1
UIL Eligibility: Count
I & E 100 (Grades 9-12)  
This Intervention & Enrichment time period during the academic day is designed to provide for students to receive additional educational opportunities tailored to meet their academic needs.  
Prerequisites: None  
RHS Credits: 1  
UIL Eligibility: No Count

Art App 1AD Advanced Course (Grade 12)  
Art Appreciation Dual may be taken for TJC credit in ARTS 1301. Student must be TSI complete before enrolling in this course. Art Appreciation is offered as a local credit as a service to RHS students. It does not satisfy the state fine art credit requirement.  
Prerequisites: Satisfactory completion of High School fine art credit, Counselor approval, and TSI complete  
RHS Credits: .5 Local Credit  
TJC Credit: 3.0  
ARTS 1301  
UIL Eligibility: No Count

Comp Sci 11V (Grades 11-12)  
Comp Sci 21V  
Computer Science I and 2 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.  
Prerequisites: Algebra 1  
RHS Credits: 1  
UIL Eligibility: Count

PAES 117 (Grades 9-12)  
PAES 127  
Students will experience a life and career skills curriculum in a life and career simulation lab. Skills include personal hygiene, communication skills, logistical awareness, housekeeping skills, home organization/planning, personal finance, office operations, and mechanical reasoning.  
Prerequisites: Counselor approval
RHS Credits: 1 (OPS117) or 2 (OPS227)
UIL Eligibility: Count

**PAES 217 (Grades 10-12)**
OPS217

**PAES 227**
OPS227

Students will build and refine life and career skills a life and career simulation lab. Skills include personal hygiene, communication skills, logistical awareness, housekeeping skills, home organization/planning, personal finance, office operations, and mechanical reasoning.

Prerequisites: PAES 1 and counselor approval

RHS Credits: 1 (OPS217) or 2 (OPS227)
UIL Eligibility: Count

**PAES 317 (Grades 11-12)**
OPS317

**PAES 327**
OPS327

Students will build and refine life and career skills a life and career simulation lab. Skills include personal hygiene, communication skills, logistical awareness, housekeeping skills, home organization/planning, personal finance, office operations, and mechanical reasoning.

Prerequisites: PAES 2 and counselor approval

RHS Credits: 1 (OPS317) or 2 (OPS327)
UIL Eligibility: Count

**PAES 417 (Grade 12)**
OPS417

**PAES 427**
OPS427

Students will build and refine life and career skills a life and career simulation lab. Skills include personal hygiene, communication skills, logistical awareness, housekeeping skills, home organization/planning, personal finance, office operations, and mechanical reasoning. Goal of the final year of PAES Lab will be to orient the learner into real world experiences.

Prerequisites: PAES 3 and counselor approval

RHS Credits: 1 (OPS417) or 2 (OPS427)
UIL Eligibility: Count

**Voc Exp 117/Voc Exp 127 (Grades 11-12)**
OVE117/OVE127

**Voc Exp 137/Voc Exp 147**
OVE137/OVE147

**Voc Exp 157/Voc Exp 167**
OVE157/OVE167

**Voc Exp 177**
OVE177

**Vocational Experience 1** is designed to give students practical knowledge and skills via paid or unpaid experiences. Experience can be through employment, independent study, internships, mentorships and/or laboratories.

Course content is modified and counselor approval is required for enrollment.

Prerequisites: Counselor approval

RHS Credits: 1-7
UIL Eligibility: Count
Voc Exp 217/Voc Exp 227 (Grades 11-12) OVE217/OVE227
Voc Exp 237/Voc Exp 247 OVE237/OVE247
Voc Exp 257/Voc Exp 267 OVE257/OVE267
Voc Exp 277 OVE277

**Vocational Experience** is designed to give students practical knowledge and skills via paid or unpaid experiences. Experience can be through employment, independent study, internships, mentorships and/or laboratories.
Course content is modified and counselor approval is required for enrollment.
Prerequisites: Counselor approval
RHS Credits: 1-7
UIL Eligibility: Count

**VI Support 110** (Grades 9-12) OVS110
Vision Support is designed to support visually impaired students experience regular curriculum.
Prerequisites: Counselor approval
RHS Credits: 1 Local Credit
UIL Eligibility: Count

**Early Rel 100** (Grade 12) OER100
Early Release 1 Hour: Senior students may leave 1 hour early provided they have met the following criteria...
1. Met all academic graduation requirements.
2. Met all state mandated testing requirements.
3. Passed all course the previous semester.
4. Have no discipline or tardy referrals.
5. Met all attendance requirements
Prerequisites: Criteria listed above
RHS Credits: 0
UIL Eligibility: No Count

**Early Rel 200** (Grade 12) OER200
Early Release 2 Hour: Senior students may leave 2 hours early provided they have met the following criteria...
1. Met all academic graduation requirements.
2. Met all state mandated testing requirements.
3. Passed all course the previous semester.
4. Have no discipline or tardy referrals.
5. Met all attendance requirements
Prerequisites: Criteria listed above
RHS Credits: 0
UIL Eligibility: No Count
APPENDIXES

Appendix A  Helpful Websites

http://achievetexas.org

http://act.org - ACT test registration and information

http://applytexas.org – Texas’ common college application for 2 and 4 year schools.

http://careercruising.com – Career Cruising in a complete data base Rusk ISD subscribes to for your student. It includes high school planning, college planning and career investigation.

www.collegeboard.com – SAT test registration and information site as well as a source for scholarships, internships, contents, and financial aid.

www.collegeforalltexans.com – Complete site for students attending college in Texas! Includes high school planning, college planning, career planning, and Texas and Federal Financial Aid information.

www.comparecollegetx.com

www.ed.gov – United States FREE APPLICATION FOR STUDENT AID

www.fastweb.com – Scholarship clearing house. Student fills out application and all scholarships that apply to them are sent to their email for completion.


www.lmci.state.tx.us – Texas Workforce commissions Labor & Career information

www.ratemyprofessors.com - Students investigate professors before they enroll in a college class

http://www.ruskisd.net – Rusk High School’s web site for high school planning, college planning, local scholarship information, state and federal financial aid information

www.salliemae.com – Great website for planning and paying for college, partners with wired scholar. Also has an individualized planning folder.

www.scholarships.com – Scholarship clearinghouse. Student fills out an online application. Then, all scholarships that apply to them are sent to their email for completion.

www.tccns.org – All Texas Public 2 and 4 year colleges are required to use a common number system. The purpose of the website is to ease the transition from junior college to university. This website allows the student to compare college course numbers to ensure direct transfer of course work.

www.tea.texas.gov – Texas Education Agency website
www.tea.state.tx.us/graduation-requirements/bh5.aspx

www.texasrealitycheck.com – Allows students to estimate monthly expenses, estimate their future salary, and career earning estimator

www.texastomorrowfunds.org – provides information about the Texas Guaranteed Tuition Plan and Tomorrow’s College Investment Plan

http://www.thecb.state.tx.us – Texas Higher Education Coordinating Board – provides information about Texas financial aid


www.txcrsrc.org – Texas College and Career readiness detailed explanation of HB5 and STAAR EOC

http://wiredscholar.com – Scholarship clearing house. Student fills out application and all scholarships that apply to them are sent to their email for completion.

www.tmc.state.tx.us - Texas Workforce Commission Career Investigation

www.texascaresonline.com - World of Work, Career Clusters, Self Assessment, Interest Profiler, Occupation and Cares Video

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Appendix B  High School Frequently Asked Questions

What is Rusk High School’s code for ACT & SAT testing?
446070

What is Rusk ISD’s State ID #?
037907002

What is a graduation plan?
Texas Legislature decides what classes and tests students in Texas have to take to earn a high school diploma. A graduation plan is a set of classes a student must take and pass in order to earn a diploma.

What is a credit?
A credit is the amount a course if worth as it is applied to a graduation plan. At RHS a student may earn a half a credit per class per semester. So, a student can earn up to 3.5 credits per semester for a total of 7.0 per year.
How do I earn a credit?
You earn a 70 or above in the class in which you are enrolled.

How many credits do I earn in a semester and a year?
Rusk High School is on a traditional 7 credit per year system. Therefore, you may earn 3.5 credits per semester, 7 per year.

How many credits do I have to have to graduation?
The Foundation + Distinguished plan requires 26, the Foundation + an endorsement requires 26. The answer is 26!

What if I don’t earn a 70 and I fail?
Example #1: If you have a 65 in a class for the first semester you must earn a 75 the second semester for a total of 70 for the year.
Example #2: If you pass the first semester with a 78 and make a 62 the second semester you will earn credit for both semesters.
Example #3: If you fail the first semester with a 59 and pass the second with a 72, you will only earn credit in the second semester.

Do I HAVE to attend my class (es)?
Well, only if you want credit, and only if you don’t want to be taken to court by the school district. The state of Texas has mandatory attendance laws. Rusk High School and its students have to abide by them. You must be in attendance 90% of a semester to earn credit. If you do not, credit will be denied even if you earn a 70 or better in a course. If you miss more than 10% of the class days in a semester, you will have to make up the class days you miss by attending Saturday school or summer school to regain credit.

What is an endorsement?
An endorsement is a group of electives taken together in the same career cluster or area. It may require specific English, Math, Science, or Social Studies courses.

How do I earn an endorsement?
You create a 4 year graduation plan with your family and counselor, and follow that plan throughout high school. You will choose electives in specific area. Then, you will earn credit in the specific sequence of electives. Some students may have enough room in their schedule to pursue two endorsement areas.
What does an endorsement get me or do for me?
An endorsement gets you knowledge and experience in a specific career area BEFORE you exit high school. In many endorsement areas you will earn a certificate documenting your training. This certificate can be used and applied to your technical and/or college degree plan or used to go directly into the workforce.

Can a course satisfy a credit in both my graduation plan and endorsement area?
Yes, in many cases your core classes can and will satisfy Distinguished/Foundation plan requirements at the same time it satisfies your endorsement requirement(s).

What is a GPA?
It is your raw grade translated into a formula so it can be communicated to an outside group or school. Rusk High School uses a traditional 4.0 system.

How do I calculate my GPA?
Take each grade earned per semester. Assign it a 4=90 to 100, 3=80 to 89, 2=70 to 79, 1=60 to 69 ,0= 50 to below, depending on the grade earned, add all semester grades, divide by the total number of classes.

Can I take a test to not have to sit through a class?
Yes, it’s called a CBE, Credit by exam. You have to earn a score of 70. RHS gives these tests in December and June. You must tell your counselor you want to take a test by October in the fall and by April in the spring. These tests are extremely difficult. You must have permission from a teacher at RHS, your counselor, and the principal before you can take one of these exams.

How do I know how to get into college?
You and your family need to start visiting college campuses NOW. During your junior year, your counselor will help you and your family make decisions about what school(s) to apply.

How do I figure out how much money I will need to attend college? Where am I going to get that much money?
Start visiting college websites now for tuition and fee information. If you have not already, start planning and saving NOW. There is a list of helpful financial aid websites at the end of this catalog. Go to fafsa.gov. There is a college finance projector you can fill out. It will calculate how much money you need to attend college.

Do I HAVE to take a foreign language?
Yes, all Texas graduation plans require 2 years of the same foreign language. This includes the Foundation Plan, the Foundation plus an endorsement, and the Distinguished Plan.
Who decides how Rusk High school’s rank process works?
The local school district decides how high school rank is calculated. It is approved by the local district’s school board. Texas Education Agency does not decide this, nor does it govern it. This is a local school district decision. Therefore, every school district can and will be different.

How does Rusk High School’s ranking system work?
It is a tier system, based first on the graduation plan you choose, then on the number of Pre AP/ AP courses you take and then your raw grade average of courses.

What is the difference in what the Texas Education Agency requires for graduation, and what Rusk High School requires?
Rusk ISD will not make additional requirements to what the state of Texas requires for graduation.

Appendix C College Admissions Frequently Asked Questions

How difficult is it to be accepted into a college or university?
Graduates from high school can meet the admission requirements to the military, technical, two and four year colleges and universities. Some schools have open door admission policies, most have admission criteria and requirements that must be met in order to be accepted.

What questions should I ask about a school I am considering?
Make a list of questions before you go on your college visit.
Examples:
Does the school offer the program and courses I’m interested in?
Do I meet the admission requirements?
Does the school offer a quality education at a reasonable cost?
Does the school have the environment and setting in which I am most comfortable?

When I am being considered for admission to a school or college, does the Admissions office look only at my ACT or SAT score(s)?
In considering admission applications, most admission directors are interested in reviewing high school courses taken, level course (i.e. , standard advanced, honors, or AP), grade point average (GPA), ACT, or SAT scores, school involvement, extra-curricular activities, volunteer work, and counselor, teacher, and community leader recommendations. Schools are looking for a complete student, not one who only focuses on school work.
What should I do if I need financial help in order to attend the college of my choice?
Contact the Director of Financial Aid at the institution of your choice. This person can tell you what scholarships and other forms of assistance are available. Consult your high school counselor. They have information on local, state, and national financial aid programs.

What about these scholarship search services that contact me?
During the last several years many private scholarship services have emerged to provide lists of “sources” of financial assistance for which you may apply. Some of these services send students letters implying that the school or district recommends their services; however, you should be aware that Rusk High School nor Rusk ISD endorses any private scholarship services. The scholarship search service from whom you receive a letter has obtained your name and address information as part of a public information request. Widespread availability of information about financial aid provided through your counseling office is obtainable from colleges in which you are interested, or available on the Internet. Thus, you should NEVER pay anyone for gathering information about resources for financial aid or scholarships. Again, all financial aid information is FREE! The acronym FAFSA is Free Application For Student AID!!!

Can I be admitted to college immediately after graduation?
Yes, and no. Technical and 2-year schools have open enrollment. Meaning: if you graduated from high school and take their required admission requirements(s). They will accept you. 4-year colleges and universities have admission requirements that must be met before you will be accepted. Most have minimum Graduation Plan requirements, minimum GPA requirements, SAT/ACT minimum score requirements, and admissions application deadlines as well as application fees.

May I apply to more than one school?
Yes! Apply to all the schools you are interested in attending, have investigated, and visited. Although you apply to a school and are accepted, you are not obligated to attend that school. You will send a letter declining admission once you have made your decision on which school you will attend.

Do all colleges require an application fee?
Most colleges require a fee to process your application. The fee usually costs from $50 to $100. If you used a fee waiver for your ACT/SAT registration, you may use a fee waiver for your college application fee. See your counselor!

Is it appropriate to apply to more than one college?
Yes, many students can qualify for admission to college immediately upon graduation through the community college transfer program, which consists of attending a community college for freshman and sophomore years and then transferring to a state university for the junior and senior years.
If I have been accepted by a college or university by December of my senior year, can’t I “ease up” during the last semester? Rank stops at the end of the fall semester anyway. What is it going to hurt?

A study was completed by the U.S. Department of Education. The report from the study shows that serious consequences result from this practice. As a result of the “wasted” last semester or senior year, students develop habits that prove disastrous when they get to college. The report shows that one-third to one-half the students are not prepared for college work. Plus, it just doesn’t look good on your transcript. Remember, the college and department you get into will see your final transcript. You do not want to have to explain why your grades dropped suddenly and drastically!

Will my ACT or SAT scores and report tell me which college will accept me?

No, these are just one part of your application. You will need to check the college catalogs and web sites the college will consider other factors before granting admission to a student.

What courses should I take before taking the SAT, ACT, and TSI?

You should definitely take Algebra 1, Geometry, and Algebra 2 and on-grade level or above English (grammar and usage, composition and literature). In addition, science and social studies courses are important because most of the reading comprehension questions deal with these subject areas. You should note that research by both ACT and College Board (SAT) in recent years shows that students who take Pre Calculus score higher than any other students. Also, enrollment in Physics and Chemistry as well as multiple years of other spoken languages greatly increase your likelihood of achieving a higher score. You should also take a test prep course before taking any entrance exam.

When should I take the SAT, ACT, and TSI exams?

You should take the SAT or ACT at the end of your junior year or after you have successfully taken Algebra 2. You will take the TSI before you wish to enroll in a dual credit course. It is recommended that all testing be completed by the beginning of your senior year. The admission process starts in September of your senior year.

What is the TSI assessment? When do I take it?

Texas Success Initiative (TSI) Assessment was enacted for all Texas public colleges and universities. Any new student who has NOT earned credit through college course work prior to 8/26/13 or met a state approved exemption is subject to the new TSI assessment requirement. Previous TSI approved tests (Compass, Accuplacer, THEA, and Asset) are no longer accepted.

Exemptions from TSI

SAT – Less than 5 years old – 1070 minimum composite score, 500 minimum on Critical Reading & Math
ACT – Less than 5 years old – 23 composite score, 19 minimum on English & Math
EOC – Less than 5 years old - 2200 on English 2 with a writing score of a 3 or higher and 2200 on Algebra 1
What do I need to be eligible to participate in National Collegiate Athletic Association (NCAA) Division 1 athletics at college?

Proposition 48 requires that a freshman student entering a NCAA Division 1 institution must complete a core curriculum of at least sixteen academic courses and receive an established minimum combined score on the SAT verbal and math sections or an established minimum sum of scores on the ACT in order to be eligible to participate in intercollegiate athletics during the first year of attendance. See the section below for more information. Register at www.ncaaclearinghouse.net.

Appendix D  Glossary of Acronyms & Terms

**Academic Achievement Record (AAR):** AKA Transcript, is a permanent record holding all course work taken for high school credit. It also contains all testing documentation taken while in high school.

**Accommodations:** A special condition, allowance, or environment to the learning environment or testing situation.

**Admissions testing:** Tests used by post-secondary schools for admission purposes. Students need to consult individual school catalogs or websites to determine which test the school requires.

**Advanced Course:** Third and fourth year courses

**Articulated Course:** Courses taken at the high school that are accepted as credited courses by a junior college.

**Associates Degree:** A degree/training program requiring 60 semester hours, typically taking 2 years to complete. An Associate’s degree is earned at a community or junior college.

**Award letter:** A letter from an institution’s financial aid office, stating the kinds and amounts of financial aid the student is eligible for.

**Bachelor’s Degree:** A degree/training program requiring 120 semester hours, typically taking 4 years to complete. The Bachelor’s degree is earned at a university

**CBE:** Credit By Exam. An exam a student may take to earn credit for a course. To regain credit for a failed course the student must earn a grade of 70% or higher. To earn initial credit a student must earn a grade of 90% or higher.

**Certificate:** A training program for a specific job skill. Certifications require a certain amount of documented training time, specific course work, demonstrated mastery of skills, and a certification test.
**College Admission Application**: Post-secondary schools require the student to complete an admission application. This helps the school determine if the applicant meet the criteria to enter their school. Types of information asked: name, address, social security number, phone numbers, country of origin, US citizenship status, legal address, family information, school course work, school and community volunteer work, extra-curricular activities. Some schools require answers to short answer and essay questions.

**College Catalog**: This document describes the college’s physical environment, campus, admission policies, costs, programs of studies, degree plans, and individual course descriptions. Most schools no longer offer printed versions catalogs as this information is on the school’s website.

**College Hours/Credits**: Post-secondary school award credits in terms of hours. Classes meet in increments of 1 hour, 3 hours, 4 hours per week. 1 hour courses meet 1 time per week for an hour. 3 hour courses can meet 1 time per week for 3 hours, 2 times per week for 1.5 hours, or 3 times per week for 1 hour per day. 4 hours courses typically consist of a class that meets 3 hours per week in any of the arrangements listed in the previous sentence, and then meet an additional hour in a lab setting. Labs usually meet on different days other than the regular class time and can, and usually are taught by a different teacher or teacher’s assistant. At the end of the semester, if the student earns a passing grade, they are awarded the number of hours completed on their transcript (1, 3, or 4).

**College Visitation**: Post-secondary schools encourage applicants and their families to visit their campus and several others before make their college choices. Most visitation days are scheduled on weekends and during high school breaks so that students may attend without having to miss school. To schedule a college visit, applicants may visit the school’s web site to view dates and times of preview days and schedule their visit. RHS allows one college visitation day during a student’s senior year; this is one for the entire year, NOT one per semester.

**College Work-Study Program**: This is a government-supported financial aid program coordinated through financial-aid offices where an eligible student (based on need) may work part time while attending college classes at least half-time, usually on campus.

**Common Application**: Texas public and some private schools use a common application online process. The applicant completes the application on time, saves it then chooses the school to send it to. Most 4-year schools and universities charge application fees that must be paid at the time of submission of the application. 2 year schools typically do not charge application fees. To complete an application students go to [www.applytexas.org](http://www.applytexas.org).

**Cooperative Work-Study Education**: This program provides the student with college class experience and full time paid employment related to the area of study. This type of program typically takes 5 years to complete instead of the traditional 4 years to complete a bachelor’s degree program. Applications must be made in the school’s financial aid office and student’s chosen department of study.
Correspondence Course: A course offered by a college or institution for high school credit. Students obtain the course via the mail, complete course work and mails to the receiving institution. Institution assigns the grade and high school accepts the course and places it on the student’s high school transcript. For Rusk High School, all correspondence courses must have prior approval from principal and counselor and must be from a RISD approved vendor.

Course Credit: A unit of measure awarded for successful completion of a course. Completion of a one semester course typically earns one-half credit for a student.

CTE: Career and Technical Education: Courses offered at the high school level that give student’s knowledge and skills in their career field of choice. CTE courses taken in specific sequences and clusters can be applied to certifications and licensures.

Distinguished Level of Achievement: A high level of academic achievement earned by going beyond the Foundation High School Program. It requires a total of 26 course credits, including Algebra 2 a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public university.

Doctoral Degree: A college level degree above an Associates, Bachelor’s, and Master’s degrees, usually an 8 year degree plan.

Dual Credit: A student is enrolled in a high school course and a college course at the same time. These courses share the same curriculum requirements. Both the high school and college award the student credit. Because the school will have different grading policies and standards, a student may earn a different grade for each institution.

   Dual Credit Hybrid Course – Same description as listed above but the class may start and stop at a different time then a regular class. Example: The class starts the week after spring break and end at the same time all other classes end in May. Or, the class may begin at the same time as other classes but end around spring break. Another example of a hybrid class might be that half of the coursework is completed in a traditional classroom setting while the other half is completed online.

   Dual Credit Online Course – Course work for the entire class is completed on line via an educational software system and is taught and graded by a college teacher or professor. The high school proctors the class, meaning it provides high school staff to oversee the course work directed by the college teacher and provides the physical space and technology for the student to complete the course.

Early Admission Decision: A college or university offering a student admission typically before the admission application deadline is over. This process occurs during a high school student’s senior year.
EOC: STAAR EOC – End of Course Exam – Texas’ student testing system. At the high school level student must take and earn a passing score on 5 end-of-course exams to earn their high school diploma. English 1, English 2, Algebra 1, Biology 1, and US History

ELL: English Language Learner: A student whose primary language is not English

Endorsements: Areas of specialized study. The areas are:
   - Science, Technology, Engineering and Mathematics (STEM)
   - Arts and Humanities
   - Public Service
   - Business and Industry
   - Multidisciplinary Studies

Expected Family Contribution: The EFC is the numerical calculation a student receives after completing the FAFSA to determine possible financial aid from a school. It is the amount of money the student’s family is estimated to reasonably expect to pay toward the student’s post-secondary education. The federal government determines this number based on the student’s FAFSA application. The college does not determine this number; they use it to determine how much money a student is eligible for from their school. Therefore, different schools may award a student different amount of money.

FAFSA (Free Application for Student Aid): Financial application that requires the student and the student’s parent(s) to provide financial information based on the previous year’s federal tax information. Federal government provides this information to the colleges of the student’s choice. The college determines the amount of financial aid, not the government. The government basically acts as a clearinghouse of financial information for the student and school. Schools make award decisions in early spring on a first-come, first serve basis so it is to the student’s advantage to complete the financial aid process as quickly as possible. To complete an application, the student and student’s family go to www.fafsa.gov.

FAFSA PIN: Student and parent(s) must apply for a PIN (personal identification number) before beginning the FAFSA application. To create a PIN students and parents need to go to www.fafsa.gov and choose the PIN icon and complete the PIN application process.

Financial Aid Office: Each post-secondary school provides staff and technology to counsel students on financial aid and paying for post-secondary training.

504 Services: A United States Federal program that allows students with disabilities and/or handicapping conditions to receive special personal and educational services.

Foundation High School Program: The basic 22-credit graduation program for Texas public school students.

Grade Point Average (GPA): A student’s GPA is the average of all grades taken for high school credit. GPA is communicated on a 4.0 scale. It is calculated by totaling the number of grade points earned in each course.
based on the following scale: federal, state government agencies, as well as educational institutions and private businesses and foundations.

**Grants**: Grants are gift awards made on the basis of financial need. They do not have to be paid back. Sources for grants include: federal, state government agencies, as well as educational institutions and private businesses and foundations.

**Housing**: Living arrangements and food services provided by the school for a fee. Living arrangements may be in the form of a dormitory or apartment. Housing assignments occur on a first-come first-serve basis. Housing departments have very strict deadline. If a student is wishing to live on campus, it is wise to complete the housing application and submit the housing application fee as soon as the student receives notification of admission.

**Industry Workforce Credential**: A state, nationally, or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation an valued by business or industry. Examples include a credential for certified nurse aid (CAN) or the automotive service excellence (ASE) certification in the automotive industry.

**Letter of Recommendation**: A letter written by a person having first-hand knowledge of a student/individual attesting to their personal character, work ethic, and skills.

**Licensure**: A document issued by an institution of learning verifying that a person has a set of skills to perform a job or task.

**Master’s Degree**: A degree/training program that requires 60 semester hours or more above a bachelor’s degree.

**Open Door Admission**: An open door admission policy means that the post-secondary school does not have hard admission deadlines or strict admission requirements other than GED, high school diploma, and college entrance testing.

**Parent Plus Loans**: A financial loan a parent can agree to repay. Its purpose is to borrow money to help pay for their child’s post-secondary education.

**Pell Grant**: A federal need based grade program for low income graduate students.

**Performance Acknowledgements**: Students may earn an additional acknowledgement on their diploma because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT’s, PLAN, the SAT or ACT exams; or by earning a nationally- or internationally- recognized business or industry certification.

**Rank**: Students are assigned a number within their graduating class according to a set criteria based on graduation plan and grade average.
Raw Grade Average: 100 point scale grading

SAR: Student Aid Report from the student’s FAFSA application

Semester/Mini-Mester: A school’s academic year is divided into sections that define starting and stopping dates for assigning coursework and grades. Fall & Spring semesters typically last 4.5 to 5 months, summer semesters typically last 6 weeks (meet every day for half a day), Mini-Mesters typically last 2 weeks (meets every workday from 8-5). Professors do not usually shorten course requirements for shorter semesters. All work is required to be done in the shortened time frame.

- Spring Semester: January – May
- Summer I: June – 1st week in July
- Summer II: 2nd week in July – 2nd week in August
- Fall: August – December
- December MiniMester: 3rd week in December – 2nd week in January
- May MiniMester: 2nd week in May – Last of May

Scholarships: Gifts of financial assistance awarded by public and private groups based on academic, performance, special circumstance, and/or need.

Special Education Services: A United States Federal program that allows students with disabilities and/or handicapping conditions to receive special life and educational services.

STAAR: State of Texas Assessments of Academic Readiness (STAAR) is the state-mandated test given annually to students in grades 3-8 and in five high school courses.

Student Loans: Federal & Direct student loans are federal government backed/supported student loans that are issued through a bank. Post-secondary school’s financial aid departments offer these loans to students who qualify based on their FAFSA application. The funds from student loans are to be used for tuition, fees, books, room, transportation and other educationally related expenses. The student signs a promissory note which requires the student to pay back the money borrowed for education purposes. The government pays the interest on the loan while the student is in school. Students must begin making payments on their student loan(s) when they have stopped attending classes after 2 months whether a certificate or degree has been earned or not. This means if a student drops out of college they still must pay back the loan they created. If a student defaults on a loan they are denied all types of licenses and privileges like driver’s licenses and hunting licenses. Person’s pay checks are involuntarily docked (money taken out without the person’s permission by the government), if a person wins the lottery and have a defaulted student loan, that money is taken out before the reward is given.

Transcript: AKA – AAR (Academic Achievement Record), is a permanent record holding all course work taken for high school credit. It also contains all testing documentation taken while in high school.

Tuition and Fees: Money charged a student for course work and use of equipment and facilities.
### RHS Academic Handbook

#### Appendix E: RHS Guidance Documents for Graduation Planning

**4 Year Plan and Instructions for Completing**
**Rusk High School 4 Year Graduation Plan with Endorsement**

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<th>Class of:</th>
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<table>
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<th>Foundation + Endorsement</th>
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**Total Credits for Graduation**

- 22 Credits (Foundation Plan)
- 26 Credits (Foundation Plan + Endorsement/DLA*)
- 26 Credits (Foundation Plan + Endorsement)

*Plan to use Elective and Endorsement credits to complete endorsement requirement

**End-Of-Course Testing:**

- English 1: PLAN
- Algebra 1: PSAT
- Biology: TSI
- English 2: ACT
- US History: SAT

**Four Year Plan Directions:** Use the Foundation Plan + Endorsement/DLA* and Foundation Plan Plus Endorsement planning sheet provided in the Academic Planner to write in your choice of courses for each year of high school. Choose elective and endorsement courses from the selected endorsement specialization area listed on the endorsement planning sheets also located in the academic planner. Summer School course is not required. See course sequence recommendations in instructions.

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**Summer School Course**

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**Student Signature:**

**Parent Signature:**

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**As of 1/2019**

**Appendixes** 105
Instructions for completing the Rusk High School 4 Year Graduation Plan with Endorsement

Complete the Rusk High School 4 Year Graduation Plan with Endorsement with Pencil Only!

1. Write your name in the “Student Name” blank provided.
2. Write the year of expected graduation in “Class of:” blank provided.
3. Write date completing plan in “Date Initiated” blank provided.
4. Leave “Date Amended:” blanks empty.
5. Put a check mark in the blank provided to indicate the endorsement area(s) you plan to complete. You may select Arts & Humanities, Business & Industry, Multidisciplinary, Public Services and/or STEM.
6. Use the Endorsement planning sheet to determine the specialization area you plan to complete. Write the Specialization Area in the blank provided. Specialization areas include:

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<thead>
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<th>Endorsement</th>
<th>Option/Specialization Area</th>
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<td>Arts &amp; Humanities</td>
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<td>Languages Other than English (1 Language)</td>
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<td>Multilanguage (2 Languages)</td>
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<td>Business Management &amp; Admin</td>
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<td>Finance</td>
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<td>Tech Applications</td>
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<td></td>
<td>Business &amp; Industry Generalist</td>
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<tr>
<td>Multidisciplinary</td>
<td>Advanced Multidisciplinary</td>
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<td>4 X 4 Core</td>
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<td></td>
<td>AP/Dual Credit</td>
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<td>Public Services</td>
<td>Education &amp; Training</td>
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<td></td>
<td>Cosmetology</td>
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<td></td>
<td>Introduction to Medical Careers</td>
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<tr>
<td>STEM (Science, Technology,</td>
<td>Electronic Controls</td>
</tr>
<tr>
<td>Engineering &amp; Math</td>
<td>Advanced Math</td>
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<tr>
<td></td>
<td>Advanced Science</td>
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<tr>
<td></td>
<td>STEM Generalist</td>
</tr>
</tbody>
</table>

7. Under the “My Post High School Plans will take me to:”, put a check mark next to each choice that best reflects your plan(s) after you graduate. Write in additional options as needed in the blank marked “Other:”
8. Under the “My Graduation Plan is:”, place a check mark next to Foundation + Endorsement to indicate that you plan to complete the Foundation + Endorsement plan. If you are also completing the Distinguished Level of Achievement (Algebra 2), put a check mark next to Distinguished Level of Achievement.
9. Leave the End-of-Course testing blank. Use this later to track your completion of testing requirements.
10. Leave “College Prep Testing:” blank. Use this later to track your completion of college prep tests.
11. Complete line 1 by writing in the English courses that you plan to take each year. If you plan to take Junior and Senior English for Dual Credit you must take English 1 PAP and English 2 PAP.

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<tr>
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<th>9th</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>English 11P (PAP)</td>
<td>English 21P (PAP)</td>
<td>English 31A (AP) or English 31D (Dual)</td>
<td>English 41A (AP) or English 31D (Dual)</td>
</tr>
</tbody>
</table>

Or

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</thead>
<tbody>
<tr>
<td>1</td>
<td>English 110</td>
<td>English 210</td>
<td>English 310</td>
<td>English 410</td>
</tr>
</tbody>
</table>
12. Complete line 2 by writing in the Math courses that you plan to take each year. Algebra 2 is required to graduate with a Distinguished Level of Achievement.

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</thead>
<tbody>
<tr>
<td>2</td>
<td>Algebra 110 or Algebra 112</td>
<td>Geometry 110 or Geometry 112</td>
<td>Algebra 210 or Algebra 21P (PAP)</td>
</tr>
</tbody>
</table>

Or

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<tbody>
<tr>
<td>2</td>
<td>Algebra 110 or Algebra 112</td>
<td>Geometry 110 or Geometry 112</td>
<td>Alg Reason 110</td>
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</tbody>
</table>

Or

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<tbody>
<tr>
<td>2</td>
<td>Algebra 110 or Algebra 112</td>
<td>Geometry 110 or Geometry 112</td>
<td>Math Models, Robotics, Math Ag</td>
</tr>
</tbody>
</table>

Or

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</thead>
<tbody>
<tr>
<td>2</td>
<td>Geometry 110 or Geometry 112</td>
<td>Algebra 210 or Algebra 21P (PAP)</td>
<td>PreCal 110 or PreCal 11P (PAP)</td>
</tr>
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</table>

Or

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</thead>
<tbody>
<tr>
<td>2</td>
<td>Geometry 110 or Geometry 112</td>
<td>Alg Reason 110</td>
<td>Algebra 210 or Algebra 21P (PAP)</td>
</tr>
</tbody>
</table>

13. Complete line 3 by writing in the Science courses that you plan to take each year. Prerequisite required for Plant Sci is Biology and Animal Sci requires Biology and Livestock Production. Livestock Production would be an elective course.

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<tbody>
<tr>
<td>3</td>
<td>Biology 110 or Biology 11P (PAP)</td>
<td>Chemistry 110 or Chemistry 11P (PAP)</td>
<td>Physics 110</td>
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<tbody>
<tr>
<td>3</td>
<td>Biology 110 or Biology 11P (PAP)</td>
<td>Chemistry 110 or Chemistry 11P (PAP)</td>
<td>Physics 110</td>
</tr>
</tbody>
</table>

Or

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</thead>
<tbody>
<tr>
<td>3</td>
<td>Biology 110 or Biology 11P (PAP)</td>
<td>IPC 110</td>
<td>Chemistry 110, Physics 110 or Env Science 110 or Animal Sci 110 or Plant Sci 110 or Forensics 110 or A&amp;P 110</td>
</tr>
</tbody>
</table>

14. Complete line 4 by writing in the Social Studies courses that you plan to take each year.

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<tbody>
<tr>
<td>4</td>
<td>Age 15 by 12/21 Drivers Ed 1A0/W Geography 1B0</td>
<td>Word History or World History PAP</td>
<td>US History 110 or US History 11D (Dual)</td>
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</tbody>
</table>

Or

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<tbody>
<tr>
<td>4</td>
<td>Age 15 by 5/24 W Geography 1A0/Drivers Ed 1B0</td>
<td>Word History or World History PAP</td>
<td>US History 110 or US History 11D (Dual)</td>
</tr>
</tbody>
</table>

Or

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<tbody>
<tr>
<td>4</td>
<td>W Geography 1A0/W Geography 1B0</td>
<td>Word History or World History PAP</td>
<td>US History 110 or US History 11D (Dual)</td>
</tr>
</tbody>
</table>
15. **Complete line 5** by writing in Foreign Language and Endorsement Elective Courses. If you are planning to do any of the endorsements off-campus you must take Spanish 1 and Spanish 2 your 9th and 10th grade year.

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<tbody>
<tr>
<td>5</td>
<td>Spanish 110</td>
<td>Spanish 210</td>
<td>Endorsement Elective</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Endorsement Elective</td>
<td>Spanish 110</td>
<td>Spanish 210</td>
</tr>
</tbody>
</table>

16. **Complete line 6** by writing in Physical Education courses. If you take Band to satisfy your PE credit, it must be taken for 2 years. Fall Band will count for PE credit and Spring Band will count for Fine Art credit. If you plan to take Athletics for multiple years, list Athletics under each grade level that you plan to take Athletics.

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<tbody>
<tr>
<td>6</td>
<td>Aerobic 110 or Outdoor Ed 110 or March Band 1A0 or Athletics 110</td>
<td>March Band 2A0 or Endorsement Elective or Athletics 210</td>
<td>Endorsement Elective or Athletics 310</td>
</tr>
</tbody>
</table>

17. **Complete line 7** by writing in Fine Arts courses. If you are taking Band to satisfy the Fine Arts credit, you must take Band 1 and Band 2. Fall Band will count for PE credit and Spring Band will count for Fine Art credit. If you plan to take a Fine Art for multiple years, list your Fine Art selection under each grade level that you plan to take the Fine Art.

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<tbody>
<tr>
<td>7</td>
<td>Art 110 or Band 1B0 or Theatre 110</td>
<td>Endorsement Elective</td>
<td>Floral Design 110 or Endorsement Elective</td>
</tr>
</tbody>
</table>

18. Write in Summer School course if desiring to take a Summer Course. Spanish 2 is available as a summer offering.

19. Student signs. Parent signs. Student turns plan in to the grade-level counselor.


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