CHAPEL HILL HIGH SCHOOL

COURSE GUIDE

2015-2016

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COURSE GUIDE

2016 - 2017

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Policy Statement

Programs at Chapel Hill High School are designed to furnish equal educational opportunities to all persons regardless of race, sex, mentally or physically challenging condition, economic or academic background, or limited English proficiency.

Profile of a Graduate

Communication Skills

Collaborate effectively with others through attentive and critical listening and appropriate response. Contribute to team effort through communication of ideas and actions. Write clearly and effectively for different audiences and purposes. Express ideas and thought verbally in various situations.

Strength of Character

Exhibit honesty, integrity and trustworthiness. Accept responsibility for personal actions. Possess self-discipline and motivation. Show perseverance and resilience in the face of adversity.

Personal Independence

Embrace a healthy lifestyle and sense of self-worth. Practice personal financial responsibility. Utilize effective time management and organizational skills. Make wise career decisions based on self-knowledge, educational and occupational exploration and career planning.

Academic Achievement

Possess a rigorous and extensive foundation in core academic areas:

Show proficiency on state and national assessments as well as applicable industry licensures and certifications. Display mastery of technology in personal, scholastic and career settings. Demonstrate confidence in expression and understanding of a language other than English. Participate in and appreciate the literary, visual and performing arts.

Citizenship

Embrace the importance of community service and civic responsibility. Evaluate decisions based on ethical principles and respect for authority and the law. Exercise tolerance and respect of global diversity and divergent points of view. Understand world issues and current events.

Effective Problem Solving Skills

Utilize comprehension, analysis and creativity in decision making. Demonstrate logic, critical thinking and deductive reasoning to solve problems and draw conclusions.

Looking Ahead by Grade Level

Guidance counselors in middle and high schools help students plan for their future. CHHS students should plan their course schedules with the campus counselor to ensure classes that are best suited for their post high school plans. The following timeline will help students understand the steps to take before graduation.

The Next Five Years

Grade 8 Jr. High

Using your College and Career course assessment test results, decide which career fields interest you. Find out from your counselor which classes best suits those interest. Plan your high school program of studies with your school counselor. Take the most rigorous class. Talk to current high school students to find out what coursework is expected in different classes at the high school level. Ask what unique opportunities have they experienced during class time or on class assignments. Determine how the descriptions fit with your interests.

Grade 9 Freshman

Talk to adults to determine what they like/dislike about their jobs and what kind of education is needed. Make sure that your program of studies includes at least two or three years of a language other than English. Participate in a variety of extracurricular activities. Check for PSAT/SAT and for ACT for practice tests. Consider taking a PSAT/SAT preparation course. Read books as a supplement to school assignments. SAT/ACT performance is higher for regular readers.

While taking required core curriculum courses, you will have the opportunity to find out about elective courses, you may discover an interest you never considered. Course in this guide will help you determine your path and eliminate unnecessary detours.

Grade 10 Sophomore

Colleges are more impressed by respectable grades in challenging courses than by outstanding grades in easy ones.

_____
Register to take the PSAT. Review for the PSAT. Practice online test.

_____
Take the PSAT. On the test form, check the box for college information.

_____
Review your PSAT Score REport Plus. Use this information to focus your preparation for the SAT.

Grade 11 Junior

_____
Work to earn good grades. Check credits for graduation requirements.

_____
Register to take the PSAT. Start thinking about what sort of college or technical school you'd like to attend. Register for the ACT, SAT, or ASVAB prep class. Review for the PSAT. Practice using online tests.

_____
Contact the colleges that interest you for information and an application for admission. Ask about special admission requirements, financial aid and deadlines.

_____
Study college information. Collect info on scholarships and financial aid. Consult your counselor about Early Admission.

_____
Gather application packets for colleges, technical school or service academy. Check registration deadlines for the SAT, ACT, and Achievements Tests.

_____
Plan program of study for senior year with your counselor. Register for college entrance tests.

_____
Take SAT or ACT, Achievement Test(s)

Grade 12 Senior

_____
Work to earn good grades. Check credits for graduation requirements.

_____
Apply online for college or technical school. Consider financial needs for college. Apply for scholarships. Prepare a resume, ask for recommendations.

_____
Review each college's entrance requirements. Prepare admissions essay.

_____
Visit college campuses while classes are in secession. Request and send transcripts as needed. Applications should be in by January 1.

_____
File your FAFSA (federal aid) after January 1. Estimate the required tax information. Keep a record. Research for scholarships and loans.

_____
Look for acceptance notices & choose a college. Decline other colleges by May 1st. Finalize plans for housing, aid and scholarships.

_____
Notify counselor of college choice/scholarship awards. Request final transcript to be sent to your college. Take any AP examinations previously decided.

Letter to Students and Families

Dear Students and Families,

This course guide is designed to provide course selection information for the 2016-2017 school year, as well as to assist you in selecting your courses wisely during your high school career. It provides a brief narrative of each high school course and shows any prerequisites and/or special requirements. You will find information on the types of graduation plans and required credits for graduation. A variety of classes are offered in all areas of the curriculum in order to meet the needs and interests of students at CHHS. Careful consideration and planning is essential for making wise decisions regarding course selections needed for the attainment of future goals. CHHS encourages all students to select courses that will lead them into a great career by way of attending a 4-year or 2-year college, technical training, or enlisting in the military.

Based on the information collected from course requests, the courses are then scheduled for the school year. It is vital that course selection be given serious consideration. Students should select courses which are aligned with their academic abilities and interests. Consideration should be given to the combination of courses selected and the demands on time for studying, practicing, performing or competing. All requests for a schedule change need to be made before school starts. After school starts we will only change schedules for academic purposes.

While planning a 4-year course of study, students and parents are encouraged to carefully consider:

1. Student ability and motivation
2. Various Graduation Plan Endorsements and possible Performance Acknowledgements
3. Courses required to graduate under the selected Endorsement
4. Prerequisites for each course

The District's graduation requirements as well as your own individual needs should be considered as you select your courses.

If you have any questions, please come by the counselor's office. I look forward to working with you throughout the upcoming years!

Respectfully,

Allison Duke
CHHS Counselor

Grade Classifications

Grade level classifications will be assigned based upon the number of documented credits earned as of the beginning of the school year. Classifications of the students does not change during the school year unless students are graduating early and need to be reclassified as seniors. Students transferring from another school will be classified, upon entering, at the grade level consistent with Chapel Hill High School's classification system.

It is the responsibility of the student to be aware of the graduation and classification requirements and make sure that required courses are completed in a timely manner to meet graduation requirements.

Class of 2016 and beyond:

Credits earned	Classification
0-5	Grade 9 (Freshman)
6-12	Grade 10 (Sophomore)
13-19	Grade 11 (Junior)
20+	Grade 12 (Senior)

How credits are awarded:

- A semester course has the potential for ½ credit.
- A year long course has the potential for whole or partial credit.
- Each year the student has the opportunity to earn 8 credits.

A student may possibly come with an Algebra I credit from junior high.

For a year long course, the first and second semesters can be averaged for the whole credit.

Example: Biology 1st semester 65 2nd semester 78 Final average 72 total 1 credit
Example: Biology 1st semester 80 2nd semester 54 Final average 67
Total ½ credit for 1st semester, must repeat the 2nd semester

Four Year Plans

Each student at Chapel Hill High School should develop a 4-year plan for graduation and attainment of goals immediately following graduation.

The following criteria applies:

1. Each student plan has a required agenda and number of courses necessary to graduate. The student must attain the required number of credits specified by his or her graduation plan.
2. The student must earn credit in all required courses specified by his or her graduation plan.
3. The student must meet the EOC requirements as determined by TEA.

A graduation plan is used as a guide to organize a course of study, which will provide the educational preparation needed for the attainment of future goals. The plan will assist students in meeting graduation requirements while planning post-secondary education and/or work. Students are advised to consult college catalogs to determine post-secondary requirements.

Students and parents should choose the classes to be included in the graduation plan, evaluate the graduation plan carefully, and insure that the student successfully completes the plan. School counselors will assist students and parents with the development of the graduation plan.

Students should review their plan each year and make revisions as needed. The school counselor works with students each year during the fall and spring to help students update their plans.

Testing Programs

State of Texas Assessments Of Academic Readiness (STAAR)

End of Course Exams (EOC)

Students first entering ninth grade in the 2011-2012 school year will take End of Course Exams. With the new STAAR program, the exit-level test will be replaced with 5 end-of-course (EOC) assessments, which students will take as they complete the corresponding course. The 5 EOC assessments are: **English I, English 2, Algebra I, Biology, and U.S. History. There will be a 4 hour time limit to complete the test unless the student obtains a special exception.**

PSAT

The PSAT (Preliminary SAT)/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT measures the critical reading, math problem solving and writing skills that have been developed throughout the student's life. It does not measure things like creativity and motivation, and it does not recognize those special talents that may be important to colleges. PSAT is administered to CHHS students in October of each year. **Junior students taking the test will be attempting to qualify for the National Merit Scholarships.** Freshman and sophomores taking the test will be practicing for the junior year. **There will be a fee for the test.**

Collegeboard.org

ASVAB

Armed Services Aptitude Battery is given to juniors in the Fall of the year to assist them in career planning. The ASVAB is administered on the high school campus at no cost to the student. **This test is optional but provides a wonderful career component for students that take the test.**

AP Exams

Advanced Placement Exams are given on prescribed dates in May of each year. AP Exams are sponsored by the College Board and allow students the opportunity to earn credit for college level work while still in high school. AP courses are offered to prepare students for the AP Exams. Students may complete one or more Advanced Measure requirements for the Distinguished Achievement Program (DAP) by scoring a three (3) or better on an AP Exam. **Fee required.**

apstudent.collegeboard.org

Testing Programs continued...

Credit by Exam for Acceleration

(No formal prior instruction)

A student in any grade (1-12) may use examinations in lieu of coursework for acceleration to advance one grade level or to earn credit in an academic subject. Credit by Examination for Acceleration is administered on the high school campus several times during the year. Students may earn credit for a course in which they have not been enrolled by scoring a 90 or above on a CBE or having an average of 90 on exams. **There is no cost to the student for a Credit by Exam for Acceleration.** Students interested in taking a CBE should see the counselor.

Credit by Exam

(Prior Formal Instruction)

A student who has had prior instruction but has lost credit due to failing grades or excessive absences my re-gain credit for the course by passing a proficiency examination of the Texas Essential Knowledge and Skills (TEKS) for the course. However, the student may not use this examination to regain eligibility to participate in extracurricular activities. To receive credit, students shall score a grade of 70 or above on the exam. **The student and/or the parent are responsible for the fee.**

Earning an Endorsement: Public Service

CTE COHERENT SEQUENCE ROUTE:

- ➔ 4 Credits in CTE Electives (Minimum of three courses) which include:
  - ◆ At least 2 from the same cluster
  - ◆ At least 1 advanced level CTE course
  - ◆ Final course from one of the following:
    - Education & Training
    - Law, Public Safety
    - Health Science

COURSE OPTIONS:

- ➔ Introduction to Health Science (OLL)
- ➔ Introduction to Health Professions (college)
- ➔ Medical Law & Ethics (college)
- ➔ Medical Terminology (college)

Dual Credit Coherent Sequences offered with NTCC in the areas of:

- ➔ Cosmetology (Public Services Endorsement)

➔ Industrial Technology (Business & Industry Endorsement)
➔ Automotive Technology (Business & Industry Endorsement)

Earning an Endorsement: STEM

Academic Coherent Sequence (select one of the following)

➔ 5 credits - Mathematics
- ◆ Algebra I
- ◆ Geometry
- ◆ Algebra II
- ◆ 2 additional Math courses
  - Examples: Pre-Calculus, Calculus, Financial Math, Math in AG, College Math

OR

➔ 5 credits - Science
- ◆ Biology
- ◆ Chemistry
- ◆ Physics
- ◆ 2 additional advanced science courses
  - Examples: Anatomy and Physiology, Advanced Animal Science, Advanced Plant Science, Scientific R & D, College Science

Algebra II, chemistry, and physics are also required for the STEM Endorsement.

Earning an Endorsement: Arts & Humanities

Academic Coherent Sequence (select one of the following)

➔ 5 credits - Social Studies
- US History
- World History
- World Geography
- Government/Economics
- College History courses

OR

Fine Arts Coherent Sequence (select 4 credits from one or two of the following areas)

➔ 4 credits - Art
- Art I, II, III, IV
- AP Studio Art
- Cheer
- Principles and Elements of Floral Design

➔ 4 credits - Music
- Band I, II, III, IV
- Instrumental Ensemble III, IV
- Colorguard I, II, III, IV
- Choral Music I, II, III, IV

➔ 4 credits - Theatre
- Theatre Production I, II, III, IV

➔ 4 credits - Humanities
- ◆ Debate I, II, III, IV
- ◆ Yearbook I, II, III, IV

* You can also have a mix of any 4*

Earning an Endorsement: Business and Industry

CTE Coherent Sequence Route

➔ 4 credits in CTE Electives (minimum of three courses) which includes:
- ◆ At least 2 from the same cluster
- ◆ At least 1 advanced level CTE course
- ◆ Final course from one of the following clusters:
  - Agriculture, Food, & Natural Resources
  - Manufacturing & Design
  - Business & Technology
  - Culinary Arts

Cluster Options:

➔ Agriculture, Food, and Natural Resources
- ◆ Principles of AFNR
- ◆ Ag Mechanics and Metal Technologies
- ◆ Ag Facilities Design
- ◆ Practicum in AFNR
- ◆ Small Animal Production
- ◆ Livestock Production
- ◆ Veterinary Medicine
- ◆ Advanced Plant Science
- ◆ Advance Animal Science
- ◆ Floral Design
- ◆ Anatomy & Physiology

- Agribusiness Management & Marketing
- Professional Communications

➔ Culinary Arts
- Principles of Hospitality
- Culinary Arts I, II
- Advanced Culinary Arts

➔ Manufacturing & Design
- Principles of AFNR
- Welding
- Precision Metal Manufacturing
- Advanced Welding
- Engineering Design & Presentation
- Advanced Engineering Design & Presentation

➔ Business & Technology
- Principles of Business, Marketing, & Finance
- Principles of Information Technology
- Digital Media
- Web Technologies
- Research in IT Solutions I, II
- Computer Programming
- Advanced Computer Programming I, II
- BIM I, II
- Accounting I

Dual Credit Coherent Sequences offered with NTCC in the areas of:

➔ Cosmetology (Public Services Endorsement)
➔ Industrial Technology (Business & Industry Endorsement)
➔ Automotive Technology (Business & Industry Endorsement)

on all cluster options you must start out taking the "principles" course for that option

Foundation High School Programs (FHSP)
22 credits

Pre AP, AP, and Dual Credit courses, if available, can satisfy course requirements

4 Credits - English Language Arts

- English I
- English II
- English III
- English IV or Advanced English

3 Credits - Mathematics

- Algebra I
- Geometry
- Algebra II

3 Credits - Social Studies

- World History
- US History or World Geography
- Government (.5)
- Economics (.5)

2 Credits - World Language

- Spanish I
- Spanish II
- Spanish III
- Spanish IV

1 Credit - Fine Arts

1 Credit - Physical Education

5 Credits - Electives

Foundation High School Program + Endorsement 26 credits

Student are able to earn one or more endorsements as part of their graduation requirements.

Students must select an endorsement prior to entering 9th grade. Students can meet with their counselor if they wish to change their endorsement.

Students earn an endorsement by

- Completing curriculum requirements of FHSP (22 credits) and;
- Requirements of 1 endorsement and;
- 1 additional credit of math, and;
- 1 additional credit of science, and;
- 2 additional elective credits.

CHHS students can choose from these endorsement areas

- Arts & Humanities
- Business & Industry
- Public Services
- STEM
- Multi-disciplinary

Career Experiences are pathways for students to explore their interests and earn an endorsement for their high school graduation requirements.

Advanced Coursework to Satisfy Foundation and Endorsements

Pre AP, AP, and Dual Credit courses, if available, can satisfy course requirements

English Language Arts

- English IV
- AP English Literature and Composition
- Debate III
- Advanced Journalism: Yearbook III

Advanced Math

- Pre-Calculus Pre AP
- AP Calculus
- Algebra II
- Accounting II

Advanced Science

- Advanced Plant Science
- Advanced Animal Science
- Anatomy and Physiology
- AP Biology
- Chemistry
- AP Chemistry
- Physics
- Pre AP Physics

Social Studies

- AP World History
- AP United States History
- Government & Politics
- Economics
- AP Psychology

- World Geography
- Pre-AP World Geography

PE, Fine Arts & Athletic Options

Options for PE Credit

- Foundations of Personal Fitness/ Outdoor Adventure
- Aerobic Activity / PE
- Team Sports / PE
- Athletics
- Cheerleading (every other year)
- Colorguard (every other year)

Options for Fine Arts Credit

- Band
- Choir
- Art
- Theatre
- Instrumental Ensemble
- Cheerleading (every other year)

Distinguished Level of Achievement & Performance Acknowledgements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits of math including Algebra II
- 4 credits in Science
- At least 1 endorsement

Performance Acknowledgments

- Dual credit course

- Bilingualism and biliteracy
- PSAT, ACT'S Plan, SAT, or ACT
- Advanced Placement or International Baccalaureate exam
- Earning a nationally or internationally recognized business or industry certification or license

Honors, Pre-Advanced Placement & Advanced Placement Program

Advanced Placement (AP)

The CHHS **AP** Program will challenge students, reward their achievements, assist with the transition to college, and can ease the financial burden of college. Students who complete AP courses are:

- Better prepared academically
- More likely to specialize in stringent majors
- Perform significantly better than their peers who did not take an AP course
- More likely to exercise leadership
- More likely to complete more college course work in 4 years
- Twice as likely to go into advanced study (Ph.D., medicine, law, etc…)

The cost of an AP exam is small compared to the average cost of a college hour at a major public university or at a private university. Chapel Hill High School's AP program gives the student an opportunity to pursue college level studies while still in high school.

In March of the academic year, the AP student is expected to sign up to take the Advanced Placement examination in May. **For a fee**, the student will take the examination. Grades are reported on a 5 point scale, with a 5 representing extremely well-qualified. More than 1300 participating colleges usually honor a grade of 3 or above in granting college credit or advanced standing. Students should check with individual colleges for their AP credit policies.

Pre-AP and AP Courses often require summer reading and/or projects in order for students to be prepared to start the school year. It is the student's responsibility to secure and complete these assignments. **pstudent.collegeboard.org**

Pre-AP and Honors

Advanced courses are an initiative to provide students with courses that better prepare them for the demands of AP and/or college classes. These classes are more rigorous and academically challenging.

It introduces skills, concepts, and assessment methods to prepare students for success when they take AP and other courses, strengthens curriculum, and increases academic challenge for all students.

- Honors Social Studies: Summer project
- Pre AP & AP English: Summer novel study
- Honors Math: application will specify specific requirements and must be returned to the current Math teacher by the specified due date.
- Honors Science: application will specify specific requirements and must be returned to the current Science teacher by the specified due date.

Note: Pre-AP, Honors, and AP courses have greater workloads and significant time commitments. Students should take the work and time involved in these classes into consideration when registering for one or more of these courses. Students who register for one of these courses commit to

completing the course. Students and parents should consider class loads and extracurricular involvement before signing up for Pre-AP/AP Honors classes.

Class Rank, GPA, and Grade Point System

A student's GPA shall be determined based on all semester grades accumulated during an academic school year. Courses shall be weighted as regular or advanced to determine class rank, GPA, and valedictorian/salutatorian.

All courses shall be listed yearly in the student handbook and/or course guide and specified as advanced (weighted), regular (non-weighted), or modified (reduced weighting).

Class ranking for graduation ceremonies shall be determined using the overall grade average at the end of the 3rd nine weeks grading period (including concurrent enrollment courses).

Class rank and GPA appearing on the final transcript shall reflect the 4th nine weeks grading period and final examination grades, which may result in a change in final rank.

Students that achieve distinguished level of achievement and a 3.25 GPA will be an honor graduate.

Graduating seniors shall be ranked on the basis of four-year academic achievement. Valedictorian and Salutatorian will be recognized as the top two graduating students. A student must have been enrolled in Chapel Hill School District at the beginning of instruction of the junior year (Grade 11) and attended the entire junior and senior years to be eligible for Valedictorian and Salutatorian honors as well as honor graduate activities.

All students whose weighted grade point average comprise the top ten percent of the graduation class and qualify for automatic admission under Education Code 51.803 shall be recognized. Eligibility standards required for valedictorian, salutatorian, and other local honor graduates shall not apply to the procedure for determining the top ten percent.

Students in grades 9-12 will receive credits and grade points by semester average. Each semester of satisfactorily completed work will count as a ½ unit, except in career and technology education work-based learning programs in which a greater credit is granted. These units are recorded on report cards, permanent record cards and cumulative folders by semester.

An adequate number of grades must be taken to evaluate the student fairly. A semester exam will be administered as part of each semester grade. Students may be eligible for semester examination exemptions as described in the student handbook. All secondary schools will

administer a written semester examination in every course offered in the curriculum except as provided by the exemption policy at the high school level.

Students coming from state accredited schools within the United States, if a grade of 60-69 is indicated as passing, credit will be given. If alphanumeric grade(s) that are presented can be verified by school officials, then CHISD will accept the numeric grade.

A student's grade in academic areas will not be altered becauses of his behavior. Behavior will be marked under Citizenship on the grade report form. The following symbols will be used to reflect citizenship:

E=Excellent	**S=Satisfactory**	**N=Needs Improvement**	**U=Unsatisfactory**

The secondary student's citizenship or conduct grade will be based on the following:

A. Acceptance of responsibility	**B. courtesy of speech and manners**	**C. dependability**
D. respect for the rights of others	**E. promptness**	**F. care of property**
G. good use of time	**H. following directions**	**I. Observation of rules of behavior**

CLASS RANK / TOP TEN PERCENT/ HIGHEST RANKING STUDENT

Graduating seniors shall be ranked on the basis of four-year academic achievement. Valedictorian and Salutatorian will be recognized as the top two graduating students. A student must have been enrolled in Chapel Hill School District at the beginning of instruction of the junior year (Grade 11) and attended the entire junior and senior years to be eligible for Valedictorian and Salutatorian honors as well as honor graduate activities.

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GRADE POINT SCALE

Grade	Basic Grade Points	Regular Grade Points	Advanced Grade Points
100	3.0	4.0	5.0
99	2.9	3.9	4.9
98	2.8	3.8	4.8
97	2.7	3.7	4.7
96	2.6	3.6	4.6
95	2.5	3.5	4.5
94	2.4	3.4	4.4
93	2.3	3.3	4.3
92	2.2	3.2	4.2
91	2.1	3.1	4.1
90	2.0	3.0	4.0
89	1.9	2.9	3.9
88	1.8	2.8	3.8
87	1.7	2.7	3.7
86	1.6	2.6	3.6
85	1.5	2.5	3.5
84	1.4	2.4	3.4
83	1.3	2.3	3.3
82	1.2	2.2	3.2
81	1.1	2.1	3.1
80	1.0	2.0	3.0
79	0.9	1.9	2.9
78	0.8	1.8	2.8
77	0.7	1.7	2.7
76	0.6	1.6	2.6
75	0.5	1.5	2.5
74	0.4	1.4	2.4
73	0.3	1.3	2.3
72	0.2	1.2	2.2
71	0.1	1.1	2.1
70	0	1.0	2.0
69 or below	0	0	0

COURSE WEIGHTING CLASS OF 2020+

Beginning with the Class of 2020, a new structure of course weighting has been adopted by the School Board. This method is in response to legislative changes in the courses required for graduation under HB5 and the need to treat all endorsement tracks similarly. Additionally, the policy was designed with the concern for all students to have equal access to the same number of weighted courses regardless of elective courses or ability to afford dual-credit.

Any course that is **required** for the 'Core' of the Foundation High School Plan (FHSP) has the potential to be weighted, ___ including: PE, Speech, or Electives. This may include Fine Arts and Foreign Languages, if course sections with weight are offered. If one of those classes (English, Mathematics, Science, Social Studies OR Fine Arts and Foreign Languages) is classified as Pre-AP, AP, or Honors then it is weighted on a 5.0 scale. Advanced level courses in 'Core' areas beyond the 'Core' amounts may be weighted, including 4th & 5th Math and Science courses and 4th Social Studies courses. Dual credit courses will be weighted when they are fulfilling 'Core' courses requirements or additional courses as previously noted and a similar total number of weighted course is offered at Chapel Hill.

All other courses outside of 'Core' areas are weighted on a 4.0 scale. This allows students to take any electives they choose without penalty or burden toward weighting as all elective offerings are equally weighted.

Courses with modified content or for remediation are weighted on a 3.0 scale.

Summer courses, courses taken during intersession, or during Junior High are not GPA calculated.

(See Board Policy: EIC Local)

5.0 Weighted Courses

To be weighted on a 5.0 scale, a course must be:

1) Pre-AP 2) AP 3) Honors, OR 4) dual-credit*	**AND**	**(1) a 'Core' class as required for FHSP, -does not include PE, Speech, Electives -may include Fine Arts & Foreign Language if weighted offered (2) the 4th course of Math and Science as required for Distinguished Level of Achievement, (3) additional advanced courses in English, Math, Science or Social Studies if weighted courses offered**
*** dual-credit: only weighted if fulfilling requirement for 'Core' (1) and additional courses (2)/(3) and a similar total number of weighted courses is offered at Chapel Hill.**		

4.0 Weighted Courses

All other courses not otherwise designated as 5.0 or 3.0 weighting.

CHAPEL HILL HIGH SCHOOL

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Mt. Pleasant, Texas 75456-1257
Mark Levesque--Superintendent
Marcus Ysasi--Principal

(903) 572-8096
(903) 572-3850 fax
Allison Duke--Counselor
Janet Barrickman--Registrar

Weighted Credit Agreement

The CHISD Board of Trustees voted on August 27, 20015 to approve six hours of weighted dual credit per semester for each student.

Students are allowed to choose the six hours they want CHISD to use as their weighted credit.

Students may take as many hours as they choose, but only six will be given weighted credit, all others will be credited without factoring into their GPA.

Name (PRINT) _____

I choose the following dual credit classes to be counted as weighted dual credit for the FALL 2016 semester.

1._____

2._____

By my signature below, I have chosen the classes I want to use as weighted dual credit.

_____ _____

Student Signature Date Parent Signature Date

Allison Duke, HS Counselor Date

Marcus Ysasi, HS Lead Learner/Principal Date

Classes that are weighted now, but will NOT be for the Class of 2020 and beyond:

- Spanish III
- Spanish IV
- BIM II
- Computer Programming
- Advanced Computer Programming
- RITS I
- RITS II
- Debate I
- Debate II
- Debate III
- Debate IV
- Advanced Culinary
- Cosmetology
- ITTP
- Shelby Automotive
- Pharmacy Tech

The GPA weighting system for this class and beyond provides flexibility for course selection beyond the "Core," course selection for these and all other elective classes should reflect interest, not desire for weighting.

Scheduling Process

In the course description section, you will find a brief description of each course offered at Chapel Hill High School as well as the grade levels during which specified courses may be taken and any possible prerequisites. Elective courses should be chosen as a result of student interest. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and alternative choices will be substituted.

Students are urged to plan carefully their course selections. YOu should be careful to select the courses that meet graduation requirements and courses in which you meet the prerequisites and level. The counselor has an understanding of your student's ability and will offer suggestions and advice based on those abilities. **If students do not turn in a signed Course Selection Worksheet and enter those courses in MyZone online, courses will be chosen for them.**

NOTE: Although students will receive specific instructions and assistance from a high school counselor during the registration process, the **responsibility for selecting appropriate career and graduation choices rests with students and parents.** Students choose specific courses and counselors will verify that those choices will meet graduation requirements.

If a student fails to return the Course Selection Worksheet signed by a parent and fails to enter those in MyZone online, courses will be assigned by the counselor as indicated by the student's need and capabilities as well as course availability.

Courses

LANGUAGE ARTS

ENGLISH I - 1 credit

English I includes: (1) Continuing development of essential grammar skills with emphasis on parts of speech, punctuation, sentence structure, and correct usage, (2) composition-contrast, expository, and descriptive writing, (3) literature with emphasis on the element needed to understand each genre.

PreAP ENGLISH I - 1 credit

This course emphasises the analysis, synthesis, and evaluation of literature elements, especially in communicating these in writing for various audiences. Composition with emphasis on type, audience, and purpose is included in the curriculum. The student will continue in the development of essential grammar skills and will have extensive practice in mastering revising, editing, and carrying written work to display higher level skills. The student will read extensively in different genres.

ENGLISH II - 1 credit

English II emphasises assimilation of information, dealing conclusion, and expressing ideas in both oral and written modes of communication. Vocabulary skills are included in the yearly curriculum. A strong emphasis on grammar and written skills is made the first semester, followed by an emphasis on literature and writing the second semester.

PreAP ENGLISH II - 1 credit

This course emphasises higher-level thinking skills and independent reading and study. It includes study of structures for effective sentences; organization of paragraphs; and multi-paragraph paper with emphasis on forming and supporting original ideas; techniques research and effective statement and progression of ideas in a research paper; literary types, such as the novel, short story, poetry, and drama; vocabulary and usage.

ENGLISH III - 1 credit

English III incorporates a chronological approach to the study of American Literature with emphasis on reading comprehension, literary analysis, vocabulary and spelling improvement and composition and research skills. Formal and informal writing assignments are selected to improve paragraph development, language usage, and essay writing.

AP ENGLISH III - 1 credit

This course advances the English III curriculum by accelerating and enriching the student's language experience. It will include more in-depth study of full length works and will emphasize analysis, synthesis, and evaluating in the student's writing about, and discussion of literature. Emphasis will also be placed on creative writing and the publication process. This course includes considerable reading and writing.

ENGLISH IV – 1 credit

English IV is a fused program combining composition skills and British literature. The literary analysis and composition skills will be on a rather basic level, and emphasis will be on improving the student's style, sentence and usage in the multi- paragraph paper.

AP ENGLISH IV – 1 credit

This course advances the English IV curriculum by accelerating and enriching the student's literature and language experience. It will include more in-depth study of full length works and will emphasize analysis, synthesis, and evaluating in the student's writing about, and discussion of literature. Emphasis will also be placed on creative writing and the publication process. This course includes considerable reading and writing.

BASIC ENGLISH I – 1 credit

Communications will assist students in developing skills in the areas of expressive, receptive, written and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and /or symbolic language will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real life context, and the responsibilities of independent living and participation in the community.

BASIC ENGLISH II – 1 credit

Communications will assist students in developing skills in the areas of expressive, receptive, written and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and /or symbolic language will be examined in terms of social appropriateness, environmental cues and prompts, understanding generalizations in real life context, and the responsibilities of independent living and participation in the community.

BASIC ENGLISH III – 1 credit

Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express needs, preferences, interest ideas, and make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in a real life context, the responsibilities of independent living and skills that relate directly to employment. Communications will explore joby related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process.

BASIC ENGLISH IV – 1 credit

Students will integrate language in order to understand oral, written and /or symbolic communication. Oral, written and/or symbolic language will be used to express needs, preferences, interests, ideas, and make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in a real life context, and the responsibilities of independent living and skills that relate directly to employment. Communications will explore job related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process.

READING – 1 credit

This course is designed for students who need to work on skills of comprehension, fluency, oral language, and vocabulary improvement.

LANGUAGE ARTS ELECTIVES

YEARBOOK I, II, III, IV – 1 credit

Yearbook production is an advanced course in journalism for students who have had previous training and/or have been approved by the advisor. Students are responsible for the production of the yearbook in this course which emphasizes creativity, responsibility, and cooperation. This course gives students the opportunity to plan themes, page design, story ideas, and sales/ad campaigns. APPLICATIONS REQUIRED

DEBATE I – 1 credit

Debate I introduces the student to the basic skills necessary for effective communication in debate competitions. The student will learn and practice research and organization of debate topics, will prepare affirmative and negative cases and will critique peer debates. Participation and UIL debate tournaments are required. APPLICATION REQUIRED

DEBATE II – 1 credit

Debate II extends knowledge of debate skills and strategies for the experienced debate student. In-depth analysis of stock issues and development of cases and briefs prepare the student for more sophisticated competitions. Speaking skills and advanced tournament strategies are practiced. Mentorship of Debate I students in case preparation and tournament strategies is required. Course requirements include participation in competitive practice meets and in UIL debate tournaments.

DEBATE III – 1 credit DEBATE IV – 1 credit

This course is designed to offer the advanced debate student opportunities to polish effective skills while mentoring Debate I and II classmates. Students will work independently on cases and brief preparation using research and organization skills. Direction and critique of in class debates will be learned and practiced. Participation in both practiced meets and in UIL tournaments is required.

SPEECH

COMMUNICATION APPLICATIONS – 1 credit

Students are introduced to basic communication skills and speech-making techniques. Areas studied include listening skills, conversation, group discussion, extemporaneous speaking, argumentation, oratory, oral reading of prose and poetry, organization and delivery techniques in public speaking.

PROFESSIONAL COMMUNICATIONS - .5 credit

Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply. Students must complete the entire class for speech credit.

SAT/ACT Prep - .5 credit

Preparation for College Entrance Exams

History of the Bible - .5 credit

Viewing the bible as literature and from a historical perspective

LANGUAGE SKILLS ACQUISITION

ENGLISH AS A SECOND LANGUAGE I, II, III, IV - 1 credit

For students with near proficiency on the oral language proficiency test, scoring as a fluent English speaker on the test. Upon administration of a standardized achievement test, the student scores between 23rd and 40th percentile in reading language arts.

MATHEMATICS

Algebra I - 1 credit

In Algebra I students learn to work with real numbers in all types of mathematical situations such as solving equations and inequalities. Learning to solve linear equations, systems of linear equations and functions are an integral part of this course. Students also realize the difference between rational and irrational numbers and how to work with them.

GEOMETRY - 1 credit

Geometry is a course of theory and application. The students learn that deductive and inductive reasoning are an essential part of problem solving. They also learn that being able to prove an answer true is a necessary part of mathematics. Other areas covered in the course include polygons, circles, areas of plane figures, areas and volumes of solids, and coordinate geometry.

Pre AP GEOMETRY - 1 credit

This two-semester course is an enhancement of geometric topics included in the geometry curriculum. In addition to those topics, other areas of concentration will include: logic, angles, properties of lines, congruent and right triangles, polygons, trigonometric functions and identities, circles, transformations, coordinate

geometry surface area and volume, and inductive and deductive reasoning. **You must have prior approval from instructor to take this course.**

ALGEBRA II – 1 credit

This course is college preparatory in nature. It includes open sentences, functions, quadratic functions, conic sections, exponential and logarithmic functions, sequences and series, and probability. Students will not only learn basic concept themselves. They will also explore these concepts through algebraic and graphical representations and models.

PreAP ALGEBRA II – 1 credit

Major areas of concentration in the two semester honors course include: number systems (real and complex) equalities, inequalities, permutations, combinations, probabilities, the factor, remainder, and binomial theorems, systems of linear equations in two or three variables, descriptive statistics, oblique triangles, properties of trigonometric and circular functions. Throughout the course there is a thorough and exhaustive study of functions. You must have prior approval from instructor to take this course.

AP CALCULUS A/B – 1 credit

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus AB is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems.

BASIC ALGEBRA – 1 credit

Students learn to work with real numbers in all types of mathematical situations such as solving equations and inequalities. Learning to solve linear equations, systems of linear equations, and functions are an integral part of this course.

BASIC GEOMETRY – 1 credit

The students learn that deductive and inductive reasoning are an essential part of problem solving. They also learn that being able to prove and answer true is a necessary part of mathematics. Other areas covered in this course include polygons, circles, areas of plane figures, areas and volumes of solids, and coordinate geometry. These areas help students realize there is more to mathematics than just the four basic operations. Students must be able to use reasoning to answer mathematical questions.

AG MATH – 1 credit

To be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should 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 success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

FINANCIAL MATH – 1 credit

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

ACCOUNTING I – 1 credit

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information. Students formulate and interpret financial information for use in management decision making.

ACCOUNTING II – 1 credit

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

SCIENCE

BIOLOGY – 1 credit

Biology is the study of life. It involves living systems and their relationship to the environment. A part of the study is the chemistry that makes life possible. This course involves both lecture and lab. Students are expected to be able to work as part of a team in lab activities. **This is recommended for the majority of 10th grade students.**

PreAP BIOLOGY – 1 credit

PreAP Biology is an advanced study of lubing systems and the chemistry necessary to maintain life. The course involves lecture and significant labs supporting the lectures. Students are expected to be able to work independently in lab and to interpret their results. PreAP Biology is recommended for the advanced 10th grade students as an advanced high school science course. **You must have prior approval from instructor to take this course.**

CHEMISTRY – 1 credit

Chemistry is a study of the nature of matter and changes in its composition and structure. The course uses a combination of lecture and laboratory work. It involves a small amount of mathematics and is recommended for the majority of 11th grade students as the third high school science course.

PreAP CHEMISTRY – 1 credit

PreAP Chemistry is the advanced study of the structure of matter and the changes it undergoes. This course has lecture and lab and expects the students to work independently in the lab and interpret their results. PreAP Chemistry involves an significant amount of math and expects students to have a good understanding of algebra. This is a one year course designed for the serious student who enjoys the study of science. You must have prior approval from instructor to take this course.

PHYSICS - 1 credit

Physics is the study of forces and energy, and includes topics in linear and rotational motion, optics, wave motion and electricity, and magnetism. The course uses a combination of lecture and laboratory experiences. Some algebra and geometry is utilized in explaining the physical phenomena, but course emphasis is placed on understanding concepts and ideas, not math skills. This course is recommended as the junior year science.

PreAP PHYSICS - 1 credit

This course is intended to prepare students for college level physics courses. Primary emphasis is in mechanics, but wave phenomena and electromagnetism will also be addressed. This is a math intensive course and prior or concurrent enrollment in a math intensive course and prior or concurrent enrollment in either precalculus or college trig is advised. This course is recommended for students who intend to major in science, medicine, math or engineering fields in college, but the reasoning skills learned would be of great benefit to any student. This is a one year course designed for the serious student who enjoys the study of science. You must have prior approval from instructor to take this course.

ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS - 1 credit

Students conduct laboratory and field investigations, using scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

ADVANCED ANIMAL SCIENCE - 1 credit

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This class can be taken as a dual credit class.**

ADVANCED PLANT SCIENCE - 1 credit

This course will provide an overview of plants for ornamental, as well as food and fiber production through scientific inquiry involving plants. Students will gain experience in plant production through hands-on activities involving propagating, growing, and caring for plants. This class will count as a fourth science credit and a dual credit class.

BASIC BIOLOGY - 1 credit

This course covers the characteristics of living things and the organization and classification of plants, animals, and other organisms. The living systems of plants and animals are core to this course and sections n human body systems, genetics, ecology, behavior, and evolution are included. Emphasis is placed on the understanding of biology as seen in current science events and real-world applications.

SOCIAL STUDIES

WORLD GEOGRAPHY - 1 credit

World Geography is a course developed primarily for ninth grade students. This course is intended to give the student a basic understanding of name-place, physical, political, and cultural geography. This understanding is essential to the development of higher level social studies courses.

PREAP WORLD GEOGRAPHY - 1 credit

This course will provide the framework students will need in building the skills required for the advanced Social Studies track. The class will focus on developing analytical skills in; cultural diffusion, human interaction with the environment, origins and spread of religion. It places an emphasis on the interconnections between major urban developments, and locations, along with the physical features that influence human activities within the specified regions.

WORLD HISTORY - 1 credit

This course will provide the framework students will need in building the skills required for the History AP courses. The class will focus on developing analytical skills in; cultural diffusion, human interaction with the environment, origins and spread of religion and ideologies, conflicts and cooperation of the historical evolution of man.

PREAP WORLD HISTORY - 1 credit

PreAP World History is a course in which the student will study the same general areas that are covered in the regular World History course but will also develop skills of interpretation and analysis. In order to accomplish this the course will concentrate on special projects that will enable the student to develop and use those special skills.

UNITED STATES HISTORY SINCE RECONSTRUCTION - 1 credit

U. S. History is a survey of the history of the United States from the Reconstruction period following the CIvil War to the present. Topics studied are Reconstruction, the West, the Industrial Revolution, the Agrarian Revolution, the progressive movement, imperialism, World War I, the twenties, the Great Depression, World War II, and major foreign and domestic problems of the 50's through the 80's.

AP UNITED STATES HISTORY SINCE RECONSTRUCTION - 1 credit

Students taking this course will study the following topics: forging of a new society from European, African, Native American cultures; the colonial experience and revolution; the rise of a democratic spirit and way of life; the frontier experience conflict with Mexico; sectionalism; and Civil War and Reconstruction; closing of the frontier; industrialization; the challenge to traditional values and institutions in an urban-industrial environment; the United States as a world power; World War I; economic depression and the rise of the welfare state; World War II; and postwar America--from Korea through Vietnam, from civil rights to the end of the Cold War.

UNITED STATES GOVERNMENT – 1 credit

This course will provide the student with a basic understanding of America's economic system. Fundamental concepts of free enterprise, profit motive, competition, fiscal policy, and the role of government will be examined. Current economics topics, problems, and solutions will be included. Class activities stress the practical application of economic principles such as personal finance management.

ECONOMICS – FREE ENTERPRISE – 1 credit

This course will provide the student with a basic understanding of America's economic system. Fundamental concepts of free enterprise, profit motive, competition, fiscal policy, and the role of government will be examined. Current economics topics, problems, and solutions will be included. Class activities stress the practical application of economic principles such as personal finance management.

BASIC WORLD GEOGRAPHY – 1 credit

Basic World Geography focuses on the relationships among people, places, and environments that result in patterns on the Earth's surface. Students Use the tools and methods of geography to study the principal regions i the world; the Americas ; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; South, East, and Southeast Asia.

BASIC WORLD HISTORY – 1 credit

Basic World History focuses on the development of human society from prehistoric to modern times. Emphasis is placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. The course employs an interdisciplinary approach to deepen students; understanding of the world's people, today and in the past.

BASIC U.S. HISTORY – 1 credit

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U. S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen student' understanding of the people and issues that have shaped the United States today.

BASIC GOVERNMENT – 1 credit

Basic Government focuses on structures of power and authority in American society. Students study the U. S. Constitution, the roles and responsibilities of the state and national governments, the influence of political parties and other participants in the political system, and the rights and responsibilities of citizens. Through government policies in the lives of U. S. citizens.

BASIC ECONOMICS – FREE ENTERPRISE – 1 credit

The Basic Economics course investigates the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. This examination includes the monetary system, free enterprise roles and responsibilities, international relationships, taxation procedures and processes, consumer responsibilities and the understanding of the benefits and abuses of credit.

FOREIGN LANGUAGES

SPANISH I - 1 credit
Grammatical structures and vocabulary are taught in a context which emphasizes communication skills in listening, speaking, reading and writing Spanish. Aspects of Spanish culture are taught, incidentally and periodically throughout the year.

SPANISH II - 1 credit
Reading, speaking and writing skills developed in Spanish I are continued. Oral communication and pronunciation skills in addition to reading and writing are emphasized. Vocabulary enrichment is stressed.

SPANISH III - 1 credit
The emphasis in Pre-AP Spanish III is to add understanding of more complex structures present with dealing with topics and ideas more complicated that the basic needs; to bring culture, history, and geography of Spanish speaking counties into closer focus; and to facilitate increasing ability to listen with comprehension, speak with greater correctness, read more rapidly and accurately and write with a variety of vocabulary and sentence structure.

SPANISH IV - 1 credit
Spanish IV offers skill building in Spanish involving culture, history, and geography in the linguistic context with additional complexities and advanced practice in that is in addition to the Spanish III level.

SPANISH I FOR NATIVE SPEAKERS - 1 credit
An in depth approach to Spanish grammar and vocabulary for students already familiar with the language. Concentrations in additional areas of literature, art, and cultural traditions.

SPANISH II FOR NATIVE SPEAKERS - 1 credit
An in depth approach to Spanish grammar and vocabulary for students already familiar with the language. Concentrations in additional areas of literature, art, and cultural traditions.

FINE ARTS

BAND I, II, III, IV - 1 credit
The high school band is designed to be the culmination of the Chapel Hill ISD band program. It is a performance oriented ensemble and stresses music and a performing art. Students will participate in marching band in the fall and concert band in the spring. In addition to group activities, students are encouraged to participate individual competitions including ALL-District and All Region Band Auditions, and UIL Solo and Ensemble Contest. **Credit in the fall will count for P.E. and in the spring for fine arts.**

ART I - 1 credit

Art I is an introduction to design. The course focuses attention on the elements of art (line, color, value, shape, form, space, and texture), and the principles of art (balance, unity, contrast, emphasis, patter, movement, and rhythm.) Art I also introduces various art procedures, structures, theories, and art appreciation. Art I attempts to provide experiences taht will enable each student to develop his/her productive abilities in the following areas: design, drawing, painting, sculpture, graphic arts, and crafts.

ART II, III, IV - 1 credit

This art course interjects new ideas and expands on basic skills achieved in the basic course. The Art II & III student will begin to develop a personal style and be free to explore a personal direction.

AP STUDIO ART - 1 credit

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Demonstrate mastery through any three-dimensional approach, such as figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

THEATRE PRODUCTION I, II, III, IV - 1 credit

One Act Play, Coffee House, Musicals

CHORAL MUSIC I, II, III, IV - 1 credit

The goals of the choral music at the high school level are to introduce students to choral techniques and a variety of literature. The development of vocal skills and an appreciation for music is stressed. **Attendance at rehearsals and performances is required.**

SHOWCHOIR - 1 credit

Students will learn to sing and dance, learning to read music, cardio workouts, and learning to put singing with movement.

Guitar - 1 credit

Students will learn how to play the guitar chords: Basic/Advanced
Scales: Major/Blues, Learn to read guitar tablature, Finger dexterity exercises

INSTRUMENTAL ENSEMBLE I, II - 1 credit

The group plays many different styles of jazz including Dixieland, bebop, bossa nova, swing, and standards. The students are expected to play at a high level on their instruments as well as to study music theory and to improvise as part of the ensemble. Students need to have an instrument already and have a basic understanding and ability to read and play music.

COLORGUARD – 1 credit

ColorGuard is a performance art class that easily represents any given school. They bring spirit and support to the school and school games. They practice just as hard as any sport or program would, and they work as a family. They become brothers and sisters during the year. They spend time outside of school growing a tight bond that of which any family would be jealous.

RedLine has achieved all of the above. The guard has grown up together and therefore being a family is only a title. We practice not only during school but at home too. We take pride in building a program that will increase spirit and athletic achievement. But this isn't just a class sport. This is an art. It shows our love and devotion to our school and we hope that the student body will feel the same.

CHEER – 1 credit

Learn all of the fundamentals of cheerleading; Cheers, motions, dance, jumps, kicks, voice projection, conditioning and beginning tumbling.

PRINCIPLES AND ELEMENTS OF FLORAL DESIGN – 1 credit

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. **Can count as an art credit.**

HEALTH AND PHYSICAL EDUCATION

HEALTH EDUCATION – 1 credit

Health Education includes a study of the body and its functions as related to wellness. The study encompasses physical, emotional and mental health, appropriate behavior, and the characteristics of a mature personality. Emphasis is placed on teenage decisions concerning the use of tobaco, alcohol, and other drugs. Other subject areas are accident prevention, emergency care, communicable and noncommunicable diseases, environmental health, and community health resources. Students also investigate current health issues.

BOYS ATHLETICS I, II, III, IV – 1 credit
GIRLS ATHLETICS I, II, III, IV – 1 credit

A full athletic program is available for both boys and girls in grades 9 - 12. The program is operated in compliance with UIL rules. Each participant is required to abide by all policies, procedures, and rules of the Chapel Hill Athletic Department.

<u>Boys Athletics</u>
Basketball
Baseball
Golf
Tennis
Track
Cross Country

<u>Girls Athletics</u>
Basketball
Softball
Golf
Tennis
Track
Cross Country
Volleyball

SOCCER I, II, III, IV – 1 credit

The Chapel Hill Soccer Program's goal is to offer an environment where athletes can learn field awareness, develop individual skills, and understand tactics of the game. The program will emphasize good sportsmanship, good work ethic, and the respect for others. Chapel Hill soccer will reach an athlete's full potential in the game and in the classroom.

FOUNDATION OF PERSONAL FITNESS: PE I – 1 credit

While participating in physical activity, the student applies physiological and biomechanical principles to improve fitness. Students will develop self-management and safety practices associated with physical activity,. Practices which impact daily performance, physical wellness, and health will be emphasized.

INDIVIDUAL SPORTS I, II, III – 1 credit

Perquisite: Foundation of Personal Fitness

Students in individual sports are expected to participate in a wide range of individual sports which can be pursued for a lifetime. The continued development of health related fitness, the selection of individual sports activities that are enjoyable is a major objective of this sport. (The 1 ½ units required for PE may be met by any physical or athletic course including fall marching band.)

TECHNOLOGY APPLICATIONS

BUSINESS INFORMATION MANAGEMENT I (BIM I) – 1 credit

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

BUSINESS INFORMATION MANAGEMENT II (BIM II) – 1 credit

Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop a sophisticated spreadsheet using charts and graphs, and make an electronic presentation using appropriate software.

COMPUTER PROGRAMMING I (CP I) – 1 credit

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

ADVANCED COMPUTER PROGRAMMING II (CP II) – 1 credit

Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions.

DIGITAL INTERACTIVE MEDIA - 1 credit

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment

RESEARCH IN IT SOLUTIONS (RITS) - 2 credit

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society.

RITS II - 2 or 3 credits

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation. With practicum.

WEB TECHNOLOGIES - 1 credit

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology.

PRINCIPLE OF INFORMATION TECHNOLOGY - .5 credit

This course emphasizes the knowledge and skills associated with the basic of computer education. Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace.

AGRICULTURE SCIENCES

PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES - 1 credit

To be prepared for a career in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, detail, practices, and expectations.

AGRICULTURAL MECHANICS & METAL TECHNOLOGIES - 1 credit

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

AGRICULTURAL FACILITIES DESIGN & FABRICATION – 1 credit

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication.

WELDING – 1 credit

Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. This course supports integration of academic and technical knowledge and skills.

ADVANCED WELDING PRACTICUM – 2 or 3 credits

To be prepared for careers in the field of animal science, students need to attain skills and knowledge related to animal systems and the workplace, career opportunities, entry requirements, and industry expectations. With practicum.

ADVANCED WELDING – 2 credits

To be prepared for careers in the field of animal science, students need to attain skills and knowledge related to animal systems and the workplace, career opportunities, entry requirements, and industry expectations.

SMALL ANIMAL MANAGEMENT – .5 credit

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills related to animal systems, career opportunities, entry requirements, and industry expectations. Suggested small animals may include small mammals, amphibians, reptiles, avian, dogs, and cats.

EQUINE SCIENCE – .5 credit

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills related to animal systems, career opportunities, entry requirements, and industry expectations. Suggested animals may include horses, donkeys, and mules.

Livestock Production – 1 credit

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT I and II – .5 credit

This course examines the management of game and nongame wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices.

MILL AND CABINETMAKING TECHNOLOGY – 1 credit

Students acquire knowledge and skills in cabinet design, tool usage, jointing methods, finishes, and numerical and computer control production methods.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES – 1 credit

The practicum is designed to give students supervised practical application of knowledge and skills related to agricultural facilities design and fabrication.

FORESTRY AND WOODLANDS ECOSYSTEMS – 1 credit

This course examines current management practices for forestry and woodlands. Special emphasis is given to management as it relates to ecological requirements and how these practices impact the environment.

PRINCIPLES & ELEMENTS OF FLORAL DESIGN – 1 credit

This course is designed to develop student's ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. **(This course can count as a fine arts credit)**

PROFESSIONAL COMMUNICATIONS – .5 credit

Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

FOOD TECHNOLOGY AND SAFETY – 1 credit

This course examines the food technology industry as it relates to food production, handling, and safety.

HORTICULTURE SCIENCE – 1 credit

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

AGRIBUSINESS MANAGEMENT AND MARKETING – 1 credit

This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing and careers in agribusiness.

PROFESSIONAL STANDARDS IN BUSINESS – 1 credit

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

ENERGY & NATURAL RESOURCES TECHNOLOGY – 1 credit

This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable, sustainable, and environmentally friendly practices will be explored.

VETERINARY MEDICAL APPLICATIONS – 1 credit

Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

CAREER PREPARATION I & II – 3 credits
CAREER PREPARATION I & II – 2 credits

Provides students opportunities to participate in a learning experience that combines classroom instruction and paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast changing workplace.

ENGINEERING, DESIGN, AND PRESENTATION – 1 credit

Students in this class will demonstrate a knowledge and skills of the tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students will transfer advanced academic skills to competent designs.

Professional Standards in Agribusiness – 1 credit

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To be prepared for careers in agribusiness systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations.

FAMILY AND CONSUMER SCIENCES

PRINCIPLES OF HUMAN SERVICE – 1 credit

This course will enable students to investigate careers in the human service career cluster including counseling and mental health, early childhood development, family and community, and personal care services.

CHILD GUIDANCE – 1 credit

This course addresses the knowledge and skills related to chid growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

PRINCIPLES OF HOSPITALITY AND TOURISM – 1 credit

Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry encompassing lodging, travel and tourism, recreation, amusements, attractions and resorts, and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment vase in the private sector.

FOOD SCIENCE – 1 credit

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food process, and the improvement of foods for the consuming public. **(This course can count as the fourth science credit.)**

HUMAN GROWTH AND DEVELOPMENT – 1 credit

This course is an examination of human development across lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

LIFETIME NUTRITION AND WELLNESS – 1 credit

This course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health services.

INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING – 1 credit

This is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices.

CULINARY ARTS – 1 credit

Culinary Art is a course that teaches the basic principles of food preparation. This course will teach the art of cooking, the science of baking and management and production skills and techniques. Topics will include vocabulary and the development of safe and sanitary kitchen practices.

PROBLEMS AND SOLUTIONS CULINARY ARTS 2 – 1 credit

Progresses from fundamentals and principles of the art of cooking and the science of baking to experiences requiring individual decision making and implementation of personal culinary & certification plans. **Students must have had Culinary Arts I.**

RESTAURANT MANAGEMENT – 1 credit

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operation of a well-run restaurant.

BUSINESS/TECHNOLOGY DEPARTMENT

TOUCH SYSTEM DATA ENTRY – 1 credit

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE – .5 credit

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

BUSINESS INFORMATION MANAGEMENT I - 1 credit

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing document, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. TYPING REQUIREMENT: 25 WPM OR HAVE TAKEN TOUCH SYSTEMS DATA.

COMPUTER PROGRAMMING - 1 credit

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

ADVANCED COMPUTER PROGRAMMING - 1 credit

Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions.

DIGITAL & INTERACTIVE MEDIA - 1 credit

Through the study of digital and interactive medial and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communications, and critical thinking and apply them to the information technology environment.

OLL Classes

Science Courses:

Earth & Space Science (A/B)

Social Studies Courses:

African American Studies
Native American Studies: Contemporary Perspectives
Native American Studies: Historical Perspectives

Career Technical Education (CTE):

Principles of Education & Training (A/B)
Principles of Government & Public Administration (A/B)
Principles of Health Science (A/B)
Principles of Human Services (A/B)
Introduction to Forensic Science (Spring of 2016)
Principles of Law, Public Safety, Corrections & Security (A/B)
Principles of Manufacturing (A/B)
Principles of Engineering & Technology (A/B)
Principles of Transportation, Distribution & Logistics (A/B)

Elective Courses:

Health
Social Issues
Structure of Writing
Game Development
Gothic Literature
Introduction to Anthropology
Introduction to Archeology
Psychology (A/B)
Revolutionary Ideas in Science
Sociology
Introduction to Astronomy
Introduction to Criminology
Introduction to Fashion Design
Introduction to Philosophy
Introduction to Social Media
Introduction to World Religions
Mythology and Folklore

Online Learning Lab (OLL) Agreement

Students have the opportunity to customize their experiences at CHHS, and to complete some Endorsement Areas by taking online courses for high school credit in our Online Learning Lab.

Classes are self-paced and self-directed, so it is not for all students. Often online courses require an extensive amount of work outside the virtual classroom. All students are expected to complete the workload within the designated amount of time. In order to be successful, students need to possess these traits:

Ability to adapt well to change: You may find yourself having to deal with and adapt to growing pains within this program, as well as changes in technology requirements. The process can be frustrating at times, and a positive approach will take you a long way.
Persistence: You will find that some courses are more difficult than others. Some courses will be more interesting to you than others. It's not always convenient to be a student and juggle the rest of life's demands.
Self-direction and Self-efficiency: An independent approach to learning, self-direction in getting started in each course, and staying on schedule with assignments will be helpful as you begin your online experience.
An open mind: You will encounter a world of ideas and perspectives that are new to you. Whether you are enrolled online or in a face-to-face course, embrace the diversity represented by your classmates and instructors. Take a professional approach to class discussions that include thoughts that may be different from your own.
Confidence and humility: While this may sound like a contradiction, both of these traits, working in balance with each other will positively impact the online learning experience. Put your best foot forward, but don't be afraid to ask for help when you need it. Often, your instructor won't know you are frustrated or confused unless you reach out.

Some OLL Guidelines…

Not all students possess the academic maturity to challenge self-paced online curriculum. Required indicators of readiness include…

- **Students and parents are required to sign the OLL Agreement prior to enrollment in an OLL course.**
- While students progress at their own pace, they must complete the courses within the semester they are taking the course. **Grades will be awarded each 9 weeks for each course you are enrolled in for the semester.**

Adequate Progress…

At the end of the 1st 9 weeks, each students progress will reviewed. If a student is not making adequate progress within the coursework, not showing appropriate levels of self-motivation, not actively engaged in the coursework, or showing other signs of not being ready to participate in the OLL class, the student will be dropped from the OLL. The student is at risk of losing 1 semester credit for that course.

After the initial review, a review of progress will be made at each 3 week grading period. Progress Reports will be sent home for each student who is not adequately progressing in the course. Students must be working at "Performing" or "High Performing" at all times as determined by the course progress indicator, and also by the teacher.

I understand the expectations and commit to the challenge!

OLL Course:_____

Student:_____ **Parent:**_____

OLL Class Descriptions

Earth and Space Science

You will observe the phases of the Moon and use scientific evidence to understand how Earth, the Sun, and the Moon interact. You'll also examine other celestial objects in our solar system. This course describes the history of Earth through the study of energy flow, weathering and erosion, the rock cycle, and tectonic plate movements. You will apply an understanding of the three states of matter to explain the water cycle and other systems on Earth. The course ends with a discussion of Earth's natural resources.

African American Studies

This course studies the treatment of enslaved Africans as they were brought to America, the prejudices African Americans have experienced, and their important role in the social, political, and economic development of the United States.

Native American Studies: Contemporary Perspectives

This course examines the social, economic, religious, and political issues that Native Americans face in today's world. It looks at a number of Native American professionals and their efforts to eradicate the negative stereotypes that still surround Native American cultures. The course also sheds light on the important contributions that Native Americans have made to art and spirituality. And it demonstrates how both Native American traditions and the fight for Native American civil rights have shaped the history and social fabric of the United States.

Native American Studies: Historical Perspectives

This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history.

Principles of Education & Training

This course covers career opportunities in the three pathways in the education and training cluster, such as administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary to carry out career roles in this field. This course also explains the development, health, nutrition, and safety of children. In addition, the course covers teaching strategies as well as technologies that can aid educators.

Principles of Government & Public Administration

This course covers the history and development of the US Constitution, and the functions of government and public administration in the United States.This course also covers career opportunities in the field of government and public administration and the necessary interpersonal and technological skills required at the workplace. It also covers the role and impact of geography, science, and technology on governmental and public administrative functions.

Principles of Health Science

This course will cover the history of health care in the United States, job opportunities in the five healthcare systems, the qualifications and skills required to work in the healthcare sector, and factors that are important in a workplace environment such as communication skills, knowledge of laws and ethics related to health care, and knowledge of nutrition principles. This course also will cover medical terminology, human

anatomy, homeostasis, and different stages of development in the human lifespan. It also covers desirable personal qualities and professional skills for the healthcare sector.

Principles of Human Services

This course covers the various career pathways in human services, such as counseling, mental health services, and consumer services. In addition, the course covers workplace skills, such as a positive work ethic, integrity, budgeting basics, self-representation, and teamwork. This course also covers the various career pathways in human services, such as child care, family services, and personal care services. In addition, the course covers various workplace skills, such as customer service and internet and information technology skills.

Introduction to Forensic Science

In Introduction to Forensic Science, you will learn about the importance and limitations of forensic science and explore different career options in this field. You will also learn to process a crime scene, collect and preserve evidence, and analyze biological evidence such as fingerprints, blood spatter, and DNA. Moreover, you will learn to determine the time and cause of death in homicides and analyze ballistic evidence and human remains in a crime scene. Finally, you will learn about forensic investigative methods used in arson, computer crimes, financial crimes, and forgeries.

Principles of Law, Public Safety, Corrections & Security

This course covers the history and development of criminal law in the United States, court procedures, the role of law enforcement agencies and private security in public safety, and the role of firefighters and emergency responders. It also covers the ethical and legal responsibilities and working conditions in law enforcement and security. This course covers communication skills, math skills, and work ethics. It also covers job acquisition skills, career advancement skills, and other important professional skills and qualities required at the workplace.

Principles of Manufacturing

This course will cover the history and evolution of manufacturing, manufacturing processes, engineering design, and production systems. This course is intended to help you familiarize yourself with quality control systems, understand the importance of maintenance and marketing, and identify key professional and personal skills that are helpful in having a successful career in the field of manufacturing.

Principles of Engineering & Technology

This course will cover the evolution of engineering and technology, careers in engineering, and engineering systems and technologies. This course will also cover the concepts in engineering design, manufacturing processes and materials, communication skills, and team and resource management.

Principles of Transportation, Distribution & Logistics

This course covers the evolution of the TDL industry, various modes of transportation, and the role of the TDL industry in world trade and globalization. It also covers career opportunities in TDL. In addition, it covers workplace skills, such as positive work ethics, integrity, and self representation. Finally, this course covers communication and interpersonal skills required to be successful in the workplace. This course also covers

the basic concepts of warehousing and workplace safety. It also familiarizes you with organization management and leadership skills. In addition, this course covers the role of technology and future trends in the TDL industry.

Health

This course will guide you through lifestyle choices you will make which will ultimately impact your life in meaningful ways.

Social Issues

Social issues affect everyone—they are issues which revolve around governmental policy and enforcement of laws on the civilian population. These laws and policies can have any number of significant outcomes. They can protect minorities and women from discrimination, regulate drug use, give aid to the poor, provide guidelines for education, and much more. Social issues are often controversial and debated, so having the ability to form an educated opinion on them is an important part of your citizenship.

Structure of Writing

Structure of Writing is the study of principles of grammar and effective writing, and application of these principles to writing. In Structure of Writing, you will learn about the types of sentences, punctuation marks and grammar rules such as subject verb agreement and tenses; you will also learn about different parts of speech and their correct usage; examine the concept of parallel structure in sentences as well as identify and correct run-on sentences. Finally, you will learn about developing paragraphs and essays.

Game Development

This one-semester elective course is intended as a practical, hands-on guide to help you understand the process of game development.

Gothic Literature

This one-semester course explores different conventions, themes, and elements of Gothic literature through the analysis of representative literary works, such as Emily Dickinson's poems about mortality and spirituality, Robert Louis Stevenson's classic Gothic novella Strange Case of Dr. Jekyll and Mr. Hyde, Edgar Allan Poe's Gothic short stories, Bram Stoker's Dracula, Robert Browning's Gothic poems, Percy Bysshe Shelley's Gothic drama, The Cenci, Mary Shelley's classic Gothic novel, Frankenstein, Gothic parodies and Gothic subgenres, and modern Gothic literature.
Introduction to Anthropology

Psychology

In Psychology, Semester A, you will trace the history of psychology and examine key psychological theories. You will discuss human development and explain how the nervous and endocrine systems affect human development and behavior. You will explain various theories related to language development and acquisition. You will discuss the influence of heredity, environment, society, and culture on human behavior. In Psychology, Semester B, you will explain the established theories of cognitive, psychosocial, and moral

development. You will identify the factors that influence interpersonal relationships, discuss the origins and effects of violence, and analyze addictive behavior. You will analyze abnormal behavior and describe different types of psychological disorders. You will trace the history of psychological counseling and therapy and examine strategies used for problem solving and coping with stress. You will explain some key statistical concepts used in psychological research and testing, and explore career opportunities in psychology.

Revolutionary Ideas in Science

This one-semester course is a guide to help you understand the history of science from prehistoric to modern times. You will learn about inventions and discoveries in various fields of science, such as physics, chemistry, biology, genetics, computer science, Earth sciences, and astronomy.

Sociology

This one-semester elective course is intended as a practical, hands-on guide to introduce you to the field of sociology. You will explore the evolution of sociology as a distinct social science, learn about sociological concepts and processes, and discuss how the individual relates to society. You will also learn about the influence of culture, social structure, socialization, and social change in today's society.

Introduction to Astronomy

This one-semester course is intended as a practical, hands-on guide to help you understand the formation of the solar system, unique features of planets, reasons for life on Earth, properties of stars and their evolution, characteristics of the Milky Way, types of galaxies, theories of cosmology, and advantages of space exploration.

Introduction to Criminology

This one-semester course is intended as a guide to the field and theories of criminology.

Introduction to Fashion Design

This one-semester elective course is intended to introduce you to the basics of fashion design. In this course, you will explore the history of fashion, the components of fashion, the influences and contributions of some key fashion innovators, and the various steps involved in the production of a garment.

Introduction to Philosophy

This one-semester course is intended as a practical guide to help you understand the subject matter of philosophy, its main branches, and the major ideas and issues discussed in each branch.

Introduction to Social Media

This one-semester elective course is intended as a practical, hands-on guide to help you understand the world of social media and how individuals, social groups, and businesses are using different types of social media.

Introduction to World Religions

This one-semester course is intended to help you understand the origin, beliefs, and practices related to various world religions.

Mythology and Folklore

This one-semester course is intended to help you define and explore myths, legends, and folklore from around the world.

NTCC Certification Programs

NTCC will offer these exciting new CTE dual credit options at Chapel Hill High School beginning in the 2016-2017 school year:

Industrial Technology: **Are you mechanically minded and like to fix things? You can make a career of it by working on complex machines for a variety of industries.**

Shelby Automotive: **Get the foundation you need to begin an entry-level career in the automotive industry.**

Cosmetology: **Learn the business of making people look their very best! With your state cosmetology you can do hair & nails at a salon or start your own business.**

Health Sciences: **Healthcare is one of the hottest career paths today. This certificate will get your foot in the door and start you on your way to a successful career in helping others.**

Why participate in dual credit with NTCC & CHISD?

- Earn a state certificate upon successful completion
- CHISD provides for cost of certificate-based dual credit programs (no cost to student)
- Learn in-demand job skills from college faculty

Questions? Contact your high school counselor to learn more!

College and Universities

Special College Admissions Programs in Texas

The state of Texas has programs to assist students in gaining admission to universities within Texas. Information about these programs and more can be obtained in the school counselor's office.

Required Admission of Top 10%

As a result of legislation enacted during a recent session of the Texas legislature, all Texas public colleges and universities are required to admit students if they meet all the criteria appearing in the list. Students should be aware that colleges and universities may also require an essay letters of recommendation, admission and placement test such as the SAT or ACT and an official high school transcript.

Top 10% requirements for admission:
Have a grade point average that places them in the top ten percent of their high school graduating class apply no later than two years after graduation from a Texas high school. Submit a completed application before the expiration of any filing deadline established by the college.

*The University of Texas has been granted a variance by the Texas Legislature and the percentage of automatic entrance based on class rank may change from year to year. Check with your guidance counselor for annual updates.

Test for College Bound Students

PSAT/NMSQT (preliminary scholastic aptitude test/national merit scholarship qualifying test)

The PSAT/NMSQT, a short form of the Scholastic Aptitude Test (SAT), measures critical reading, mathematical and writing reasoning abilities. It serves four purposes:

1. Allows students to compare academic abilities with college-bound students at their grade level
2. Familiarizes students with the SAT format
3. Shows the students areas of concentration for additional preparation before taking the SAT
4. Allows college-bound juniors to compete for National Merit Scholarships

The test is offered only in October and should be taken by all juniors and sophomores. Freshman, especially those taking Pre-AP course, are encouraged to take the test for practice. Review the Score Report Plus to determine how you performed on each type of question.

The SAT Test is a curriculum - and standards - based educational and career planning tool that assesses students' academic readiness for college. The SAT Test is the capstone of our College and Career Readiness System. The test uses the same score scale as PSAT 8/9, making the system an effective tool to monitor academic progress and student growth.

Check the catalogs or websites of colleges to learn what admission tests are required. Most colleges accept the scores of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Application forms for the tests are available in the guidance offices of the senior high schools or online.

Financial Aid

There are generally four major types of financial aid available to students:

Scholarships	Grants	Loans	Work Study
Awards based on merit (either academic or some area of talent)	Awards based on financial need which do not need to be repaid	Funds loaned through a bank, college or lending institution with interest rates	Student jobs to earn money toward education, coor. Through the college's financial aid office

The Financial Aid Information Page: http://www.finaid.org
National Association of Student Financial Aid Administrators, a resource for all types of financial aid.

Department of Education, Student Financial Assistance Information:
http://www.ed.gov
This homepage links to student financial aid grants, loans and information.

College Board Online: http://www.collegeboard.com
College Board's database on over 3,000 sources of scholarships, internships, contests and loans.

ACT: http://www.act.org/path/parent/rescource
ACT provides numerous links for developing college and career planning and seeking financial aid.

Sallie Mae's Online Scholarship Service: http://www.Salliemae.com
Extensive planning/paying for college with Wired Scholar, an individualized planning folder.

The Coordinating Board of Higher Education of Texas: http://www.thecb.state.tx.us
This homepage provides links to an array of information on financial aid.

College for Texans: http://www.collegefortexans.com
Texas Higher Education Coordinating Board is available in English or Spanish.

Texas Mentor: http://www.texasmentor.org
Texas Mentor free service to help students and families plan for college, with special help for seeking financial aid.

Texas Tomorrow Fund: http://www.texastomorrowfunds.org
This website provides information about the two special college savings program approved by the Texas legislature: Texas Guaranteed Tuition Plan and Tomorrow's College Investment Plan.

Go Center: http://www.careercruising.com
This website provides access to applying for college, registration for SAT and/or ACT, and financial aid.

Frequently Used college Admission Terms

Admission Testing: Tests used by colleges for admission purposes. Consult the individual college catalog to determine which test the college or university requires.

Award Letter: A letter from an institution's financial aid office, stating the kinds of amounts of financial aid you are eligible for.

College Application: Public colleges, universities and many private schools in Texas utilize a common application system. If not submitted electronically, applications should be typed or printed in dark ink, never completed in pencil. You should consult your guidance counselor for the procedure for mailing transcripts with your applications.

College Catalog: Describes the college's physical plant, campus, admission policies, costs, programs of studies and individual courses. Much information previously available only in college catalogs is now available on college web sites.

College Visitation: Most colleges and universities encourage applicants and their parents to visit the campus. These visitation days are often scheduled on a weekend or during breaks so that students will not have to miss school. Students desiring to visit a college or university should contact the office of admissions for details. Check with your high school attendance office for absence and/or semester test exemptions for college visits.

College Work-Study Program: This is a government-supported financial-aid program coordinated through financial-aid offices whereby an eligible student (based on need) may work part time while attending class at least half time, generally in college-related jobs.

Common Application for Freshman Admission to Texas Public Universities: All public universities in Texas now participate in a common application process, and you can obtain a bulletin containing information about the application process in your school's counseling office.

Cooperative Work-Study Education: This is a program in which the student alternates between full-time college study and full-time paid employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

Early Admission Decision: Formally accepting a college's invitation early in your senior year.

Expected Family Contribution: The Expected Family Contribution is the amount of money your family may reasonably be expected to contribute toward your education beyond high school. It is one of the terms used in the calculation to determine possible financial aid.

Federal & Direct Stafford Loans: Stafford Loans are the federal government's major type of loan. Many schools participate in the William D. Ford Direct Loan Programs (Direct Loans). If a college or university does not yet participate in Direct Loans, the funds for Stafford Loans come from a bank, credit union, or other lender that participates in the Federal Family Education Loan (FEEL) Program.

Financial Aid Office: Each institution of higher education has a staff to counsel you on financial aid to help determine your financial needs and eligibility for financial aid--and to develop a financial aid package for you.

Free Application for Federal Student Aid (FASFA): The FASFA is used to collect information about the student's total family income, assets and expenses and to assess the family's potential contribution toward college expenses. You can complete a FASFA form and apply electronically from your home computer.

Grade Point Average (GPA): A student's GPA on the transcript is the average of all grades except grades from correspondence courses and credit by exam are calculated in the GPA.

Grant: Grants are gift awards made on the basis of financial need, which do not require repayment. Grants are available from the federal government, state agencies and educational institutions.

Guaranteed Student Loans (GSL): The Guaranteed Student Loan Program enables students to borrow from eligible lenders at a low interest rate to meet education expenses. The federal government will pay interest on the loan while the student is in school.

Housing Deposit: Housing deposits are paid to reserve a room in a college or university dormitory. This fee is usually paid after acceptance to a college or university. Deadlines for housing deposits are usually strict. Students should respond promptly to request for housing deposits.

Open Door Admissions: An Open Door Admissions Policy means that the college or university does not have a specific entrance requirement other than graduation from high school or its equivalent.

Pell Grant: A Pell Grant is financial aid awarded by the federal government on the basis of need, designed to provide the basis of an aid package for post secondary education. The grant may be used toward tuition, room and board, books or other educational costs and requires no repayment.

Parent Loans (Plus): Federally-insured PLUS loans are available to parents through both the FEEL program and Direct Loans. Parents who do not have a bad credit history can borrow a PLUS Loan to pay the educational expenses of a child who is dependent student enrolled at least half time in an eligible program at an eligible school.

Rank in Class: Students are officially ranked twice: (1) at the completion of eleventh grade and (2) at the end of the 3rd nine weeks of the twelfth grade based on their weighted average. Most colleges will require that you identify your rank in class. Students are ranked the final time at the end of the 2nd semester.

Recommendations: Many colleges and universities require that students submit letters of recommendation with their application. These recommendations should include reference to the student's distinctive qualifications and academic ability. Students who request others to complete letters of recommendation for them should allow sufficient time (a minimum of two weeks) for the individuals to complete them. Otherwise, the counselor or teacher may not be able to complete the request.

Scholarships: These are gifts of financial assistance awarded on the basis of academic ability or talent in some area. Financial need is sometimes considered.

Transcript: A transcript is a copy of a student's high school record. This document usually includes a copy of standardized test scores. It must be mailed directly to the college admissions office from the high school. Students must make the request through the counseling office for a transcript to be mailed.

Transcript (final): A final transcript is a copy of the student's record that includes the grades earned since the initial application and transcript were submitted. It also identifies the student as having graduated. The student must inform the guidance office where and if a final transcript is to be sent.

College Admissions Questions and Answers

How difficult is it to be accepted into a college or university?

Graduates from high school can meet the admission requirements of a number of two-year colleges or four-year colleges and universities. Some of these institutions have open-door admission policies.

What questions should I ask about a school?

Does the school offer the courses and type of program I am 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, does Admissions look only at my ACT or SAT scores?

In considering admission applications, most admission directors are interested in reviewing high school courses taken, level of course (i.e., standard, advanced, honors, or AP), grade point average (GPA), ACT or SAT scores and counselor or teacher recommendations.

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, who has information on local, state and national financial aid programs.

Is it appropriate to apply to more than one college?

If possible, you may want to apply to several colleges, including one or two that might be a "reach," some that are probably very good fits for your academic record, and one "sure" admission. Although you apply to a school and are accepted, you are not obligated to attend that school.

Do all colleges require an application fee?

Most colleges require that a fee, usually between $25.00 and $50.00, accompany an application for admission. In cases of financial need, this application fee is sometimes waived. (see your counselor.)

Can all students qualify for admission to college immediately upon graduation?

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?

A study was completed by the U.S. Department of Education. The report from that study shows that serious consequences result from that 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.

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

Not necessarily -- You will need to check the college catalogs and websites because most colleges consider other factors before granting admission to a student.

What courses should I take before taking the SAT or ACT?

You should definitely take Algebra I, Geometry and Algebra II 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 in recent years shows that students who take 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 high score.

When should I take the SAT or ACT?

You should take the SAT or ACT at the end of your junior year or the beginning of your senior year. It is recommended that testing be completed by December of the senior year.

What is the TSI assessment? When is it taken?

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 8/26/2013 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:

- Student is exempt on the basis of SAT I scores (less than 5 years old) with a minimum qualifying score of 1070 composite, with 500 Critical Reading and 500 Math.
- Student is exempt on the basis of the ACT (less than 5 years old) with a minimum qualifying score of 23 composite, with 19 English and 19 Math.
- Student is exempt on the basis of high school exit level TAKS (less than 5 years old) with a minimum qualifying score of 2200 Math and 2200 English Language Arts with Writing sub-score of 3.

What do I need to be eligible to participate in National Collegiate Athletic Association (NCAA) Division I athletics at college?

Proposition 48 requires that a freshman student entering a NCAA Division I institution must complete a core curriculum of at least fourteen 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 http://www.ncaaclearinghouse.net

So what do I do now?

Putting it all together - High School courses that lead to a career.

Endorsements will guide you to pathways that will help you be college or career ready when following Chapel Hill Programs of Study. What you can do to help is remain focused when selecting your courses each year, check your plan often, and make sure that you gain credit in each course where you will be eligible to complete all the requirements to pursue your chosen endorsement. Stay on the right track!!

How to Choose a Career: 7 Steps for when You Have No Idea what You want To Do

Step 1: FIND INTERESTS & PASSIONS

Part of choosing a career is figuring out what really drives you. What interest you? What do you enjoy? What do you want out of life?

In order to do this, you've got to throw out any old ideas about what you "should" like or what your friends/family/society thinks is the right choice. This process is about finding what makes you tick--regardless of your circumstances, gender, race, or favorite flavor of ice cream.

If you don't know how to get started, try answering these five basic questions:

1. what kinds of things interest me? what am I naturally drawn to?
2. what have I always wanted to learn more about?
3. If you had your own blog or TV show, what would it be about?
4. what would I like to change in my community or in the world?
5. when am I the happiest? what am I doing?

Don't worry about how these interest might relate to a career. We'll get to that in a later step. Now's the time to think big!

Action = Make a list of your top five interests or passions

Step 2: IDENTIFY SKILLS & STRENGTHS

You'll want to choose a career area that matches up with some of the skills you're already good at. Are you a great party planner? Love crunching numbers? Great at communicating big ideas?

You might already know some of your skills, but to get a full picture ask yourself these questions:

1. what school classes are my favorites? which ones usually come easily?
2. Fill in the blank: "When my friends need help with _____, they come to me."
3. what am I good at outside of school or academic work?
4. when have I felt the most successful? what was I doing?

Action = Create a list of your top five skills or strengths

Step 3: EXPLORE CAREER IDEAS

There are literally thousands of different careers--you might not have even heard of your future career yet! As a result, the key to exploring careers is to start by casting your net wide.

One way to do this is by plugging your interest and skills (see steps 1 and 2) into CareerCruising!! **careercruising.com/chapelhill/gocenter**

Action = Start generating A LOT of ideas about career options

Step 4: COMPARE CAREERS

Each of the career profiles you find on CareerCruising will give you information about the day-to-day life for someone working in the job, along with other data like salary, job outlook, and the first step on the education path to train for that career.

Once you've found some careers that interest you, compare them by looking at these key points:

1. Salary Range. Will this career financially support the life I want?
2. Personality Traits. Is this career a good fit for my personality?
3. Job Outlook. Is this field growing? Are there many available job openings?
4. Education. What schools can train me for this career?

Action = Identify your top three career ideas, so you can make your final choice!

Step 5: TAKE IT FOR A TEST DRIVE

To get a better idea of whether a career is right for you, test drive in in two ways.

First, connect with schools that offer related training so you can get a better understanding of what it would take to prepare for the career.

Second, do some hands-on research. For example, if you're interested in medicine, try volunteering a few hours a week at a local clinic or hospital. You can also try an internship, an informational interview, or a mentorship program. It's surprising how happy most people are to tell you about their career experience--you've just got to ask.

Action = Get a first-person feel for the job

Step 6: MAKE A PLAN

Now that you've chosen a career you want to pursue, it's time to make a plan. What will it take? Devise a graduation plan that reflects your goal! Begin pursuing opportunities that will support making your goal a reality!

Your plan should be clearly defined, contain a timeframe, and be something you're truly excited to commit to. For example, your goal could look like this:

I will graduate from CHHS with a STEM Endorsement. I will graduate from college in two years with an Associate's degree in sound engineering and then begin working as a sound engineer technician.

This can be a hard step, but articulating your goal is the first step to reaching it! You can share this goal with your friends and family--this support network will keep you going, give you fuel, and cheerlead you through the tough patches.

Action = Write a career-focused goal statement to help you get where you want to go.

Step 7: JUMP IN

Congratulations, you have made it this far! You have done the research, the soul-searching, and the goal-setting. You are ready to start down the path to your career and your future.

Action = Get started. Make the commitment. Jump in.

How to set up GradeBook Viewer

Step 1. Go to www.chisddevils.com

Step 2. Click on the parents tab at the top of page and scroll down to gradebook portal

Step 3. Click on "New txConnect User"

Step 4. Type in a username and password (click to next screen)

Step 5. Select a hint question and answer

Step 6. Type in Portal ID and student's date of birth (XX/XX/XXXX)

Step 7. Click add student

That's it!! You can now logout and log back in to verify that your login works.

Note: The counselor's office will provide your gradebook portal ID for setup