

# **Olton High School**

## **Curriculum Catalog**

**2023-2024**



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Curriculum Catalog**

Olton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing educational services. The Superintendent has been designated to coordinate compliance with the nondiscrimination requirements of Title IX.

This booklet has been designed as a concise, yet comprehensive introduction to the opportunities available at Olton High School. Take some time to consider the courses that will best suit your individual needs, endorsements, and CTE pathway options. Pay particular attention to the requirements for the different graduation plans. You must meet these requirements in addition to successfully completing the STAAR End Of Course Tests.

As you choose your courses, please keep in mind your career plans as well as the prerequisites required to enroll in a class. Teachers and the counselor will recommend courses, but the final decision rests with the student and parent. Classes will be formed and schedules developed by the selections students make.

Retain this booklet for future use and reference. It will be a valuable tool in planning your secondary education. Check with colleges you plan to attend to find out current requirements for admission so that you can plan your high school courses to meet these college requirements.

**GENERAL INFORMATION**

***THE FOLLOWING CRITERIA LISTED BELOW WILL BE USED TO DETERMINE CLASS RANK, TOP TEN PERCENT, AND THE HIGHEST RANKING STUDENT.***

**Class Ranking**

Graduates shall be ranked in the following order:

1. Valedictorian (highest average)
2. Salutatorian (next highest average)



- Members of the Class of 2018 and after must meet course requirements for the Distinguished Program to be recognized as top ten percent.

Any student of the graduating class who has a 90 average for the academic curriculum courses will be designated as an honor student.

To be eligible for valedictorian or salutatorian, a student must have completed two consecutive years (4 semesters) at Olton High School and must have followed the Foundation + Endorsement Graduation Plan.

### **Grade Point Average (GPA) Criteria**

The GPA is a measure of the students' total academic performance beginning in the ninth grade. The grade point averages are calculated by adding the grade points earned for each course and dividing by the total number of courses. Ranking will be updated at the end of each semester. An early computation will be done for seniors upon completion of the fifth six weeks of the Spring Semester.

All grades earned in classes that are recognized by the state of Texas or Olton ISD as a requirement for graduation will be included in this calculation. These courses have a valid state identification number and students will follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit will not be included in this calculation.

#### **Beginning in the class of 2025:**

- Students taking accelerated courses in English II and US History will be scored on the 6.0 grading scale
- Pre-Calculus, Anatomy and Physiology, Spanish III, and Spanish IV will be scored on the 6.0 grading scale.
- Students who take and fail an accelerated course cannot retake that course for accelerated 6.0 GPA weight. These students must take the on-level course to recover credit.
- Level 3 and 4 CTE courses will be scored on the 6.0 grading scale.

#### **Beginning with the class of 2026:**

- Students taking accelerated courses in Algebra I, Biology, English I, and English II, and US History will be scored on the 6.0 grading scale only if the course falls within their sequence and is offered for their classification
- Students who take and fail an accelerated course cannot retake that course for accelerated 6.0 GPA weight. These students must take the on-level course to recover credit.
- Level 3 and 4 CTE courses will be scored on the 6.0 grading scale.
- Pre-Calculus, Anatomy and Physiology, Spanish III, and Spanish IV will be scored on the 6.0 grading scale only if the course falls within their sequence and is offered for their classification.



A weighted grade point system is used for determining class rank. College level, Accelerated, and Advanced Placement courses will receive weighted points for GPA. The scale below will be used:

Grade	Regular Courses	Accelerated and Advanced Weighted Courses	Dual Credit & Advanced Placement
100	5.0	6.0	7.0
99	4.9	5.9	6.9
98	4.8	5.8	6.8
97	4.7	5.7	6.7
96	4.6	5.6	6.6
95	4.5	5.5	6.5
94	4.4	5.4	6.4
93	4.3	5.3	6.3
92	4.2	5.2	6.2
91	4.1	5.1	6.1
90	4.0	5.0	6.0
89	3.9	4.9	5.9
88	3.8	4.8	5.8
87	3.7	4.7	5.7
86	3.6	4.6	5.6
85	3.5	4.5	5.5
84	3.4	4.4	5.4



83	3.3	4.3	5.3
82	3.2	4.2	5.2
81	3.1	4.1	5.1
80	3.0	4.0	5.0
79	2.8	3.8	4.8
78	2.6	3.6	4.6
77	2.4	3.4	4.4
76	2.2	3.2	4.2
75	2.0	3.0	4.0
74	1.8	2.8	3.8
73	1.6	2.6	3.6
72	1.4	2.4	3.4
71	1.2	2.2	3.2
70	1.0	2.0	3.0
Below 70	0	0	0

Grade Scale: 90-100 A; 80-89 B; 70-79 C; 0-69 F

### **College Plans**

Students who plan to attend college are encouraged to follow the Foundation + Endorsement Program. Various tests are highly recommended for students seeking college entrance as well as scholarships:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) may be taken during the sophomore or junior year.
- Scholastic Assessment Test (SAT) and the American College Test (ACT) can be taken at any time during the student's high school career. Many colleges recommend that students take the SAT and/or the ACT in the spring semester of the junior year.
- The Texas Success Initiative (TSI) is taken at the end of the junior year or as needed to meet college entrance requirements.



### **Credit for Courses**

In order to earn credit for a class, a student must be present for at least 90 percent of the days in which the course is offered and earn a grade of 70 or above.

Credit will be issued upon completion for self-paced courses taken through online platforms, correspondence, or other means; six weeks grades will not be issued for those students who are enrolled FULL TIME in the Options program.

Credits are accrued in order to fulfill Texas State requirements for graduation as listed in Chapter 74 subchapter B.. Credits deemed to be required locally are eligible to be waived at the principal's discretion.

### **Credits Required for Graduation**

#### **Students entering high school in 2014-2015 and thereafter Foundation High School Program – 24 Credits**

<b>English Language Arts</b>	<b>4.0 Credits</b>
<b>English I, II, III &amp; 1 Advanced English</b>	
<b>Mathematics</b>	<b>3.0 Credits</b>
<b>Algebra I, Geometry, &amp; 1 Advanced Math</b>	
<b>Science</b>	<b>3.0 Credits</b>
<b>Biology + 1 lab-based science &amp; 1 Advanced Science</b>	
<b>Social Studies</b>	<b>3.0 Credits</b>
<b>World Geography or World History, US History, Government &amp; Economics</b>	
<b>Foreign Language</b>	<b>2.0 Credits</b>
<b>Fine Arts</b>	<b>1.0 Credit</b>
<b>Physical Education</b>	<b>1.0 Credit</b>
<b>Business Information Management (local requirement)</b>	<b>1.0 Credit</b>
<b>Speech (local requirement)</b>	<b>.5 Credit</b>
<b>Dollars &amp; Sense (local requirements)</b>	<b>.5 Credit</b>
<b>Electives</b>	<b>5.0 Credits</b>
<b>Total Credits</b>	<b>24.0 Credits</b>

#### **Foundation + Endorsement Plan – 26.0 Credits**

<b>English Language Arts</b>	<b>4.0 Credits</b>
<b>English I, II, III &amp; 1 Advanced English</b>	
<b>Mathematics</b>	<b>4.0 Credits</b>
<b>Algebra I, Geometry, 1 Advanced Math, &amp; 1 additional math</b>	
<b>Science</b>	<b>4.0 Credits</b>



Biology, 1 lab-based science, 1 Advanced Science, & 1 additional science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	5.5 Credits
Total Credits	26.0 Credits
***Credits must meet curriculum requirements for one endorsement (STEM, Business & Industry, Public Services, Arts & Humanities, Multi-disciplinary)	

### Distinguished

A student may earn a DISTINGUISHED level of achievement by successfully completing:

- 4 Credits in Math (must include Algebra II)
- 4 Credits in Science
- Curriculum requirements for at least one endorsement

A student must earn the “DISTINGUISHED” level of achievement and be in the top 10% to be eligible for Top 10% Automatic Admission.

### “OPTIONS” Foundation Program – 22 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	3.5 Credits
Total Credits	22.0 Credit



## **Grade Level Status for UIL Eligibility**

High school students shall be classified for UIL eligibility on the basis of credits earned as indicated below. After ninth grade, students are classified according to the number of credits earned. This classification has no application to graduation.

<u>Credits Earned</u>	<u>Classification</u>
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

## **Progress Reports**

Progress reports will be issued at the three week point of each six weeks grading period. Progress reports will be distributed home.

## **Report Cards**

Report cards are mailed the week after the end of each six weeks grading period.

## **State of Texas Assessments of Academic Readiness (STAAR)**

Students entering high school in 2011-2012 and later will be administered the STAAR End of Course Tests in the following subjects:

English I  
English II  
Algebra I  
Biology  
U.S. History

The STAAR EOC tests are required and each student must meet state standards in order to be eligible to graduate from high school.

## **Dual Credit Courses**

The Early Admissions and Dual Credit Program at South Plains College allows selected students to enroll in college-level courses and earn college credit while in high school. In certain cases, these college credit courses can be applied toward the student's high school credit requirements for graduation. Enrollment in dual credit courses other than those offered and approved by Olton ISD must be approved by the principal.

**EARLY ADMISSIONS** refers to the process which allows students the opportunity to enroll in college-level courses at South Plains College and receive college credit upon successful completion of the course.





**DUAL CREDIT** refers to the granting of high school graduation credit for college courses taken at South Plains College. The policies of the local independent school district govern the granting of such credit.

**CONCURRENT ENROLLMENT** refers to a cooperative agreement between South Plains College and the local independent school district. Students participating in concurrent enrollment classes are enrolled in a course which satisfies both high school and college-level requirements.

### **Qualifying for Early College Admissions**

In order to participate in these programs, high school students must meet certain guidelines. Eligible students must:

- Pass the portion of the STAAR required for the course requested when applicable.
- Have an overall 80 average or above in completed high school courses.
- Meet college entrance requirements.
- Submit an Application for Admission and Dual Credit Early Admission Form with approval signatures from the high school principal and student's parents.
- Submit an official high school transcript.
- Submit an Olton ISD Dual Credit Agreement form.

### **Enrollment Requirements**

Once a student has been accepted for early admission for dual credit or college credit, he or she is subject to additional requirements in order to assure the student success in the college courses and in order to maintain the integrity of the program. These other requirements include the following.

- Students accepted for early admissions will be admitted under the college's conditional entrance policy. Admission status will change to "high school graduate" upon graduation from high school.
- Assessment will be required prior to actual enrollment in a course. Assessment is Pass the portion of the STAAR required for the course requested when applicable.
- Achieved through ACT/ SAT test scores when available or through college-administered assessment tests. Required levels of assessment have been identified for all courses and must be met before a student will be allowed to enroll in the course.
- All college guidelines regarding curriculum, evaluation of the course, class requirements and attendance will be followed.
- Olton ISD currently pays for tuition and books for dual credit students. If funds become unavailable, the regular college tuition and applicable fees will be charged to each student.



- If a class size is exceeded, students' grades, attendance, and other factors may be taken into consideration regarding continued enrollment at any time.

### **Awarding of Credit**

Upon completion of the course, students will earn college credit which will be immediately transcribed. Grades below 70 are considered failing grades at high school due to Texas Education Agency policy.

Failure of a dual credit course may result in the student being placed on Academic Probation or Academic Suspension by South Plains College. A student that fails a dual credit course could lose the privilege of taking further dual credit courses.

### **UIL Eligibility**

Students who take dual credit courses are still eligible for UIL competition provided:

- Early admissions students who participate in UIL events must meet all requirements for full-time high school attendance.
- The student remains enrolled in the college course to completion. Students who drop a college course are subject to forfeiting UIL eligibility.

UIL participation should be closely monitored by the high school counselor/principal.

### **How to Enroll**

1. Students wishing to participate should talk with their parents and high school counselor before enrolling. Then, the student must obtain a Dual Credit Early Admissions Form from the high school counselor and have the form signed by a parent and their high school principal. Students return the Early Admissions form, complete TSI requirements when applicable, a high school transcript, and a completed South Plains Enrollment Application to South Plains College.
2. Meet passing standards on TSI or meet exemption criteria through ACT/SAT scores when applicable. **All testing requirements for enrollment will be communicated by the district.**
3. Students will be enrolled in the classes through the SPC website. This will be done prior to the first week of classes at OHS.
4. Olton ISD will pay for no more than 4 dual credit courses during any one semester. A student may enroll in more than 4 dual credit courses during a semester, but only courses paid for by the district will be calculated for class rank and GPA. Olton ISD will not pay for dual credit courses taken during the summer and those courses will not be included in class rank and GPA calculations.



5. Students need to realize that the same procedure will need to be followed (with the exception of the testing) for the spring semester.

**SPC Dual Credit Courses  
(other courses available; subject to change)**

SPC Course	SPC Course Name	SPC Credits	High School Equivalent
AGRI 1329	Principles of Food Science	3	Food Processing
ARTS 1301	Art Appreciation	3	Art I, Art Appreciation
MUSI 1306	Music Appreciation	3	Music Appreciation I
*ENGL 1301	English Composition I	3	English III (1st semester)
*ENGL 1301	English Composition I	3	English IV (1st semester)
*ENGL 1302	English Composition II	3	English III (2nd semester)
*ENGL 1302	English Composition II	3	English IV (2nd semester)
*ENGL 2332	World Literature I	3	English IV (1st semester)
*ENGL 2333	World Literature II	3	English IV (2nd semester)
SPCH 1315	Public Speaking	3	Public Speaking, Professional Communications
*SPAN 1411	Beginning Spanish I	4	Spanish III (1st semester)
*SPAN 1412	Beginning Spanish II	4	Spanish III (2nd semester, Spanish III outright)
*MATH 1314	College Algebra	3	Independent Study in Math 1
*MATH 1316	Plane Trigonometry	3	Independent Study in Math 2
*MATH	Contemporary Math	3	Independent Study in Math 3
*MATH 2412	Pre-Calculus	4	Pre-Calculus
*MATH 1342	Statistical Methods	3	Statistics



*GOVT 2305	Federal Government	3	Government
*GOVT 2306	Texas Government	3	Social Studies Advanced Studies
*ECON 2301	Principles of Macroeconomics	3	Economics
*ECON	Microeconomics	3	Advanced Studies in Economics
*HIST 1301	US History I	3	US History (1st semester)
*HIST 1302	US History II	3	US History (2nd semester)
*PSYC 2301	General Psychology	3	Psychology
PSYC 2314	Lifespan Growth & Development	3	Human Growth & Development
*SOCI 1301	Intro to Sociology	3	Sociology
BCIS 1305	Business Computer Applications	3	Business Information Management (BIM I)

(\* denotes Honors course)

## Olton High School Course Syllabus – (Subject to change)

### What is an Endorsement?

An endorsement is simply a set of courses that allows a student to dig into an area of interest to them. It's similar to a college major, allowing the student to learn more about a particular subject area.

The options are:

- Arts and Humanities
- Business and Industry
- Multidisciplinary Studies
- Public Service
- Science, Technology, Engineering, and Math (STEM).

### What is a Program of Study?

- Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a



postsecondary credential. Programs of study offered by a Local Education Agency (LEA) must be approved by the Texas Education Agency (TEA) per the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

### **How will Programs of Study Affect Federal Accountability?**

- Students who are a CTE concentrator or completer will be included in federal accountability.

### **How will a Concentrator and a Completer be Determined?**

- Concentrator: A student served by an LEA who has completed two or more courses for at least 2 credits in a single program of study.
- Completer: A student served by an LEA who has completed 3 or more courses for 4 or more credits including an advanced course (level 3 or 4) within an approved program of study. These definitions will be implemented in 2020-2021.

### **(CCMR) College, Career, Military Readiness Indicators Starting with Class of 2023- CCMR Data lags one year behind (Ex. Class of 2022 impacts Accountability Rating for 2022.2023 etc...)**

For accountability purposes, students need to graduate with at least one of the following bulleted points to get their CCMR indicator; however, best practice is for students to achieve as many of these as possible in order to be CCMR ready when they graduate.

#### **College Ready**

- Meet criteria of 3 an AP or 4 on IB examinations
- Meet Texas Success Initiative (TSI) criteria (SAT;ACT:TSIA1 or TSIA2; or College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in ELAR/Mathematics)
- Earn an associate degree
- Complete a dual enrollment course and qualify for at least 3 OnRampshours credit

#### **Military Ready**

- Enlist in the United States ARmed Forces (2023 grads)-must submit a DD- Form 4-Enlistment/Reenlistment Document.
- Enlists in the Texas National Guard (2023 Grads)

#### **Career Ready**



- Earn an (IBC) Industry Based Certification and complete an aligned program of study (refer to Programs of Study Phase-In-by Class of 2027 only certifications earned by a completer in a program of study cannot as a CCMR Indicator.)
- Graduate with completed IEP and workforce readiness
- Graduate under an advanced diploma plan and be identified as a current special education student.
- Earn a Level I or Level II Certificate.

**CTE Course Size:** If a maximum capacity is exceeded by student request for any CTE course; students who are taking the course as part of their completer program of study will get priority for the class seat as opposed to a student who is just taking the course solely as an elective.

## **Applied Agricultural Engineering Program of Study**

**Principles of Agriculture Food and Natural Resources** **1.0 (Level I)**  
**Prerequisite: None** **9th -12th**

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

**Agricultural Mechanics and Metal Technologies** **1.0 (Level II)**  
**Recommended Prerequisite: Principles of Ag** **10th-12th**

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

**Agricultural Structures Design and Fabrication** **1.0 (Level III Advanced Course)**  
**Recommended Prerequisite: Ag Mechanics and Metal Technologies** **11th-12th**

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



**Agricultural Equipment Design and Fabrication 2.0 (Level IV Advanced Course)**  
**Recommended Prerequisite: Ag Structures Design and Fabrication 11th-12th**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

**Plant Science Program of Study**

**Principles of Agriculture Food and Natural Resources 1.0 (Level I)**  
**Prerequisite: None 9th -12th**

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

**Greenhouse Operations 1.0 (Level II)**  
**Recommended Prerequisite: Principles of AFNR 10th-12th**

Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural 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 and technologies in a variety of settings.

**Horticulture Science 1.0 (Level III Advanced Course)**  
**Recommended Prerequisite: Greenhouse Operations 10<sup>th</sup>-12<sup>th</sup>**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Floral Design 1.0 (Level III Advanced Course)**  
**Recommended Prerequisite: Horticulture 9<sup>th</sup>-12<sup>th</sup>**

Floral design 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. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgements and evaluations.

**Animal Science Program of Study**



**Principles of Agriculture Food and Natural Resources** **1.0 (Level I)**  
**Prerequisite: None** **9th -12th**

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

**Small Animal Management** **0.5 (Level II)**  
**Recommended Prerequisite: Principles of AFNR** **10th-12th**

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, 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 knowledge and skills in a variety of settings.

**Equine Science** **0.5 (Level II)**  
**Recommended Prerequisite: Principles of AFN** **10th-12th**

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, 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.

**Livestock Production 1.0 (Level III Advanced Course starting with class of 2025)**  
**Recommended Prerequisite: Small Animal Management/Equine Science** **10th-12th**

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

**Advanced Animal Science** **1.0 (Level IV Advanced Course)**  
**Required Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production** **11th-12th**

Advanced Animal Science 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. To prepare for careers in the field of animal science, students





must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

## **Environmental and Natural Resources Program of Study**

**Principles of Agriculture Food and Natural Resources** **1.0 (Level I)**  
**Prerequisite: None** **9th -12th**

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

**Wildlife, Fisheries & Ecology Management** **1.0 (Level II)**  
**Recommended Prerequisite: Principles of AFNR** **9th-12th**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

**Range Ecology and Management** **1.0 (Level III Advanced Course)**  
**Recommended Prerequisite: Wildlife/Fish/Eco. Management** **10<sup>th</sup>-12<sup>th</sup>**

To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

**Advanced Energy and Natural Resource** **1.0 (Level IV Advanced Course)**  
**Recommended Prerequisite: Range Eco. Management** **11<sup>th</sup>-12<sup>th</sup>**

Is a course 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. To prepare for careers in the field of energy and natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to energy and natural resources 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 and technologies in a variety of settings.



## **Business Management Program of Study**

**Principles of Business, Marketing, and Finance** 1.0 (Level I)

**Prerequisites: None.** 9th-12th

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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. (CTE course: Business Management and Administration)

**Business Information Management I** 1.0 (Level I)

9th-12th (Local Requirement)

**Recommended Prerequisite: Principles of Business All Levels**

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

**Business Information Management II** 1.0 (Level II)

**Prerequisite: BIM I** 10th-12th

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. (CTE course: Business Management and Administration)

**Business Management** 1.0 (Level III Advanced Course)

**Recommended Prerequisite: BIM II** 10th-12th

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

**Global Business** 0.5 (Level III Advanced Course)

**Recommended Prerequisite: None** 10th -12th

Global Business is designed for students to analyze global trade theories, international



monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

**Human Resources** **0.5 (Level III Advanced Course)**

**Recommended Prerequisite: None** **10th-12th**

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and global impacts on human resources.

**Family and Community Services Program of Study**

**Principles of Human Services** **1.0 (Level I)**

**Prerequisite: None** **9th-12th**

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

**Dollars and Sense** **0.5 (Level I)**

**Recommended Prerequisite: None** **11th (Local Requirement)**

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

**Professional Communications** **0.5 (Level I)**

**Recommended Prerequisite: None** **11th (State Requirement for Speech)**

This course satisfies a speech credit or skills graduation requirement. Professional Communications blends written, oral, and graphic communication in a career-based environment. 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.

**Interpersonal Studies** **0.5 (Level I)**

**Recommended Prerequisite: Principles of Human Services** **10th-12th**

Interpersonal Studies 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.

**Lifetime Nutrition and Wellness** **0.5 (Level II)**

**Recommended Prerequisite: Principles of Human Services** **10th-12th**

Lifetime Nutrition and Wellness is a laboratory course that 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 sciences.

**Human Growth and Development** **1.0 (Level III Advance Course)**

**Recommended prerequisite: Int. Per. Studies/Lifetime Nut./Wellness** **10th-12th**

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

**Family and Community Service** **1.0 (Level III Advanced Course)**

**Recommended-prerequisite: Human-Growth/Dev.** **10th-12th**

Family and Community Services is a course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

**Healthcare Therapeutic Program of Study**

**Health Science Theory** **1.0 (Level III Advanced Course)**

**Recommended Prerequisite: Biology** **11th-12th**

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

**Health Science Theory Clinical** **1.0 (Level III Advanced Course)**

**Recommended Prerequisite: Biology** **11th-12th**

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

**Fine Arts (Electives)**

**Art, Level I, II, III, and IV**

**Prerequisite: None for Art I**

**1.0**

**9th-12th**



Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills.

**High School Band I, II, III, IV and Applied Music I, II, III, IV** **1.0**  
**Prerequisites: None for Band I/Applied Music I** **9th-12th**

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**Theatre I, II, III, IV** **1.0**  
**Prerequisites: None for Theatre I** **9th-12th**

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**English Language Arts & Reading**

**English I (Accelerated)** **1.0**  
**Prerequisites: None** **9th**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A



conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.

- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the English I offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

**English I** **1.0**  
**Prerequisites: None** **9th**

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

**English II (Accelerated)** **1.0**  
**Prerequisites: English I** **10th**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)



- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the English II offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
  - Increase Meets/Masters % in EOC's
  - Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

## **English II**

**1.0**

### **Prerequisites: English I**

**10th**

In English II, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English II students read extensively in multiple genres from world literature, learning forms and terms associated with selections being read. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

## **English III**

**1.0**

### **Prerequisites: English II**

**11th**

In English III, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English III, students practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English III students read extensively in multiple genres from American literature. Students learn forms and terms associated with selections being read and are able to interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.



**English IV** **1.0**  
**Prerequisite: English III** **12th**

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17<sup>th</sup> century, 18<sup>th</sup> century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

**College Prep English** **1.0**  
**Prerequisite: English I, II, III** **12th**

Students will engage in reading, writing, listening and speaking skills that are necessary for students making the transition from high school to college/university.

**Mathematics**

**Mathematic Models with Applications** **1.0**  
**Prerequisites: None** **9th-11th**

Students taking this course will use algebra and geometry skills to model real-life situations. Students will study patterns and analyze data. Students learn to create spreadsheets and charts. Students work with payroll, taxes, investments, and banking. Students learn about probability. They will study growth and decay models in areas of population, biology, and ecology. They will study symmetry and perspective drawings in art and architecture.

**Algebra I (Accelerated)** **1.0 (Advanced Course)**  
**Prerequisites: None** **9th**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)





- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the Algebra I offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

**Algebra I** **1.0**

**Prerequisites: None** **9th**

This course is the foundation for all upper level mathematics. The student will learn to work with positive and negative numbers, rational and irrational numbers, fractions and integers, squares and square roots. Variables will be used to represent unknown quantities and the student will learn to write and solve equations that model real life situations. The student will use data to construct tables and draw graphs of linear and quadratic models. The student will also interpret slope and intercepts and transformations of graphs as well as investigate laws of exponents and patterns of factoring. Additionally, students will learn to use the TI graphing calculator. A graphing calculator is recommended for this class.

**Geometry** **1.0**

**Prerequisites: Algebra I** **9th-12th**

Geometry is the study of the earth's measurements. Students will study lines, segments, rays, and angles as well as convex and concave polygons. They will study congruences and similarities and understand their effect on architecture and art. Then, students will investigate circles and classify angles, triangles, and quadrilaterals. They will learn properties of right triangles. Additionally, students will study and derive formulas for finding areas and volumes of basic figures. Students enrolled in this course will need rulers, protractors, and a compass for constructions and measuring.

**Algebra II** **1.0**

**Prerequisites: Algebra I** **10th-12th**

This course combines Algebra I and Geometry skills. The students will expand their knowledge of numbers to include imaginary and complex numbers. Then, students will study matrices and systems of equations and inequalities. Additionally, the student will sketch and analyze transformations of graphs of linear, quadratic, cubic, exponential, and logarithmic equations.

**Pre-Calculus** **1.0 (Advanced Course)**

**Prerequisites: Alg. I, Geom., Alg. II** **11th-12th**

This course builds on algebra and geometry skills in preparing students for calculus. Students will use algebraic and graphical methods to solve polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. They will also study maximums, minimums, and end-behavior of graphs. Additionally, students will



learn to use parametric and polar equations; and work with motion problems and conic sections. Students will analyze and solve vector and magnitude problems. A graphing calculator is required for this course.

**Algebraic Reasoning** **1.0**

**Prerequisites: Algebra I** **10th-12th**

This course builds on algebra I in preparing students for precalculus. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

**Advanced Quantitative Reasoning** **1.0**

**Prerequisites: Algebra I Geometry & Algebra II** **10th-12th**

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

**Physical Education and Health Education**

**Health Education** **0.5**

**Prerequisites: None** **7th-12th**

The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

**Lifetime Fitness and Wellness Pursuits** **1.0**

**Prerequisites: None** **9th-12th**

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime



wellness.

### **Boys' and Girls' Athletics**

**1.0**

**Prerequisites: None**

**9th-12th**

Students enrolled in athletics will develop their bodies both mentally and physically. The coaches in charge of each individual sport will teach discipline, hard work, and teamwork. Students will be expected to adhere to all athletic rules and regulations as set forth by Olton ISD. Students elect to join athletics; therefore, athletics is looked at as a privilege. Students must be aware that if they quit athletics in the middle of a semester or are asked to leave athletics, they will not receive credit in that class or any replacement class for that semester.

### **Science**

#### **Biology I (Accelerated)**

**1.0**

**Prerequisites:**

**9th**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the Biology offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

#### **Biology I**

**1.0**

**Prerequisites: None**

**9th**

This course is designed to challenge students in the following aspects: conducting field and laboratory investigations, usage of scientific methods during investigations, and making informed decisions using critical-thinking and scientific problem solving skills. . Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.



**Integrated Physics and Chemistry (IPC) 1.0**  
**Recommended Prerequisites: Biology 10th-12th**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

**Chemistry I 1.0**  
**Prerequisites: Biology and Algebra I 10th-12th**

In chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

**Physics 1.0**  
**11th-12th**

**Prerequisites: Successful completion of IPC/Biology, Chemistry, Algebra I, and Geometry OR dually enrolled in Algebra II or Trigonometry**

In this physics course students conduct field and laboratory investigations, use scientific method during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

**Environmental Systems 1.0**  
**11th-12th**

**Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics (recommended)**

Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

**Anatomy & Physiology of the Human Body 1.0 (Advanced Course)**  
**Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics (recommended) 12th**



Anatomy and physiology are separate, yet related, subjects associated with health, medicine and biology. Students can expect to cover the following topics: human body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system and a unit on human reproduction.

**Forensics** **1.0**

**Prerequisites: Biology & Chemistry** **11th-12th**

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

**Foreign Language**

**Spanish I** **1.0**

**Prerequisites: None** **9th-12th**

Students begin their study of Spanish by learning a basic “survival” vocabulary so they will be able to introduce themselves and greet others, count (in order to buy necessities and tell time and dates for appointments), and have simple conversations about the weather, their families, sports and other pastimes, and ask and answer questions. Students also study aspects of Spanish culture in Spain, Latin America, and the United States. It is very important to lay the foundation for proper use of the language. This course will study verb tenses and basic verb conjugations as well as proper use of articles. Students will speak, read, and write in basic Spanish.

**Spanish II** **1.0**

**Prerequisites: Span. I** **9th-12th**

Students will continue to expand their vocabularies in order to speak and write about more complex tasks than in the first year. Verb tenses not previously learned are introduced (as well as subjunctive mood). Further study of aspects of Spanish culture in Spain, Latin America, and the United States is presented. Emphasis is on listening and reading comprehension skills with practice also in speaking and writing in Spanish.

**Spanish III** **1.0 (Level III Advanced Course)**

**Prerequisites: Span. I, & Span. II** **9th-12th**

This course is an advanced study of Spanish and will concentrate on improving proficiency in listening, speaking, reading, and writing. Vocabulary will be increased and previously learned structures will be reviewed and practiced so that the student can understand and express ideas that are increasingly complex. Students will explore some Spanish literature, and more aspects of Spanish culture will be studied.

**Spanish IV** **1.0 (Level IV Advanced Course)**



**Prerequisites: Span. I, Span. II, Span. III**

**9th-12th**

Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner.

## **Social Studies**

### **World Geography**

**1.0**

**Prerequisites: None**

**9th-12th**

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **World History**

**1.0**

**Prerequisites: None**

**9th-10th**

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.



## **US History (Accelerated)**

**1.0**

### **Recommended Prerequisites: World History**

**10th-11th**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

In addition to the US History offering, the purpose of this course is to:

- Provide opportunities for extended Depth/Rigor within the course TEKs
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

## **US History**

**1.0**

### **Recommended Prerequisites: World History**

**10th-11th**

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

## **American Government**

**0.5**

### **Prerequisites: World History & U.S. History**

**12th**

This course introduces students to the basic elements of American Government. Students will examine civil rights and liberties and the role of citizens in the political system. Further, students will discuss in-depth the legislative, executive, and judicial branches of the government. Additional topics for discussion may include an examination of public policies and an analysis of state and local governments. Students will be expected to be



successful in taking notes. Students must successfully complete this course in order to graduate.

**Economics** **0.5**

**Prerequisites: World History & U.S. History** **12th**

This course provides a basic introduction to the study of economics. It examines major markets with respect to the degree of competition within each type and how this affects buyers and sellers. Students will also examine the roles of labor, government, and financial institutions in the American economy. Additional topics for discussion may include unemployment, poverty, wealth, and global economies. Students must successfully complete this course in order to graduate.

### **Other Electives**

**Yearbook** **1.0**

**Prerequisites: Approval Needed** **9th-12th**

This class produces the Olton ISD yearbook each year. The students need to have creativity, writing skills, and problem solving skills. Typing and computer skills are also good to have, but these can be developed as the class progresses. The students are taught photography, page composition, and journalistic styles of writing. The class requires the students be able to attend school events, summer workshops, and advertising sales campaigns. Students will need to be responsible and trustworthy and be willing to give a high level of commitment to finishing the yearbook for publication, even into the summer months.

**Student Aide** **1.0 (LOCAL)**

**Prerequisites: Approval Needed** **12th**

Students assist office staff or teachers with tasks.





# **Olton High School Accelerated Course 23-24 Guidelines:**

## **Which Accelerated Courses are available for 23-24 School Year:**

- English I EOC
- English II EOC
- Algebra I EOC
- Biology EOC
- US History EOC

## **Purpose:**

- Provide opportunities for extended Depth/Rigor within the course TEKS
- Increase Meets/Masters % in EOC's
- Prepare students for future Dual Credit and Advanced Placement classes.
- Accelerated Courses are weighted on a 6.0 Grade Scale

## **Base Requirements to Qualify:**

- Scored at the Approach percentage or higher on the previous grade/content related STAAR/EOC assessment when applicable. A conference with the student, parent, and principal will occur in situations where prior STAAR/EOC data is not applicable.
- Successfully passed the previous content-related course
- Is the student's first time taking the course
- It is recommended that both the parent/guardian and student attend an Advanced Academics Orientation (Dates/Times will be Announced)
- Parent/Guardian and Student have signed the Accelerated Course Acknowledgement

**Exit Criteria:** Once a student has started an Accelerated Course, the following criteria must be met in order to move back to a regular course section:

- Parent/Guardian and Student set up a meeting with the teacher of the Accelerated Course, and collaborate to develop an action plan to help support the student's success in the course prior to any consideration by principal to grant the request.



**2023-2024 Dual Credit Agreement Between Students, Parents and Olton ISD**

We understand that Olton ISD has agreed to pay for up to four dual credit courses per semester through South Plains College.

If a student fails a course, he/she will be required to reimburse Olton ISD in the amount that Olton ISD paid South Plains College for the course as well as books, access code, supplies, etc.

A student that decides to drop a course must obtain the official South Plains College Drop Form from the high school counselor, complete it, and turn it back in to the high school counselor. The counselor will then submit the form to South Plains College. A student who drops a course will be required to reimburse Olton ISD in the amount that Olton ISD paid South Plains College for the course as well as books, access code, supplies, etc.

If a student is performing poorly in a class and he/she does not drop the course prior to the drop date, we understand that he/she will not be able to drop the class and must accept the grade received from the professor and we understand that it will be on his/her permanent college record. We also acknowledge that we are aware that not all dual credit courses are considered honors and can affect eligibility under no pass/no play rules. Cost for **one** college class: **3 hours \$150; 4 hours \$200** (approximate cost; subject to change)

**Date Fall Semester**

- September 13th (12 th Class Day - class part of permanent record)
- November 30th (Last Day to Drop a Fall Class)

**Date Spring Semester**

- January 31st (12th Class Day - class part of permanent record)
- April 25th (Last Day to Drop a Spring Class)

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date  
\_\_\_\_\_ Parent Signature \_\_\_\_\_ Date  
\_\_\_\_\_ Olton Official Signature \_\_\_\_\_ Date

