

West Hardin CCISD

High School



Curriculum Catalog

2016-2017

West Hardin High School

Curriculum Catalog

The West Hardin County Consolidated School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education 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 West Hardin High School. Take some time to consider the courses that will best suit your individual needs. Pay particular attention to the requirements for the different graduation plans. You must meet these requirements in addition to successfully completing the State of Texas Assessments of Academic Readiness (STAAR) end-of-course assessments (EOC).

As you choose your courses, please keep in mind your career plans as well as the sequence of courses for your endorsement. Teachers and the counselor will recommend courses, but the final decision rests with the student and parent. Classes will be formed and schedules developed based on student selections.

Retain this booklet for future use and reference. It will be a valuable tool in planning your secondary education. Check with colleges you may 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

CLASS RANKING

Graduates shall be ranked in the following order:

1. Valedictorian (highest average calculated to the 5th decimal place)
2. Salutatorian (next highest average calculated to the 5th decimal place)

To be eligible for valedictorian or salutatorian, a student must have been continuously enrolled in the district high school for the two years immediately preceding graduation; be graduating after exactly eight semesters of enrollment in high school, and have completed the foundation program with the distinguished level of achievement. The student meeting the local criteria for recognition as valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Students must earn distinguished level of achievement to be eligible for top 10% automatic admission.

Rank in class shall be determined by a weighted system that includes all four years of high school enrollment. Students will be ranked as follows:

1. Students completing distinguished level of achievement and the Foundation High School Program with endorsement.
2. Students completing the Foundation High School Program with endorsement.
3. Students completing the Foundation High School Program.

At the conclusion of each semester, rankings will be released to the student. A notice will be posted outside the counselor's office when rankings are completed for mid-year and final rankings. In order to receive rankings and/or GPA information, students will turn in a transcript request to the counselor. Transcripts will include their class rank and GPA.

Any student of the graduating class who has a 3.5 or higher cumulative GPA and has completed 2 semesters of dual credit in academic coursework (English, math, science and/or Social Studies) will be designated as an honor student.

DROPPING CLASSES

A student has five days from the beginning of any semester to request to change a class with no penalty. Requests for schedule changes will be considered for the following reasoning: 1) error in scheduling, 2) student failure in a prerequisite, 3) change in program (athletics, band, etc., 4) level changes as recommended by teachers and counselors with parental knowledge and administrative approval. Requests not meeting the listed reasons will not be considered. It should be understood that a schedule change to help balance classroom enrollment will be done as needed by school administration.

Any student who drops a full credit course after the approved schedule change date and before the end of the semester will not receive credit for that course.

Permission from a parent is required before a student is allowed to drop a class which affects the student's graduation plan. A form will be given to the student to take home for his/her parent's signature.

It is the student's responsibility to contact the counselor concerning dropping a course, to be sure the form is taken home to be signed by the parent, and the signed form returned to the guidance office before the deadline date.

Parents are urged to contact the principal's office or the guidance office (936) 274-5061 if they have questions regarding dropping classes or the athletic eligibility of their students.

A student may not add a new class after five days following the start of any semester without the permission of the counselor and the class instructor.

SCHEDULE CHANGES

A student's schedule may not be changed after the 5th day of any grading period. Due to the Compulsory Attendance Law, changing a student's schedule after the 5th day of a grading period could result in a student automatically failing a class.

GRADE POINT AVERAGE (GPA) CRITERIA:

The GPA is a measure of the student's 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. Seniors will be ranked using all eligible grades available at the time the district receives the final grades available for dual credit courses in May.

High School courses taken in middle school and courses taken off campus will count for credit but are not included in a student's GPA. Grades earned in physical education (athletics) and student aide will not count toward GPA or class rank.

A weighted grade point system is used for determining class ranking. The scale below will be used:

Grades	Regular Grade Points	Honors/Level 1 DC Grade Points	Dual Credit Grade Points
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2
71	1.1	2.1	3.1
70	1.0	2.0	3.0
69	0.0	1.9	2.9
68	0.0	1.8	2.8
67	0.0	1.7	2.7
66	0.0	1.6	2.6
65	0.0	1.5	2.5
64	0.0	1.4	2.4
63	0.0	1.3	2.3
62	0.0	1.2	2.2
61	0.0	1.1	2.1
60	0.0	1.0	2.0

GRADE SCALE: 90-100 A; 80-89 B; 70-79 C; 0-69 F

*Students enrolled in a dual credit course who receive credit from that institution will receive credit from West Hardin.

COLLEGE PLANS

Various tests are recommended or required for college entrance as well as scholarships:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQ) can be taken in the sophomore and 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 ACT in the spring of the junior year.
- Texas Success Initiative Assessment (TSIA)

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.

A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

CREDITS REQUIRED FOR GRADUATION

To be eligible to graduate from West Hardin High School, students must have earned 26 credits, which include the successful completion of the courses required by TEA. Refer to the Four Year Plan with Endorsement form for more information.

GRADE LEVEL STATUS FOR UIL ELIGIBILITY

High school students shall be classified for UIL eligibility on the basis of credits earned as indicated below. *This classification has no application to graduation.*

Freshman	0 - 5 credits
Sophomores	5 – 10 credits
Juniors	10 – 15 credits
Seniors	15 credits and above

NATIONAL HONOR SOCIETY

Members are selected on the basis of scholarship, leadership, service, and character. The nominated student must be in regular attendance as well as have a GPA of 90 or above and maintain an overall semester average of 90, with no six weeks grades below 75. For more information refer to the National Honor Society constitution at NHS.org.

PROGRESS REPORTS

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

REPORT CARDS

Report cards are issued the week after the end of the nine weeks grading period. Students will sign for and be given their report card.

State of Texas Assessments of Academic Readiness (STAAR) end-of-course assessments (EOC).

Every student who attends a Texas public school will be administered the STAAR EOC assessments. Each student must pass 5 EOC assessments: English 1, English 2, Algebra 1, Biology and U.S. History.

Students who have not met satisfactory performance on no more than two EOC assessments at the beginning of their senior year will be assigned an Individual Graduation Committee to oversee graduation requirements.

Late Start or Early Release

Junior and Senior students who maintain 95% attendance, in good standing with discipline, and pass all classes and EOC assessments are eligible for the late start/early release program. The decision to participate in this program should be made after considering the impact it may have on a student's GPA or ranking. Refer to the class weighting chart and evaluate your schedule accordingly.

High School Graduation Requirements

Graduation Plans		
	Foundation	Endorsement
	Credits	Credits
English: 1, 2, 3 and Advanced English	4	
Math: Algebra 1, Geometry and Advanced Mathematics	3	+1
Science: Biology, IPC or Advanced Science and Advanced Science	3	+1
Social Studies: World Geography or World History, US History and Government/Economics	3	
Language Other Than English	2	
Fine Arts	1	
PE	1	
Electives	5	+2
Total Credits for Graduation	22	26

Foundation High School Program (FHSP)

Students will not be allowed to select FHSP until after their sophomore year. An advisory meeting with the counselor will be required to discuss the advantages of graduating with an endorsement and with a distinguished level of achievement.

Endorsements

A student may earn an endorsement by successfully completing:

- | | |
|--|------------------------------------|
| 1. Curriculum requirements for the endorsement | 3. Four credits in mathematics |
| 2. Four credits in science | 4. Two additional elective credits |

Refer to endorsement chart for more information.

Distinguished Level of Achievement (26 credits)

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

- a total of four credits in mathematics, which must include algebra II
- a total of four credits in science
- the remaining curriculum requirements
- the curriculum requirements for at least one endorsement

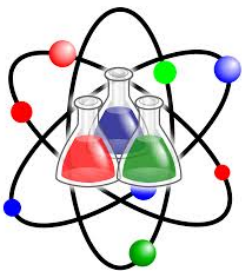
A student must earn distinguished level of achievement to be eligible for top 10% automatic admission

Personal Graduation Plan (PGP)

Each student will meet with the counselor and designate an endorsement based on their interests and goals. West Hardin's 4-year plan will enable them to manage the coursework required by their plan. Any change in the PGP will be signed by the student and parent or legal guardian.

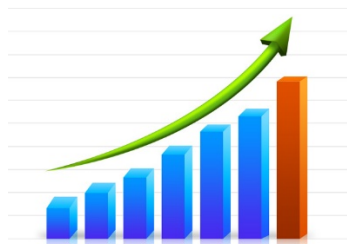
ENDORSEMENTS

A student may earn an endorsement by successfully completing: curriculum requirements for the endorsement, four credits in mathematics, four credits in science, and two additional elective credits. A student earns **Distinguished Level of Achievement** by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirement for at least one endorsement.



STEM

Career and Technical Education (CTE)
Math
Science
Combination



Business & Industry

English
Technology Application
Career and Technical Education (CTE)
Combination



Multidisciplinary

Workforce
Foundation Subjects



Arts & Humanities

Social Studies
Language Other Than English (LOTE)
Fine Arts
English



Public Service

Career and Technical Education (CTE)

College/Career Preparation Timeline

Grades

Goals and Objectives

Grades 6-7

Begin to investigate college/career goals and objectives.

Grade 8

Plan a four-year high school academic program and become aware of the 16 career clusters. Review college catalogs, publications and websites, which give college profiles and entrance requirements. Take advantage of district programs. Start researching scholarships and financial planning. Become aware of transcripts, grade point average, and graduation requirements. Each student and their parent(s) will discuss their four-year plan with the counselor.

Grade 9

Re-evaluate career goals and objectives. Review academic four-year plan and begin building a high school transcript. Research colleges and begin building a high school transcript. Research colleges and universities of interest. Attend campus evening meetings about post-secondary planning and college admission.

Grade 10

Review academic plan. Re-evaluate goals and objectives. Take advantage of district programs. Review college catalogs, publications, and websites which give college profiles. Attend campus evening meetings about post-secondary planning and college admissions. Take PSAT in October.

Grade 11

Review academic plans and narrow college choices. Visit colleges during their college preview days or schedule individual visits. Attend College Fair field trip. Take PSAT in October (National Merit Qualifying Test). Take the SAT or ACT in the late spring. Explore scholarship opportunities.

Grade 12

Review post-secondary options. Confer with counselor in early fall. Attend College Fair field trip. Take SAT and/or ACT in early fall. Send applications early in the fall semester. Be mindful of college application deadlines. Submit housing application in the early fall. Attend financial

aid programs and begin financial aid process in October. Submit scholarship applications as early as possible.

*Schedule an appointment at any time with the counselor to discuss academic plans, questions, or concerns.

Websites:

www.collegeforalltexans

www.achievetexas.org

www.fafsa.ed.gov

www.collegeboard.org

www.act.org

www.ncaa.org

Honors Courses

Honors courses are for strong math, science, English, and/ or history students. These classes will be covered more in-depth and at a faster pace.

Prerequisites for Honors Classes

- Honors English 1: Met satisfactory requirements for 8th Grade content STAAR and 85 or better in 8th grade content area
- Honors English 2: Met satisfactory requirements for English 1 EOC and 85 or better in English 1.
- Honors Biology: Met satisfactory requirements for 8th Grade content STAAR and 85 or better in 8th grade content area
- Honors Chemistry: Met satisfactory requirements for Biology EOC and 85 or better in Biology
- Honors Algebra 1: Met satisfactory requirements for 8th Grade content STAAR and 85 or better in 8th grade content area
- Honors Geometry: Met satisfactory requirements for Algebra 1 EOC and 85 or better in Algebra 1

LANGUAGE ARTS COURSES

English 1- Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. 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 should read and write on a daily basis.

English 2- Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--

students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

English 3- Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

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

Debate 1, 2, & 3 –Instruction in debate and argument theory, strategies, and techniques including research, organization, critical thinking, listening, and speaking.

Advanced Journalism:

Yearbook 1, 2, & 3

Newspaper 1, 2, & 3 – Students enrolled in Advanced Journalism: Yearbook 1, 2, 3 and Newspaper 1, 2, 3 communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook 1, 2, 3 and Newspaper 1, 2, 3 students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook 1, 2, 3 and Newspaper 1, 2, 3 will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

Languages Other Than English

Spanish 1 – Introduce basic conversational skills. Cultural aspects of Hispanic countries are explored.

Spanish 2 – Expansion of Spanish 1 skills with emphasis on the grammatical structures of the language and frequent use of the spoken language is encouraged. Study of the Hispanic culture is continued.

Spanish 3 – Emphasizes practice in reading and comprehension of spoken Spanish.

SOCIAL STUDIES COURSES

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

World History – 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.

U.S. Government – In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Economics – The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries. Students analyze the interaction of supply, demand, and price. Students will investigate the

concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve system and other financial institutions, government, and business in a free enterprise system. Types of business ownership and market structure are discussed. The course also incorporates the instruction of personal financial literacy. Students apply critical thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

World Geography – In World Geography Studies, 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.

MATHEMATIC COURSES

Algebra 1 – Students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

Algebra 2 – Students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: algebraic thinking and symbolic reasoning, function concepts, relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes. Prerequisite: Algebra I

Geometry – Student will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through mathematical experiences including: geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry other mathematics and disciplines, tools for geometric thinking and underlying processes.

Pre-calculus – Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems.

Recommended prerequisites: Algebra II, Geometry

Math Applications in Agriculture, Food, & Natural Resources – 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.

Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster

Math Models – Students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As students do mathematics, they continually use problem-solving, language and communication, connections within and outside mathematics, and reasoning (justification and proof). Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Recommended prerequisite: Algebra I

SCIENCE COURSES

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

Biology – Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. 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.

Chemistry – Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include 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.

Required prerequisites: one unit of high school science and Algebra I

Physics – Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: 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. Algebra I is suggested as a prerequisite or co-requisite

Anatomy and Physiology – A geological science: builds on the knowledge of the human body, which was introduced in biology, in depth study of the organization of the human body and its systems. Laboratory experiences are included.

Forensics – 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. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. Prerequisites: Biology and Chemistry.

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

PHYSICAL EDUCATION COURSES

Physical Education – Physical education deals with physical fitness and lifetime physical activities. This course emphasizes the importance of a well-rounded program of physical fitness in everyday life. An introduction to health concepts of nutrition, with an emphasis on self-control and goal setting will be taught.

Boys Athletics - Instruction will consist of the sport in season. Included will be agility training, weights, running, goal setting, skills and developing a positive mental attitude.
Sports offered for participation are: Football, Basketball, Baseball, Cross Country, Golf, Power-lifting, Tennis, and Track

Girls Athletics – Instruction will consist of the sport in season. Included will be agility training, weights, running, goal setting, skills and developing a positive mental attitude.
Sports offered for participation are: Cross Country, Volleyball, Basketball, Golf, Power-lifting, Softball, Tennis and Track.

Note: Band students may use Fall Semester (Marching Band) only as physical education credit.

FINE ARTS COURSES

Band 1, 2, 3, 4 – The Golden Pride band performs throughout the year at football games, parades, pep rallies, concerts, and contests. Members are required to participate in all organization performances and activities. Featured in the band are a Flag Corp and twirlers.

Music History – The student relates music to history, to society, and to culture. The student is expected to: listen to and classify music by style and/or by historical period; identify and describe the uses of music in society and culture; identify music-related vocations and avocations within the community; and define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

Instrumental Ensemble – The student describes and analyzes musical sound and demonstrates musical artistry. The student plays an instrument, individually and in groups, performing a varied repertoire of music. The student reads and writes music notation and arranges music within specified guidelines.

Theatre Production 1,2,3 – Theatre Production is a class designed for those wishing to participate in theatre productions including a fall show, UIL One Act and additional small scale productions. Basic acting theories, vocal, acting and stage mechanics will be taught and practiced in the context of performance and/or crew work. As this is a production class, students must be available for evening rehearsals and performances.

TECHNOLOGY COURSES

Principles of Information Technology – Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Web Technologies–Students learn to make informed decisions and apply the decisions to the field of information technology. 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.

Prerequisite: Principles of Information Technology

Computer Programming–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.

Recommended prerequisite: Principles of Information Technology

Advanced Computer Programming– Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students analyze the social responsibility of business and industry regarding the significant issues relating to 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.

Recommended prerequisites: Principles of Information Technology and Computer Programming

Computer Maintenance–Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Recommended prerequisite: Principles of Information Technology

Computer Technician—Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. 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.
Recommended prerequisites: Principles of Information Technology and Telecommunications and Networking

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

Graphic Design and Illustration – Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Advanced Graphic Design and Illustration – Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Prerequisite: Graphic Design and Illustration

Commercial Photography - Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Recommended prerequisite: Graphic Design and Illustration or Art 1

Agriculture Food and Natural Resources Courses

Principles of AG Food & Natural Resources – This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Principles & Elements of Floral Design – 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.

Livestock Production – Explains animal anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals; identifies nutritional requirements of ruminant and non-ruminant animals; and discusses animal genetics, reproduction, animal pests and diseases, and traditional and current issues in animal science and livestock production. 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 – A technical course designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. 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.

Forestry & Woodland Ecosystems – Familiarizes students with the forestry and wood technology industries. Students acquire a historical perspective of the industries and use it as a benchmark as they develop technical skills in dendrology, biometrics, forest management, forest utilization, wood product technology, and research and development. 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.

Small Animal Care and Management – Course designed to explain animal anatomy and physiology related to nutrition, reproduction, health, and management of domesticated animals.

Equine Science – Students acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Animals that may be included in the course of study include, but are not limited to, horses, donkeys, and mules.

AG Mechanics & Metal Technology – Designed to familiarize the students with basic theory and specialized skills as to identification and safe use, carpentry, electricity, plumbing, masonry, fence building, painting, metal working, and welding processes.

Advanced Animal Science – Demonstrates principles relating to the interrelated human, scientific, and technological dimensions of animal agriculture and the resources necessary for producing domesticated animals; applies the principles of genetics and breeding to livestock improvement; examines animal anatomy and physiology in livestock species; recognized policies and issues in animal science; discusses slaughter livestock operations; and explores methods of marketing livestock.

Food Technology & Safety – This course examines the food technology industry as it relates to food production, handling, and safety.

Practicum in AG Food, & Natural Resources 1 and 2 – The practicum is designed to give students supervised practical application of knowledge and skills.

Agricultural Powers Systems – This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.

Career Preparation – Career Preparation will provide students with real world, work based experience coupled with classroom instruction which will stress the areas of: work ethics, job application, interview, safety on the job, wages and salary, income tax, career goals, job projection, trend and work evaluation. Student will spend one 48 minutes period each day in the classroom setting. Students will spend a minimum of 15 clock hours per week on the approved jobs. Prerequisite: Must have approved job; Teacher recommendation by application; Student contract required.

Electrical Technology – In Electrical Technology, students gain knowledge and skills specific to those needed to enter the work force as an electrician or building maintenance supervisor or prepare for a

postsecondary degree in construction. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

Recommended prerequisite: Principles of Architecture and Construction

Plato

Students enrolled in a PLATO course must pass a proctored final exam to receive credit.

Dual Credit

Dual Credit is a cooperative effort between Lee College and WHHS. Students should indicate their interest in dual credit on their 4-year plan and discuss their options with the counselor as early as possible. Early planning is necessary in order to schedule courses especially those offered at the Liberty center. To qualify to participate, students must meet the following criteria:

- Be admitted to Lee College
- Meet the TSIA/SAT/ACT cut scores for enrollment in a course.
TSIA is offered at West Hardin during the spring semester.

If a student receives a D in the Dual Credit class, a 70 will be awarded as a grade at the high school level and the student will receive 2.0 grade points. West Hardin will pay tuition for juniors and seniors to take 2 courses each semester. Students are responsible for all other fees and expenses which are payable to Lee College.

Clinical Medical Assistant (West Hardin Campus)-This program prepares students to assist physicians by performing functions related to the clinical aspects of a medical office. Instruction includes preparing patients for examination and treatment, routine laboratory procedures, pharmacology, taking and documenting vital signs, technical aspects of phlebotomy, the 12-lead EKG and the cardiac life cycle.

Cosmetology Dual Credit (Lee College Campus) – This Certificate Program will provide for 1000 hours of instruction that the High School Dual Credit Student is required to attend. This Program is designed to work with the high school schedule and is to be completed in 2 years. This program will provide students with an opportunity to learn the basic manipulative and theoretical skills necessary to become a licensed cosmetologist.

To earn a certificate, students must successfully complete courses contained in a block unit taught in four semesters. To be eligible for licensing by the Texas Department of Licensing and Regulation, the students must have completed all required courses of study and must show satisfactory completion of the State Administered Examination.

Process Technology (Liberty Campus) - The Process Technology Programs prepare the student to enter the operations or laboratory technician field in refinery and manufacturing.

Electrical (Liberty Campus) - The Electrical Technology program prepares students for entry-level positions in the electrical field.

Computer-Aided Drafting and Design Technology (Liberty Campus) - The Drafting Technology Program provides training experience in computer-aided drafting. The Associate of Applied Science Degree prepares students for entrance into the drafting profession confident of having received a strong foundation in drafting disciplines and skills.

On-line Dual Credit Courses

English 1301 - Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

English 1302 - Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

College Algebra - This course covers the study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.

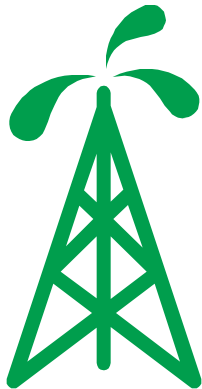
History of U.S. to 1877 - The political, economic, social, and intellectual history of the United States from the discovery of America to 1877

History of U.S. since 1877 - The political, economic, social, and intellectual history of the United States from 1877 to the present day.

Medical Terminology - Study of word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, medical specialties, and diagnostic procedures.

Psychology - A survey of the fields of general psychology; the biological and psychological basis of human behavior, intelligence, motivation, emotion, learning, personality, memory, and psychopathology

Sociology - The principles of social organization including the study of social groups, culture, social change, personality population, rural and urban communities, social class and caste systems, and social institutions such as the family, recreation and religion



ALMA MATER

Mid the oilfields of West Hardin
Lie our memories.
Memories of our dear high school,
We will honor thee.
Hardin, Hardin, dear West Hardin,
Surely thou will be
Ever worthy of our homage,
West Hardin hail to thee!!

