



RUNGE HIGH SCHOOL

Course Guide
2024-2025

Vision

One year of learning for one year of teaching-
every student, every child.

Mission

Unified for Strength

**Sudents, Teachers, and the Community are Relentlessly
Involvement in Delivering meaningful Education *with*
Purposeful, Relevant, and Individualized instruction so that
Dreams, through Education become a reality.**

NON-DISCRIMINATION STATEMENT

The Runge Independent School District and its career and technology education program do not discriminate based on sex, disability, race, color, age or national origin in its education programs, activities, or employment as required by Title IX, Section 504 and Title VI.

El distrito escolar independiente de Runge y su programa educacional de carrera y tecnología no discrimina a base de sexo, incapacidad, raza, color, edad u origen nacional en sus programas educativos, actividades, o empleo como lo requiere el Título IX, Sección 504 y Título VI.

REGISTRATION

At Runge High School student registration for the 2024-2025 academic school year will take place during the second semester of 2023-2024. The course information catalog allows students and parents to plan the student schedule for the upcoming school year. Runge High School offers an academically challenging and well-rounded educational program with various options, enabling students to complete appropriate courses in completing their graduation plan.

Academic information, course descriptions, and graduation requirements are included. Graduation requirements are based on the State of Texas Recommended and Distinguished Achievement Programs and the Foundation Program with Endorsements. Please refer to the charts in this catalog for more detailed information regarding graduation plans and endorsements.

COURSE SELECTIONS

At Runge High School, students and parents are responsible for selecting a graduation program plan and choosing appropriate courses to satisfy the requirements of that plan. Consideration is given to an individual student's plan regarding career, college, and personal goals. With this in mind, students' course selections should be consistent with their four-year plans and provide a coherent sequence of courses that will best prepare them for their life's goals. Parents are encouraged to make appointments with the student's counselor or administrator to discuss the course selections and graduation plans. Review of course selections and personalized graduation plans with students and parents will be available by the Counseling Department through the end of the semester.

Students and parents are responsible for selecting a graduation program plan and choosing courses that satisfy the requirements of that plan. Each graduation plan is appropriate for the college, *provided* that the plan meets the particular college's entrance requirements. The graduation plan chosen should be compared with the admissions requirements of the colleges under consideration. Students should contact their counselor as soon as possible regarding specific questions.

SCHEDULE CHANGE

In the fall, prior to the beginning of school, course selections will be converted into the students' course schedules. The master schedule will reflect each of the teachers' assignments and the students' course listings/rosters. Once the official schedules are run, no changes will be made unless the change is requested within the first ten days of a semester. Should space be available, change of schedules require parents' permissions; teacher recommendation and/or approval; counselors review of graduation plans; and/or principal's approval of the recommended changes. Students are responsible for completing all work/assignments missed prior to enrollment in the new courses.

Student or parent initiated schedule changes will be considered only if requested during the **first ten (10) school days** the class meets. Requests for schedule changes after the tenth day due to extenuating circumstances must be reviewed by the counselor and approved by the principal.

ACADEMIC INFORMATION

Beginning with the school year 2011-2012, all students must complete a minimum of 26 units of credits and pass specific End of Course Exams to be administered for the first time in the spring of the freshman year to receive a high school diploma.

Students taking yearly (one credit) courses will receive credit by averaging the two semesters together. The two semesters averaged together must equal 70 or above to receive credit.

A student may not receive credit for a class if he/she has been in attendance less than 90% of the days that the class is offered. The school district has established guidelines for determining what constitutes extenuating circumstances and alternative ways for students to make up work.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)- EXTRACURRICULAR ACTIVITIES PARTICIPATION

State requirements specify that for University Interscholastic League (UIL) participation, and all other extracurricular activities, no student may be dropped or transferred from a course with a failing average later than the end of the fourth week of a reporting period; otherwise, the grade will be considered a failing grade for extracurricular activity eligibility purposes. This applies to administrator, teacher, student and/or parent initiated schedule changes.

Runge High School UIL students are eligible to participate in contests during the first six weeks provided the following standards have been met:

- ❖ Students beginning Grade 9 and below must have been promoted from a lower grade prior to the beginning of the current school year.
- ❖ Students beginning their second Year of high school must have earned five (5) credits which count toward State high school graduation requirements.
- ❖ Students beginning their third Year of high school either must have earned a total of ten (10) credits which count toward State high school graduation credits or a total of five (5) credits which count toward State high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year.
- ❖ Students beginning their fourth Year of high school either must have earned a total of 15 credits which count toward State high school graduation credits or a total of five credits which count toward State high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year. Exceptions:

- a. When a migrant student enrolls for the first time during a school year, all criteria cited above apply. All other students who enroll too late to earn a passing grade for a grading period are ineligible.
- b. High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

COLLEGE DAYS

A student shall be excused for up to two days during the student's junior Year and up to two days during the student's senior Year to visit an accredited institution of higher education. A student shall be required to submit verification of such visits in accordance with administrative regulations. FEA (Local)-A

The student is to receive a college day form from the counselor prior to the visit and return the form upon returning to school to the attendance clerk signed by the student and a college/university representative with their title. If these procedures are not followed, the student may have an unexcused absence.

Honors and DUAL CREDIT Courses

In order to enroll in Honors and Dual Credit enrollment, students must:

- Meet Grade Level Standard on the corresponding STAAR/EOC Assessment the year prior to registration/enrollment
- Sign contract (parent/guardian signature also required)
- Attend an orientation session
- Follow contract requirements

If requirements are not met, students will be dropped from the course.

WEIGHTED COURSES

Weighted courses are those, which are advanced or accelerated, that are beyond the scope of the regular curriculum. The courses, once original grades are posted on the transcript, are given additional weight when calculating the grade point average. The additional weight is added to the total semester grade points to determine the weighted grade point average (WGPA). The following courses are considered weighted courses:

HONORS COURSES

English I & II Honors

Algebra 1 Honors

Geometry Honors

Algebra II Honors

Pre-Calculus

Biology I Honors

Chemistry Honors

Physics Honors

Anatomy & Physiology Honors

World Geography Honors

World History Honors

DUAL CREDIT COURSES*

Art

Calculus (2413)

College Algebra (1314)

Elementary Statistics (1442)

English III and English IV (1301 & 1302 and/or 2322 & 2323)

Health

History (1301 & 1302)

Education (1300)

Economics (2301)

Government (2305, 2306)

Psychology (2301)

Speech

Sociology (1301)

STATE ASSESSMENTS AND GRADUATION REQUIREMENTS

When selecting Honors or Dual Credit courses it is extremely important to check with the college the student plans to attend after high school to determine if that particular college will accept dual credits and/or know what students have to score on each Honors test to receive college credit.

TESTING

There are a number of standardized tests, both required and voluntary, which are administered at Runge High School or at area testing sites. Described below are those tests.

STAAR (State of Texas Assessments of Academic Readiness)

	EOC (End-of-Course) Assessed Curriculum
English Language Arts	English I English II
Mathematics	Algebra I
Science	Biology
Social Studies	U.S. History

PSAT/NMSQT – practice college entrance exam & National Merit Scholarship Qualifying Test

Grade 10/11 – Preliminary SAT 11th-grade scores used to qualify for National Merit scholarships – Taken for practice by ALL 10th and select 9th-grade students.

ACT/SAT for college entrance at 4-year schools

Grade 11/12 – College entrance exams. It is very important to plan and take these exams in 11th grade.

TSI (Texas Success Initiative) for college entrance

Grade 9-12 – Required for enrollment in any Texas public college or university unless exempt based on STAAR, ACT or SAT scores. This test is often required before enrolling in dual credit courses.

TOP 10 PERCENT RULE for ADMISSIONS

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if:

- The student earned a grade point average that places them in the top 10 percent of their high school graduating class.
- The student meets all the additional requirements, including curriculum completion as specified by the Texas Education Agency.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows.

- (1) Class rank must be based on the student's rank at the end of the 5th Six Weeks.
- (2) The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.
- (3) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

- (1) submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
- (2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and

meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

For more information and specifics, please reference

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.803>

ADDITIONAL PROVISIONS FOR EARNING CREDIT

CONCURRENT ENROLLMENT

Concurrent enrollment allows students in grades 11-12 to enroll in a college course(s) while attending high school. Students may choose to take college courses at Victoria College. "Concurrent credit" courses may count for high school and college credit. Students must complete the dual credit application to receive high school credit. The form must be signed by the student, parent, counselor and high school principal. Students must meet the college or university entrance criteria.

Most credits will transfer to senior colleges in Texas. It is the responsibility of the graduating student to request that the final transcript, after graduation, be sent to the appropriate college. College transcripts are not released to high school students until after they graduate from high school and a final transcript is received.

Grades and corresponding units transferred from accredited schools will be recorded as received and only those courses that are weighted will be recorded as such if offered at RHS.

CREDIT BY EXAMINATION FOR ACCELERATION

Students who have not had prior instruction in core courses may apply to seek credit for the course through Credit by Examination from Texas Tech University or the University of Texas at Austin. Credit may be awarded if the student scores 80 percent or above for the applicable course. Such tests will be scheduled for fall and spring administration. Fee for such tests must be paid by the students. Exam grades are included in the student's GPA. The grade earned is included in the student's GPA. Interested students should contact the school counselor.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

Students who have previously taken and failed a required course may be awarded credit for the course through Credit by Examination from Texas Tech or the University of Texas at Austin. Credit may be awarded if the student scores 70 percent or above for the applicable course. These tests will be scheduled for the fall and spring administration. Such credit by examinations may not be used to gain eligibility to participation in

extracurricular activities. Interested students should contact the school counselor. Fee for such tests must be paid by the students. Exam grades are included in the student's GPA.

DUAL CREDIT PROGRAM

The Dual Credit Program is a cooperative partnership between the District and Victoria College but may also apply to other colleges throughout the state which enables high school students to receive college credits while completing the requirements for high school graduation. Students must receive written approval from the principal before enrolling in a dual-credit course. Students who meet specific eligibility requirements are permitted to enroll in those college/university courses specified in the Dual Credit Program brochure and to earn credit toward high school graduation and college credit concurrently. Specific questions regarding dual credit courses may be addressed to the campus counselors. Grades earned in dual credit courses will be calculated for rank-in-class standing.

SPECIAL PROGRAMS

SPECIAL EDUCATION PROGRAM

The Special Education Program provides a continuum of instructional setting as required by the *Individuals with Disabilities Education Act* (IDEA). In addition to the instructional settings, related services components are available to enhance instruction. Each student's Individual Education Plan (IEP) is determined by a legally binding ARD Committee process. The ARD Committee is composed of required educational personnel, the student's parent(s)/guardian, and the student, when appropriate.

GIFTED AND TALENTED PROGRAM

Secondary services for the Gifted and Talented are provided by the general education teachers. Teachers who serve GT students participate in professional development specifically designed on meeting the needs of gifted students. Students qualifying for the program are encouraged to enroll in at least one honors course.

RUNGE ISD GRADUATION PLAN OVERVIEW

STUDENTS ENTERING HIGH SCHOOL 2014-2015 AND BEYOND

HB 5, passed by the Texas Legislature, made substantial changes to the state's graduation requirements. The new plan moves away from the current "4 x4" graduation plans to a 22 credit **Foundation High School Program (FHSP)**. The FHSP allows students to earn endorsements in five areas of study by completing four additional credits as well as performance acknowledgements. Students entering high school in the fall of 2017-2018 will be required to meet the requirements of the foundation high school program to receive a high school diploma.

The endorsement areas include: STEM (Science, Technology, Engineering, and Mathematics), Public Services, Business and Industry, Multidisciplinary Studies, and Arts and Humanities. If schools can only offer one endorsement they must offer the multidisciplinary endorsement. Runge ISD is currently working to offer a pathway within each endorsement area. A student's specific core course requirements will depend upon the endorsement selected.

A student may elect to graduate without an endorsement although it is not encouraged. A student can only elect this option after the sophomore Year. The student and parent/guardian must meet with the counselor to discuss the benefits of graduating with an endorsement. The parent or guardian must file written permission with the high school allowing the student to graduate without an endorsement.

**It is the student's-parent's/guardian's responsibility to be certain that the student meets
ALL of the requirements for graduation.**

The default plan for Runge ISD students is the Distinguished Level of Achievement

Foundation Plan – 22 Credits

English (4 credits): English I, English II, English III, and an advanced English course

Mathematics (3 credits): Algebra I, Geometry and an advanced math course

Science (3 credits): Biology, Integrated Physics and Chemistry and an advanced science course

Social Studies (4 credits): World History, World Geography, U.S. History, US. Government (.5) and Economics (.5)

Languages Other Than English (2 credits): Spanish I, Spanish II

Physical Education (1 credit)

Foundation + Endorsement Plan – 26

1 Math Credit in addition to the Foundation Plan

1 Science Credit in addition to the Foundation Plan



STEM

Math

Business & Industry

Agricultural
Mechanics

Arts &

Humanities

Music

Public Service

Education
Food Service

Multi-

Disciplinary

Core

Distinguished Level of Achievement – 26 Credits

Additional math credit must include Algebra II

Performance Acknowledgements – Additional Recognition for Meeting Certain Criteria

Advanced Course Work

Bilingualism/Bi-Literacy

Endorsements

FHSP WITH ENDORSEMENTS

This graduation plan replaces the previous Recommended High School Program. Endorsements are described in detail in this guide including core course requirement by endorsement, possible career fields, and sample four year plans.

Some endorsements offer CTE (Career & Technology Education) and Non-CTE pathways.

A student may earn an endorsement by successfully completing:

- Curriculum requirements for the endorsement
- Four credits in mathematics
- Four credits in science
- Two additional elective credits

Students should select courses that lead to an endorsement based on their own areas of strengths, interest, and possible career paths. Please note that core course requirements differ based on endorsements selected. See the current school counselor and/or course catalog for more details.

DISTINGUISHED ACHIEVEMENT

A student may graduate with distinguished achievement by completing the following requirements:

- Four credits in math, including credit in Algebra II, and
- Completion of curriculum requirements for at least one endorsement.

A student must earn a distinguished level of achievement to be eligible for top 10% automatic admission to a public college or university in Texas.

BENEFITS OF GRADUATION WITH DISTINGUISHED LEVEL OF ACHIEVEMENT:

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement will:

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

PERFORMANCE ACKNOWLEDGEMENTS

Dual Credit Acknowledgement

A student may earn a performance acknowledgment on their transcript for outstanding performance in a dual credit course by successfully completing:

- at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
- an associate degree while in high school.

Bilingualism and Biliteracy Acknowledgement

A student may earn a performance acknowledgment on their transcript

for outstanding performance in bilingualism and biliteracy as follows.

- A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
 - satisfying one of the following:
 - completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - demonstrated proficiency in one or more languages other than English through one of the following methods:
 - a score of 3 or higher on a College Board advanced placement examination for a language other than English; or
 - a score of 4 or higher on an International Baccalaureate examination for a higher-level language other than English course; or
 - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High.

- In addition to meeting the requirements of paragraph (2) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

College Board or International Baccalaureate Performance Acknowledgement

A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:

- a score of 3 or above on a College Board advanced placement examination; or
- a score of 4 or above on an International Baccalaureate examination for a higher-level course.

College Readiness Performance Acknowledgement

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on the PSAT®, the ACT-PLAN®, the SAT®, or the ACT® by:

- earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
- achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination;
- earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
- earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

Business or Industry Certification /Licensure Performance Acknowledgement

A student may earn a performance acknowledgment on their transcript for earning a nationally or internationally recognized business or industry certification or license with:

- performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
- performance on an examination sufficient to obtain a government-required credential to practice a profession.

CORE COURSE REQUIREMENTS BY ENDORSEMENT

Course	Arts & Humanities Business & Industry Public Service Health Science	Multidisciplinary	STEM *denotes STEM Math or STEM Science
English Language Arts	English I English II English III Advanced English	English I English II English III or DC English IV or DC	English I English II English III Advanced English
Mathematics	Algebra I Geometry Algebra II Fourth Math	Algebra I Geometry Algebra II Fourth Math	Algebra I Geometry Algebra II Fourth Math Fifth Math*
Science	IPC Biology Chemistry Physics Fourth Science	Biology Chemistry Physics Fourth Science	Biology Chemistry Physics Fourth Science Fifth Science*
Social Studies	World Geography US History World History Government (1/2 Cr.) Economics (1/2 Cr.)	World Geography US History World History Government (1/2 Cr.) Economics (1/2 Cr.)	World Geography US History World History Government (1/2 Cr.) Economics (1/2 Cr.)
LOTE (Languages other than English)	Spanish I Spanish II	Spanish I Spanish II	Spanish I Spanish II
Fine Arts	1 credit required	1 credit required	1 credit required
Physical Education	1 credit required	1 credit required	1 credit required
Endorsement	4 credits required	4 credits required	4 credits required
Electives	2 credits required	2 credits required	2 credits required
Total Credits	26	26	26

Advanced Courses

English	3rd Math Courses	4th Math Course	4th and 5th Science
English IV	Algebra II	Algebra II	Anatomy & Physiology
Business English	Algebraic Reasoning	Algebraic Reasoning	Advanced Animal Science
College Prep English	Pre-Calculus	Pre-Calculus	Environmental Systems
DC English	DC Calculus	DC Calculus	Food Science
DC Speech Communications	DC Elementary Statistics	DC Statistics	
	DC College Algebra	Financial Math	
		College Prep Math	
		DC Statistics	
		DC College Algebra	

Course Descriptions

*Please note: Course offerings may change at any time due to district and staffing needs.

ENGLISH LANGUAGE ARTS

English I /English I Honors

Credit:1

Grade 9

Prerequisites: None

English I consists of grammar, punctuation, and vocabulary skills, selected readings in multicultural literature and a variety of critical discourse requiring higher order thinking skills. Students will become familiar with proper writing skills, literary genre, and a structured approach to the discipline of language arts. Students will also complete one research project/paper and expository essays.

English II I /English II Honors

Credit: 1

Grade 10

Prerequisites: English I/Honors English I

English II consists of grammar, punctuation, and vocabulary skills, selected readings in World literature and a variety of critical discourse requiring higher order thinking skills. Students will become familiar with proper writing skills, literary genre, and a structured approach to the discipline of language arts. Students will study various genres of literature primarily by World authors. Students will develop their skills of written and oral communication more deeply based on state mandated objectives. Students will also complete one research-based project/paper.

English III

Credit: 1

Grade 11

Prerequisite: English I & II

English III is a study of grammar, punctuation, vocabulary skills, selected readings in American literature, and a variety of critical discourse requiring higher order thinking skills. Students will become familiar with proper writing skills, literary genre, and a structured approach to the discipline of language arts. This course, required of all juniors, will focus on the student's skill development in the areas of writing, language, speaking, literature and reading comprehension by using the reading process in accordance with the TEKS ELAR objectives. Students will study various genres of literature and informational texts primarily by American authors chronologically beginning with the Puritans and ending with the Postmodernist of the 20th century. Students will develop their skills of the written and oral communication more deeply based on state mandated objectives

English IV

Credit: 1

Grade 12

Prerequisite: English I, II, & III

English IV is a British Literature survey course that also examines a few American by-products of the British culture. The literature-based course focuses on novels and short stories that enable students to provide context-driven analyses. Each unit is built upon the prior one, challenging students to see the evolution of their ideas and compelling them to justify their arguments with valid supporting evidence. The goal for English IV is to foster graduates who can critically analyze the world around them using the higher-order thinking skills needed to advance. Students will learn to respond to the world's events through journal writing, interact with the world of literature through novels and plays, examine the various literary genres, study SAT words, and write response papers, resumes, thank you letters, personal essays, and a research paper. Students will complete one research-based project/paper.

Dual Credit English 1301

Credit: 1

Grade 11

Prerequisite: Texas Success Initiative complete in Reading and Writing

Students must demonstrate readiness to perform college-level academic coursework in reading and writing according to Victoria College academic skills assessment guidelines. All applicable fees will apply.

Dual Credit English 1302 and/or 2322, 2323

Credit: 1

Grade 12

Prerequisite: A grade of C or better in ENGL 1301

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

College Preparatory ELA Course

Credit: 1

Grade 12

Prerequisite: Students who are not considered college-ready

In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post.

Dual Credit Speech Communications**Credit: ½****Grade 10-12****Prerequisite: Texas Success Initiative complete in Reading and Writing**

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

MATHEMATICS**Algebra I/Algebra 1 Honors****Credit: 1****Grade 9**

This course is designed to provide a foundation for higher-level math courses. This course develops proficiency in algebraic thinking, symbolic reasoning, functional concepts, and relationships between equations and functions. The basic language of algebra, addition and multiplication of real numbers, solving equations including linear equations in two or more variables, use of root function and solving quadratic equations are included in this content.

Geometry/Geometry Honors**Credit: 1****Grade 9-10**

While building on skills developed in earlier classes, Geometry builds new skills by developing geometric thinking, spatial reasoning, and powerful ways to solve complex mathematical processes using this reasoning. We study one, two, and three dimensional relationships and build problem solving techniques to deal with each situation. In doing so, we hope to better solve real world problems using both the metric system and the English system of measurements.

Algebra II/Algebra II Honors**Credit: 1****Grade 10-11****Prerequisite: Algebra I, Geometry or concurrent enrollment**

Algebra II is designed to provide foundations for higher-level math courses by extending the skills of Algebra I and Geometry. This course is a study of polynomials, rational expressions, linear equations, inequalities, logarithmic functions, graphing functions, and their applications.

Mathematical Models with Applications**Credit: 1****Grade 10-12****Prerequisite: Algebra 1**

This course is intended to build on previous courses, including Algebra I and to place emphasis on bringing about a deeper understanding of those mathematical relationships that will help students gain mathematical literacy in the real world and at the same time to help them build a stronger foundation for future study in mathematics and other disciplines. The main goals are to teach students how to problem-solve, communicate mathematically, create and interpret mathematical representations and models and make efficient and appropriate use of technology to solve problems.

Pre-Calculus/Pre-Calculus Honors**Credit: 1****Grade 11-12****Prerequisite: Algebra I or Honors Algebra I, Geometry or Honors Geometry, Algebra II**

Integrates and extends the concepts and skills of trigonometry, elementary analysis, and analytical geometry. This course provides opportunities for a variety of applications and integrates technology for problem solving.

Dual Credit College Algebra**Credit: ½****Grade 12****Prerequisites: Acceptance into the Dual Credit course is required as determined by the college or university.**

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit Elementary Statistics**Credit: ½****Grade 11-12**

Prerequisite: Meet TSI college-readiness standards for mathematics and reading. This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit Elementary Statistics**Credit: ½****Grade 11-12**

Prerequisite: Meet TSI college-readiness standard for mathematics and reading. This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit Calculus**Credit: ½****Grade 11-12**

Prerequisite: A grade of C or better in MATH 2312, MATH 2412, or ALEKS PPL score of 75 or higher, or equivalent preparation (a score of 620 or higher on the math section of the SAT or a score of 29 or higher on the math section of the

ACT). This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

SCIENCE

Biology/Biology Honors

Credit: 1

Grade: 9-10

Students in Biology study a variety of topics that include scientific methods, structure and functions of animal and plant cells and of viruses and bacteria; growth and development of organisms; cells, tissues, organs; nucleic acids; genetics; protein synthesis, biological evolution; taxonomy; ecology; living systems; homeostasis; photosynthesis; human body systems; and plant structure.

Chemistry/Chemistry Honors

Credit: 1

Grade 10-12

Prerequisite: Algebra I and Biology I

This one-year course develops the theories and concepts of modern chemistry. Elements, compounds, mixtures, the resulting laws of nature are emphasized. Laboratory experimentation, class discussion, and mathematical calculations are combined to develop the general principles of the composition and changes of matter. Throughout the course, the student is encouraged to think independently and apply general principles learned to new situations. A strong mathematical foundation is a necessity.

Physics/Physics Honors

Credit: 1

Grade 10-12

this one-year course, theories and concepts of physics are developed through laboratory investigations, demonstration, lectures, audio-visual, and mathematical analysis of variables. Formulas are developed relating to various physics concepts and are used in solving problems both theoretical and real. Students are challenged to think critically and independently in solving problems and applying previously learned principles in new and varied situations. The instructional material covered includes: classical mechanics, thermodynamics, electricity and magnetism, and wave motion including sound and light.

Anatomy & Physiology/Anatomy & Physiology Honors

Credit: 1

Grade 11-12

Prerequisite: Biology I, Chemistry or concurrently enrolled in Chemistry

In this course students will study the various parts and systems of the human body. Students will learn how and why these organs function in the ways that they do. Specific topics include cells and tissues as well as the skeletal, muscular, circulatory, respiratory, immune, digestive, integumentary, urinary, reproductive, endocrine, and nervous systems. Special emphasis will be given to common diseases and disorders that affect specific organs or systems.

Environmental Systems

Credit: 1

Grade: 11-12

Prerequisite: (IPC, Chemistry or Physics)

In Environmental Systems, 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 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, the relationship between carrying capacity and changes in the populations and ecosystems, and changes in the environment.

Integrated Physics & Chemistry

Credit: 1

Grade: 10-12

Prerequisite: Biology I

In Integrated Physics and Chemistry, students conduct laboratory and field investigations throughout the year. This course integrates the concepts of physics and chemistry using practical applications relating to the following topics: Properties of matter, changes in matter, solution chemistry, motion, waves and energy transformation. This course may be used as a second science credit, but may not be used as an advanced science credit. See your counselor to ensure the course fits your plan appropriately.

SOCIAL STUDIES

U.S. History

Credit: 1

Grade 9

Prerequisite: None

U. S. History is a course designed to help the student master important historical and biographical facts, develop informed opinions on major controversies of the past and present and to understand the geographical and economic activities of the

American people. In the course citizenship is stressed with geographical emphasis being placed on the duties and responsibilities required for the privilege afforded to American citizens. Content includes the second part of a two-year program in the United States History begun in grade 8.

World Geography/World Geography Honors

Credit:1

Grade 10

Prerequisites: None

World Geography is the study of social, political, cultural, and economic development in the world in relation to topography, location, and environment. The course is designed to trace early civilization from beginning to present with emphasis on learning how America has been influenced by other countries in regard to geographical location, population and cultures.

World History/World History Honors

Credit: 1

Grade 11

World History is a study of the social, political, cultural, and economic development of man from ancient to modern times. The course is designed to include topics related to early civilization, the struggle of power between kingdoms of Europe, the growth of freedom and national unity, the threat to civilization caused by conflict resulting from imperialism and international rivalry and the effects of nationalism in the century.

Dual Credit United States History 1301

Credit: ½

Grade 11

Prerequisite: Grade of 80 in World History, passing TSI, and approval from principal.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit United States History 1302

Credit: ½

Grade 11

Prerequisite: Grade of 80 in World History, passing TSI, and approval from the principal.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

U. S. Government

Credit: ½

Grade 12

Prerequisite: American History, World History, and World Geography

American Government is a study of the rights and responsibilities of citizens of the United States. The course is designed to meet all state requirements as prescribed by law with regard to national, state, and local government. Major topics include background and development of the federal government; the role of the people; contrasting the American system of politics and economics with other countries. The three branches of government and their roles along with foreign policy are also studied in relation to other forms of government. Please check with your respective college to determine if credit will be awarded.

Dual Credit Federal Government 2305

Credit: ½

Grade 12

Prerequisite: Texas Success Initiative complete in Reading and Writing.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees will apply.

Economics

Credit: ½

Grade 12

Prerequisite: US History, World History, World Geography

This course is designed to help students apply quantitative and mathematical skills to economic concepts, improve decision-making skills, and apply economic logic to real world and hypothetical situations.

Special emphasis will be given to the stock market, Federal Reserve System, taxes, business organizations, and supply and demand.

Dual Credit Economics 2301

Credit: ½

Grade 12

Prerequisite: US History, World History, World Geography, pass TSI and principal approval.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit Texas History 2306

Credit: ½

Grade 12

Prerequisite: Texas Success Initiative complete in Reading and Writing.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit General Psychology 2301**Credit:** ½**Grade 10-12****Prerequisite: Texas Success Initiative complete in Reading and Writing.**

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

Dual Credit Introduction to Sociology 1301**Credit:** ½**Grade 10-12****Prerequisite: Texas Success Initiative complete in Reading and Writing.**

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

FOREIGN LANGUAGE**Spanish I****Credit:** 1**Grade 9-12**

This is a full year course designed to teach the basic concepts of the Spanish language with writing, listening, and reading activities. The student gains knowledge and understanding of other cultures.

Spanish II**Credit:** 1**Grade 10-12****Prerequisite: Spanish I**

This is a full-year course designed to expand what was learned in Spanish I. Emphasis will continue to be writing, listening, and reading activities. Pair and group activities will allow more opportunities for oral proficiency. The student will research other Spanish-speaking countries.

FINE ARTS**Art I****Credit:** 1**Grade 9-12**

Art I introduces students to the basics of two-dimensional and three-dimensional art including but not limited to drawing, painting, printmaking, ceramics, and sculpture. Various techniques within a wide variety of media will be explored. Assignments and projects will be executed and developed according to the design elements and principles. Art vocabulary, culture, and history will be introduced in order to enhance student's technical and critical skills. All students will be required to maintain a sketchbook.

Art II**Credit:** 1**Grade 10-12**

In this course, students combine technical skills and knowledge from Art I to develop an individual style and voice to communicate ideas. Artworks articulate responses to personal and global issues through the integration of traditional and electronic media. Using specialized techniques in pencil, ink, charcoal, pastel, mixed media and printmaking, students explore abstract, conceptual, gestural, imaginative and figurative renderings. An introduction to painting, students experiment with abstraction, conceptual, gestural, imaginative, figurative and personal imagery to create a body of work. Students will also begin working on a portfolio.

Band 1-4**Credit:** 1**Grades 9 -12**

(1/2 credit of PE may be earned for Marching Band while Fine Art credit may also be earned)

The band program places emphasis upon the mastery of fundamental playing of the musical instruments associated with the band program - woodwinds, brass, and percussion. This class is designed to teach teamwork, self-discipline, responsibility, cooperation, diligence, cultural awareness, and a deeper appreciation for all music and the performing arts. Students will focus on proper care and maintenance of the instrument, tone quality, sound production, intonation, blend, balance, tuning, dynamics, articulation, and rhythmic accuracy.

Principles and Elements of Floral Design**Credit:** 1**Grade 10-12**

To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural 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 and technologies in a variety of settings. 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. Through the analysis of artistic floral styles and historical periods, students develop respect for the traditions

and contributions of diverse cultures. Students respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Dual Credit Art Appreciation 1301

Credit: ½

Grade 10-12

Prerequisite: Texas Success Initiative complete in Writing and Reading.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

PHYSICAL EDUCATION AND HEALTH

Physical Education

Credit: 1

Grade 9-1

The increasingly sedentary lifestyle of our society places greater responsibility on the school for developing in students' attitude and skills necessary to build and maintain individual physical fitness both during the school year and throughout adult life. For this reason emphasis is being placed on physical activities that may be used in later life, some of which include: volleyball, softball, golf, archery, tennis, and track.

Boys' Sports-Athletics

Credit: 1

Grade 9-12

Participation in any athletics is on a voluntary basis to those students who can excel in some physical activity and have a desire to compete on an inter-school basis. Sports will offer the opportunity to learn some practical lessons of life and test one's capacity to function as a citizen in society through sports such as football, basketball, track, baseball, tennis, cross country, and golf.

Girls' Sports-Athletics

Credit: 1

Grade 9-12

Participation in any athletics is on a voluntary basis to those students who can excel in some physical activity and have a desire to compete on an inter-school basis. Sports will offer the opportunity to learn some practical lessons of life and test One's capability to function as a citizen in society through such sports as basketball, track, softball, volleyball, tennis, cross country, and golf.

Dual Credit Concepts of Physical Fitness 1338

Credit: ½

Grade 10-12

Prerequisite: Texas Success Initiative complete in Writing and Reading.

This course is offered through Victoria College and is graded by Victoria College. Students will have the opportunity to earn 3 hours of college credit for the semester. Victoria College guidelines and grading will be followed. All applicable fees apply.

CAREER AND TECHNICAL EDUCATION (CTE) COURSE

AGRICULTURE, FOOD & NATURAL RESOURCES

Principles of Agriculture Food and Natural Resources

Credit: 1

Grade 9-12

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

Agriculture Mechanics & Metal Technologies

Credit: 1

Grade 10-12

Students will work on small engines, build furniture, and learn introductory shop skills along with NCCER Core certification. We will build projects for stock shows and train for skills contests, along with the core certification. Involvement with a personal show project is preferred. You can buy your own materials and show a project that you can use!

Agriculture Power Systems

Credit: 2

Grade 10-12

Automotive Technology is an introductory course related to all basic functions and operations of an automobile. Tune-up, maintenance, brakes, electrical systems, and vehicle modifications are part of this course. Students will learn about some very interesting projects such as custom cars, classic vehicles, diesel trucks, tractors, and other entertaining projects. Class and lab (shop) time will be used for hands-on learning.

Ag Equipment Design & Fabrication**Credit: 1****Grade 11-12**

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural structures design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Equine Science**Credit: ½****Grade 10-12**

To be prepared for careers in the field of animal science, students need to 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.

Small Animal Management**Credit: ½****Grade 10-12**

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.

Livestock Production**Credit: 1****Grade 10-12**

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**Credit: 1****Grade 10-12**

Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Advanced Animal Science is a 4th year science class designed for students in Grade 12. This course is designed to include lecture and laboratory explorations in Animal Sciences with in-depth studies on endocrine, circulatory, genetics, digestive, reproductive, musculo-skeletal systems with relation to domestic monogastric and ruminant livestock and animals. This course will also cover behavioral aspects of both small and large animals with emphasis on important animals to South Texas.

Agricultural Structures Design and Fabrication**Credit: 1****Grade 10-12**

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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

HUMAN SERVICES**Principles of Human Services****Credit: 1****Grade 9-12**

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 & Sense**Credit: ½****Grade 10-12****Prerequisite: Principles of Human Service**

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

Lifetime Nutrition and Wellness**Credit: ½****Grade 10-12****Prerequisite: Principles of Human Service**

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.

Family and Community Services**Credit: 1****Grade 10-12**

Family and Community Services is a laboratory-based 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.

Practicum in Human Services**Credit: 2****Grade 11-12**

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Hospitality**Principles of Hospitality****Credit: 1****Grade 9-12**

Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

Introduction Culinary Arts**Credit: 1****Grade 9-12**

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts**Credit: 1****Grade 11-12**

This is an ATC course. The student will understand and become proficient in skills required for careers in the restaurant, food, and beverage industry. This Food's lab class is for students who excel in food preparation skills and teamwork. Students study the correct way to handle foods safely as well as practice and analyze food presentation techniques. Skills learned in customer service basics, resume building, filling out job applications and practicing job interviews provide the student with the ability to succeed. Also, students will pursue a Food Handler permit, OSHA certificate, and ServSafe certificate.

Advanced Culinary Arts II**Credit: 2****Grade 11-12**

Culinary Arts II will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment. Students can pursue a ServSafe certification, a Texas Culinary Specialist Certification, or any other appropriate industry certification to count toward their performance acknowledgment for their Business and Industry Endorsement.

Foundations of Restaurant Management**Credit: 1****Grade 11-12**

Students will gain an understanding of food service-restaurant operations and the importance of communicating effectively to diverse audiences, purposes, and situations in food service-restaurant operations and management. Students will learn how the front of the house and the back of the house of management operate and collaborate and obtain value-added certifications in the industry to help launch themselves into restaurant/food service careers.

Food Science**Credit: 1****Grade 11-12**

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

Food Technology**Credit: 1****Grade 11-12**

Students develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations in agriculture, food, and natural resources. This course examines the food technology industry as it relates to food production, handling, and safety.

CNA-Dual Credit

HPRS 1160

Credit: ½

Grade 12

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Clinical experience that continues application of skills and theory taught in HPRS 1304. Various health care facilities will be utilized to allow the student to explore the role of the basic healthcare provider. Admission to Victoria College and declaration of a health science major. HPRS 1304 Basic Health Profession Skills must be concurrent or correlated to take the nurse aide certification exam and to receive full credit.

HPRS 1304

Credit: ½

Grade 12

A study of the concepts that serve as the foundation for health profession courses, including client care and safety issues, basic client monitoring, and health documentation methods. Student participation in the skills laboratory is required.

Other Electives

Business Information Management

Credit: 1

Grades: 9-12

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

Credit: 1

Grades: 10-12

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. Upon completion of this course, they are prepared to test for Microsoft Office Specialist (MOS) industry standard certification to receive a performance acknowledgement for the Business and Industry Endorsement.

APPENDIX

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Runge High School

COLLEGE DAY

Student Name: _____ Grade: _____

Name of College or University : _____

Date of Visit: _____ Time: _____

Student Signature

Principal Signature

College Representative Signature & Title

Runge High School

Honors & Dual Credit Contract

Purpose: This contract outlines the expectations and responsibilities for students enrolled in Honors and Dual Credit courses at Runge ISD. These courses offer advanced academic challenges and the opportunity to earn college credit during high school.

Student Eligibility: To enroll in Honors or Dual Credit courses, students must:

- Demonstrate grade-level proficiency as evidenced by meeting expectations on relevant STAAR/EOC exams or Meet proficiency criteria set by the affiliated institution of higher learning.

Academic Expectations: Students in Honors and Dual Credit courses are expected to:

- Engage in and complete advanced-level readings, projects, and activities outside the school day.
- Maintain a high standard of academic integrity in all assignments and exams.
- Attend additional tutorials as required to support their learning.

Characteristics of Successful Students: Successful students in these programs often display:

- Above-average reading comprehension skills with strong verbal and written communication abilities.
- High levels of self-motivation and discipline.
- A consistent academic record with grades of 90 or above in general courses or 80 or above in previous Honors courses.
- High performance on related STAAR tests and/or college entrance exams.

Probation and Course Exit Procedures:

- Students may exit an Honors course with parental consent after the first six weeks.
- If a student's grade falls to 75 or below, they may be placed on probation. Failure to improve the grade above 75 by the end of the probation period may lead to removal from the course. A grade below 70 necessitates removal from the course.
- Changes in course enrollment will continue to provide the student with robust educational experiences that prepare them for higher educational challenges.

Dual Credit Course Withdrawal:

- Students must consult with a counselor and complete a drop form, which must be signed and submitted to the appropriate college department, to withdraw from a Dual Credit course.

Resources: For more detailed information, please consult the Runge ISD Dual Credit Handbook.

By participating in the Honors and Dual Credit programs, students commit to upholding the academic standards to succeed in these challenging courses as outlined in the Runge ISD Honors/Dual Credit Contract.

Student Agreement

I have read the expectations and the guidelines of the Honors/Dual Credit Course(s). I agree to organize my time and efforts to meet the requirements of each course. I will request help and attend tutorials if I fall behind in class assignments or am having difficulty with my coursework. I understand that my success in the Honors/Dual Credit course(s) is primarily my responsibility.

Student Signature: _____

Date: _____

Parent Agreement

I have read the guidelines and expectations of the Honors/Dual Credit course(s) and agree to support and encourage my son/daughter in his/her challenges in the course. I will notify the teacher immediately of any concerns I have relating to the Honors/Dual Credit class or my child's progress.

Parent Signature: _____

Date: _____

----- **Office Use Only** -----

Verification of Eligibility:

- STAAR/EOC Results Checked: [] Yes [] No
- Institutional Criteria Met: [] Yes [] No
- Reviewer's Initials: _____ Date: _____

Documentation Checklist:

- Application Form Complete: [] Yes [] No
- Transcripts Attached and Verified: [] Yes [] No
- Recommendation Letters Received: [] Yes [] No
- Reviewer's Initials: _____ Date: _____

Enrollment Status:

- Courses Enrolled: _____
- Enrollment Date: _____
- Reviewer's Initials: _____ Date: _____

Counselor Notes:

- Initial Counseling Session Completed: [] Yes [] No
- Follow-up Sessions Scheduled: [] Yes [] No
- Notes: _____
- Counselor's Signature: _____ Date: _____

Withdrawal Documentation:

- Withdrawal Requests Documented: [] Yes [] No
- Counselor Approval: [] Yes [] No
- Reviewer's Initials: _____ Date: _____

Notes: