Rice High School

2023-2024

Student Academic Handbook

9th-12th

Table of Contents

Mission Statement

Rice ISD, in partnership with parents and community members, will teach a rigorous and relevant curriculum in a safe and nurturing environment, in order to ensure that our students achieve their potential, and will be able to participate in the opportunities of a global society. The purpose of Rice High School is to educate, empower, and enable all students to achieve individual academic progress and become productive and successful citizens. The values that Bulldog Nation are committed to-Spirit, respect, trust, and determination-are the foundation that build a strong community.

Notice of Nondiscrimination in Academic / Career and Technology (Vocational) Programs

The Rice Independent School District offers several academic programs, including vocational programs. Admission to these programs is based on student requests and TEA regulations. Rice ISD does not discriminate on the basis of race, religion, color, national origin, sex or handicap in its vocational or other academic programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended. Rice ISD will take steps to assure that a lack of English skills will not be a barrier to admission and participation in all educational and vocational programs.

Message to Students and Parents

The information provided in this publication is designed to help students and parents in planning and making appropriate choices. Rice ISD graduation requirements, as well as post-secondary plans, should be considered as you select your courses. Since many students follow a college-preparatory plan, they should consult catalogs of specific colleges before making course selections.

Note: All policies contained within this academic handbook are pending approval from the Rice ISD School Board as well as any legislative updates from the State Board of Education, the Texas Education Association, and the Texas Higher Education Coordinating Board.

The development of the course catalog is a collaborative process. Final course offerings are based on staffing, student interest, and facilities.

Foundation High School Program

	FOUNDATION PLAN *May opt to this plan only after completion of sophomore year	**FOUNDATION + ENDORSEMENT**
English	**4 Credits** English I, II, III and 1 more authorized advanced English course	**4 Credits** English I, II, III and 1 more authorized advanced English course
Math	**3 Credits** Algebra 1, Geometry, and 1 more authorized math credit	**4 Credits** Algebra I, Geometry, & 2 credits of authorized advanced math courses
Science	**3 Credits** Biology, Lab Based Science & 1 more advanced science credit	**4 Credits** Biology, Lab Based Science & 2 more advanced science courses
Social Studies	**3 Credits** U.S. History, World History OR World Geography & Government(½) & Economics (½)	**3 Credits** U.S. History, World History OR World Geography & Government(½) & Economics (½)
Language	**2 Credits**	**2 Credits**
Fine Arts	**1 Credit**	**1 Credit**
Physical Education	**1 Credit**	**1 Credit**
Electives	**5.0 Credits**	**3.0 Credits**
Endorsements Requirements		**4.0 Credits**
TOTAL STATE CREDITS	**22**	**26**

Distinguished Level of Achievement
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 a distinguished level of achievement to be eligible for top 10% automatic admission.

Performance Acknowledgements
Students may also earn a performance acknowledgment:

For outstanding performance:

- in a dual credit course
- in bilingualism and biliteracy
- on an AP test or IB exam
- on the PSAT, the ACT-Plan, the SAT, or the ACT

For earning a nationally or internationally recognized business or industry certification or license

STAAR End of Course (EOC) Testing Requirements
To receive a high school diploma, a student must complete the Foundation High School Plan (FHSP) as well as meet EOC requirements. All students must pass the English I, English II, Algebra I, Biology, and U.S. History EOC exams. Students who fail an EOC exam will have to retake the test until the passing standard is achieved or take substitute assessments to replace an EOC.

*Please note that the possible impact of future legislation can affect any or all of the rules and regulations concerning the STAAR EOC testing program.

FAFSA and TASFA
Before graduating from high school, each student must complete a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that a parent authorizes the student opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that a student opts out; or

- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance.

Personal Graduation Plans
A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review TEA's Graduation Toolkit.

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

FHSP Endorsements Available at RHS

Multidisciplinary
A student must complete 4 credits in each of the 4 foundation subject areas: English, Math, Science and Social Studies to include Chemistry and/or Physics and English IV; or A student must complete 4 credits of Advanced Placement and/or Dual Academic Credit courses selected from English, Math, Science, Social Studies, Economics or Fine Arts.
Art & Humanities
A student must complete 4 credits from 1 or 2 categories in fine arts; or A student must complete 4 levels in Spanish.

Business & Industry
A student must complete a coherent sequence of 4 or more credits in Business and Industry CTE courses that include at least 2 courses in the same career cluster and at least 1 advanced CTE course. *Career Clusters: Veterinary Science, Welding, Plant Science, Business Management, and Design & Multimedia*
Public Service
A student must complete a coherent sequence of 4 or more credits in Public Service CTE courses that include at least 2 courses in the same career cluster and at least 1 advanced CTE course. *Career Clusters: Health Science and Teaching and Coaching*
STEM
A student must complete 5 credits in science including Biology, Chemistry, Physics or Principles of Technology and 2 additional advanced approved science courses (must also have Algebra II); ***or*** a student must complete 5 credits in math including Algebra 1, Geometry, Algebra II and 2 additional advanced approved math courses for which Algebra II is a prerequisite (must also have Chemistry & Physics credits); or a student must complete a coherent sequence of 4 or more credits in computer science courses.

The Foundation High School Program and Endorsements offered are pending approval and subject to change from the Rice ISD School Board as well as any legislative updates from the State Board of Education, the Texas Education Association, and the Texas Higher Education Coordinating Board.

Student Certification Opportunities

By taking these Career and Technology courses, students may have the opportunity to take an end-of-program industry-recognized certificate or licensure exam.

Courses	**Certificates**
Business Information Management I	Microsoft Office Expert Word

Business Information Management II	Microsoft Office Expert Excel
Photography II	Adobe Certified Associate Photoshop
Floral Design	Floral Design Certification, Level One (Texas State Florists' Association)
Advanced Floral Design	Texas State Floral Association Level One Floral Certification (Texas State Florists' Association)
Agricultural Mechanics and Metal Technologies	AWS D1.1 Structural Steel
Agricultural Structures Design and Fabrication	AWS D9.1 Sheet Metal Welding
Practicum in Health Science	Certified Clinical Medical Assistant
Intro to Drone	FAA (Federal Aviation Administration) Part 107 Remote Drone Pilot
AutoCAD (Computer Aided Drafting for Architecture)	Autodesk Certified Professional or User in AutoCAD
Practicum in Education and Training	Education Aide I
Advanced Animal Science	Fundamentals of Animal Science Certification

*Certificates are based upon student interest and staffing.

Course Offering and Schedules

Course Offering

Rice High School reserves the right to add or remove a course if pre-registration indicates there will be insufficient enrollment or if certified staff is not available. Many of our offerings are also taught on a rotating basis and only offered during certain school years.

Schedule Information

The master schedule of classes at RHS is based on specific course requests by students. All high school students will pre-register in early spring for the following school year. Students are given a week in the spring to review and adjust their course requests for the following school year. It is very important that students discuss course choices with their parents, teachers, and counselor.

Every attempt will be made to schedule students into the courses they choose. Schedule changes will not be made unless a genuine mistake was made in the selection of courses that will affect the student's graduation plan. Students will not have their schedules changed merely because a subject is difficult, they do not wish to have a certain teacher, or to request a different lunch.

Schedule Change Policy
Requests to drop or add a class must be considered and may be granted or denied based on space. No schedule change request will be accepted after the first 5 school days of the first semester and the first 5 school days of the second semester.

Exam Exemption Policy
All students are eligible for exemptions. Students will take mid-term exams in all courses in December that are attached to an EOC subject. Students may exempt all exams in May. Eligibility for exemptions is based upon grades and absences. Details will be given to students 2 weeks prior to exams.

College Days
Juniors and seniors are allowed a maximum of two school days per school year to visit a college or university. College days are not granted during exam periods or testing days and may not be used by a student to attend or participate in any UIL activity the student is not otherwise eligible to attend. Students are required to make up work missed within the required time. Upon their return to school from college days, students must provide documentation from the college visited, on school letterhead signed by a college official to the attendance secretary.

High School Grades and Late Work

Gradebook Percentages
Assessments are 40% of students grades
Assessments include but are not limited to Test, Projects, and
Daily Work is 60% of students grades
Daily Work includes but is not limited to in class assignments, quizzes, participation, and homework

Amount and Type of Assignments
Every 9 weeks teachers will assign at least 2 assessment grades and 16 daily work assignments. Teachers will update grades each week. There will be at least 2 assignments each week of the 9 weeks entered in the gradebook.

Late Work Policy
Students need to turn in assignments the day that they are due. Students that turn in an assignment one day late will only be able to complete the assignment for up to an 80. Students will not receive credit for assignments turned in after days. This policy will be used in the best interest of the student's needs.

Make Up Work Policy
Students shall be expected and permitted to make-up assignments and tests after absences. When a student has been absent for one or more days and has not had sufficient time to make up the work (ordinarily one day for each day of absence), more time may be allowed under extenuating circumstances. When the make-up work is not turned in by the designated date, please refer to the late work policy.

Grade Calculation
Semester 1 Grade Calculation
1st 9 weeks grade X 3 + 2nd 9 weeks grade X 3 + Exam Grade
This is then divided by 7 (the final exam each semester is 1/7 of the students Grade)

Semester 2 Grade Calculation
3rd 9 weeks grade X 3 + 4th 9 weeks grade X 3 + Exam Grade
This is then divided by 7 (the final exam each semester is 1/7 of the students Grade)

If the student is not required to take the final exam for a course, their semester grade will be the average of the two 9 week grades for that particular semester.

GPA and Rank is based upon semester averages for each course each semester.

High School Credits and Grade Point Averages (GPA)

Grade Point Averages
A grade point system has been established to determine class rank in the fairest possible way. Such a system is needed because all courses, whether honors level or modified level, issue the same grades: 90-100 (excellent), 80-89 (above average), 75-79 (average), 70-74 (minimal passing), and below 70 (failing, or no credit). Our grade point system assigns more points for a grade earned in an Honors, PAP, AP, or Dual Credit course than for the same grade earned in a regular course. To determine the grade point distribution, courses are classified into levels: Level 7 (Advanced Placement and Dual Credit courses), Level 6 (Pre-AP and Honor courses), and Level 5 (all other courses).

- Grade point averages include all coursework in grades 9-12 with the exception of all physical education courses and local courses.

- Courses taken in junior high for high school credit will be used in student's GPA and class rankings and will be recorded on the transcript for graduation purposes. Rice High School will honor any high school credits awarded prior to 9th grade for any student who transfers to RHS and has documentation on his/her transcripts that the sending school district did award the credit.
- No grade points are awarded for a grade below 70. The GPA is calculated by adding up total grade points awarded and dividing by the number of semester units attempted.
- Students may retake courses that they previously failed in order to meet graduation requirements, and they will not receive the grade points for the retake of the course. Students who have previously passed a course may not re-take that course for the purpose of improving his/her GPA.

Class Rank

Class rank for all students in grades 9–12 shall be calculated two times per year, following the first full semester and the second full semester.

Grade Classifications

Credits needed for promotion:

- 6 credits to be a sophomore
- 12 credits to be a junior
- 18 credits to be a senior

If a student does not earn the credits needed for promotion, he/she will be retained in their current grade for the next school year.

The only students that are promoted at semester are retained juniors that are on track for graduation.

Awarding High School Credit

If the grade for either semester of a one-credit class is below 70 and the yearly average of both semesters is equal to 70 or higher, then the student will be awarded a full credit for the course. If either semester of a one-credit class is passed, and the yearly average of both semesters does not equal 70, then the student will be awarded a half credit for the semester passed. All credits are awarded at the end of each semester.

Attendance Requirements for Credit

Students for grades 9 - 12 must attend each class at least 90% of the days the class meets each semester/term. Unless the student attends class at least 90% of the days, he or she is in violation of compulsory attendance laws. A student who does not meet minimum attendance requirements may be denied credit in the course or courses where he/she has accumulated excessive absences. This includes excused and unexcused absences. It is the responsibility of the student to keep up

with his/her absences and schedule meetings with the attendance committee to appeal an absence and/or attend After School Attendance Sessions. Credit denials will be done by semester.

Transfer Students

Transfer of Credits

RHS will honor the weighting for transferred credits only for the equivalent course(s) offered at RHS. If RHS does not offer the equivalent courses(s), then the course transferred will receive regular 5.0 weighting.

Students that have received a P on their transcript for a semester grade will earn credit awarded by their other school but the credit will not be calculated into their GPA.

Transfer of Credits for homeschool and non accredited private school students

Awarding of credit for courses taken will be determined by reviewing the curriculum and/or work of the student, or by using appropriate assessments. Students may be assessed using credit-by-examination methods for individual subject areas or by previously released STAAR end-of-course assessments. The standard of 70% for students to receive credit for courses they have already taken will be used rather than the 80% standard for earning credit for courses not previously taken.

Grade Conversion Table

This table is used for any student transferring in from other schools that use letter grades and do not specify what they are worth as well as for transfer college grades from colleges other than Navarro College.

A +	98
B+	88
C+	78
D+	68

A	95
B	85
C	75
D	65

A -	92
B -	82
C-	72
D-	62

Conversion Table for Grade Point System

Grade	Level 7: AP/ Dual Credit	Level 6: Honors	Level 5: Regular
100	7.0	6.0	5.0
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6.0	5.0	4.0
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5.0	4.0	3.0
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4.0	3.0	2.0

Honors / Advanced Placement

Expectations for Participation

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools, colleges, and universities where college-level courses are taught in a high school program. It is the expectation that students who take AP classes will take AP exams. The purpose of the Honors courses is to give students the opportunity to develop skills that will enable them to be successful in AP courses. Honors courses are characterized by an immersion in rigorous content, an accelerated pace, and performance assessment at the synthesis and evaluative levels. Typically, successful Honor students are task- oriented, proficient readers, and able to prioritize their time.

Requirements for Honors and AP courses

Students interested in taking these courses must:

- Attend a DualCredit/AP Parent Meeting in the spring. Permission forms must be signed by Parent/Guardian at this time.
- Have passed the STAAR/EOC exams (HS) and 8th grade STAAR if applicable.
- Attendance records will be reviewed.
- Demonstrate satisfactory academic performance (B and above average) in prerequisite courses.
- Recommendation Forms must be submitted to teachers for placement consideration.

AP Test

All students enrolled in AP courses are required to take the AP exam for the course(s) they are enrolled in. If students score a 3 or higher on the exam, they can request college credit for the course from a public university or college.

Note:Students that decide to drop an AP course after tests have been ordered will be required to pay a $75 reimbursement fee to the school for their AP Test.

AP Test Incentive

Students that score a 3 or 4 on their AP exam will receive the amount equal to 1 dual credit course reimbursement.

Rice High School College Credit

Rice High School provides an opportunity for highly motivated, academically prepared, and very responsible high school students to take college level courses. We recommend this program for juniors and seniors. This program is regulated by the Texas Higher Education Coordinating

Board (THECB), Navarro College, and RISD. Visit www.thecb.state.tx.us or www.navarrocollege.edu for information.

Types of College Credit Classes:

1. Dual Credit-Academic courses that count for credit in college and high school. There are two ways to earn dual credit. Students may enroll in face-to-face Dual Credit classes on the RHS campus (based on student enrollment and availability) ***or*** enroll in online courses from the approved dual credit list.
2. Concurrent College Credit- Courses taken at Navarro College while enrolled at RHS to gain college credit but no high school credit.
    a. RHS students may take any other classes for concurrent college credit from Navarro College if you meet requirements and obtain permission from the principal, counselor, and NC.

Requirements for Academic Dual Credit Enrollment at RHS
(These requirements are subject to change as TEA and the THECB make determinations.)

Students interested in taking these course must:

- Meet the required TSI passing standard for their college course or meet college exemption requirements.
- Non-FAST Program Participants will pay all tuition and fees and buy their own books as required by the NC deadline.
- Parent/Guardian attends annual RHS Dual Credit Parent Meeting in spring.
- Have parent permission signed and on file at RHS.
- Have passed the STAAR EOC exams.
- Attendance will be reviewed.
- Demonstrate satisfactory academic performance (B and above average) in prerequisite courses.
- Obtain permission from the counselor.

Once you qualify for college courses, there will be further steps and paperwork to complete.

Dual Credit Tuition Reimbursement for Non-FAST Program Participants
Students that make a C or better in a dual credit class may be eligible for some tuition reimbursement. This applies to dual credit courses, not concurrent courses (please see dual credit course options.) Rice ISD applies for a grant annually that allows for some tuition reimbursement, so reimbursement is not a guarantee.

FAST Program Participants

Students must submit a free/reduced price lunch form (socio economic form) with Rice ISD every year. If the student qualifies for free/reduced lunch, Navarro College will pay for classes that students choose to take in the fall and/or spring semester in the 23/24 school year. These students will not receive a reimbursement from the district since their courses have been paid for by the district and Navarro College.

TSI Testing for Dual Credit

As part of the Texas Success Initiative, Texas state law (TAC 4.51-61) requires that students be tested in areas of reading/writing and mathematics prior to enrolling in college academic courses. This test is called the Texas Success Initiative (TSI) test. Students may choose one of two options:

- Navarro College administers this test. It is not a timed test, but it takes approximately five hours to finish. The test costs $35.00.
- RHS is a TSI testing site and administers the TSI ELAR and TSI MATH for free in the spring of sophomore year.
- TSI tests are also offered twice in the fall and twice in the spring for $5 per test for those who wish to register.

If a student wishes to retest, the TSI test can be taken again upon availability of space; however, the student must pay each time he or she takes the test. While failure to pass the placement test will not bar students from enrolling in college courses, students must pass the following sections in order to enroll in specific subjects.

Navarro College Dual Credit TSI Exemptions

Listed below are acceptable dual credit admissions tests for Eleventh and Twelfth grade students set by the Texas Higher Education Coordinating Board (Texas Administrative Code Rule 4.85)

Test	Score Explanation/Requirement
STAAR End-of-Course (EOC)	An English II EOC score of 4000 or higher shall be exempt for both the reading/writing sections of the TSI Assessment. An Algebra I EOC score of 4000 or higher and a passing grade in Algebra II shall be exempt for the mathematics section of the TSI Assessment.
PSAT/NMSQT	No combined score required. A minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) shall exempt the reading/writing section of

	the TSI Assessment. A minimum score of 530 on the Math section shall exempt the mathematics section of the TSI Assessment.
ACT	A composite score of 23 is required. A minimum of 19 on the English test shall be exempt for both the reading and writing section of the TSI Assessment A minimum of 19 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment.
SAT	No combined score is required. A minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) test shall be exempt for both Reading and Writing sections of the TSI Assessment. A minimum score of 530 on the Mathematics test shall be exempt for the Mathematics section of the TSI Assessment.

Students who are exempt from one part of the placement test will be required to take the college placement test in other areas. Students must have proof of exemption on file at the time of testing, or they will be required to take the entire placement test.

Credit by Examination

Rice High School offers Credit by Examination (CBE) on the last Thursday of each grading period. Exams are offered once a grading period and approved by the district's board of trustees. The only exceptions to these dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or involved in the foster care system. During each testing window provided by the district, a student may attempt a specific examination only once. If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. Students who register for CBE fall into two categories: those who have received prior instruction or those who have received no prior instruction. Homeless students may take a CBE at any time.

Credit by Examination If a Student Has Taken the Course / Subject (All Grade Levels)

Prior instruction may include, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject. [For further information, see policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. A student will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course. [For further information, see policy EHDC.]

College, Career, and Military Readiness (CCMR)

The goal is to align high school pathways to prepare students to immediately enter the college and/or career of their choice. This ensures that students are prepared for success in college and careers with higher wage potential in a variety of fields after graduation.

CCMR Indicators include:

- Meets criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/TSIA2/College Prep course) in reading and mathematics
- Complete a course for dual credit
- Earn an associate's degree
- Complete an OnRamps course
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications
- Graduate with completed IEP and workforce readiness
- Be admitted to post-secondary industry certification program
- Enlist in the United States Armed Forces

To further prepare RHS students, all sophomores will take the TSIA 2 ELAR and TSIA 2 MATH in the spring semester. We will schedule and strongly encourage all Juniors to take a CCMR (General Employabilities Skills) preparation class. All Seniors that are not on track to complete a CCMR indicator will be required to take College Prep English and/or Math courses.

GPA and Class Ranking System

Grade point average on the RISD seven point scale and class rankings are determined by weighing the courses a student takes by level of difficulty. These weights, or multipliers, are indicated in this book. High School GPA and class rank are determined by using all four years of high school, as well as any courses taken before 9th grade, that count as high school credit. All physical education and local credits are not used in GPA calculations.

Valedictorian and Salutatorian

Valedictorian and Salutatorian determinations shall be calculated at the completion of the 3rd 9 weeks grading period senior year to be ranked for the graduation ceremony. The determination of Valedictorian and Salutatorian are considered final regardless of the outcome of the final GPA and rank run after the end of the 4th 9 weeks of the senior year. In order to be considered for Valedictorian or Salutatorian, a student must be Foundation Plan with Distinguished Level of Achievement, and must have been enrolled at Rice High School for his/her last two complete consecutive school years (meaning enrolled in RISD the first day of the school year). In the event of a tie, RISD will take GPA calculations out to the furthest possible determining decimal point(s).

Highest Ranking Graduate Award

The Texas Education Agency provides each public and accredited nonpublic high school in Texas with one "Honor Graduate Certificate."

- This certificate shall be presented to the highest-ranking graduate in the senior class as determined at the end of the 8th semester.
- For a foundation High School Plan student to graduate as the highest-ranking graduate, the student must graduate with the Foundation + Distinguished Level of Achievement
- This determination follows the Top 10% policy and is <u>not</u> subject to Rice ISD Valedictorian and Salutatorian requirements which include the Distinguished Achievement Program graduation route as well as being enrolled at Rice High School for the last two complete consecutive school years.
- Under no circumstances should a student ranked lower than the "highest" who met all other applicable criteria be awarded this honor. The highest ranking graduate should receive a Certificate and declaration document authorizing the president of any state supported college or university to provide a waiver for one year of college tuition as specified in the law (Texas Education Code § 54.201). Some non-state-supported colleges and universities may also recognize this award and provide the tuition waiver. This program is contingent upon legislative funding from year to year.

State of Texas Automatic Admissions Policy for Top 10%

Under the Automatic Admission policy (Texas Education Code § 51.803), Texas students may be eligible for automatic admission to a Texas state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

(1) Earn a grade point average in the top 10 percent of his/her high school graduating class,
(2) Graduate from a Texas public or private high school, and
(3) Students must graduate with the Distinguished Level of Achievement.

NOTE: This determination is not subject to Rice ISD Valedictorian and Salutatorian determinations which include being enrolled at Rice High School for the last two complete consecutive school years.

Exception: The University of Texas at Austin automatic admission percentage varies by year.

Students who meet the criteria for automatic admission must submit an application and any other requirements to the college before the deadline set by the college or university to which they are applying. Required documents include official SAT and/or ACT scores ordered by the student and sent directly from the test companies must be submitted by the college's set deadline. Students must also provide a high school transcript to the college.

State of Texas Uniform Admission Policy

Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy) requires that all first time freshmen college students meet one of the following college readiness standards in order to be eligible to be considered for admission at a Texas Four-Year Public Institution:

(1) Successfully complete the Foundation + Endorsement or the Foundation with Distinguished Level of Achievement, Recommended or Distinguished high school program; ***or***
(2) Satisfy the College Readiness Benchmarks on the SAT or ACT assessment:
    SAT- 480 EBRW and 530 Math
    ACT- 18 English, 21 Reading, 22 Mathematics & 24 Science

After meeting the requirements of this policy, students then must meet the specific admission requirements for the college or university they are applying to. Refer to that specific college's catalog or website for admission criteria for 1st time freshmen students.

Students who do not meet this Uniform Admissions Policy should investigate transfer policies from community colleges to four-year colleges and universities.

Dual Credit Course Options

Students need to check with their college/university about the transferability of all courses.

Course	Grade Level	Pre-Requisites
ENGL 1301 Composition I	11th or 12th grade	English I & II
ENGL 1302 Composition II	11th or 12th grade	ENGL 1301
ENGL 2322 British Literature I	12th grade	Engl 1301/1302
ENGL 2323 British Literature II	12th grade	ENGL 2322
ENGL 2332 World Literature I	12th grade	Engl 1301/1302
ENGL 2311 Technical & Bus Writing	12th grade	ENGL 1301
HIST 1301 US History	11th or 12th grade	
HIST 1302 US History	11th or 12th grade	
GOVT 2305 Federal Government	12th grade	
ECON 2301 Macroeconomics	12th grade	
MATH 1314 College Algebra	11th or 12th grade	High School Algebra II.
MATH 1342 Statistical Methods	11th or 12th grade	High School Algebra II.
MATH 1324 Mathematics for Business and Social Sciences	11th or 12th grade	High School Algebra II.
MATH 1325 Calculus for Business and Social Sciences	11th or 12th grade	MATH 1314 or MATH 1324

MATH 1332 Contemporary Mathematics	11th or 12th grade	High School Algebra II.
MATH 1350 Fundamentals of Math I	12th grade	MATH 1314 (College Algebra)
MATH 1351 Fundamentals of Math II	12th grade	MATH 1350
BIOL 1408 Biology for Non-Science Majors	12th grade	
BIOL 1409 Biology for Non-Science Majors	12th grade	BIOL 1408
BIOL 1406 Biology for Science majors	12th grade	MATH 1314
BIOL 1407 Biology for Science majors	12th grade	BIOL 1406
CHEM 1405 Intro Chemistry I	12th grade	
CHEM 1411 General Chemistry	12th grade	CHEM 1405
ENVR 1401 Environmental Science I	12th grade	
ENVR 1402 Environmental Science II	12th grade	
PHYS 1403 Stars and Galaxies	12th grade	
PHYS 1404 The Solar System	12th grade	
SPCH 1315 Public Speaking	11th or 12th grade	
PSYC 2301 General Psychology	11th or 12th grade	
SOCI 1301 Intro to Sociology	11th or 12th grade	
ARTS 1301 Art Appreciation	11th or 12th grade	

Course Descriptions

Language Arts	
English I	Students enrolled in English I work to increase and refine their communication skills. Students will use various forms of media including literature, films,documentaries, audio,internet,etc. To effectively communicate verbally, visually, and in writing. High school students are expected to plan, draft and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students in English I practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed definitions, thesis, and evidence. Students write to persuade, report, and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.
Honors English I	This course is for students who have demonstrated superior skills and who are sufficiently motivated to accomplish challenging assignments. It is designed to prepare the student for Advanced Placement courses. It includes extensive reading assignments, critical thinking skills, and advanced forms of composition.
English II	Students enrolled in English II continue to increase and refine their communication skills. Students will pursue various forms of media including literature, films, documentaries, audio, internet, etc. to effectively communicate verbally, visually, and in writing. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students in English II practice all forms of writing. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greeks, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influence of historical context of literary work.
Honors English II	This course further prepares students for Advanced Placement courses. The course stresses mastery of general essay skills, literary analysis, and critical thinking. Various forms of world literature are explored through extensive reading assignments.

English III	Students enrolled in English III continue to increase and refine their communication skills. Students will use various forms of media including literature, films, documentaries, audio, internet, etc. to effectively communicate verbally, visually, and in writing. High school students are expected to plan, draft and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students in English III practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influence of the historical context on a literary work.
English III AP	This course further prepares students for the Advanced Placement exam. Reading requirements of this course are more demanding and require insightful analysis. This instruction also provides the student with sophisticated techniques for success in writing on a college level. Students will discover ways to take a critical approach to reading and writing as they connect the meanings of cultural texts. Independent thinking will be fostered through logical and insightful analysis, interactions with literature, and reading and writing. This class prepares students for life after high school, college or the workforce.
English IV	Students enrolled in English IV continue to increase and refine their communication skills. Students will use various forms of media including literature, films, documentaries, audio, internet, etc. to effectively communicate verbally, visually, and in writing. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. Students in English IV are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary subject.
English IV AP	Advanced Placement English IV is designed for the above average, college-bound student. Writing about literature by analyzing the themes and the stylistic and rhetorical devices of selected works by a variety of authors is emphasized. One of the main objectives of this class is to prepare the student to earn college credit through the Advanced Placement Literature and Composition Examination.

College Prep English	Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing students will use an inquiry approach to analyze, synthesize, and make value judgements regarding text and writing.
Business English	Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.
Practical Writing	This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.
English for Speakers of Other Languages (ESOL 1&2)	This course is for students in grades 9-10 whose primary language is a language other than English and have a language level of beginning or intermediate. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. ESOL students will read extensively in multiple genres from classic and contemporary literature and information text to learn and interpret literary forms and terms associated with selections being read. High school students will use the writing process to complete a variety of written compositions on a regular basis.

Mathematics	
Algebra I	This is the foundation course for high school mathematics. Students should have a solid foundation in basic arithmetic including fractions, decimals, percents and understanding negative numbers. Algebra teaches reasoning, patterns, relationships, and algebraic thinking. Students will continue to build on this foundation as they expand their understanding through other mathematical courses.
Honors Algebra I	This is the foundation course for high school mathematics. Students should have a solid foundation in basic arithmetic including fractions, decimals, percents and understanding negative numbers. Algebra teaches reasoning, patterns, relationships,

	and algebraic thinking. Students will continue to build on this foundation as they expand their understanding through other mathematical courses.
Honors Geometry	Geometry is the study of the shape, size and position of 2D and 3D figures in space. Using points, lines, and planes, students will explore various properties and relationships dealing with triangles and other polygons. Students will use algebraic skills and patterns to discover an assortment of postulates and theorems which they will use to write proofs about similarities and congruences of triangles and other polygons. This knowledge will also be used to solve real-life problems.
Geometry	Geometry is the study of the shape, size and position of 2D and 3D figures in space. Using points, lines, and planes, students will explore various properties and relationships dealing with triangles and other polygons. Students will use algebraic skills and patterns to discover an assortment of postulates and theorems which they will use to write proofs about similarities and congruences of triangles and other polygons. This knowledge will also be used to solve real-life problems.
Algebraic Reasoning	In this course 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 for algebra, geometry, probability, and statistics, and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non mathematical 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 to solve applied problems. * *This class cannot be used on the DAP plan.*
Algebra II	Algebra II is an extension of Algebra I, and it covers the foundation of functions;allows students to connect algebraic and geometric representations of functions; emphasizes the study of linear. Quadratic and square root functions; and explains and elaborates the concepts of conic sections, rational functions and exponential and logarithmic functions. This course prepares students for physics and pre-calculus. This class should be taken only after credits for Algebra 1 and Geometry have been achieved. Algebra II is required for the FHSP Distinguished Level of Achievement.
Honors Algebra II	Algebra II is an extension of Algebra I, and it covers the foundation of functions;allows students to connect algebraic and geometric representations of functions; emphasizes the study of linear. Quadratic and square root functions; and explains and elaborates the concepts of conic sections, rational functions and exponential and logarithmic functions. This course prepares students for physics and pre-calculus. This class should be taken only after credits for Algebra 1 and Geometry

	have been achieved. Algebra II is required for the FHSP Distinguished Level of Achievement.
Advanced Quantitative Reasoning (AQR)	AQR is an engaging and rigorous course that prepares students for a range of future options in non-mathematics-intensive college majors or for entering workforce training programs. It follows Algebra I, Geometry, and Algebra II and is designed as a 12th-grade alternative to Pre-Calculus. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. AQR builds on, reinforces, and extends what students have learned and covers a range of mathematics topics that are not part of most high school mathematics programs. The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills.
Pre-Calculus	In Pre-Calculus, students continue to build on mathematical foundations as they expand their understanding through other mathematical experiences. 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. Topics covered include polynomials, rational, exponential, logarithmic, circular and trigonometric functions, vectors, and complex numbers, sequences and series. Having your own graphing calculator is highly recommended.
College Prep Math	This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In this course, students will connect and pursue multiple strands of mathematics in situations and problems, as well as in the study of other disciplines. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: numeracy with an emphasis on estimation and fluency with large numbers; manipulating and evaluating expressions and formulas, to include perimeter, area, and volume; rates, ratios, and proportions; percentages; solving equations; linear equations and inequalities; linear systems;exponential models; data interpretations including graphs and tables; verbal algebraic, and graphical interpretations of functions. Mathematical process standards are also included in this framework; these process standards describe ways in which students are expected to engage in the content. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s) for the time period of 1 year.

Science	
Honors Biology	This course focuses on cells, organism growth and development, the development of

	specialized cells, tissues, and organs, the role of nucleic acids in genetics, along with the theory of evolution, taxonomy, and the metabolic processes and energy transfers of living organisms. Also covered are the structure and functions of plants and their diversity.
Biology	This course focuses on cells, organism growth and development, the development of specialized cells, tissues, and organs, the role of nucleic acids in genetics, along with the theory of evolution, taxonomy, and the metabolic processes and energy transfers of living organisms. Also covered are the structure and functions of plants and their diversity.
AP Biology	In AP Biology, students will develop a more robust understanding of the concepts of Biology. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics:evolution, cellular processes-energy and communication, genetics, information transfer, ecology and interactions. Over the course of the year, students utilize many laboratory activities to gain a better understanding of the science of life.
Chemistry	In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fusion and nuclear fission; oxidation-reactions;chemical equations;solutes;properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.
Honors Chemistry	In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements;behavior of gases; bonding nuclear fusion and nuclear fission; oxidation-reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.
AP Chemistry	In this course, we follow a College Board approved syllabus with the ultimate goal of preparing our students for eventual AP exam. Along the way, students have the opportunity to learn in much more detail chemical behavior and ways that behavior is communicated. The main concepts of the course include: stoichiometry, atomic structure, electrochemistry, reaction types, thermochemistry/thermodynamics, kinetics and equilibrium.
Principles of Technology	Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and

	scientific problem solving. Students will study a variety of topics including safe laboratory techniques and procedures, Newton's Laws of Motion, factors of motion such as speed. Velocity, acceleration, displacement, forces and their effects on matter and objects, behavior of waves, and atomic and nuclear phenomenon. **Prerequisites: One credit of high school science & Algebra I.*
Physics	In Physics, students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics including safe laboratory techniques and procedures, Newton's Laws of Motion, changes within physical systems, conservation of energy and momentum, and the forces, characteristics, and behavior of waves. This course provides students with conceptual framework, factual knowledge, and analytical and scientific skills related to physics.
Honors Physics	In Physics, students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics including safe laboratory techniques and procedures, Newton's Laws of Motion, changes within physical systems, conservation of energy and momentum, and the forces, characteristics, and behavior of waves. This course provides students with conceptual framework, factual knowledge, and analytical and scientific skills related to physics.
AP Physics	This is purely a course in mechanics with calculus. Students will study Newton's Laws, kinematics (basics of motion), energy conservation, and momentum conservation. All areas will include rotational considerations and there will be special treatments of orbital motion (Kepler's Laws), simple harmonic motion, and motion with a velocity dependent force (drag).
Anatomy and Physiology	The aim of this course is to introduce students to human anatomy and physiology, with emphasis on the systems of the body and how they are interrelated. This course will include a yearlong program of intense human anatomy and physiology studies through lecture, labs, and activities. Students will build on information learned in biology and focus specifically on human anatomy and physiology. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will be required, including a lengthy comparative anatomy dissection lab.
Environmental Systems	Environmental Systems explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human

	impacts on the environment.

Social Studies	
World Geography	Students will be introduced to the study of World Geography. Students will learn political and economic structures that exist in the world as well as landforms, climate region, social processes, cultural patterns, settlement patterns, technology and its impact on cultures, and how to analyze the relationship between people and their environments.
Honors World Geography	Students will be introduced to the study of World Geography. Students will learn political and economic structures that exist in the world as well as landforms, climate region, social processes, cultural patterns, settlement patterns, technology and its impact on cultures, and how to analyze the relationship between people and their environments.
World History	World History is a survey of the history of humankind. This course will focus on the "essential" concepts and skills that can be applied to various eras, events, and people within the standards. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. The following periodization will serve as the framework for the organization of this course: 8000 BC - 500 BC (Development of River Valley Civilization); 500 BC - Ad 600 (Classical Era); 600-1450 (Post- classical Era); 1450 -1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914- present (20th Century to the Present).
Honors World History	Honors World History is a survey of the history of humankind. This course will focus on the "essential" concepts and skills that can be applied to various eras, events, and people within the standards. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. The following periodization will serve as the framework for the organization of this course: 8000 BC - 500 BC (Development of River Valley Civilization); 500 BC - Ad 600 (Classical Era); 600-1450 (Post- classical Era); 1450 -1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914- present (20th Century to the Present).
AP World History	This course is a history course intended to prepare students to pass the Advanced Placement exam in World History. Dealing primarily with the time period 600 B.C.E. to present. The course focuses on the exchanges among major societies through history; the relationship of change and continuity across the world; the impact of technology and demography on people and environment; systems of social and gender structure;cultural and intellectual developments among and within societies; changes in functions and structures of states; and in attitudes toward states and political identities including the emergence of the nation state.
United States	This course begins Post Civil War 1865 and continues onward as it addresses defining

History	characteristics of eras, the impact of significant individuals, economic issues, dynamic changes in society, military conflicts, and innovative discoveries in science and technology. This course explains history within a cause and effect framework.
AP United States History	This course begins Post Civil War 1865 and continues onward as it addresses defining characteristics of eras, the impact of significant individuals, economic issues, dynamic changes in society, military conflicts, and innovative discoveries in science and technology. This course explains history within a cause and effect framework.
United States 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 and the national, state, and local levels. It covers major political ideas and forms of government in history U.S Constitution, major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compares the U.S. system of government with other political systems. We will 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 the constitutional republic, and analyze the rights guaranteed by the U.S. Constitution.
AP United States 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 and the national, state, and local levels. It covers major political ideas and forms of government in history U.S Constitution, major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compares the U.S. system of government with other political systems. We will 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 the constitutional republic, and analyze the rights guaranteed by the U.S. Constitution.
Economics	Economics with emphasis on the Free Enterprise System and its benefits focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. 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 structures are discussed. The course also incorporates instruction in personal financial literacy.
Honors Economics	Economics with emphasis on the Free Enterprise System and its benefits focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries

	around the world. 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 structures are discuss the course also incorporates instruction in personal financial literacy.
AP Macroeconomics	AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.
Personal Financial Literacy	The student expectation of personal financial literacy includes 14 areas of instruction. Those fourteen areas are: understand interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; the types of bank accounts available to consumers and the benefits of maintaining a bank account; balancing a checkbook; the types of loans available to consumers and becoming a low-risk borrower; understanding insurance; charitable giving; completing the application for federal student aid provided by the United States Department of Education; and methods of paying for college.

Languages Other Than English	
Spanish I	This course teaches basic language patterns and vocabulary. The course introduces fundamental language skills- reading, writing, speaking and listening. An integral part of the course, students will be introduced to the culture of Spanish-speaking countries. Class is conducted in the target language as much as possible.
Spanish II	Designed for students with previous study of Spanish, this course further develops proficiency in speaking, reading, writing, and listening. The course emphasizes on expanding vocabulary and structure. Cultural awareness and understanding is broadened. Class is conducted in the target language as much as possible.
Spanish III	Designed for students with previous study of Spanish, this course provides students the opportunity to further develop and improve conversation skills, vocabulary, and grammar learned in the first two courses. The course introduces the study and discussion of short sections of literature and culture. Class is conducted in the language as much as possible.

Spanish Speakers 1 and 2	This course integrates communication, culture, connections, comparisons, and communities. It incorporates the study of Hispanic language and culture and assists students in understanding and appreciating this culture. The main object is to enrich the students' total language experience by building on the language proficiency already possessed. The focus is on increasing students' ability to use Spanish flexibly, both in formal and informal situations, and on developing their literacy skills. Students receive credit for both Spanish I and Spanish II.
Spanish Speakers 3	This course integrates communication, culture, connections, comparisons, and communities. It incorporates the study of Hispanic language and culture and assists students in understanding and appreciating this culture. The main object is to enrich the students' total language experience by building on the language proficiency already possessed. The focus is on increasing students' ability to use Spanish flexibly, both in formal and informal situations, and on developing their literacy skills.
AP Spanish 4	The AP Spanish program offers a course description and examination in the Spanish language. The course is intended to be roughly equivalent both in content and difficulty to a college Spanish language course at the advanced level. Upon completion of the course a student may take the advanced placement exam for college level. Students enrolling in Advanced Placement courses will be required to take the Advanced Placement..

Elective Courses	
Advanced Journalism Yearbook I, II, III	This class provides students practical experience in public relations, ad sales, layout design, photography, writing copy and basic journalistic techniques required in yearbook production. (Prerequisite: sophomore status and approval from sponsor.)
Debate I, II, and III	Debate is a course designed to promote research, analysis, and public speaking skills in an educational environment of competition. Students learn and review basic and advanced oral communication skills in the classroom and will be given the opportunity to apply those skills at interscholastic speech and debate tournaments.
Health	Students will be introduced to everyday aspects of health. Topics such as making healthy choices, mental health, nutrition, physical fitness, human development, and substance abuse are all introduced. Modern health issues are also discussed such as abstinence, sexual education and sexually transmitted diseases.
CCMR (General Employability Skills)	Students will explore and investigate post-secondary options as well as develop essential skills necessary for success in the workplace and/or high education environments. Class time is devoted to guiding students through career and college decisions and necessary activities such as applications for admissions, financial aid, and scholarships as well as welcoming guest speakers from a variety of career and college backgrounds. Students will also prepare for college readiness exams such as

	the TSI, SAT, and ACT and other avenues for meeting CCMR graduation expectations.
Introduction to Unmanned Aerial Vehicle Flight (drone class)	The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry
Computer Aided Drafting for Architecture	Computer Aided Drafting for Architecture introduces students to the specific architectural computer aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

Fine Arts	
Art I, II, III and IV	Art courses are offered on four different levels and all share the same four basic strands-perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Students will develop skills in observation, problem solving, visual communication, manipulation of art media, self-expression and critique.
AP Art IV	Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.
Theater I, II, III and IV	Students are taught expressive use of body and voice; how to analyze and interpret scripts and characters; to explore technical theater; to develop playwriting skills; to recognize career opportunities; to explore public relations; and to learn history and styles of theater.
Band I, II, III and IV	This class is for students who have experienced playing band instruments. The band performs at concerts, sporting events, band festivals, and competitions. Two fall semesters of marching band will waive the required 1.0 PE credits for graduation. (Prerequisite: Approval of Band Director)
Choir I, II, III and IV	The ensemble of mixed voices devotes most of its efforts toward the development of choral singing through increased knowledge of literature and vocal techniques. Special emphasis is placed upon the development of the individual voice in its relationship to ensemble singing. Students are expected to attend extra rehearsals and participate in all performances.

Music Appreciation I, II, and III	This class is a non-performance course that explores the elements and history of music. It encourages students to view music as an ingredient of the student's own life, and of human life in all cultures. It uses history as a resource for understanding how music has fulfilled basic human purposes in other ages and present times. Content is divided between music history and a study of musical elements through musical literature.
Mariachi Band	This course will introduce music theory, fundamental techniques and the historical background necessary to read and interpret Mariachi music in an authentic and culturally entertaining manner. The students will learn to simultaneously combine varying disciplines such as mathematics, reading and musical techniques. The student musicians will learn to participate in a group setting creating the ensemble environment. This will promote ensemble techniques and teamwork. The students will engage in exercises that will develop and refine their creative and intellectual emotions as well as developing an appreciation for the music, history and culture of Mexico. Through public performances, the students form a team that allows them to promote pride for their community and culture.
Jazz Band	Students will learn and perform a challenging, fun, diverse, and expressive concert set while learning about and exploring jazz history and performance practice.
Music Production	Explore the art of record production and how to make recordings that other people will love listening to. This course will teach you how to make emotionally moving recordings on almost any recording equipment, including your phone or laptop. The emphasis is on mastering tangible artistic concepts; the gear you use is up to you. You will learn to develop the most important tool in the recording studio: your ears. You will learn to enhance every aspect of your own productions, both sonically and musically, by employing deeper listening skills.
Guitar	In this class students will be learning the basic fundamental skills needed for learning to play the guitar. Students will work on beginner music theory, finger mechanics, rhythm, melody, chords and building their ears to excel in music.

Physical Education Courses	
PE 1, 2, 3, and 4	This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy life-style.
Girls and Boys	Students enrolled in this course are expected to participate in various individual and

Athletics	team sports that can be pursued for a lifetime. A major objective of this course is the continued development of health-related fitness and the selection of lifetime sports that are enjoyable.

Local Elective Courses	
Teen Leadership	This course will encourage students to develop leadership, professional, business and speaking skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. Through group discussion, an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills, is formed. Understanding the effects of peer pressure, developing skills to counteract those effects, and developing problem-solving skills. Students will practice the concept of principle-based decision making and learn to develop positive and successful relationships. Visioning and goal setting will take teen leaders over the edge to success.
Student Aide	Student-aide is an elective class that selects only those students who demonstrate excellent citizenship and work ethic. Student aides provide valuable services such as running errands, helping students, and generally assisting in the operation of the office or library. Serving as a student aide under proper guidance and conditions provides students with valuable training for future employment. Student aides must realize that any items of business that are transacted in the offices or library are confidential. Student aides are never to release, nor in any manner utilize any general information about any students at any time. Failure to maintain confidentiality at all times will be cause for immediate dismissal from this elective. Interview is required.
Study Hall	Juniors may have one study hall once they are TSI complete and seniors may have one study hall once they have met CCMR.

Career and Technology Education

All of the following courses are considered to be Career and Technical Courses. As directed by new state and federal guidelines, previous vocational and /or technical courses have been regrouped into categories called clusters. The 16 clusters have been identified as a means of grouping occupations with some similar or interrelated characteristics. The intent of this is to provide students with a more directed sequence of courses that allow students to begin with an overview of the cluster and, progressively, move toward a more specialized experience that culminates with as much ‘real job’ type experience as possible. Rice ISD is constantly striving to make every effort to prepare its students for entry into jobs where they can be competitive in a true global economy. RISD will make every effort to stay abreast of demands and offer those clusters which are both in high demand and financially feasible to offer. Therefore, we anticipate

the list will grow. However, inclusion of a course or cluster in this handbook does not assure the course or cluster will be offered at this time.

Business & Industry Endorsement Options

AGRICULTURE	
Recommended Course Sequences	
Welding	Principles of Agriculture > Agricultural Mechanics and Metal Technologies> Agricultural Structure Design and Fabrication > Agricultural Equipment Design and Fabrication Lab > Practicum in Agriculture
Plant Science	Principles of Agriculture> Green House Operations and Production> Horticulture Science> Principles of Floral Design>Advanced Floral Design
Veterinary Science	Principles of Agriculture> Small Animal Management/Equine Science > Livestock>Advanced Animal Science
Course Descriptions	
Principles of Agriculture, Food and Natural Resources	A basic course designed to provide students with a general overview of career opportunities in agriculture, food, and natural resources. Students will be allowed to develop knowledge and skills that will enable them to gain experience that will range from personal to global in scope.
Wildlife, Fisheries and Ecology Management	This course examines the management of game and nongame wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. Along with these studies, you will have the opportunity to receive your Hunter's Education Certification.
Small Animal Management	This is a course designed for students with an interest in small animals, which are primarily kept as pets or lab animals. An emphasis would be on raising and feeding, disease control, handling of chemicals, grooming, etc. Career applications might include breeding and raising, grooming, working with city animal control, and preparing for additional certifications and training that could be obtained through technical schools in the area of veterinary or lab assistants.
Horticulture Science	This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.
Landscape Design and Turf Grass Management	This course is designed to develop an understanding of landscape and turfgrass management techniques and practices.
Principles and	This course is designed to develop students' ability to identify and demonstrate the

Elements of Floral Design	principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.
Advanced Floral Design	In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.
Professional Standards in Agri-business	This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.
Agricultural Mechanics and Metal Technologies	This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.
Agricultural Structure Design and Fabrication	This course is a continuation of Agricultural Mechanics and Metal Technology. Students will learn how to apply appropriate technology to metal construction related to agricultural structures design and fabrication.
Agricultural Equipment Design and Fabrication	This course is designed to enable students to prepare for careers in mechanized agriculture and technical systems. Students explore career opportunities, entry requirements, and industry expectations.
Agricultural Power Systems	This course is designed to enable students to prepare for careers related to power, structural, and technical agricultural systems. Students explore career opportunities, entry requirements, and industry expectations.
Food Technology and Safety	This course examines the food technology industry as it relates to food production, handling, and safety.
Advanced Animal Science	This course examines the interrelatedness of human, scientific, and technological aspects of animal science through field laboratory experiences. In some cases, this course may meet requirements of an advanced science credit.
Equine Science	A course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses, donkeys, and mules.

Practicum in Agriculture	This practicum is a paid or unpaid capstone experience for students in this coherent sequence. It should allow students to apply their acquired skills. The practicum can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.
GreenHouse Operation and Production	Greenhouse management courses introduce students to basic plant physiological processes and help them develop the decision-making skills needed to design, supervise and maintain greenhouses.

BUSINESS MANAGEMENT	
Recommended Course Sequence	
Business Management	Principles of Business, Marketing and Finance >Business Information Management I> Business Information Management II> Business Management
Course Descriptions	
Principles of Business, Marketing, and Finance	Students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.
Business Information Management I	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	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.
Practicum in Business Management I, II	Practicum experiences may occur in paid or unpaid arrangements. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees and entrepreneurs.
Financial Math	Connecting practical mathematical concepts to personal and business settings, Financial Math offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad,

	starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

DESIGN & MULTIMEDIA	
Recommended Course Sequence	
Design & Multimedia	Commercial Photography I> Commercial Photography II> Digital Media> Graphic Design
Course Descriptions	
Digital Interactive Media	Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology driven society. Students enhance reading, writing, computing, communication, and critical thinking skills and apply them to the information technology environment.
Photography I and II	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.
Graphic Design	Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages.

Note: Not offering Design and Multimedia course sequence for this school year

Public Service Endorsement Options

HEALTH SCIENCE	
Recommended Course Sequence	
Certified Medical Assistant	Medical Terminology> Health Science Theory> Anatomy and Physiology> Practicum in Health Science

Course Descriptions	
Medical Terminology	The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.
Health Science Theory	The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.
Anatomy and Physiology	The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.
Pathophysiology	The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.
Practicum in Health Science	The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

TEACHING AND COACHING	
Recommended Course Sequence	
Teaching and Training	Principles of Education and Training> Human Growth and Development> Instructional Practices> Practicum in Education
Course Descriptions	
Principles of Education and Training	Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster®. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster®. Students will develop a

	graduation plan that leads to a specific career choice in the student's interest area.
Human Growth and Development	Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
Instructional Practices	Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students shall be awarded two credits for successful completion of this course.
Practicum in Education	Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

Additional CTE Courses

These courses can be added to several different clusters to complete a coherent sequence of courses.

Professional Communications	This course is designed primarily to help students develop effective communication skills for successful participation in professional and social life. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages. Students enrolled in this course will be expected to identify,

	analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
Career Prep I and II	Provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace.
Counseling and Mental Health	Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.